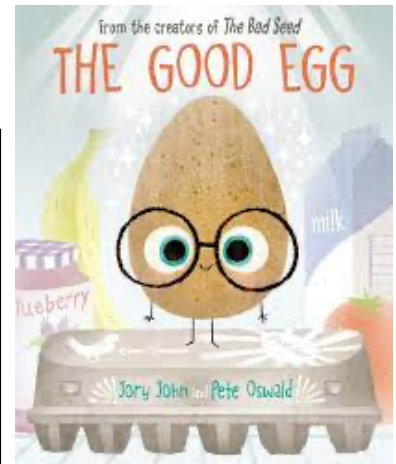


The Good Egg

Written by Jory John; illustrated by Pete Oswald

The Good Egg is about self-care, self-reflection, and acceptance. The good egg lives in a carton with 11 of his roommates. Unlike the good egg, the 11 roommates are always getting into trouble and mischief. The good egg tries to improve his friends' behavior, until one day he has had enough and starts to "crack" from all the pressure. He sets out on a journey to take care of himself and step away from his roommates for a much-needed break. Once he feels like himself again, he returns to the carton, where he tries to worry less about everyone else and learns to accept the others for who they are.



Possible strategies for instruction

Comprehension

- **Make and adjust predictions, use text to confirm**
 - After reading page 2, ask students, "What do you think a person, or egg, can do to make them a 'good egg'?" Have students offer their ideas of what makes someone a good person.
 - After reading, "I'd had enough!" on page 14, have students predict what the good egg will do. "What does it mean when a person has had enough? What do you think the good egg is going to do?"
- **Use prior knowledge to predict and connect with text.**
 - There are many points throughout *The Good Egg* where you can pause and ask students to make a connection to the story. Some examples: Ask the students, "Have you ever felt like the good egg? Like everyone around you was acting badly and you were the only good person? What happened? What did you do?" Or, "Have you ever felt like you just needed some time away from the people you live with? Like you just needed to have some alone time?"

Accuracy

- **Use beginning and ending sounds.**
 - When you come to an unknown or tricky word in the story, pause and chat with students. "This word isn't very familiar to me. Let's try to sound it out by paying attention to the beginning and ending sounds as we decode this word together." You may want to write the word on a whiteboard. After students predict different words with the same beginning and ending sounds, try them in the sentence to see if it makes sense.
Some words you may attempt this strategy with:
p. 1—*rescuing* p. 3—*groceries* p. 7—*ignored*
p. 9—*behavior* p. 11—*exhausted* p. 17—*wandered*
- **Skip the word, then come back.**
 - When you come to an unknown or tricky word in the story, think out loud and model your thinking: "I am unsure of this word. I am going to skip it and read to the period. Then, I'm going to come back to this word and see what word begins with this letter that may make sense to use here. I can also look to the pictures to help."
 - Example—"I was just *rescuing* this cat."

Fluency

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.).**
 - Explain to students that as you read, your expression changes with different punctuation, such as question marks and exclamation marks. Model the changes in voice when you read. Some examples:
 - p. 1—“I was just rescuing this cat. Know why?”
 - p. 8—“I’d had enough!”
- **Read voraciously.**
 - Readers will become more fluent when we increase their exposure to reading. The books by Jory John and Pete Oswald have become favorites in my classroom. They are fun, and there are many opportunities to work toward all four goals. Here are some other examples of great books by Jory John and Pete Oswald:
 - *The Bad Seed*
 - *The Cool Bean*
 - *The Couch Potato*
 - *The Smart Cookie*
 - *The Great Eggscape*

Expand Vocabulary

- **Tune in to interesting words.**
 - When you introduce the book, mention that it may contain words students do not know very well. Tell them it is important to be able to understand them as they read and to expand their vocabulary so that they have more words to use when they speak and write. Have chart paper ready in the gathering place to write words that may be unfamiliar. When you come to a word that may be unfamiliar, ask students to put their thumb up if they know the word and down if they don’t. If many of them do not know it, write it down to look up after the story. Once the class knows the word’s definition, go back and reread it in the book.
 - Some possible words: *dozen, recycled, fateful, literally, exhausted*

This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.