



# WHAT'S IN THAT EGG?

AUTHOR: BECKY BAINES

ILLUSTRATOR: BECKY BAINES

See a video of the book read aloud here: [What's in that Egg?](#)

**\*\* REMEMBER: HAVE FUN AND THE KIDS WILL TOO! \*\***

## OVERVIEW

### ABOUT THE BOOK

Why are some birds' eggs huge and others tiny? How do chicks come out of them? What if humans were born from eggs? This book answers those questions and more.

### ABOUT THE AUTHOR/ILLUSTRATOR

Becky Baines is a children's book author and editor. She has written more than ten books for children on topics ranging from bones to eggs to spiders and her favorite—dogs. Her titles include *Your Skin Holds You In*, *What's in That Egg?*, and *An Arctic Tale*. She is a writer and editor at National Geographic Children's Books. Baines lives in Arlington, Virginia, with her awesome dog, Bob Barker.

## THE READ ALOUD

### BEFORE READING

Use these prompts before reading the story to help students activate background knowledge and make predictions:

- (cover) The title of this book has a subtitle, an addition to the title that says something more about the book. What do you think life cycles are?
- There's the logo of National Geographic Kids. I know they make great books. There should be something interesting in here.
- (cover) What is the chick doing? What do you think that box with the word "Hello?" means?
- I'm excited to read this book because I think I'm going to learn something new! Let's start.

### DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content:

- (p. 7) We have read *Whose Nest*. In that book we read about a fish that laid its eggs in nests underwater. What fish was that? (clownfish) (Reader: only use this prompt if you have already read *Whose Nest*.)
- (p. 10) What do you notice about the words on this page, the way they sound together? (rhyming)
- (p. 19) What else keeps these eggs safe? What do they look like other than eggs? (rocks)

## WHAT'S IN THAT EGG?

### TOPICS & THEMES:

- Life cycle
- Eggs
- Animals

### *Tips for every book!*

### POWER PHRASES:

***I WONDER...***

***I NOTICE...***

***TELL ME MORE...***

### DIGGING DEEPER:

*"Tell me more, why do you think that?"*

*"How do you know that?"*

*"Why do you think they feel like that?"*

*"Interesting, did you notice anything else?"*

- (p. 23) Here's something we didn't see in *Whose Nest?* when they showed the clownfish. That's a lot of eggs to hide! Does anyone remember where the clownfish hid the eggs? Do you think it's easy to hide a thousand eggs?
- (pp. 28-29) How are we supposed to read this page? (start at top left and follow the arrows)

## AFTER READING

Use these prompts after reading the story to help students understand what they just read:

- What one fact do you remember from this book?
- This book is full of facts. Does that make it fiction or non-fiction?

## BRINGING THE BOOK TO LIFE!

- (cover) What is the likelihood that the chick on the cover came out of the egg on the cover? If you think it came out of an egg that size, put your hand on your mouth. If you think it came out of an egg smaller than that, put your hand on your head. If you think it came out of an egg larger than that egg, put your hands on your ears.
- (pp. 28-29) If we need to start at the top left, we need to know which is our left. Everyone raise your left hand. Look around. Is everyone lifting the same hand?

## COOPERATIVE LEARNING

- (p. 6) Discuss with your partner where you think a sea turtle lays its eggs. Whisper your idea to your partner. If you thought in the sand, put your hand on your head. If you thought of someplace else, put your hand on your mouth. *(Reader: call on two or three students with their hands on their mouths to share their ideas)*

## SMALL-GROUP IDEAS

### 1. DISCUSSION ACTIVITY

- Let's go back through the book, looking in detail at every photo. How do you think the photos were taken?
- How do you think the animals inside the egg breathe while they are growing? (shells are porous)
- Let's look at the words that are written in different letters on pp. 8-9 and pp. 14-15. Why do you think the illustrator uses different colored letters for these words?
- (pp. 28-29) Let's try to answer all of these questions. First, do we need to know what "zigzag" means?

### Suggested Optional Activity:

- Draw a snake egg and the snake that would come out of it. Use p. 18 as reference.

### 2. WRITING ACTIVITY

- Write three words that rhyme with egg; now with yolk.

### 3. EXTENSION ACTIVITY

- Matching game: Find actual-sized eggs (physical or images) from chickens, ostriches, lizards – any eggs that you can find. Then print out images of the animals that these eggs belong to. Glue onto cardstock (or print on cardstock) and have students match the animal to the egg they think it comes from. Provide them with an answer key so they can check their work. This can also be done as a paper version with eggs (from small to large) in one column, and animals (in no particular order) in the second. Have students draw lines connecting the eggs to their owners.

## COMMON CORE LINKS

CCSS.ELA-LITERACY.RI.K.1, K.2, K.4, K.5, K.7, K.8, K.9, K.10