Title/Author: *Rechenka’s Eggs* by Patricia Polacco

Suggested Time to Spend: 5 Days (Recommendation 1 session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7; W.K.1, W.K.8; SL.K.1, SL.K.2, SL.K.4, SL.K.6; L.K.1, L.K.2, L.K.4, L.K.6

Lesson Objective: Students will listen to a literary story read aloud and use literacy skills (reading, writing, listening, and discussing) to understand the concept of the text.

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

Miracles can be in the eye of the beholder.

What miracles did Babushka experience?

Synopsis

Babushka saved an injured goose and brought it back to good health. When the goose was well, it accidentally bumped into Babushka’s basket of decorated eggs that were meant for the Easter festival contest and broke them all. Babushka was devastated but when she awoke from a night’s sleep she found the “miracle” of a basket of beautiful colored eggs to take to the festival. As she left to go to the festival with the basket, she put the healed goose on the front step so the goose could fly and join other geese. With joy over winning a first prize quilt at the festival, she returned home and went to bed not realizing there was a new egg in Rechenka’s basket. Babushka awoke to the sound of a hatching egg in the basket. Another “miracle” for Babushka. The goose remained with Babushka always.

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 *Rechenka’s Eggs* 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/3044/rechenka-s-eggs-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

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Gather students together on a carpet or another close setting. This will ensure that all students are able to view the illustrations which are a key component to understanding the story. Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.    Explain the meaning of the word: Babushka. (Grandmother or  woman that wears a colorful kerchief on head)  ACTIVITY: Teachers will print out: [learnpysanky.com/coloringpages.html](file:///C:\Users\EMK\AppData\Local\Packages\Microsoft.MicrosoftEdge_8wekyb3d8bbwe\TempState\Downloads\learnpysanky.com\coloringpages.html)  Students will color an egg as an introductory activity to better understand the art of Pysanky. | 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:  Use the document camera for second – fifth readings so students view the illustrations carefully.  \*\*\*Begin a list on chart paper of the miracles. See example of the two column chart as seen in the example in Teacher’s notes.  Reread p. 1-6.  Why was Babushka special? Describe Babushka using the illustrations and the text.  Show illustration on page 2. What can be noticed about Babushka?  Why is everything else on the page colorful except for her face?  On page 5, Babushka states, “A miracle.” What was the miracle she was referring too?  Turn to page 6. Read: “As they glided over the snow, one of them faltered and fell from the sky.”  Using context clues, what does faltered mean?  Why did Babushka take the goose home? (page 6) | \*\*Each day add the miracles to the chart paper list. See example.   |  |  | | --- | --- | | MIRACLES | Babushka thought it was a miracle because: | | Caribou | She loves animals and they always seem to appear. | |  |  | |  |  | |  |  | |  |  |     Babuska is known far and wide for her fine eggs. She has even won first prize at the Easter Festival. She is an old woman who lives alone. She must be well known because her eggs have become a novelty to her community.  Babushka wears a colorful kerchief, looks old and withered, has one eyeglass, is painting psyanky eggs and is very involved in her painting.  The author/illustrator wants to draw attention to the look on her face as well as the color of the scarf and eggs.  Babushka thinks that the appearance of the caribou must be a miracle because she loves animals and they happened to appear before her. (add to chart)   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | |  |  | |  |  |   faltered – lose strength, or momentum (synonym – struggle)  Babushka loves animals and wants to save hurt ones. |
| THIRD READING:  Reread pgs. 9-17 stopping as needed for questioning. Teacher will guide and encourage class discussions.    Explain some of the things that Babushka did to make the goose feel safe. (page 9)  Was Rechenka thankful for Babushka? What in the text helps us to understand if she was or was not?  (Miracle #2-First egg) Add to list of miracles.  Using the illustration and text on page 10, explain how Babushka felt after Rechenka knocked over the eggs.  Reread the sentence page 13 – “The next morning Babushka slowly got out of bed and trundled over to Rechenka’s basket to get her morning egg.”  What in the text helps to understand the meaning of the word trundled?  Page 13 - What was the “miracle” that Babushka found when she woke up?  (Miracle #3 – One painted egg) Add to chart of miracles.  On page 15 another miracle happens. What is this miracle and how does Babushka feel about it?  (Miracle #4 – 12 painted eggs) Add to the chart of miracles.  Why did Babushka state, “Soon now you will be flying off to the north with your flock.” (page 17)  Why did Babushka want the goose to fly off with the others?  On page 17, what was the miracle that Babushka referred too? Why was it a miracle? Add to chart of miracles. | She fed the goose food from the table, gave the goose a basket with a warm quilt, and gave her a name.  The goose was thankful for Babushka and to pay back the kindness that she gave her, Rechenka laid an egg.   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | egg (1) | Rechenka laid an egg to repay Babushka |   The illustration shows Babushka very upset, worried, and in distress. At first, Babushka was mad and she screamed at the goose and chased it with a broom. Then she became sad.  Trundled means move slowly. The text states that she gets out of bed slowly.  Babushka woke up to get the egg and she realized it was painted.   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | Unpainted egg (1) | Rechenka laid an egg to repay Babushka | | Painted egg (1) | Rechenka broke hers and know just laid a colored egg |   Rachenka laid 12 eggs, one every morning. Babushka felt wonderful and excited about this.   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | Unpainted egg (1) | Rechenka laid an egg to repay Babushka | | Painted egg (1) | Rechenka broke hers and know just laid a colored egg | | 12 painted eggs laid by the goose | She now had enough eggs to take to the Festival in Moskva. |   The geese migrate north as the weather gets warmer.  She understands that the goose belongs with the other geese.  The miracle that Babushka referred to was the goose. The goose became her friend and also left her the 12 beautiful eggs.   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | Unpainted egg (1) | Rechenka laid an egg to repay Babushka | | Painted egg (1) | Rechenka broke hers and know just laid a colored egg | | 12 painted eggs laid by the goose | She now had enough eggs to take to the Festival in Moskva. | | The goose | Because it became a friend and also brought her beautifully painted eggs. | |
|  |  |
| FOURTH AND BEYOND:  Read pages 18 – 23. Stop on page 18.  Babushka comes across another miracle on the way to the festival. What was that miracle?  Point out the onion domes on page 18. The author referred to the building and called the tops onion domes. Why would the buildings by called onion domes?  Page 23 - What did Babushka and the other people think of the eggs when they said, “As if the paint is part of the shell itself.” Did Babushka paint them or was it just another miracle?   Page 25 – Lingering means lasting a long time. Why did Babushka give the geese a long lingering look?  Read pages 26 – end. What was the last miracle?  Why did the last miracle have lasting meaning? | The miracle was the birth of the calves. Once again Babushka’s love of animals makes her think it is a miracle.   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | Unpainted egg (1) | Rechenka laid an egg to repay Babushka | | Painted egg (1) | Rechenka broke hers and know just laid a colored egg | | 12 painted eggs laid by the goose | She now had enough eggs to take to the Festival in Moskva. | | The goose | Because it became a friend and also brought her beautifully painted eggs. | | Caribou | It was like new little lives on Earth. |   The buildings look like onions on the top.  \*Use a real onion to make an association with onion domes if students cannot draw this out on their own.  The people were in awe of the beauty of the eggs and that the paint seemed to be a part of the egg, not painted on them.  She wondered of Rechenka was in that flock and flying away from her home.  The last miracle was a baby left by Rechenka. This baby would now become her new pet. The goose lived from then on with Babushka. (Add to chart)   |  |  | | --- | --- | | Miracle | Babushka felt it was a miracle because... | | Caribou | She loves animals and they happened to appear. | | Unpainted egg (1) | Rechenka laid an egg to repay Babushka | | Painted egg (1) | Rechenka broke hers and know just laid a colored egg | | 12 painted eggs laid by the goose | She now had enough eggs to take to the Festival in Moskva. | | The goose | Because it became a friend and also brought her beautifully painted eggs. | | Caribou | It was like new little lives on Earth. | | Baby goose | It was left from Rechenka and would be with her forever. | |

FINAL DAY WITH THE BOOK - Culminating Task

A miracle opinion activity: Have students draw and write (or copy) about one of their favorite miracles that happened in the story and why it was a miracle. Have students use a sentence starter such as: My favorite miracle was….

Students can use evidence from the text and pictures to support their miracle. Students can verbally share their miracle and explain their writing and drawing.

Sample Answer:

Answers will vary but teachers should look for an opinion statement to begin, phonetically spelled words and pictures that match.

Vocabulary

|  |  |
| --- | --- |
| **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) |
| Page 1 – Babushka – Grandmother or old woman wearing a colorful scarf on head  Page 10 – nook – small cranny or niche  Page 23 – beamed – smiled happily or radiantly  Page 25 – lingering – lasting a long time | Page 5 – faint – barely perceptible  Page 5 – herds – a large group of animals that feed and travel together  Page 6 – faltered – lose strength, or momentum (synonym – struggle)  Page 6 – flock – a number of birds of one kind traveling together  Page 13 – trundled – move slowly  Page 13 – brilliantly  Page 15 – marveled – filled with astonishment  Page 17 – bustled – move hurriedly  Page 17 – savored - tasted  Page 17 – sorely- to a very high degree or intensity  Page 17 –determined – having made a firm decision  Page 21 – processions – a number of people moving orderly as in a parade  Page 23 – elders – a person of advanced age  Page 28 – hobbled – walked in an awkward way |

Extension learning activities for this book and other useful resources

ACTIVITY:

* Patricia Polacco’s webpage. [www.patriciapolacco.com](http://www.patriciapolacco.com) See great resources and activities from her.
* Teachers will print out: [learnpysanky.com/coloringpages.html](file:///C:\Users\EMK\AppData\Local\Packages\Microsoft.MicrosoftEdge_8wekyb3d8bbwe\TempState\Downloads\learnpysanky.com\coloringpages.html) Students will color psyanky egg.
* Another fun activity is to bring hard boiled eggs for students to color. Instruct students to use a white crayon and color designs on their egg. Then take a diluted solution of black paint in water to dip the eggs in. The egg will be black except where the white crayon was colored.
* Divide students into groups to act out part of the story. Provide students with a picture word bank of vocabulary words to use in their reenactment. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* The pages of the book are not numbered so you may want to number them for ease of lesson access.
* It would be good to have an onion on the fourth reading to show how the onion domes are similar to a real onion.
* See finished example of chart of miracles

|  |  |
| --- | --- |
| Miracle | Babushka felt it was a miracle because... |
| Caribou | She loves animals and they happened to appear. |
| Unpainted egg (1) | Rechenka laid an egg to repay Babushka |
| Painted egg (1) | Rechenka broke hers and know just laid a colored egg |
| 12 painted eggs laid by the goose | She now had enough eggs to take to the Festival in Moskva. |
| The goose | Because it became a friend and also brought her beautifully painted eggs. |
| Caribou | It was like new little lives on Earth. |
| Baby goose | It was left from Rechenka and would be with her forever. |

**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.

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

\_\_\_780\_\_\_\_\_

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.

Message – “miracles” – giving and receiving

Purpose- Russian culture, geography, relationships.

Simplistic message, easily identified throughout the story

Chronological events

Simplistic structure

Figurative language “sounds like soft rain”

Vocabulary – Babushka, , trundled, faltered,lingering

Background of Russian culture

Ukranian Easter

Geese – migration

**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?

* Understanding Russian culture – Russian words

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

* Students will build knowledge about geese, relationships, Russia, and Ukranian egg painting

1. **Grade level**

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

All content linked to within this resource was free for use when this resource was published in March 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email [info@studentsachieve.net](mailto:info@studentsachieve.net).