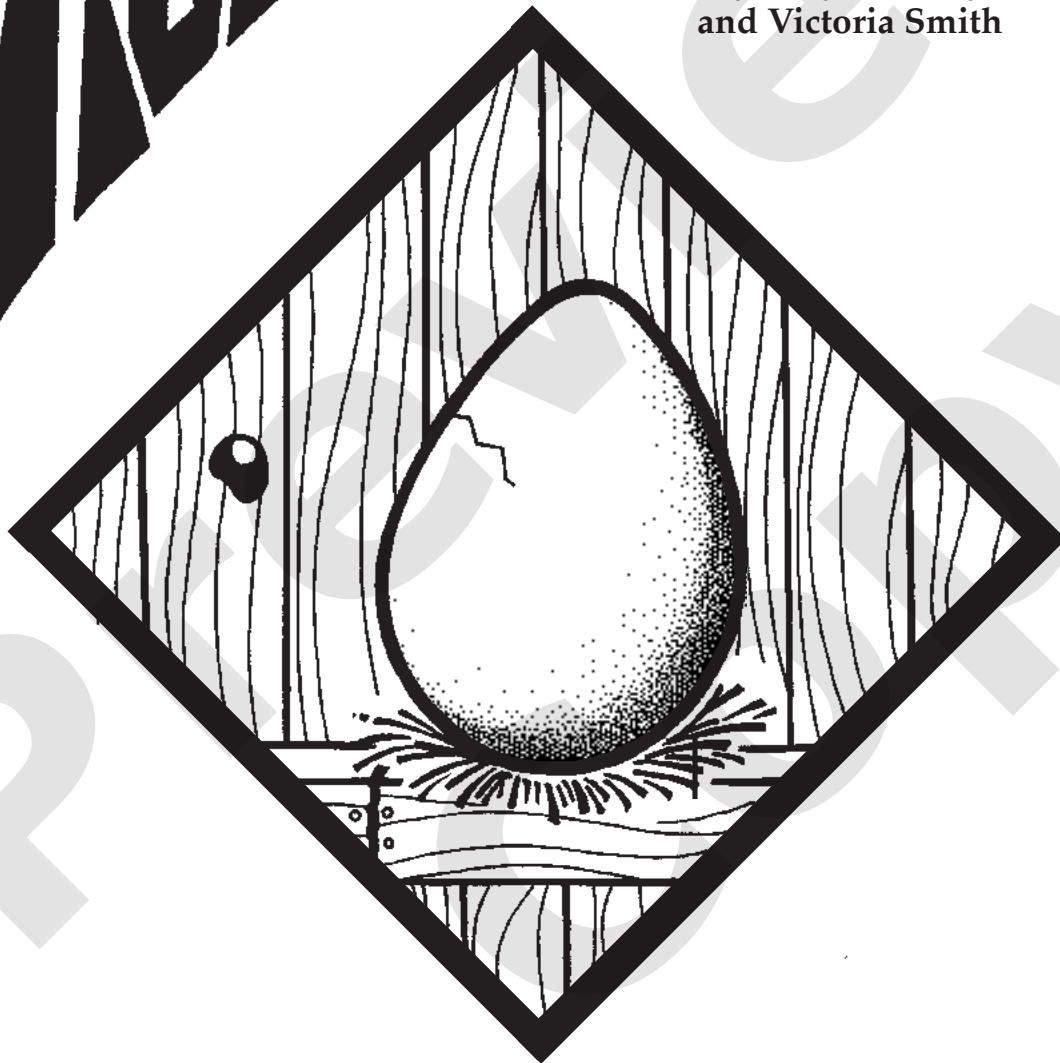


DO Reading!

by Amy Headley
and Victoria Smith



The Enormous Egg Literature Study

SPLASH! PUBLICATIONS®



DEAR TEACHER,

The enclosed Literature Study was designed by teachers with you and your students in mind. We believe it is the most comprehensive and practical literature study you will ever use. We feel it's important to review the special features of this Literature Study and help to familiarize you with it.

1. The Literature Study has been divided into four parts. The **Introduction** will give students background information important to the story. **Part I** will focus on chapters 1-5, **Part II** will focus on chapters 6-11, and **Part III** will focus on chapters 12-17.
2. Students will complete Vocabulary Cards for each chapter, complete a context clues activity, and take a quiz at the end of each of the three parts over those vocabulary words. As teachers, we know the frustration of having students look up words in the dictionary, only to find multiple meanings. If a child doesn't know the meaning of the word, it's unfair to expect him or her to be able to pick out and write down the correct definition for the word as it is used in the context of the passage in the book. Therefore, we have created a **Glossary** of words with their definitions. We suggest that you make copies of the Glossary for each student. This glossary is located on pages 81-85. The vocabulary quizzes and the context clues activities will utilize these definitions. You might want to copy the Vocabulary Cards onto tag board and encourage students to bring in a box for storing the cards on their desks.
3. Comprehension questions will be answered after students have read each chapter. We have designed two formats for you to use at your own discretion: short answer and multiple choice. As a suggestion, you might try having students complete the short answer questions after reading each chapter and then use the multiple choice questions as a quiz the next day. If students have been diligent to read the chapters and answer the short answer questions correctly, they will be successful on the multiple choice quizzes.
4. Unique to this Literature Study is an activity (creating a Travel Brochure for Washington, D.C.) that gives students web page addresses for researching information. Some of the addresses are complex because they will take students to **specific** sites on the Internet that will help them with their research. You may want to review the importance of entering website addresses (no spaces between any part of the addresses) to ensure their success.
5. Answers to all of the activities can be found on pages 86-94.
6. Bookmarks and a certificate for successfully completing the Literature Study can be found on pages 79-80.

LESSONS AT A GLANCE

INTRODUCTION

1. After reading about New Hampshire, students will follow written directions to plot cities and towns of New Hampshire on a map. (pps. 1-5)

PART I

(Chapters 1-5)

1. Before reading Chapter 1, students will:
 - complete Vocabulary Cards for *almanac, peculiar*. (pg. 6)After reading Chapter 1, students will:
 - answer Comprehension Questions. (pps. 7-8)
2. Before reading Chapter 2, students will:
 - complete Vocabulary Cards for *budge, fidgety, interfere, fate, circulation, preserve*. (pg. 6)After reading Chapter 2, students will:
 - answer Comprehension Questions. (pps. 9-10)
3. Before reading Chapter 3, students will:
 - complete Vocabulary Cards for *anchored, gunwale, circumference, specimens*. (pg. 6)After reading Chapter 3, students will:
 - answer Comprehension Questions. (pps. 11-12)
 - create a Character Web for the Enormous Egg. (pg. 13)
4. Before reading Chapter 4, students will:
 - complete Vocabulary Cards for *specialist, persuade, commotion*. (pg. 6)After reading Chapter 4, students will:
 - answer Comprehension Questions. (pps. 14-15)
 - complete Grid Math Activity. (pps. 16-18)
5. Before reading Chapter 5, students will:
 - complete Vocabulary Cards for *Triceratops, paleontologist, paleozoologist, colleagues, inquisitive, nuisance*. (pg. 6)After reading Chapter 5, students will:
 - answer Comprehension Questions. (pps. 19-20)
 - complete Context Clues Activity for Part I. (pps. 21-23)
 - take a Vocabulary Quiz for Part I. (pps. 24-25)

PART II

(Chapters 6-11)

1. Before reading Chapter 6, students will:
 - complete Vocabulary Cards for *gizzard, prejudice, amiable, metatarsals, femur, tibia, skeptic.* (pg. 6)

After reading Chapter 6, students will:

- answer Comprehension Questions. (pps. 26-27)
- follow step-by-step directions for drawing a Triceratops. (pps. 28-29)

2. Before reading Chapter 7, students will:
 - complete Vocabulary Cards for *inherit, sacrificed, resemblance.* (pg. 6)

After reading Chapter 7, students will:

- answer Comprehension Questions. (pps. 30-31)
- complete The Riddler Activity. (pps. 32-35)

3. Before reading Chapter 8, students will:
 - complete Vocabulary Cards for *degenerate, dubious, gladioli.* (pg. 6)

After reading Chapter 8, students will:

- answer Comprehension Questions. (pps. 36-37)

4. Before reading Chapter 9, students will:
 - complete Vocabulary Cards for *beckoned, admirable, accommodations, extinct, eclipse, instinct, Mesozoic, Cretaceous, atavism, mandibles.* (pg. 6)

After reading Chapter 9, students will:

- answer Comprehension Questions. (pps. 38-39)
- follow step-by-step directions for drawing a Tyrannosaurus. (pps. 40-41)

5. Before reading Chapter 10, students will:
 - complete Vocabulary Cards for *dignified, proposition, prehistoric, metabolism, scythe.* (pg. 6)

After reading Chapter 10, students will:

- answer Comprehension Questions. (pps. 42-43)

6. Before reading Chapter 12, students will:
 - complete Vocabulary Cards for *dismal, ventilated, astronomy.* (pg.6)

After reading Chapter 11, students will:

- answer Comprehension Questions. (pps. 44-45)
- create a Character Web for Uncle Beazley. (pg. 46)
- complete Context Clues Activity for Part II. (pps. 47-49)
- take a Vocabulary Quiz for Part II. (pps. 50-51)

PART III

(Chapters 12-17)

1. Before reading Chapter 12, students will:
 - complete Vocabulary Cards for *lumbered, expedition, corridor*. (pg. 6)After reading Chapter 12, students will:
 - answer Comprehension Questions. (pps. 52-53)
 - complete the activity How Big Was He? (pps. 54-55)
2. Before reading Chapter 13, students will:
 - complete Vocabulary Cards for *formation, alfalfa, accustomed*. (pg. 6)After reading Chapter 13, students will:
 - answer Comprehension Questions. (pps. 56-57)
3. Before reading Chapter 14, students will:
 - complete Vocabulary Cards for *tortoise, traipsing, ordinance, designated*. (pg. 6)After reading Chapter 14, students will:
 - answer Comprehension Questions. (pps. 58-59)
 - create a Travel Brochure for Washington, D.C. (pps. 60-63)
4. Before reading Chapter 15, students will:
 - complete Vocabulary Cards for *objections, suspicious, dissuade, dismay, inefficient, exterminated, amendment, gluttonous, constituents, surplus*. (pg. 6)After reading Chapter 15, students will:
 - answer Comprehension Questions. (pps. 64-65)
 - follow step-by-step directions for drawing an Archaeopteryx. (pps. 66-68)
5. Before reading Chapter 16, students will:
 - complete Vocabulary Cards for *wrangled, unforeseen, controversial, descended, delegation, tremendous, legislation*. (pg. 6)After reading Chapter 16, students will:
 - answer Comprehension Questions. (pps. 69-70)
 - create a Character Web for Nate Twitchell. (pg. 71)
6. After reading Chapter 17, students will:
 - answer Comprehension Questions. (pps. 72-73)
 - complete Context Clues activity for Part III. (pps. 74-76)
 - take a Vocabulary Quiz for Part III. (pps. 77-78)

COMPREHENSION QUESTIONS

(Chapter 1)



Directions: Use the information from Chapter 1 of *The Enormous Egg* to answer the questions below. Remember to write your answers using complete sentences.

1. What is the name of the newspaper that Nate Twitchell's father owns, and how often does it get delivered?

2. What idea did Nate come up with to keep the family rooster from crowing in the morning?

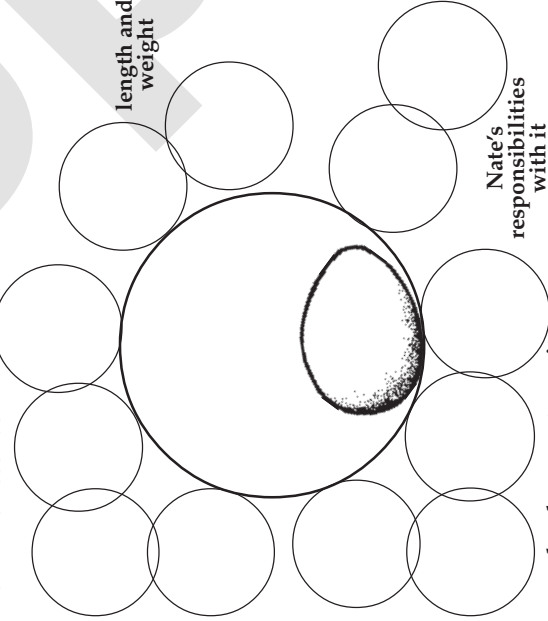
3. How did the rooster get the name Ezekiel?

4. What peculiar thing happened in the middle of June?

THE ENORMOUS EGG

You have been reading about the enormous egg from *The Enormous Egg*. In this activity you will create a Character Web about the enormous egg. In a Character Web the main character is in the middle and information about the character forms a "web" around him or her. Use what you have read about the enormous egg to fill in the circles with the information requested. You can find information about the egg in chapters one, two, and three.

how Nate described it



length and weight

Nate's responsibilities with it

people who came to see it

Now use the information you have gathered in the Character Web to write a three sentence description about the enormous egg on the back of this paper.

COMPREHENSION QUESTIONS

(Chapter 1)



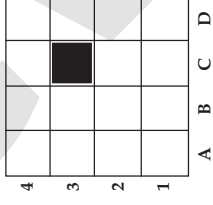
Directions: Use the information from Chapter 1 of *The Enormous Egg* to answer the questions below. Circle the correct answer from the choices given.

1. What is the name of the newspaper that Nate Twitchell's father owns, and how often does it get delivered?
 - a) The newspaper is the New York Post and it gets delivered everyday.
 - b) The newspaper is the Monitor and it gets delivered monthly.
 - c) The newspaper is the Freedom Sentinel and it gets delivered weekly.
2. What idea did Nate come up with to keep the family rooster from crowing in the morning?
 - a) Nate kept the rooster in his bedroom.
 - b) Nate kept the rooster in the cellar.
 - c) Nate kept the rooster in a dark barn.
3. How did the rooster get the name Ezekiel?
 - a) Nate's sister, Cynthia, named the rooster after one of her dolls.
 - b) The rooster was named after Nate's great-uncle.
 - c) The rooster was named after Nate's great-grandfather.
4. What peculiar thing happened in the middle of June?
 - a) The hen laid an enormous egg.
 - b) Ezekiel laid an enormous egg.
 - c) The duck laid an enormous egg.



Grid Math is a fun way to learn an important skill. A **grid system** is formed when lines come together to form squares. Grid systems are used throughout the world to find places on maps.

For Example: If you want to draw a box where C meets 3 (C,3), you would go **over** to C and **up** to 3, and draw the box in that space. On a map or an atlas, (C,3) may be the place where you would find the name of a city.



Directions: In this activity you will use a grid system to put together a puzzle that should remind you of the book *The Enormous Egg*. You will need the 48 puzzle pieces (some of the puzzle pieces are below and the rest of them are on the next page), and the blank grid.

1. Cut out the puzzle pieces **one at a time** (cut around the thick black line of the box). Glue that piece in its proper place on the empty grid before cutting out the next piece. Make sure that you do not turn the puzzle piece upside down or turn it on its side before gluing it; the way it looks before you cut it out is the way it should be glued onto the grid.
2. Follow the example above: If the puzzle piece is labeled (C,3), glue that piece in the space where C meets 3 on the grid by going **over** to C and **up** to 3.
3. The first one has been done for you as an example.





THE RIDDLER



You have been reading about a hen who laid an egg that took a long time to hatch. According to *The Enoemus Egg* it should have only taken 21 days for that egg to hatch, but as you know it took a lot longer! In this activity you will be solving riddles about animals by learning about the time it takes for them to give birth.

PART I

Directions: Choose the animal from the box that solves each riddle. You may need to do some research on the animals using books, encyclopedias, the Internet, or other references from your library. Words in **bold type** are defined for you on the next page.

bear	surinam toad	emperor penguin	parrot	crocodile
frog	rattlesnake	chimpanzee	turtle	pig

- I am a **mammal** who is common to North America. I am a **carnivore**, but I also enjoy eating berries and other plant material. My **gestation** period is about 220 days, and I give birth to live young.
Who Am I? _____
- I am a **reptile** who has changed very little during the 200 million years my **species** has been on Earth. Those of us who live in water are **carnivores**, and those of us who live on land eat plants. I lay hard-shelled eggs, and the **incubation** period is about 45 days.
Who Am I? _____
- I am an **amphibian** who has moist, glistening skin. I lay eggs in a jelly-like substance that protects my eggs when they get into the water. It takes about 10 days before my babies are ready to come out of the eggs.
Who Am I? _____
- I am a **reptile** who is the nearest living relative of the dinosaurs. I am a **carnivore** who is found in warm parts of the world, usually around water. I bury my eggs in the sand, or lay them in rotting plants until they are ready to hatch in about 75 days.
Who Am I? _____
- I am a **mammal** who lives in the rain forests of Africa. I eat mainly fruits and vegetables, but I also eat meat, and sometimes I hunt large animals like monkeys and young pigs. I give birth to live young and the **gestation** period is about 231 days.
Who Am I? _____

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PART II

Directions: Use the information from the riddles in Part I to fill in the information in the chart below. An example has been done for you.

Animal	Type of animal	Lays eggs or Live birth	Gestation or Incubation period
hen	bird	eggs	21 days



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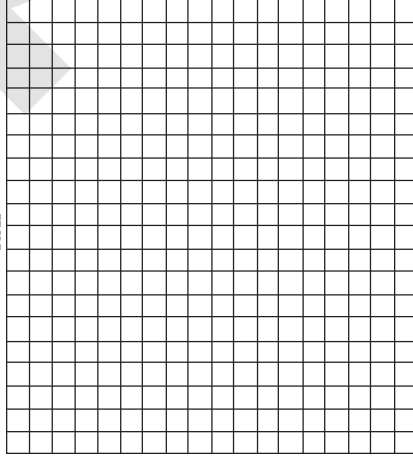
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PART III

Directions: Use the information from the gestation and incubation part of the chart you have just completed and the graph paper below to make a line graph. Your line graph should include:

- **Title:** Your title should give information about what you are graphing.
- **Label along the side:** This label should explain what you are using to measure. (Are you measuring in days, weeks, months, years?)
- **Label along the bottom:** This label should explain what you are measuring. (Your label will be incubation and gestation periods.)
- **A number scale along the side:** Your numbers should be on the lines of a line graph, and will need to go to 240.
- **Names of animals along the bottom:** Use the names of the animals in the chart. They should go on the lines of a line graph.
- **Neatly drawn lines displaying information:** a ruler and a sharp pencil are necessary for this.

TITLE

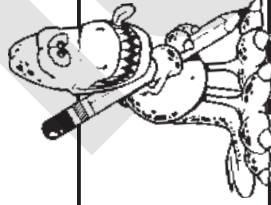


SIDE LABEL

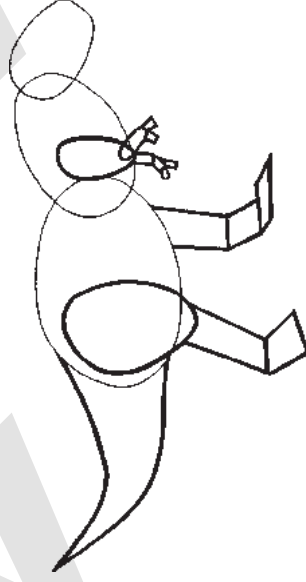
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How To Draw: TYRANNOSAURUS



1. Draw shapes to form the head and body.



2. Draw shapes to form the tail, legs, feet, arms, and fingers.

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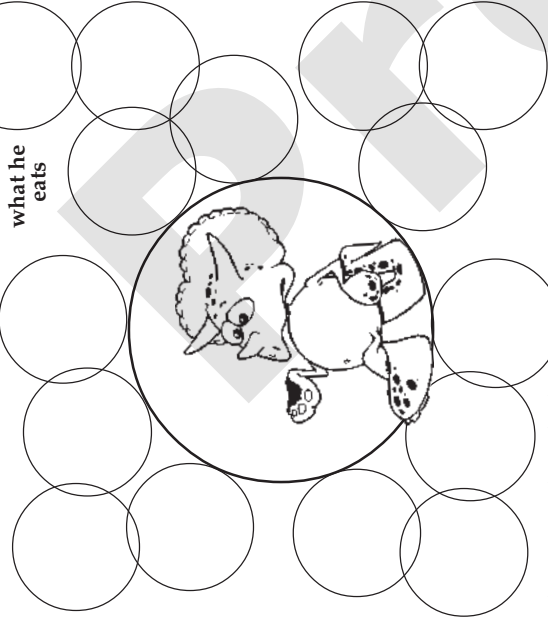
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BOTTOM LABEL

UNCLE BEAZLEY

You have been reading about Uncle Beazley from *The Enormous Egg*. In this activity you will create a Character Web about Uncle Beazley. In a Character Web the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Uncle Beazley to fill in the circles with the information requested. You can find information about Uncle Beazley in chapters six through eleven.

people who came to see him



what he eats

how Nate described him when he first hatched

people who wanted to buy him

Now use the information you have gathered in the Character Web to write a three sentence description about Uncle Beazley on the back of this paper.




Washington, the District of Columbia, was founded in 1791 as the world’s first national capital. President John Adams moved the government to Washington, D.C. in June 1800, and Congress first met there in November of that same year. The president of the United States lives in Washington, D.C., and it is the place where laws are made and departments have been created to oversee America’s money, businesses, food, education, transportation, defense, and travel.

Besides being the center of all political activity in the United States, Washington, D.C. has many attractions that are not government related. Visitors who come to the 68 square mile area will find theaters, music, parks and gardens, museums of the Smithsonian Institution, churches, and the National Zoo.

In this activity you will get the chance to help someone plan a vacation by making a brochure that describes and pictures some of Washington, D.C.’s points of interest.

Directions:

- Write a description of each of the points of interest in Washington, D.C. You may use the written information on the next page as a guide, but you must do your own descriptions in your own words. You may use the outline on the next page to make it easier for you. Your teacher will decide how you will edit your write-ups, and whether you can write your final drafts in pencil, ink, or typed on the computer.
- Fold a large piece of white construction paper three times so it looks like this:
 
- Decorate the front cover with pictures or creative letters.
- Paste your final draft descriptions inside of the folded paper. Leave enough room after each description for your pictures of the points of interest.
- Now you are ready to include pictures of Washington, D.C.’s points of interest. You may color and use the pictures drawn for you on the next few pages, or you may use those as a guide and draw your own pictures. Paste or draw your pictures next to or under the descriptions of the points of interest.



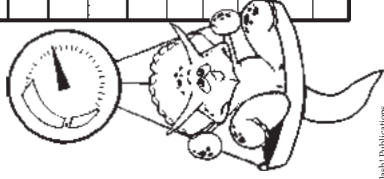
GRAPHING HOW BIG WAS HE?

You have been reading about Uncle Beazley and his tremendous growth throughout the book *The Enormous Egg*. In this activity you will make a bar graph charting Uncle Beazley’s growth from his birth on July 28th to his weight on September 2nd.

Directions: Use the information in the chart and the graph paper on the next page to make a bar graph. Your bar graph should include:

- Title:** Your title should give information about what you are graphing.
- Label along the side:** This label should explain what you are measuring. (Are you measuring in inches, feet, pounds, tons?)
- Label along the bottom:** This label should explain the time used to get the measurements. (Is the time in months, days, years, weeks?)
- A number scale along the side:** Your numbers should be on the lines in a bar graph, and will need to go to 897.
- Dates along the bottom:** Use the dates in the chart. They should go in the spaces on a bar graph.
- Neatly colored bars displaying information:** a ruler and a bright color are needed for this.

Date	Weight
July 28th	3 pounds
July 29th	4 pounds
July 30th	7 pounds
Aug. 12th	106 pounds
Aug. 13th	121 pounds
Aug. 14th	144 pounds
Aug. 20th	360 pounds
Aug. 31st	798 pounds
Sept. 2nd	897 pounds



DESCRIPTION OUTLINE

Use this outline to write your descriptions of the points of interest in Washington, D.C. Remember to write your descriptions in your own words.

The _____ is an important place in Washington, D.C., because

Two interesting facts about _____ are _____ and _____.

If you visit _____, you will learn about _____.



THE WHITE HOUSE

The White House is the home of the President of the United States and his (or her someday) family. The President carries out the duties of running the nation from the Oval Office, located inside of the White House. Nearly 6,000 people visit the White House each day, and because of this the White House is staffed with a Chief Usher, an Executive Pastry Chef, an Executive Housekeeper, White House Butlers, an Executive Engineer, and a White House Calligrapher. To learn more about the White House, visit the website at: www.whitehouse.gov/kids

THE CAPITOL BUILDING

The Capitol Building is an important building in Washington, D.C. The Legislative Branch of government, which is in charge of making America’s laws, works in the Capitol Building. This branch of government is made up of the House of Representatives and the Senate. The original Capitol Building was burned by British troops in 1814, and the new building was completed in 1830. This building was changed again, and the present Capitol Building was finished in 1863. To learn more about the Capitol Building, visit this website at: www.senate.gov/vtour



THE SUPREME COURT

The United States Supreme Court is where the Judicial Branch of the government carries out its duties. The Judicial Branch is responsible for enforcing the laws made by the Legislative Branch. The Supreme Court is the most powerful court in America, and its decisions are final. To learn more about the Supreme Court, visit the website at: www.supremecourt.us.gov



NATE TWITCHELL

You have been reading about Nate Twitchell from *The Enormous Egg*. In this activity you will create a Character Web about Nate. In a Character Web the main character is in the middle and information about the character forms a "web" around him or her. Use what you have read about Nate to fill in the circles with the information requested. You can find information about Nate throughout the entire book.

responsibilities

friends and relatives

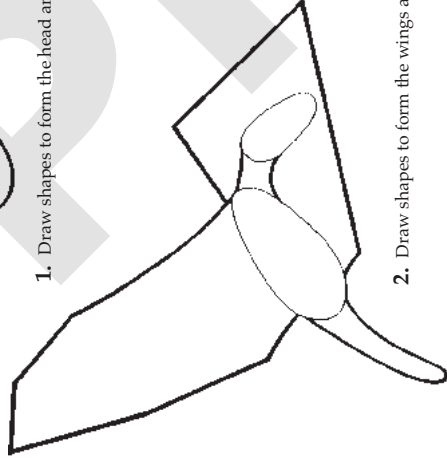
places he visited in Washington, D.C.

Now use the information you have gathered in the Character Web to write a three sentence description about Nate on the back of this paper.

How To Draw: ARCHAEOPTERYX



1. Draw shapes to form the head and body.



2. Draw shapes to form the wings and tail.

BOOKMARKS

READING IS

EGG-STRAORDINARY

GET EGG-CITED ABOUT READING

BE EGG-CEPTIONAL

READ!

_____ has successfully completed the Literature Study of *The Enormous Egg*

_____ Date _____ Signature _____

GLOSSARY

ac•com•mo•da•tions *n.* room and board; lodgings. “There just aren’t any accommodations here—no hotel, no restaurant, no inn.”

ac•cus•tomed *v.* to be familiar with because of constant practice, use, or habit. Dr. Ziemer said the people in Washington weren’t too accustomed to a live dinosaur, and there might be all kinds of crowds and confusion, and we might get into trouble with the police.

ad•mi•ra•ble *adj.* having qualities that deserve approval; causing others to have a high opinion of you. “It is a very admirable quality.”

al•fal•fa *n.* an herb with three leaflets and clusters of blue-violet flowers, usually grown as a pasture and hay crop. We tried out different kinds of feed on him, because it was too hard to get fresh grass, and we finally decided on alfalfa, with about fifty pounds of poultry mash for dessert.

al•ma•nac *n.* a yearly publication of calendars with weather forecasts and other weather related information. He says it’s more dependable than the *almannac*.

a•mi•a•ble *adj.* friendly and agreeable; likable. “He looks rather calm and amiable,” the doctor said.

a•mend•ment *n.* a change or an addition to a bill, rule or a law in order to make it better. “I agree with the honorable Senator, and I want to propose an amendment to this bill.”

an•chored *v.* to hold a boat in place with an anchor. I anchored out near the ledge of rocks where I generally fish.

as•tron•o•my *n.* the scientific study of outer space. “...and if you like astronomy, there’s the Newt Observatory.”

at•a•vism *n.* characteristics which become visible after many generations of absence. They gathered in little circles and started jabbering away about “Mesozoic,” and “Cretaceous,” and “Protoceratops,” and “allosau,” and all sorts of words that were way over my head.

beck•oned *v.* to signal by nodding or waving. Dr. Ziemer beckoned to me to come with them, but Dr. Kennedy didn’t pay any attention to me at all.

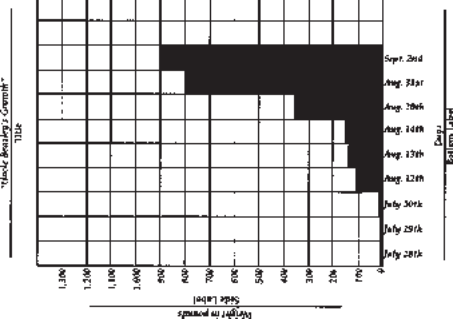
budge *v.* to move a little bit. Well, this hen couldn’t budge that big egg, so I had to come in three or four times a day and turn it over for her.

cir•cu•la•tion *n.* the passing of something, such as news, from place to place or person to person. They wanted to know why we called the rooster Ezekiel, and what the circulation of the Freedom Sentinel was.

cir•cum•fer•ence *n.* the distance around the outside of a circle. “An eighteen-inch circumference, and weighed almost four pounds.”

col•leagues *n.* people you work with or go to school with. “When I send a telegram to my colleagues at the National Museum saying that I have seen a live Triceratops, they’re going to take the first plane out of Washington.”

com•mo•tion *n.* a disturbance. There was an awful lot of commotion, and everybody was talking at the same time and nobody could hear anything.



GRADING RUBRIC FOR WASHINGTON, D.C. BROCHURE

Criteria	Points Possible	Points Earned
Placing 13 P.O.I.	(65) 5 points each	
Describing 13 P.O.I.	(65) 5 points each	
Use of Color	10 points	
Cover Design	10 points	
Overall Neatness	10 points	
Spelling / Grammar Punctuation / Capitalization	Deduct 2 points for each error, up to 30 points	
Total Points	190 points	