



Guided Reading with

From Egg to Chick

Guided Reading Level: O
DRA Level: 34

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: Read this book to learn about some of the stages in the development of a chick.

About the Book

Page number: 16, Word Count: 505

Genre: Nonfiction

Focus:

- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to commas, end punctuation, and paragraph breaks to guide phrasing and support comprehension
- use text to visualize concepts presented
- refer to text evidence when discussing an informational text
- use text features to navigate an

informational book (labeled diagrams)

- read and interpret numerical information included in text
- make connections between different sections of an informational text to synthesize information presented
- read a longer text with stamina, using paragraph and page breaks to pause, reflect, and synthesize
- determine main idea of each section and the entire text in an informational text

Supportive Text Features:

- some details supported by illustrations
- varied sentence lengths and formats, with several paragraph breaks per page
- supportive informational text features (labeled diagrams)

Phonics:

- review r-controlled vowels ar, er, ir, or,

ur (e.g., hard, larger, starts, rooster, center, energy, emerge, thirteen, cords, form, work, turn, measures)

- review long o spelling patterns, including open syllables with o (e.g., protected, embryo, open), o + silent e (e.g., toes, bones), long o spelled with a vowel team or diphthong (e.g., grow), and o before two consonants (e.g., old, yolk, most)
- syllabication of multisyllable words with various syllable types, especially content-specific vocabulary

Common Core Standards:

- RF.3.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

ELL/ESL:

Del huevo al pollito See Last Page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about chickens? What do you know about how chickens grow?
- What do you wonder about how a chick grows from an egg?
- What other animals do you know that hatch from eggs?



2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "From Egg to Chick."
- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Discuss any unfamiliar vocabulary (e.g., stages, development.) Have children predict what the book will say about the stages in the development of a chick. Predict whether the book will be fiction or nonfiction.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Notice the labeled diagram. Remind students to pause to think about it while reading. Point out P. 5 diagram of an egg.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to focus on the print, look for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the information shared.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an

orthographic mapping routine and/or review a set of words with similar spellings or sounds.

- Content-specific vocabulary words and phrases include: chick, hatch, egg, nest, rooster, fertilized, shell/eggshell, membranes, air cell, albumen, yolk, chalazae, embryo, blood vessels, nutrients, veins, heart, brain, beak, wings, feathers, claws, egg tooth, calcium, breathing
 - Math vocabulary words include: days, degrees F/C (symbol), measures, inch, centimeters
 - Other useful vocabulary words include: process, present, protected, cords, "in place," provide, "well formed," energy, emerge, eventually
- This informational text includes text in paragraph form about how a chick grows in and hatches from an egg. Vocabulary and conceptual demands are high; expect to offer extra support.

Guided Reading Note: Level O is the benchmark for mid-late third grade. Children reading at this level are at a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support



their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the stages of development of a chick.

2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks, consonant blends, long and short vowel sounds, suffixes and prefixes to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?

- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about sounding out each letter or chunking the word?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the concepts presented by asking students to visualize or explain in their own words.



- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of information presented in the text.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about what information the book shared about the development of a chick.

2. Ask questions like:

- What are the parts of a newly-laid egg? Give evidence from the text. How did the diagram help you understand the information in the text?
- What care does an egg need to start to grow into a chick? How long does it take? Give evidence from the text.
- What happens during the first week of an egg’s development? Give evidence from the text.
- What happens in the next week of an egg’s development. Give evidence from the text.
- What happens when the chick is almost ready to hatch? Give evidence from the text.
- What did you imagine when you read about how a chick hatches from its egg? Give evidence from the text that helped you.

- What happens after a chick hatches? Give evidence from the text.
- If you were the publisher of this book, would you have chosen to use photographs, as the book does? Why or why not?
- How does the information in the book connect to what you know about how other animals grow?
- Why do you think the authors decided to write this book? What do you think they hope kids will remember?
- What are you still confused about or wondering about this topic?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child’s reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.



Cross-Curricular Activities

Language: Work together to summarize the information in the book by brainstorming headings for each section and using them to create a chart. Add bullet points summarizing key details under each heading.

Have students work together to create a poster timeline about how a chick develops, with labels and captions. Encourage them to include content-specific vocabulary.

Review some of the key multi-use vocabulary words from the book — words students are likely to see and use elsewhere, such as process, present, protected, cords, “in place,” provide, “well formed,” energy, emerge, eventually. Have students develop brief skits to act out the meaning and use of each word.

Read stories about raising chicks, such as *Nana’s Big Surprise* (<https://www.leeandlow.com/books/nana-s-big-surprise-nana-que-sorpresa>.) Make connections between texts.

Review the sounds of r-controlled vowels ar, er, ir, or, ur using words from the book (e.g., hard, larger, starts, rooster, center, energy, emerge, thirteen, cords, form, work, turn, measures.) In particular, review r-controlled syllables and practice reading them as parts of multisyllable words.

Use words from the book to review different ways of spelling the long o sound. For instance, discuss open syllables with o (e.g., protected, embryo, open), o + silent e (e.g., toes, bones), long o spelled with a vowel team or diphthong (e.g., grow), and o before two consonants (e.g., old, yolk, most). Practice reading and spelling other long o words, noticing which spelling pattern spells the long o sound.

Work together to divide words from the book into syllables to read them. Talk about different syllable types. Focus especially on using syllable types to read some of the content-specific vocabulary.

Mathematics: Revisit the numerical information and math vocabulary in the text. You might choose to focus on standard vs. metric units for temperature and length, or representing numbers in numerals vs. words.

Discuss the time amounts presented in the text. Use a calendar for the current month. Choose an “egg laid” date and mark the calendar with key developmental events from the book at the corresponding number of days. Relate these amounts of time to student/school life. (E.g., “If the egg was laid on the day we have gym class, it would take until we have gym again for the embryo to be one inch long.”)

Science: Use other books or online resources to learn about the development of other baby animals. Compare and contrast these processes.

Social Studies: Use books or online resources to learn more about the role of eggs and chickens in the farming industry. Make a list of ways that people use eggs and chickens.

Physical Education: Have students create a yoga/dance/movement routine to represent a chick growing inside an egg, gathering energy, and pecking its way out with its egg tooth—and then feeling very tired!



Guided Reading with **Del huevo al pollito**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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Noun Support

The following parts of the egg are shown in the diagram in the text:

albumen, chalazas, membranas, cáscara, bolita blanca, yema, cámara de aire

Print the individual names of the parts of the eggs on index cards. Then, covering the labels from the diagram in the story, have students match the index card to its corresponding part on the diagram of the egg. Have students describe each role that the parts have.

Additional vocabulary for students to become familiar with prior to and during the reading of the text: el embrión, vasos sanguíneos, chicon, diente, el calcio, endurecerse

Noun & Verb Support

Cover the text from the story and have students review the illustrations. Have students describe what's happening during the egg's development on each spread.

Afterwards, if possible, photocopy or print the photographs from the story and put them out of order. Students can then sort the photographs chronologically and describe the process of the egg transforming into a chick.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in *Guided Reading and Matching Books to Readers* by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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