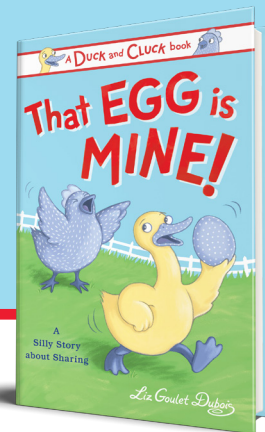


AN EDUCATOR'S GUIDE FOR
THAT EGG IS MINE!
A SILLY STORY ABOUT SHARING
(A DUCK AND CLUCK BOOK) BY *Liz Goulet Dubois*



ABOUT THE BOOK

The first book in Duck and Cluck, a brand new funny graphic novel series for beginning readers—perfect for fans of Mo Willems and Elephant and Piggie.

Meet Duck and Cluck. They are friends. Mostly. But they do not always agree.

Duck has found an egg. Cluck thinks the egg belongs to them instead. And sharing? Out of the question!

This simple but hilarious read-aloud follows the two friends as they make their case for why the egg belongs to them. And in the end, they both learn important lessons about manners and sharing. *That Egg Is Mine!* is the perfect laugh-out-loud purchase for any kindergarten or first-grader learning to read, or for anyone searching for an early reader with some comic-book inspired panels for ages 6-8.

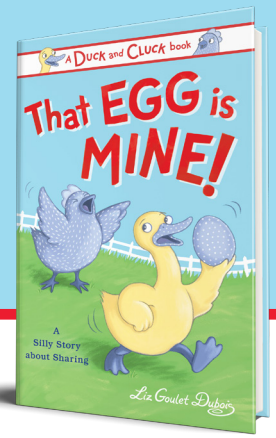
ABOUT THE AUTHOR

Liz Goulet Dubois is an author, illustrator, and product designer who works from her toy-filled studio in the country in Rhode Island. Her favorite kinds of books to make are character-driven, with quirky personalities steering the stories. You'll see these characters in picture books, early reader graphic novels, and those sturdy kind of books for the youngest readers that have interactive elements, like flaps and folds. Visit her at lizgouletdubois.com



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PRE-READING QUESTIONS

This book involves two friends, Duck and Cluck, and an egg. Can you think of other animals that lay eggs? As a class, list all the animals you can think of that lay eggs!

The subtitle of this book is, “A Silly Story about Sharing.” Ask students what “sharing” means. Have they ever been in a situation where it was hard to share something? What happened?

This is the first book in a news series called Duck and Cluck. In these stories, Duck is a duck. What kind of animal do students think Cluck is? Why do they think that? Can students think of other names they each could be called?

As a class, look at the cover and the pictures in this book. What kind of book do students think this will be—will it be funny? Or serious? Why?

VOCABULARY

Read the book aloud as a class and have students raise their hands if they hear an unfamiliar word. Guide students in deriving the meaning from context. Once you have finished reading the story, discuss these unfamiliar words again. Do students remember what the word meant? Can they make up a new sentence using the word?

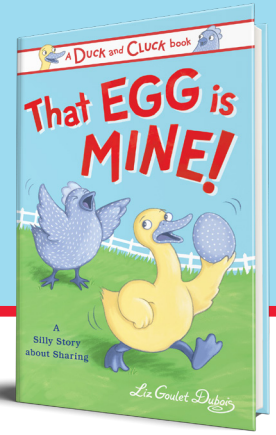
POST-READING QUESTIONS AND ACTIVITIES

QUESTIONS WE ALWAYS ASK

- Have students “think-pair-share”—think about the following questions, pair with another student, and share information. Come together as a class and have pairs share their insights.
- Who is the author? Who is the illustrator?

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- What kind of book is this: informational or fictional?
- Who are the characters?
- Where does the story take place?
- What are the major events?
- What problem do they encounter?
- How is the problem resolved?
- What is the “big idea” of the story?
- Can you retell the story?

READING COMPREHENSION

- What kind of animal is Duck?
- What kind of animal is Cluck?
- The egg is blue with white spots. How does it look like Cluck? How does it resemble Duck?
- What is Duck doing when the egg first appears?
- Where did Cluck hide the egg they laid?
- What places does the egg roll through as Duck chases it?
- Where has the egg come to rest when Duck recovers it?
- What hatches out of the egg?
- What reason does Duck give to claim ownership of the egg?
- Who comes to claim the hatchling from the egg?

HOW DOES IT FEEL

Come together as a class and discuss the story. Why does Duck lay claim to the egg? Why does Cluck think it is theirs? How does the book let us know how they feel? How would students feel if they were in Duck’s position? How would they feel if they were in Cluck’s position? Discuss how the two friends could have worked together to figure out a better solution. Have students ever

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been in a similar situation? How did they settle things? As a group, create a set of steps to use if students get into a situation like this one so they can work with the others involved to resolve the situation to everyone's satisfaction.

POINT OF VIEW

Picture books use words and illustrations to tell the action of the story and convey the way the characters are feeling. As a class, review the book. How does Cluck feel at the beginning of the story? How does Cluck feel after the egg hatches? How did their feelings change, and why? If students had been in the same position as Cluck, would they have felt the same way? What if they had been in Duck's position? Does looking at the story from the other point of view help students understand the "big ideas" of this book?

WHAT HAPPENED BEFORE

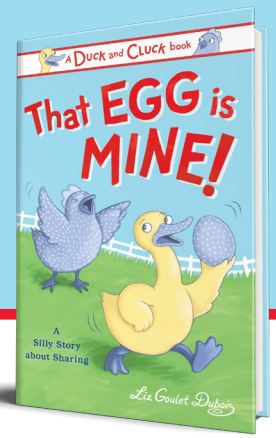
Have students illustrate how they think the egg was knocked out of its nest and rolled past Duck. Working with an adult as necessary, have students write text to explain what is happening in their picture. Display the finished products in the class, and have volunteers explain their "what happened before" story to the class.

GO, EGG, GO!

In the story, the egg rolls through a basketball court, a minigolf course and ends up in a pond. Where else could the egg have rolled? Have each student draw an original sequence that shows the egg rolling and bouncing through someplace new. Working with an adult as necessary, have students write or dictate a description of the egg's adventure. Do Duck and Cluck keep following the egg? How do they keep up? Post these illustrations in the class to create a gallery of the new adventures of Duck and Cluck with the egg!

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THIS OTHER EGG, HOWEVER, IS MINE!

Working with an art teacher if possible, have each student make a small papier-mâché egg and decorate it. Once everyone has an egg, take them outside and roll them wherever you have an open space. Whose egg rolls the farthest? Do any eggs bounce and fly through basketball hoops, like in the story? When all the eggs have rolled and bounced, collect them to display in the classroom.

SOUNDS AND WORDS

That Egg Is Mine! uses many “sound” words—like “plunk” and “thud”—in telling its crazy, fun story. These words are meant to convey the noises that the egg and the characters are making. This sort of word is called an “onomatopoeia.” Have the class identify these words when they occur in the story, and list them so students can master the concept of onomatopoeia!

DINOSAUR RESEARCH PROJECT

This book tells the story of Duck and Cluck who both lay claim to an egg. In the end, the egg doesn't belong to either of them! Come together as a class and figure out what animal really does hatch from this egg. Using library resources or the internet, learn more about how this egg would have been laid and hatched.

IT COULD HAVE HAPPENED LIKE THIS...

After Duck and Cluck fight over the egg, it finally hatches. It ends up being a pterodactyl egg! Cluck apologizes for suspecting Duck, and suddenly the hatchling's mother arrives to claim her fledgling! As a class, discuss what other ways the story could have ended. What else could have hatched out of the egg? Could the egg have been something else completely—like a rock or a fruit? Have each student draw a new ending to the book, where the egg hatches a different animal, or ends up being something completely different. Have volunteers share their new endings.