

Informational Books in the Preschool Classroom
Topic of Study: Animals That Hatch from Eggs

***Whose Egg?* By Lynette Evans, illustrated by Guy Troughton**
***An Extraordinary Egg* by Leo Lionni**

Introduction

In this guide children are engaged in activities that primarily support two domains in the *Arkansas Child Development and Early Learning Standards: Birth through 60 months: Emergent Literacy and Science and Technology*. The **Learning Goals** (with **Strands**) that precede each activity relate to specific areas of development and learning that are the focus of the activity.

This beautifully illustrated informational book, *Whose Egg?* by Lynette Evans, illustrated by Guy Troughton, is a lift-the-flap book. Each set of flaps mimics the cracking of an egg, engaging children in a process of discovery. In support of *Whose Egg?* an informational book titled *First an Egg* has been written and illustrated by the authors of this curriculum guide. Along with these two informational books, children will delight in the storybook, *An Extraordinary Egg* by Leo Lionni, a hilarious tale of mistaken identity.

Connection to Adventures in Learning

This curriculum guide can stand alone or be used as a supplement to the following Focus Area in **Adventures in Learning**

- Focus Area: Animals

This curriculum guide can also be used with similar topics of study from any curriculum.

Materials to Collect and Make

- Make the informational book, *First an Egg*. (See Attachment: [First an Egg](#)) Copy pages onto cardstock. Laminate the pages or place them in plastic page protectors for durability. Consider using rings to put the pages together.
- Make felt or magnetic figures of the animals in *Whose Egg?* and *First an Egg*
- Make small animal pictures of the animals in *Whose Egg?* and *First an Egg*. The pictures must be small enough to place inside a large plastic egg. Include the name of the animal on each picture.
- Large plastic eggs
- Whose Egg chart divided into 8 squares with the name of one of the animals from the book *Whose Egg?* in each square.

Story Presentations

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences, variety of interests*)

EL1.2 Engages in read-alouds and conversations about books and stories (*story comprehension*)

EL3.1 Responds to features of books and print (*book knowledge*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Book: *An Extraordinary Egg* by Leo Lionni

Procedures:

- Prepare to read the book, *An Extraordinary Egg*
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures. Leo Lionni is both the author and the illustrator)
- Invite children to look at the cover and describe what they see.
- Repeat the title and ask children what they think the word "extraordinary" means.
- Listen to their answers, then explain to them that extraordinary means something very special...something great, fantastic, awesome.
- Say to the children, "Let's read and find out more about this extraordinary egg."
- Take your time as you read so that children have time to see all of the illustrations and to comment on what they see on each page.
- Pause at the end of the reading to allow children's honest reaction to the story.
- Follow up the reading by inviting children to discuss what surprised them about the story.
- Ask them why they think the egg was extraordinary. Accept all answers.
- Show the page with these words..."they came upon the most extraordinary creature they had ever seen." and invite children to recall what this creature was.
- Explain to children that the book will be in the Library Center for them to look at on their own, to read with a friend or invite you to read it with them.

Teacher Note: *Read the book with an individual child or a small group of children who express an interest in hearing the story again.*

Book: *Whose Egg?* by Lynette Evans, illustrated by Guy Troughton

- Prepare to read the book, *Whose Egg?*
- Take this book and the book, *Extraordinary Egg* to the reading area.
- Show the cover of *An Extraordinary Egg* and invite children to recall what they remember about the story. Show the pages if children need visual cues.
- Show the cover of *Whose Egg?* and give the author and illustrator.
- Explain to children that in this book they will see eight eggs and the hatchlings that emerge from each one.
- Read the first page and invite children to answer the question, "Who am I?" Accept all answers.
- Open the flaps and read the text. Ask children if they were correct about the animal they guessed.
- Allow children to discuss what they know about emus.
- Continue this process with the remaining pages.
- Pause at the end of the reading and allow children's honest reaction to the story.
- Follow up by asking children, "What surprised you about the story? "What was your favorite animal? Why did you choose that one?"
- Explain to children that this is an extraordinary book that needs special care. State that you will keep it with your materials and will read it with small groups of children.

Second reading of *Whose Egg?* (small groups of 4)

- Invite a group of 4 children, to read *Whose Egg?* with you.
- Show the cover and give author and illustrator.
- Explain that each child will have a turn helping you lift the flaps on the pages and demonstrate how to do this.
- Read the story as you did during the first reading, allowing children a turn to lift the flaps.
- Follow up the reading by showing the page about each animal that asks the question, "Who am I?"
- Invite children to look at the page and find something that gives them a clue about which animal is under the flaps. For example, the large feet of the emu and the tail of the alligator.

Teacher Notes:

- *Small groups of 4 children are suggested so that each child has two turns at lifting the flaps.*
- *Involve each child who wants a turn in this small group reading.*
- *Read the book with individual children who request it.*

Teacher made book: First an Egg

- Take the two books, *Whose Egg?* and *First an Egg*, to the reading area.
- Show children the book, *Whose Egg?*, and recall with them some of the animals in the book that hatched from eggs.
- Show children the book, *First an Egg*, and explain that you have made a book about the same animals that are in *Whose Egg?* This book gives them more information about each animal.
- Show the cover and read the title.
- Read the first page about emus. When you read about the height of the emu, stand and demonstrate with your hand above your head how tall an emu can be.
- Read the last two sentences and allow children to briefly discuss if and where they have seen an emu.
- Continue reading about each animal and allow children to briefly discuss if and where they have seen that animal. If it seems appropriate, invite children to imitate the movements of some of the animals.
- Follow up the reading by showing each animal and invite children to recall what they remember about each one.
- Explain to children that the book will be in the Library Center for them to read on their own or with a friend.

Additional Language and Literacy Activities

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)




MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence, comparison of quantity, connection of number, numeral and quantity*)

Activity: Our Favorite Animal Graph (Large Group Activity)

Directions:

- Prepare a graph with columns for these three types of animals: emus, platypuses and penguins. Use a picture of each with the name written on it.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children, explaining that they will decide which animal they like best by placing their name card in the correct column.
- Allow each child a turn to say which animal he/she likes best, tell why, and place his/her name card in the correct column.
- Invite the children to count the number of children who like each animal.

Our Favorite Animal

6			
5			
4		George	
3	Beckett	Hayden	
2	Maria	LaTonya	Taylor
1	Lucy	Peyton	Juan
	 Emus	 Platypuses	 Penguins

- Involve children in writing a summary story as follows.

Our Favorite Animal

Four children like the platypus the best. Three children like the emu the best.
Two children like the penguin.

Learning Goals:

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play (*technology handling*)

Activity: Google Images Search

- Involve small groups of children in doing a Google Images Search for photos of the animals featured in the book, *Whose Egg?*
- Scroll through the images and invite children to look at the photos of the animals.
- Read with the children appropriate information that accompanies the photo.
- Involve them in discussing the features of the animals they observe in the photos and some of the things they have learned about each animal.

Teacher Note: *This activity is intended for those programs that have internet access for use by teachers and children.*

Learning Environment

Library Center

- Add the books, *An Extraordinary Egg* and *First an Egg*
- Add the felt or magnetic animal figures and a felt or magnet board

Discovery Center

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*follows directions*)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in the child's home language) (*expressive vocabulary*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Which Animal Is in the Egg?

- Place each small animal picture inside a large plastic Easter egg, put eggs in a basket and add to the center
- Add the *Whose Egg?* chart to the center.
- Invite a small group of children to join you in the center.
- Explain that one child at a time is to select an egg, guess which animal is in the egg, open the egg, say the name of the animal, and place the animal in the correct section of the chart.
- Guide children to match the label on each picture with the name of that animal on the chart if they do not make this connection on their own.
- Allow children to do this activity on their own.

Water Center

- Add plastic eggs to the water play table or tub

Sand Center

- Bury small plastic eggs in sand box and suggest that children dig for the eggs

Art Center

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools, scissors*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Activity: Create an Egg

- Make large oval/egg shaped templates (approximately 7 ½" x 9") from card stock for children to trace around for creating their own eggs.
- Explain to children that they may choose to use the templates to trace around the egg shape or they may draw their own eggs. Then they can cut out their eggs.
- Provide white paper, pencils, and scissors for cutting out eggs
- Add markers, tempera paint, and small dots that children can use to decorate their eggs. Make sure to have green, orange, black and yellow markers and tempera paint.
- Create an Egg Exhibit by designating a bulletin board or a space on a classroom door or wall and label it **Egg Exhibit**. Invite children to display their eggs in the exhibit area.

Teacher Note: *This is an activity that children may choose to do, but not be required to do. If a child wants to add something else such as a drawing of one of the animals, allow this.*

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Name that Animal

- Have the animal pictures from *First an Egg* in a small basket.
- Show a picture and say to a child, "This animal was first an egg. What is it?" The child names the animal and transitions to the next activity.
- Continue this until each child has transitioned.

Teacher Note: *Consider varying the activity by having each child name the animal and tell one thing about it.*

Family Connection and Engagement

- Send home a note to families explaining that the children are learning about animals that hatch from eggs.
- Include in the note the names of the animals in the books, *Whose Egg?* and *First an Egg*.
- Suggest that families, with their child, do a google search for photos and information about the various animals they have been learning about and discuss the photos they see as well as information in which their child seems to be interested.

Additional Books

An Egg is Quiet by Dianna Hutts, illustrated by Sylvia Long

Are You My Mother by P. D. Eastman (also available in Spanish and Spanish/English Bilingual edition)

The Three Little Gators by Helen Ketteman

Additional Resource:

Order a butterfly kit from a nature gift store and involve children in hatching a butterfly.