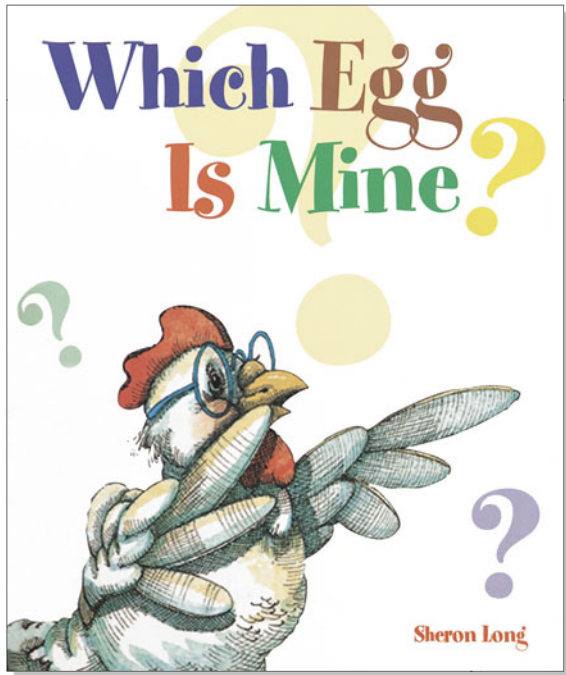


Which Egg Is Mine?



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 6

Fountas and Pinnell: D

Lexile: BR

In this humorous story, a hen looks for her eggs and finds other animals that lay eggs. Patterned and repetitive text will help children anticipate language. Exclamation marks emphasize excitement and surprise. Photos and illustrations support the content.

8 pages, 65 words

In This Guided Reading Lesson:

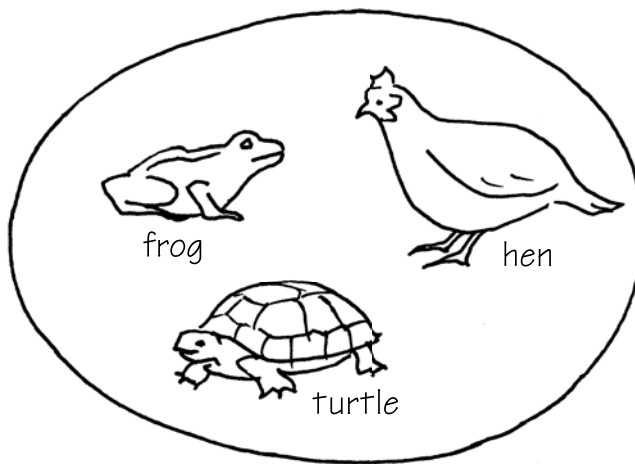
Background and Vocabulary	Read the Book	Respond to the Book
<p>Egg-Laying Animals: chick duck lizard snake spider turtle</p>	<p style="text-align: center;">Spotlight STRATEGY Exclamations</p>	<p>Write to the Hen: Letter to Hen</p> <p>Animal Improv: Animal Skits</p>

Which Egg Is Mine?

Build Background

Animals and Eggs Draw pictures and list the names of animals that are born live and animals that are hatched from eggs. Name each of the animals and have children echo. Then draw a large egg on chart paper. Tell children that the animals that hatch from eggs belong in the egg.

Have children guess which animals lay eggs and point to them or name them. Draw and label them in the egg drawing.



Build Vocabulary

Animals Lay Eggs Introduce egg-laying animals by pointing to pictures in the book. Then perform a call-and-response chant. Add rhythm by clapping and slapping your thighs.

Teacher: Ducks lay eggs.

Children: Ducks lay eggs.

Teacher: Hens lay eggs.

Children: Hens lay eggs.

Teacher: Snakes lay eggs.

Children: Snakes lay eggs.

Continue using the Key Vocabulary words, and then include a word that does not make sense. For example, say: **Houses lay eggs.** Instead of repeating the chant, children can respond, *No, houses do not lay eggs!*

Key Vocabulary

chick
duck
lizard
snake
spider
turtle

Which Egg Is Mine?

1 Preview the Book

Cover Point to the title and the hen. Read the title aloud as you track the print. In this story, a hen looks for her eggs. What is funny about this hen? (She is wearing glasses.)

Page 2 Let's read this page together. Point to the snake. This is a **snake** coming out of the egg. Explain that the expression *pardon me* is the same as *excuse me*. We use it to be polite. Encourage children to turn to a partner and practice saying, "Oh, pardon me!" like the hen in the story.

Page 3 Look at this page. A **turtle** comes out of this egg. Point out the exclamation mark. The exclamation mark tells me that I should read this sentence with excitement. Cover the exclamations with self-stick notes and read them without excitement. Then pull them off and read them with excitement. Do they sound different?

Page 4 A **lizard** comes out of an egg. I didn't know lizards came from eggs. Did you?

Page 5 Let's read these sentences together. Is the hen surprised or excited to see the **duck**? How can you tell? (the exclamation marks) Did you read the sentences with surprise or excitement?

Pages 6–7 A **spider** comes out of this egg. On page 7, the hen finds her egg! A **chick**, or baby chicken, comes out of the egg. How do you think the hen feels now?

Page 8 What is in the nest? (four baby chicks) All these chicks hatched from the hen's eggs.



Which Egg Is Mine?

2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Exclamations** If children do not convey excitement as they read aloud, place self-stick notes with periods at the ends of the sentences. Have children read the sentences with and without the notes to show how the exclamation marks change or add to the story.

3 Respond to the Book

Write to the Hen Have children think about what they would say to the hen about losing her eggs. Would they be angry with her, or would they try to help her find them?

Explore some ideas with children, and then invite them to write a letter to the hen telling her how they feel. Encourage them to use exclamations in their writing:

Dear Hen,
Don't walk away from your eggs!
Your babies can hatch.
Be a good mother hen.
Love,
Shanti

Animal Improv List animals that lay eggs and animals that don't lay eggs in a T Chart. Ask children to use the information to create and perform an improvisational skit about each animal. Play the hen and ask questions:

Hen: What are you? Do you come from an egg?

Baby Snake: I'm a baby snake! Ssss!
Yes, I come from an egg.

Materials

- T Chart from *Picture It! Big Book*, page 20

Answers will vary. Sample response:

T Chart

Which Egg Is Mine?

Animals that
Lay Eggs

Animals that
Don't Lay Eggs

snake

cat

turtle

dog

lizard

elephant

duck

giraffe

spider

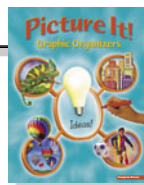
bear

chicken

pig

20

Use only a black dry-erase marker.



Picture It! Big Book, page 20

Which Egg Is Mine?

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	A baby snake! Oh, pardon me! This egg isn't mine!		
3	A baby turtle! Oh, pardon me! This egg isn't mine!		
4	A baby lizard! Oh, pardon me! This egg isn't mine!		
5	A baby duck! Oh, pardon me! This egg isn't mine!		
6	A baby spider! Oh, pardon me! This egg isn't mine!		
7	A baby chick! At last! This egg is mine.		
8	And so are all of these!		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$(65 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 65 \text{ words} = \text{_____}\%$

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.
	Substitutes an incorrect word that does not make sense	

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>Craters look like dark circles when you look up at the Moon.</p>	<p>Craters look like dark when you look up at the Moon.</p> <p>Skips important words</p>	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
<p>There are mountains on the Moon.</p>	<p>There...are mountains...on...the... Moon</p> <p>Reads slowly, word-by-word, without comprehension</p>	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
<p>That's one small step for man, one giant leap for mankind.</p>	<p>That's one small / step for / man, one / giant leap for / mankind</p> <p>Reads aloud with poor phrasing</p>	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
<p>The Moon is full tonight.</p>	<p>TheMoonisfulltonight</p> <p>Reads quickly, without comprehension</p>	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
<p>The Moon is Earth's only natural satellite.</p>	<p>?</p> <p>Gets stuck; is unable to use any strategies</p>	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.