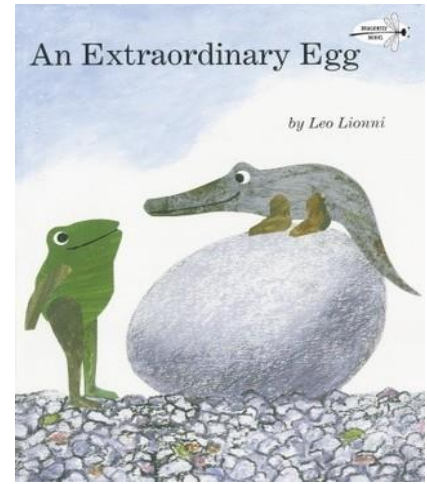


An Extraordinary Egg

Written by: Leo Lionni

Jessica, one of three frogs who live on Pebble Island, is full of wonder. One day, while on an adventure, she finds a large, white, extraordinary egg and takes it back to the others. When a little alligator hatches out of the egg, the frogs believe it is a chicken. Jessica and the “chicken” become the best of friends, going on adventures and spending all their time together. It is not long before the baby “chicken” and its alligator mother are reunited. Will the frogs ever learn their friend’s true identity?



Possible strategies for instruction:

Comprehension:

- **Predict what will happen; use text to confirm:**
 - Use this strategy to give students the opportunity to share what they think will happen in the story and confirm their predictions throughout the text. This will also help students make connections and think ahead. There are no page numbers in the story, so I have numbered them starting with the first page of the text after the title page.
 - After reading pg. 1, ask students where they think the other frog is?
 - On page 3, confirm and adjust predictions, and make a new prediction about why the other two frogs were never impressed.
 - On pg. 27, ask students what they think the most extraordinary creature is?
 - On pg 30, confirm and adjust predictions, and ask children why the frogs were laughing. Also ask if they think the frogs had ever seen a real chicken or alligator before?
- **Use prior knowledge to connect with text:**
 - Encourage students to use their prior knowledge to connect their own experiences to the story to help them better understand what is being read.
 - On pg .9, when Marilyn says the “pebble” is a chicken egg, ask students if they know any other animals that come from eggs.
 - On pg 10, ask the children what animal has hatched from the egg and to explain their answer.
- **Compare and contrast within and between text:**
 - Comparing and contrasting helps students gain a better understanding of what is being read by allowing them to critically think about how things are alike and different.
 - Ask the children to compare and contrast an alligator and a chicken.

Accuracy:

- **Use the pictures... Do the words and pictures match?**
 - There are illustrations on each page of the story. Using the picture clues to read is a great strategy to help give students support in decoding words and gaining meaning from text. This is a great book to for teachers to model reading pictures to beginning readers and lay the groundwork for cross-checking.
 - Look at the pictures on pages 10 and 11. What has happened to the egg?
 - On page, ask students what is happening to Jessica. Look closely at the picture for clues, and read the text to confirm.
- **Cross checking... Do the pictures and/or words look right? Do they sound right? Do they make sense?**
 - Model this strategy with students to check for accuracy with unknown or difficult words by stopping at the end of the sentence and checking if what is read makes sense and matches the picture. Also check to see if the word matches the letters in the text. Do the letters match the word?
 - On page 11, "To their surprise, the chicken was a good swimmer, and fast too, and showed them ways to float and paddle."(Pretend not to know the word swimmer.) Look at the picture that shows the "chicken" in the water to practice cross-checking strategy.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, comas, etc):**
 - Use the story to model the difference between reading a sentence with a period and a sentence ending with a question mark. Tell students to pay close attention to your tone and how it changes as you read a statement or question. Also remind them how a reader sounds when an exclamation mark ends a sentence
 - On page 8, model how these two sentences are to be read according to their end marks: "How do you know it's a chicken egg?"and "There are some things you just know."
 - Model how the following sentences are to be read according to their end marks: On page 10, the alligator asks, "Where is the water?" and on page 13, "They had a wonderful time together and played from sunup to sundown."
- **Read the text as the author would say it, conveying the meaning or feeling:**
 - Model fluency by using similar voice patterns, phrasing, intonation, and prosody used in spoken language. This helps enhance comprehension.
 - On page 3, Use the character's voice while reading to students. Read with expression and follow the punctuation to sound excited as Jessica says, "Look what I found. Isn't it extraordinary?"

- On page 17, Jessica voice may sound startled and dazed as she is saved from the water, "I'm all right. I got tangled in the weeds, but the chicken saved me."
- On pg. 23, the bird is says excitedly, "Oh, there you are! Your mother has been looking for you! Come! I'll take you to her."
- On pg. 28, the mother alligator voice sounds so happy after seeing her baby, "Come here, my sweet little alligator."

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - This story has many interesting words to focus on. Introduce these words to the students as you read them in the text. Say the words and have children say them. Add the words to the word wall or word collector. Use the words often to enhance comprehension. Examples of interesting words in the story: extraordinary (title), astonished (pg. 8), commotion (pg. 15), inseparable (pg. 18)

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.