

Lesson Plan

**Emergent
reading stage
Levels 5–6**



What's Inside the Eggs? reports on four different types of eggs, and what animal is inside each one. It describes what each baby animal does after it hatches.

Running words: 122

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Some animals hatch from eggs. After they hatch, they need food to survive.

Content vocabulary

birds, eat, egg sac, eggs, insects, seagrass, seeds, spiders, turtles, water, worms

Text features

- Picture summary
- Photographs

Reading strategy

- Linking photographs to the text

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What animals come from eggs? What do you know about these animals? Have you ever seen an animal hatch from an egg? Tell us about it.* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *What's Inside the Eggs?* Say: *This book is called What's Inside the Eggs? It is about animals that hatch from eggs.*

Have students turn to pages 2 and 3. Ask: *What animals might be inside these eggs?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about animals hatching from eggs?* Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use both the words and the photographs to gather information.* Have students look at the photograph on the front cover. Say: *Talk with your partner about what you see in this photograph, and what information it gives you about eggs.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use the photographs to gain extra information from the page. For example, on pages 6 and 7 you could ask: *What do these photographs tell you about how the birds hatch? What do they tell you about how these baby birds get their food?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What do the little birds in the blue eggs eat? What do the baby turtles do when they hatch? (Literal)

Why are the eggs in this book different sizes? What do all baby animals need after they hatch? (Inferential)

What is similar about all baby animals that hatch from eggs? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I like the way you looked closely at the photographs, and I liked that you could tell me lots of extra information by doing this.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit knee-to-knee with a partner. One student is the “speaker,” and the other is the “listener”. Say: *Tell your partner everything you now know about the little birds in the book.*

Students then change roles, and speak about a different animal from the book; the big bird (ostrich), turtle and spider.

Vocabulary

Write the words *birds*, *turtles* and *spiders* on a chart. Say: *These animals hatch from eggs.*

Now list the words *grass*, *seeds*, *insects* and *worms* on the chart. Read the words and then say: *These are the things that the animals in the book eat after they hatch.*

Model using two of the words from the chart in a sentence. For example, say: *Baby birds eat worms after they hatch from their eggs.*

Have students take turns saying words from the chart in a sentence to their partner.

Phonological awareness

Turn to page 14 and point out the egg sac on the spider. Say: *This is an egg sac. Now listen carefully as I say the word “egg”: /e/ /g/. How many different sounds do you hear? What are these sounds? Have students share their ideas. Repeat with the word “sac”: /s/ /a/ /c/.*

Phonics

Have students turn to page 6. Say: *I am going to read the first sentence. I want you to listen for the words that have the /b/ sound: Little birds are in the blue eggs.* Ask: *Which words had the /b/ sound in them?*

Repeat with the first sentence on page 10: *Birds are in these big eggs.*

Write these words (*birds*, *blue* and *big*) on a chart. Say: *The letter “b” makes the /b/ sound.* Invite a student to circle the letter “b” in each word.

Ask: *What other words have the /b/ sound in them?* Discuss and add these words to the chart.

Writing

Modelled writing

Say: *I am going to write about another animal that hatches from an egg.* For example: “A baby crocodile hatches out of an egg. The baby crocodile’s mother carries it to the water in her mouth. The baby hunts for food such as insects and small fish.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *First I’ll explain that the animal hatches from an egg. Then my next sentences will explain how the mother looks after the baby, and what it eats. When I write the word “crocodile”, I listen to the sounds I hear in the word.*

Independent writing

Ask students to talk to a partner about different animals that hatch from eggs. Have each student choose an animal to write about.

Say: *Draw a picture of the animal you have chosen, and then write about it. Think about information such as what its egg is like, and what it eats after it hatches.*

If students need extra support, provide a sentence starter. For example: *This _____ hatches from an egg. It then eats _____.*

Sharing and presenting

Have students take turns talking about their pictures and their writing. As students share, create a list of the animals they wrote about.

Say: *We have read and talked about lots of different animals that hatch from eggs. Ask: How are they all similar? What do they do after they hatch? In what ways are they different?* Discuss and draw out that after these babies hatch, they need to eat and drink to survive, and that some baby animals get help with this while others must survive all by themselves.

Blackline Master: Eggs! Baby Animals! Food!

Name: _____

Draw the eggs that each baby hatches from.

Use the word bank to help you write what each animal eats.

seagrass	seeds	worms	insects
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Eggs	Baby animal	Food
		
		
		
		

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