



## About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 195

### Book Summary

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Connect to prior knowledge to understand the text
- Identify main idea and details
- Manipulate initial sounds
- Identify initial consonant s-blends
- Identify and understand adjectives in text
- Recognize, write, and understand the use of high-frequency words *this* and *these*

### Materials

Green text indicates resources available on the website

- Book—*Whose Eggs Are These?* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, initial consonant s-blends, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *these*, *they*, *this*
- Content words:
  - Story critical: *butterfly* (n.), *frog* (n.), *penguin* (n.), *robin* (n.), *shark* (n.), *spider* (n.)
  - Enrichment: *case* (n.), *feathers* (n.), *pearls* (n.), *silk* (n.), *spiny* (adj.), *tadpoles* (n.), *twigs* (n.)

## Before Reading

### Build Background

- Ask students to tell if they have seen eggs in a nest or found eggs someplace else (such as on a leaf or on the ground). Ask them to describe the eggs they saw and to tell from which kind of animal they believe the eggs came. Discuss how characteristics such as size, color, shape, and number are clues about which animal might have laid the eggs.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Whose Eggs Are These?* (Accept any answers students can justify.) Ask students to share predictions about which animals laid the eggs on the front and back covers.
- Show students the title page. Discuss the information on the page (title of book, author's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I read a new book, I try to think about what I already know about the topic. When I look at the title of this book and the front and back covers, I think about different eggs I have seen before and the animals that have laid them. I know that animals such as birds, fish, turtles, and frogs lay eggs. I will think about what I know as I read the book. This will help me understand the book and read words.*
- Have students preview the pictures on the covers and title page in the book. Have them share how they connected with prior knowledge.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Go through the book with students. Ask them to talk about what they see in the pictures. Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 6 you might ask: *What animal do you see pictured here (butterfly)?* Explain to students that using pictures can often give clues to the words on the page. Have students look at the words and ask for a volunteer to find the word *butterfly*. Read the sentence to see if the word *butterfly* makes sense.
- Encourage students to use the pictures they see to help them with vocabulary they will encounter in the text. Remind them to also notice beginning, middle, and end sounds of words they don't know.

### Set the Purpose

- As they read the book, have students think about what they already know about eggs and the animals associated with them to learn new information.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*Many*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud: As I read page 6, I thought about what I already know about butterflies. I know that butterflies begin as caterpillars and go through a change to become butterflies. I thought about the tiny caterpillars crawling out of the eggs.*
- Invite students to share how they connected with what they already knew as they read.

## Lesson Plan *(continued)*

## Whose Eggs Are These?

- Have students read the remainder of the book. Remind them to use what they already know to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 10, I thought about what I know about penguins and where they live. I know that penguins live in colder habitats. I also know that living things can use their body heat to keep warm. Using what I know helped me better understand why penguins put their eggs on their feet, close to their body.*
- Discuss how using what they already knew helped students understand what they read. Invite students to share how they connected to prior knowledge as they read.
- Discuss additional strategies students used to gain meaning from the book.

### Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Ask students to tell about the new information they learned while reading the book, including eggs and the animals from which they came.
- **Introduce and model:** Explain to students that books they read have a main idea that tells what the book is about. The title of the book and the pictures can be clues to identify the main idea. Discuss the main idea of this book. (Many animals lay eggs.) Make a large web on the board and write the main idea in the center circle. Explain that there are details in the book that tell about the main idea.
- **Think-aloud:** *On page 4, I read that robins lay eggs. I know that robins are birds, and birds are animals. This is a detail that tells about the main idea. Write robins in the first outer circle on the web.*
- **Check for understanding:** Have students point to another detail in their book that tells about the main idea. Observe and discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.

### Build Skills

#### Phonological Awareness: **Manipulate initial sounds**

- Say the word *nest* aloud to students. Explain to students that you can say a new word by changing the first sound to a /p/ sound: *pest*. Repeat the process by changing the first sound in the word *pest* to the /b/ sound: *best*.
- Have students make a new word from the word *best* by changing the first sound to a /r/ sound: *rest*.
- Have students say new words by replacing the first sound in each word you say with the initial consonant s-blend /sk/. For example, if you say the word *my*, they should say *sky*. Use the following words: *my, pin, can, cold, him, lip, far*.
- Have students say new words by replacing the first sound in each word you say with the initial consonant s-blend /sp/. Use the following words: *race, hill, win, mine, moon, hot*.

#### Phonics: **Initial consonant s-blends**

- Write the word *sky* on the board. Read the word aloud with students.

## Lesson Plan *(continued)*

## Whose Eggs Are These?

- Circle the *sk*-blend in the word and tell students that the /s/ and /k/ sounds blend together to make the /sk/ sound. Point out that each individual sound in the blend can be heard. Have students say the word *sky* while they listen for the beginning blend.
- Write the initial consonant *s*-blends in a line along the board: *sc, sk, sl, sm, sn, sp, st, sw*. Have students think of several examples of words that start with each blend. Write these words on the board under the appropriate blend. Have individual students come to the board and circle the blends in the words.
- Ask students to find an initial consonant *s*-blend on page 5 (*spiny*) and page 8 (*spider*).
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant s-blends worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Adjectives**

- Review or explain that special words called *adjectives* are used to describe other words. Explain that these words tell about people, places, or things, such as *happy, sad, high, or low*.
- Have students turn to page 5. Reread the first sentence with students. Point to the word on the page that describes the eggs (*tiny*). Explain that the word *tiny* describes the eggs on the bottom of the leaf.
- Have students turn to page 7. Reread the first sentence with students. Ask them to tell the word that describes eggs (*many*) and case (*tiny*). Invite students to share other adjectives that could be used instead of *many* to describe the eggs and *tiny* to describe the case. Ask students to use each word in a sentence.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

### Word Work: **High-frequency words *this* and *these***

- Tell students they are going to learn two words that they need to be able to recognize and read quickly. Write the words *this* and *these* on the board and read the words aloud. Have students read the words with you.
- Ask them to write the words on the table top with their finger as you spell the words aloud with them, pointing to each letter on the board as you say the letter name with students.
- Show students one object, such as a pencil. Say: *This is a pencil*. Write the sentence on the board and read it aloud with students. Then show students more than one of the same object. Say: *These are pencils*. Write the sentence on the board and read it aloud with students.
- Reread the first sentence. Ask students to tell how many pencils are mentioned in the sentence (*one*). Point to the word *This*. Explain to students that the word *this* is used to identify one of something.
- Reread the second sentence. Ask students to tell how many pencils are mentioned in the sentence (*two*). Point to the word *These*. Explain to students that the word *these* is used to identify more than one of something.
- Have students identify objects in the room using the words *this* and *these*.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## ***Extend the Reading***

### **Writing and Art Connection**

Have students imagine that they found a mysterious egg that was about to hatch. Have them write a story describing what came out of the egg. Ask students to draw a picture about their story. Invite them to share their story.

### **Science Connection**

Provide students with books that illustrate the life cycle of a frog from egg to adult. Have students illustrate and label each step of the life cycle.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## ***Assessment***

### **Monitor students to determine if they can:**

- consistently use their prior knowledge to understand text
- identify details that support the main idea in the text and on a worksheet
- orally manipulate initial sounds
- correctly associate initial consonant s-blends with their phonetic representation during discussion and on a worksheet
- accurately identify adjectives in text and on a worksheet
- accurately read, write, and understand the use of high-frequency words *this* and *these*

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**