

Book Title	When an Egg Hatches
Materials	Blending lines
Phonics Patterns	Endings: -s, -es, -ed, -ing

Before Reading

Phonemic Awareness:

☒ Adding

☒ Deleting

Adding:

chick add /s/, chicks:

hatch add /t/, hatched

hatch add /ing/, hatching

Deleting:

bugs without /s/, bug:

pecking without /ing/, peck

hatches without /iz/, hatch

Pre-Reading activities:

☒ Blending lines

We just added and deleted ending sounds to change a word. We have learned that we can add endings to words to change the meaning.

- *When we need to make a word plural (more than one), we can add the ending -s or -es to a word.*
- *We just did that through the air. Chick means one chick, when we added /s/ at the end, the new word is chicks, meaning more than one chick.*
- *We can add endings to words to tell us when something is happening. If something happened in the past, we add the -ed ending. For example, the egg hatched. In the word hatched, the -ed ending is making the /t/ sound.*
- *Hatched is only one syllable. What if we see an egg hatch right now? What ending do we add if something is happening right now? (-ing) The egg is hatching. /hatch - ing/ has two syllables; we hear two vowel sounds.*

We will practice reading words. Some words will have endings added to change the meaning of the word.

I DO:

Model reading the first two words on the blending lines:

I will touch and say the sounds in each word and then blend them together to read the word.

- /b - ŭ - g/, bug, /ch - ĭ - k/, chick.
- After I read all of the words once, I will read them again with fluency: bug, chick
- Reading with fluency means we still look at and say each sound, but we blend the sounds quickly to read the word the fast way.

WE DO: *Let's try some together. Remember to touch the sounds and keep the chunks together. Let's read from the second line.*

- /b - ŭ - g - z/, bugs. /ch - ĭ - k - s/, chicks.
- Both of those words had the suffix -s to let the reader know there was more than one.
- Remember, the ending -s can represent more than one sound, /z/ or /s/. We hear /z/ in bugZ and /s/ in chickS.
- Let's read those words the fast way: bugs, chicks

YOU DO: *Now it is your turn. Start at the beginning and touch and say each sound to read the word.*

- Then, go back to the beginning and read each word again. Try to read the words the fast way, without touching and saying each sound. Remember, reading with fluency means we still look at and read each sound, but we blend the sounds quickly.
- After you have read the words, read the sentences. Once you are done, continue to read the words and sentences fluently until everyone in our group is done.

bug	chick	hatch	peck	crack	chop
bugs	chicks	hatches	hatching	pecked	cracked
The chicks peck at bugs.					
The egg cracked and hatched.					

Vocabulary/Story Words: Define, Example, Connection

In our book today, we are going to read about chicks hatching.

- A **hen** is a female chicken and she helps her eggs hatch. The word hatch can have more than one meaning.
- In our book, the word **hatch** means to come out of an egg. Turn to page 10 in your book. This egg has hatched, you can see the chick is coming out of the egg. In order to come out of the egg, the chick needs to **peck** at the egg.
- Turn to page 8. The chick is using its beak to hit or bite at the shell. Can you think of any other animals that peck? (woodpecker, geese, pigeons, etc)

Preview the Story: Brief overview, predictions/wonderings

We will be reading the book "When an Egg Hatches". This book is non-fiction, meaning it is going to teach us about what hens do before their eggs hatch and how a chick gets out the egg once it hatches.

- What is one thing you are wondering about hens and how eggs hatch? (Students share their wonderings.)
- Let's read and see if we can find the answers to our questions.

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

☐ Echo read ☐ Choral read ☐ Partner read ☐ Independent read



More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- ☐ Dictation
 - ☐ Words
 - ☐ Sentences
- ☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Teacher can call on individual students or have them respond in pairs.
- ☒ Written Summary: Students write or summarize the order of eggs hatching using words such as first, next, then, last.
- ☐ Other

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