Title/Author: *An Egg is Quiet* by Dianna Aston

Suggested Time to Spend: 6 Days (30 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; W1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3, SL.1.6; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will read an illustrated informational text to gain information about the uniqueness of the eggs that different animals lay, and the process they go through from being laid to hatching into a new living creature.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Focusing Question / Key Understanding: What makes eggs such a unique part of the life cycle, and what is the process they go through to create a new living creature? One key takeaway is that many animals lay eggs. These eggs come in a variety of different sizes, textures, colors, and shapes. These animals protect their eggs in different ways, and each egg has a unique way or protecting and helping the embryo grow into a new life.

Synopsis

The book starts with a few general statements about eggs. The author then starts giving descriptions of eggs. She pairs the descriptions with pictures and captions to give information about specific eggs. This text includes information about the variety of shapes, textures, sizes, and the purposes of eggs.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *An Egg is Quiet* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3039/an-egg-is-quiet-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING: Today's reading will focus on the unique characteristics of the eggs that animals lay.**  Page : “An egg is quiet.”  Read pages 1-4   1. In what ways does the author show than an egg is quiet?   “It sits there…”   1. How are these animals protecting their eggs?   Activity:  Begin a Class Chart to record what students learn about each characteristic the author shares about how an egg is quiet.  “An egg is colorful.”  Pages 5-6:   1. How do the labels on this page help us understand how eggs are unique?   After looking at this page, what do you know about eggs being colorful?  Activity: Add to the class chart the characteristics the author shares about eggs being colorful  “An Egg is Shapely”  Pages 7-8   1. What shapes can eggs be?   Activity:  Add to the chart recording the unique characteristics of eggs and how they are shapely.   1. Why is it helpful for the sea turtle egg to be round? 2. How does the shape of a seabird egg keep it safe? 3. Why are the tendrils important on the dogfish egg?   Activity: Teacher will create a chart to help students with new vocabulary words.  “An Egg is Clever”  Pages 9-10:   1. Camouflage means to hide. An egg may need to hide? "Camouflage is an egg's way of hiding." In what way does an egg use camouflage to hide? 2. What is the purpose for an eggs camouflage? 3. Using the illustration, how does the author show the cleverness of eggs using camouflage? 4. Read page 10. What is the purpose of eggs resembling their surroundings?   Activity:  Add to the chart recording the unique characteristics of eggs and how they are clever. | 1. Students may respond by saying: It’s empty. It’s not alive yet. It is not moving, but just sitting there. It’s sleeping. The author shows that an egg is quiet because it is just sitting there. Sometimes they are hiding under things, such as the humming bird eggs under their mother, and the turtle egg hiding under sand 2. The animals are sitting on the eggs. Some animals bury their eggs. Some animals hide their eggs. The penguin holds it on its feet, the bird sits on it, and the turtle buries it.  |  |  | | --- | --- | | Author's Descriptive Word: | Egg Characteristics: | | Quiet | Sit there  Don't move  Hiding  Protected |  1. The labels tell us what animal laid each egg. Now we know what the eggs of each animal look like. Each has a different size, shape, and there are many different colors.     There are many different colors in the eggs shown on this page. There are red eggs, eggs with colored spots, and eggs in many different shades of brown and green.   |  |  | | --- | --- | | Author's Descriptive Word: | Egg Characteristics: | | Quiet | Sit there  Don't move  Hiding  Protected | | Colorful | All different Colors  Spots |  1. Eggs can be circles, round, or ovals, pointy or tubular.  |  |  | | --- | --- | | Author's Descriptive Word: | Egg Characteristics: | | Quiet | Sit there  Don't move  Hiding  Protected | | Colorful | All different Colors  Spots | | Shapely | Circles/Round  Oval  Pointy  Tubular |  1. It is helpful for sea turtle eggs to be round because when the mother turtle buries the eggs in the sand, they fit together nicely. 2. The shape allows the egg to roll safely in a circle so that it does not fall off of the cliff. 3. The tendrils are important because they anchor the egg to seaweed. This helps them stay in a safe place instead of floating away.  |  |  | | --- | --- | | Word | What it Means | | Larvae | Beginning stage, out of egg | | Ledges | Flat surface at the end of something | | Pointy | To have a pointed end | | Cliff | A rock up high | | tubular | Shaped like a tube | | Leathery | Tough | | Tendrils | Attachments | | Tight spaces | Small, no room to move | | Ocean current | The water of the ocean is constantly moving. |  1. They look like rocks. They have spots like the rocks. They have the same colors 2. It will hide to be safe. 3. It is hidden in places. It blends in.   11. The egg does not want to get eaten by an animal such as a snake for fox.   |  |  | | --- | --- | | Author's Descriptive Word: | Egg Characteristics: | | Quiet | Sit there  Don't move  Hiding  Protected | | Colorful | All different Colors  Spots | | Shapely | Circles/Round  Oval  Pointy  Tubular | | Clever | camouflage, markings, speckled, resemble | |
| THIRD READING: Today's reading will continue to focus on the unique characteristics of the eggs that animals lay.  “Eggs Come in Different Sizes”  Pages 11-12 Why would the sizes of these two eggs be so different?  Why would the ostrich egg be so much bigger than the hummingbird egg?  Activity:  Have a jelly bean and an 8 pound object to show students the size and weight difference of an ostrich egg and a hummingbird egg.  Turn and talk about the differences you noticed between the two objects.  Using the illustration, how does the author show the differences in eggs?  “An egg is artistic.”  Pg 13-14  Using the pictures on this page. How does the author show that eggs are artistic?  “An egg is textured.”  Pg 15-16  What is the purpose for each eggs texture?  How do the textures help protect the animals inside?  Activity:  Add to the chart recording the unique characteristics of eggs and how they are Artistic.  “An egg might even be fossilized.”  Pg 17-18  1. What did the scientists learn from unearthing the fossilized dinosaur bones?  How does the fossilized egg on this page look different from the other eggs we have seen in this book?  Activity: Add new vocabulary words to chart. | They come from two different animals and those animals are different sizes.  The animals that lay these eggs, the ostrich and the hummingbird, are different sizes.  Activity Responses:  The 8 pound object is heavier. It is bigger. It would not fit in a tree like the bird egg.  The size is different. When you use a ruler, it shows the eggs to be different sizes. The eggs are in different places.  Artistic shows eggs are artistic by showing eggs with colors, spots, and lines, shapes, and designs.  Bird eggs are hard because it is harder to break them. If they fall out of a tree it would be harder to break. Amphibian eggs are gooey so they do not dry out.  It can protect them from other animals that might want to eat them.   |  |  | | --- | --- | | Author's Descriptive Word: | Egg Characteristics: | | Quiet | Sit there  Don't move  Hiding  Protected | | Colorful | All different Colors  Spots | | Shapely | Circles/Round  Oval  Pointy  Tubular | | Clever | camouflage, markings, speckled, resembles | | Textured | Rubbery  Gooey  Smooth  rough | | Artistic | unique, special, |   They learned that the eggs were different sizes and shapes. They found some to be round and oblong. They found tiny eggs and large eggs.  It looks cracked. It is not as colorful. It doesn’t look smooth. It looks like a rock.     |  |  | | --- | --- | | Word | What it Means | | Larvae | Beginning stage, out of egg | | Ledges | Flat surface at the end of something | | Pointy | To have a pointed end | | Cliff | A rock up high | | tubular | Shaped like a tube | | Leathery | Tough | | Tendrils | Attachments | | Tight spaces | Small, no room to move | | Ocean current | The water of the ocean is constantly moving. | | Fossilized | Rock hard | | Remains | Parts left over | | Unearthed | Found by digging | | Oblong | Longer in 1 direction | |
| FOURTH Reading: Today’s reading will focus on the transformation that the eggs go through.  Read page 19 through the end of the book.  “An egg is giving.”  Page 19:  How does the Hen egg change from day 3 to day 18?  How is the timeline different for each animal?  Page 20:  The author states that an egg is giving. How does the egg give to the creature and how does this help the creature growing inside?  Activity:  To show the albumen and embryo, teacher will need an egg to crack open and let students see as visual object.  Pages 21-24  “An egg is quiet. Then, suddenly an egg is noisy.”   1. Why does an egg become noisy? 2. What are some of the sounds you may hear? 3. How are the eggs diverse? | Page 19: It gets bigger. It has feathers. It looks more like a hen.  The insect takes less time. The fish takes longer than the hen.  Page 20: The yolk gives the creature all of its food. The shell and albumen is its home and protects it. Allows air to enter in through tiny holes.  Some parts of the egg look clearer in color. The yellow looks thicker. It looks the same as the picture in the book.  Now there is an animal that comes out of the egg.  You will hear chirps, crunch, quacks, and tweets.  Different creatures come out of each egg and not every animal is the same. This makes it diverse. |

FINAL DAY WITH THE BOOK - Culminating Task

* *In what ways are the eggs of different animals unique, and what is the process they go through to become a new living creature? Write and draw to share what you have learned from the text.*
  + Sample student response: Animal eggs are unique because they all have special features. Eggs have certain shapes and purposes. Animals that live in water are different from animals that live on land so their eggs are different. Their eggs protect them and keep them safe from other animals that may hurt them. Their sizes are unique. Each creature goes through a special process before they are ready to survive in the outside world.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Pg. 3-4 beneath: under  [An egg is shapely.] Pg. 7-8 –larvae: beginning stage out of the egg  ledges: flat surface at the end of something  pointy: to have a pointed end to something  cliff: a rock up high  tubular: shaped like a tube  leathery: tough  tendrils: attachments  tight spaces: small, no room to move  ocean current: the water of the ocean is constantly moving, it is called a current    [An egg is clever.] Pg 9-10 – camouflage: to hide  resemble: to look similar  clever: smart  [An egg might even be fossilized.] Pg 17-18 – fossilized: rock hard  remains: parts left over  unearthed: find by digging  oblong: longer in one direction than the other | [An egg is shapely.] Pg 7-8 – anchor: to hold down  swept: to move away  [An egg is textured.]Pg 15-16 – gooey: sticky  rough: bumpy  rubbery: strong, tough  smooth: flat |

Extension learning activities for this book and other useful resources

* Animated Book: <http://www.pbslearningmedia.org/resource/btl10.ela.early.aneggisquiet/an-egg-is-quiet/>
* Activity: Students will match written word to objects that have the same feeling of texture of the eggs in the book.

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| --- | --- |
| Texture | Objects |
| Rough | Sandpaper, tree bark |
| Gooey | Mashed up jello |
| Hard | Rock |
| Soft | Rubber |
| Smooth | hard boiled egg (peeled), marble |

* Provide different materials for students to make an egg. Allow students to choose their own materials for their egg. After creating their egg, they will write and share a description of their own egg using the vocabulary from the book. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* Some of the reading may take more than one session.
* This book does not contain page numbers but we reference page numbers throughout the lesson. Page 1 starts right after the title page.
* Point out the page before the title page has lots of pictures of eggs. Show students that at the end of the book, there are a variety of animals that come from eggs.
* For pages 7-8: Students might make a connection to *The Very Hungry Caterpillar*. They might say it is the first thing the ladybug sees.
* Consider pairing this book with:
  + *Chickens Aren’t the Only Ones* by Ruth Heller
  + *A Butterfly is Patient* by Diana Hutts Aston

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

670

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Facts about eggs – The text tells about what shapes the eggs can be.

Purpose of eggs - Markings help eggs blend in with surroundings. The purpose is to camouflage it.

Captions with pictures, labels, font changes

Headings – information with each heading

Example: An egg is textured pictures with into several examples.

Scientific/specific animal names – Arctic Tern, Atlantic Salmon, Thick-billed WarblerScientific words – albumen, yolk, fossilized

Includes descriptive words students may be unfamiliar with.

Many different types of eggs – tubular, pointy, oval, round

Bird eggs, fish eggs, insect eggs

**Structure**

**Meaning/Purpose**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Vocabulary – specific words

Pictures/captions

How will this text help my students build knowledge about the world?

Animals have a variety of eggs. They look, feel, and function differently.

1. **Grade level**

What grade does this book best belong in? 1st as a read-aloud

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