

Who Laid These Eggs?



Written by Rachel Albanese

Text Type: Non-fiction: Description — Question and Answer

Guided Reading Level: F

Summary: In this book, readers guess the name of the animal that laid the eggs in the photographs. Fold-out pages reveal the life cycle and interesting facts for each animal.

Word Count: 165

High-frequency Word: *round*

Text Features

Visual Literacy

- ▶ fold-out pages
- ▶ photographs
- ▶ labels
- ▶ arrows

Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text for each fold-out page
- ▶ repetitive text

Possible Text Challenges

- ▶ some difficult vocabulary: *oval, hatchling, adult, froglet, nestling, fledgling, larva, pupa, alevins, fry, fingerlings*
- ▶ connecting photographs of eggs and the animals that laid them (page 12)

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ analyzing

Working with Words

- ▶ using photographs and labels to solve unfamiliar vocabulary
- ▶ using sound-symbol associations, small words within bigger words, and suffixes to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor by asking himself or herself questions
- ▶ analyze photographs to find information and formulate appropriate questions
- ▶ use photographs and labels to solve unfamiliar vocabulary
- ▶ use sound-symbol associations, small words within bigger words, and suffixes to read unfamiliar words

Oral Language Opportunities

- ▶ discussing and predicting in a group
- ▶ sharing with a group and with a partner



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

You might wish to bring in a real egg and pose the question, *Who laid this egg?* Ask students to share any experiences they have had with finding eggs outside (e.g., birds' eggs, frogs' eggs).

Predicting

Display the front cover of the book. Read aloud the title and author's name. Ask, *What do you think this book will be about?*

Visual literacy

Overcoming Text Challenges

Hand out the books and have students turn to pages 2 and 3. Draw attention to the text arrow and discuss the question printed on it.

Analyzing/self-monitoring

Model how to analyze the photographs by thinking aloud. Point out the details in the photographs on pages 2 and 3 (i.e., number, size, and colour of the eggs) and the environment (i.e., sand), and pose a question about the animal that laid them. For example, you might say, *There's sand around these eggs. Which animal could have laid them?*

Visual literacy

Model how to handle a book with fold-out pages by showing pages 2 and 3. Then explain the organization of the fold-out page in this book. Point out that the left-hand side contains the question and photograph, the middle section contains information about the animal and a photograph, and the right-hand section shows photographs and labels.

Word solving and building

Draw a picture of an oval on the board. Have students locate the word *oval* in the book and suggest other things that have this shape. You may wish to use the words *hatchling* and *adult* as you discuss the photographs.

ESL Note: Write down reading strategies on chart paper. Remind students to use some of these strategies when solving unfamiliar words. Have students use word chunking or word patterning to solve challenging words.

Teaching Tip: To enable students to experience the excitement of the question-and-answer format, save other challenging vocabulary until the follow-up discussion.

Analyzing/self-monitoring

Setting a Purpose

Challenge students to find out which animals laid the different eggs shown in the book. Say, *Think about the clues and information in the photographs. Remember to ask yourself questions when you look at each picture.* You may wish to remind students of your thinking when you examined pages 2 and 3.



DURING READING

Observe and listen to students as they read the text, assisting them with vocabulary and comprehension queries. Check their ability to track print with their eyes rather than a finger. Take note of students' successful use of strategies and any difficulties they encounter. To check students' analyzing

ability, ask individual students, *What clues can you find in this photo? How many eggs are there? How big are the eggs? Where were they laid?*

Encourage students who finish before others to reread the book and then discuss with a partner the answers to the matching activity on page 12.



AFTER READING

Self-monitoring

Ask, *What questions did you ask yourself when you looked at each picture?* Have students share their questions, and record these on chart paper or the board.

Analyzing/evaluating

Ask, *What surprised you about this book?* With a partner, have students share something new they learned from their reading. You might also wish to have students share their favourite page.

Word solving and building

Point out successful reading strategies you observed. For example, you might say, *When Jeremy got to the word froglet, he found the two smaller words frog and let and then put them together. That's one strategy that good readers use to figure out big words.*

Rereadings

Provide opportunities for each student to reread the entire text independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Analyzing/making connections: comparing

Comparing Eggs

Hand out copies of the BLM. Have students complete the chart using information from the book. Have them discuss with a partner which animal lays the most eggs and how the eggs of the various animals are alike and different.

Teaching Tip: This book leads naturally into further study of life cycles and stages.

Making connections: text to text

Writing

Provide students with non-fiction material about egg-bearing animals, such as the book *Chickens Aren't the Only Ones* by Ruth Heller. In partners, let them choose an animal and create their own fold-out page by following the format in *Who Laid These Eggs?* Completed pages may be compiled into a class book and then shared. While they work, ask students who they think the audience is for their fold-out pages. Ask, *Why do you think that is the audience for your work?*

Comparing Eggs

Name: _____

Animal	Number of Eggs	Colour of Eggs	Shape of Eggs