

# Animal eggs

PM Level 2

Magenta

**Text Type** Description

**Running Words** 49



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the names of common animals such as birds and fish.

### Orientation to the Text

- This text describes many different things that come out of eggs, including birds, caterpillars and crocodiles.

### Key Language Structures

- The repetitive structure, *A \_\_\_\_\_ comes out of an egg* is used, with a different noun corresponding to the animal on each page.
- The indefinite article *a* or *an* is used depending on whether the noun begins with a vowel or not.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*A, an, comes, out, of*

#### Content Words

*bird, caterpillar, crocodile, egg, fish, lizard, snake, turtle*

### Decoding

- Encourage students to have a go at unfamiliar words. Ask them to think about whether what they read looks right, sounds right and makes sense.
- Look at the word *of*. Ask, *Which part of this word is tricky?*

### Fluency and Phrasing

- Talk about the importance of making the text sound interesting when you read aloud. Model reading with and without expression and ask students to identify the differences.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Discuss what students already know about eggs and animals that come from eggs.

Ask students to suggest what animals they can see on the front and back covers.

- Look at pp. 2–3 together. Direct students to find the word *comes*. Ask, *How do you know you found the right word?*
- Read p. 10 together. Look at the word *out*. Ask, *What are the two sounds in 'out'? What sound do the 'o' and the 'u' make together?*
- Read the text on p. 11 and p. 13. Talk about the similarities between the text on both pages. Model reading them with different intonation and have students practise reading with expression.
- Look at pp. 12–13 with students. Talk about where the turtle is in both pictures. Ask, *Where do you think the turtle laid the eggs?*
- Continue to p. 16. Ask students to name each of the animals that were featured in the book.
- Ask students to reread the text with a partner, focusing on using appropriate expression.

### Comprehension

- How is the baby snake like the grown snake? (*Literal*)
- What do you think the turtle will do once it gets out of the egg? (*Inferential*)
- What do you think it would be like inside an egg? (*Inferential*)

### Follow-up Activities

- Choose one of the animals in the book and construct a y-chart with students to describe what it looks like, sounds like and feels like. In pairs, have students create an oral description of one of the other animals in the book using the same criteria.
- Research with students how long the animals in the book stay in the eggs before hatching. Write the times on large pieces of card and ask students to illustrate them. Display them around the room in order from the shortest to the longest time until hatching.
- Read texts about other animals that come out of eggs, such as particular breeds of birds, crabs, echidnas and stick insects. Model writing a sentence using the structure from the text, for example, *A crab comes from an egg*. Allow students to choose one of the animals you have learned about and write and illustrate their own sentence for an class book about animal eggs.

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## Learning Intentions

- We are learning to read with expression.
- We are learning to read high-frequency words.

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## Success Criteria

- I can make my reading sound like talking.
- I can read *a, an, comes, out* and *of*.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up