

8 pages, 126 words

Genre:

Nonfiction

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read longer sentences fluently, with expression and stamina
- read verbs with -s and -es endings
- recognize previously solved words when encountered again later in the text

Supportive Text Features:

- illustrations support some text details
- text includes some repetitive language and phrasing
- predictable text structure
- most vocabulary is familiar, with some content-specific words

High-frequency Words:

a, an, from, the, is, of, these, what, do, you

Phonics:

- consonant digraphs: ch/tch

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

¿Qué sale de un huevo?

[See back page](#)

Guided Reading with

WHAT HATCHES FROM AN EGG?

Guided Reading: H

DRA: 14

Intervention: 13

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

Overview: Many animals hatch from eggs. This book introduces some of them.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What are some words for animal babies?
- How do baby birds grow? What do you know about eggs?

2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *What Hatches From an Egg?*
- Ask children to use the title and picture on the cover to make predictions about why there is a snake on the cover.
- Show the back cover and read the copy. Ask children to predict what animals that hatch from eggs will be in the book.
- Have children suggest some words they might read in the story. Encourage them to think about the names for each type of animal baby.
- Give children the book and have them look at the pictures. Ask them to notice the egg(s) in each picture.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.



- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: a, an, from, the, is, of, these, what, do, you. It includes the animal names chicken, snake, turtle, bird, fish, spider.
- The text follows a predictable structure reading: "A ____ lays an egg. A baby ____ hatches from the egg. The baby is called a ____." The last page is different.
- Vocabulary that might be unfamiliar to students includes: snakelet, hatchling, fry, spiderling

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what animals hatch from eggs.

2. Have children read the first few pages silently. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child. Check comprehension with a simple comment, such as: "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to record these observations.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some



help?”

- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the ideas presented.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about what animals hatch from eggs.

2. Ask questions like:

- Which animals did you already know hatched from eggs? What are their babies called?
- Which animals hatched from eggs that you didn’t know about? What are their babies called?
- What could you learn from the pictures about how the different eggs looked?
- How do you think a baby animal gets out of an egg when it’s time to hatch? What makes you think that?
- The book asks a question on the last page. Let’s re-read it. What do you think?
- If you were to add another animal to this book, which animal would you include? Why? In order to be in this book, what characteristic must it have?
- Why aren’t humans included in this book?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on



one child as an assessment of the child's reading behavior.

- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Use words from the text to discuss the "ch" and "tch" sounds. Talk about how "tch" is used after a short vowel at the end of words like "hatch." Look at additional picture cards for ch and tch words (e.g., chick/chicken, peach, lunch, crutch, stitch, stretch) use shared or interactive writing to try spelling some of the words.

Have children use sticky notes to add fact bubbles to each page, using the pictures to gather more information.

Mathematics: Write story problems about various animals laying different numbers of eggs. Ask children to show their thinking in pictures, numbers and words.

Science: Create a chart listing types of animals and the words for their young, starting with the animals in the book. Discuss how the "-ling" and "let" endings are often used to denote animal babies. Include other examples besides those in the book on your chart (e.g., duckling, gosling, owlet, piglet, eaglet).

Discuss the word "oviparous." Read nonfiction books or consult online resources to learn more about different types of oviparous animals, including birds, reptiles, and fish.

Read a nonfiction book or consult online resources to learn more about the life cycle of one of the animals in the book or another

animal that hatches from an egg. Have each child create a poster showing the different stages of the animal's life cycle.

Break the class into six small groups and have them research one of the animals featured in the book. Each group should make a prediction which class they think their animal is in and then should read to find out which class it is from (reptile, mammal, amphibian, bird, fish, insect, arachnid). Groups can present their findings to the whole group.

Bring in hardboiled eggs (or ask for volunteers to bring some) to class. Have children observe the eggs and write down their observations. Children should also sketch the eggs. Note the color, texture, smell, weight, and more about the eggs. Discuss with the class how a shell is helpful for a baby animal as it develops and grows. What makes a shell good protection?

Art: Look at photos of various types of eggs. Have children use balloons and paint to create model paper mache eggs, noting size, color and pattern. Create an "egg museum" with signs that show the animal's name, baby name, and a picture of the animal.



Guided Reading: G
EDL/DRA: 12
Intervention: 11

Guided Reading with **¿QUÉ SALE DE UN HUEVO?**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book.

To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun Support: The following animals are listed in the story: gallina, víbora, tortuga, pájaro, pez, araña

The following babies are hatched from eggs in the story: polluelo, viborita, tortuguita, pajarito, pececito, arañita

Print the illustrations from the story without the text. Then, print both the animals and their babies on individual word cards. First, have students match the animal to the appropriate illustration. Then, have students match the baby to the correct picture.

Afterwards, remove the illustration and mix up the word cards. Have students match the correct animal with their appropriate offspring.

Do an article sort with students. Print the articles, “un” and “una” on word cards and place them in separate columns with space underneath for students to sort the word cards. Have students place all of the word cards underneath the correct article.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

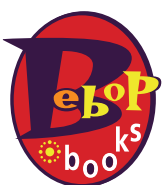
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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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