Unit 2/Week 10

Title: Little Grunt and the Big Egg

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10; RF. 3.3, RF. 3.4; W.3.2, W.3.4, W.3.7; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Feelings about something/someone can change as circumstances change.

Synopsis

Life in the Grunt tribe changes when a baby dinosaur hatches from the huge egg that Little Grunt drags home for brunch.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

3. Students and teacher re-read the text while stopping to respond to and discussthe questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Does the word past in the first sentence of the story mean “farther than” or “time gone by”? How do you know? | It means “farther than.” The first sentence tells where the Grunt tribe lived. |
| What problem does Little Grunt face after he finds the big egg? | Little Grunt has to figure out how to get the egg home. |
| How does Little Grunt solve his problem? | Little Grunt weaves a mat using leaves and rolls the egg onto the mat and pulls it home. |
| How does the rest of the Grunt family feel about the egg? How do you know? | The Grunt family is pleased. Each person says something about its size, and they look forward to eating it. |
| What happens when George starts to grow? Why is this a problem? | George gets bigger and bigger; soon he takes up so much space that there’s hardly any room for the Grunts. |
| Antonyms are pairs of words that mean opposite things from each other, like mean and kind. Find a pair of words that are antonyms in the first three paragraphs on page 238. Why do you think the author uses these antonyms in this part of the story? | The antonyms are *little* and *giant.* The author uses these antonyms to show that the grown-up Grunts have decided that a small pet will work better than a big one. |
| What happens to George once the older Grunts decide he has to go? | The Grunts agree that George can’t stay in the cave because all of the problems he has caused, so Little Grunt takes George back to the swamp and leaves him there. |
| Pitch is a verb, which means to angle or slant. In the story the author writes “…*The floor began to pitch, and loud rumblings filled the air.* “ Rewrite this sentence in your own words in a paraphrase. | The sentence describes how the cave is moving because the volcano was erupting. |
| Describe what happens when the volcano erupts. | Steam, rock, and black smoke shoot out of the volcano; rocks and boulders fall around the cave and trap the Grunts; then lava pours out of the volcano and heads for the cave. |
| How do the Grunts escape the lava? Where do they go? | George shows up to save them. They climb on the dinosaur and go to a new cave. |
| What details show that George is caring and forgiving? | George comes to rescue the Grunts, even after they sent him away. |
| Why does Little Grunt say he has to call George Georgina now? | George is sitting on a big nest of eggs, so she must be a female dinosaur. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Tribe  Brunch  Omelet  Pitch | Hearth  Allergic  Housebroken  Swamp  Cockroach  Scenery |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Erupting  Boulders  Resign  Escape | Gather  Flickering  Sobbed  Rumblings  Tumbled |

Culminating Task

* Re-Read, Think, Discuss, Write

*How did Little Grunt’s family feel about George in the beginning? Why did their attitudes change by the end of the story?*

Answer: At first the family likes him. After George gets bigger and causes problems, they want him to go. When the Grunts can’t escape the lava, George comes to their rescue. They then invite him to live next door. Students should be able to produce a well-crafted paragraph answer and should be able to use connecting words that show both the sequence of the changing attitudes as well as words that clearly demonstrate a contrast in attitudes occurs twice in this story.

Additional Tasks

* Research Activity

*Explain to students that many animals make eggs to reproduce. Eggs help protect the young until they are ready to survive on their own. Have students research other animals that lay eggs. Have them create a chart of animals that lay eggs and animals that do not. Students should then present their findings to the class being sure to speak clearly and at an understandable pace (in order to address SL.3.4).*

Or

*Explain to students that some dinosaurs were carnivores, and others were herbivores. Have students research to find the differences between carnivore and herbivore dinosaurs. Students should then present their findings to the class being sure to speak clearly and at an understandable pace (in order to address SL.3.4).*

* Readers Theater

*Have students form small groups and reread the story as a Readers Theater performance. Assign roles for each character, including a narrator. Point out to students the use of quotation marks to signal a character’s speech. Tell students that they will use their voices to convey to the audience their character’s feelings. This is a fun and lively way to improve both fluency and understanding of the story, and one that all students will enjoy.*