

HANK FINDS AN EGG

by Rebecca Dudley

Common Core Teaching Guide



ABOUT THE BOOK

While walking through the woods, Hank finds an egg all alone on the forest floor. Spotting its home high up in a tree, Hank diligently tries to return the egg to its nest, but is met with failure each time. After keeping the egg warm overnight, he returns to the scene the next morning. To his surprise, he is met by another forest creature. Will they find a way together to see the egg safely home?

Artist Rebecca Dudley crafts each tiny leaf, flower, and creature that appears in Hank's forest in breathtaking detail, bringing the sunlit woods to life. From delicate ferns to the glow of Hank's little campfire, *Hank Finds an Egg* immerses you in its vivid miniature world.

In this charming tale, told without words, Hank's endearing and genuine kindness will inspire readers young and old alike to believe in themselves and the goodness of others.

INTRODUCTION

It isn't often that we have the opportunity to share a wordless book with our young readers, but you and your students will have so much fun with Hank and his egg. With a focus on storytelling and retelling along with visual literacy, you will have many opportunities to meet Common Core Reading Literature and Writing standards

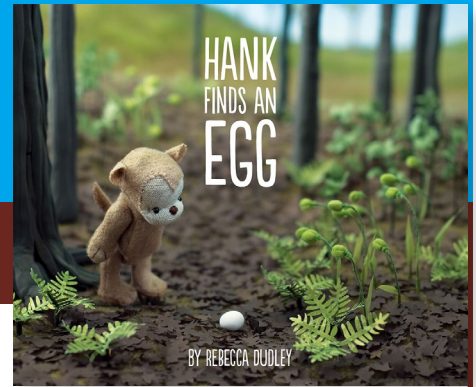
In addition, you can use the book as a springboard for an exciting mixed media art activity. You may leave the experience wondering whether we need words in books at all!



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READING LITERATURE STANDARDS

Reading Literature Standard 2

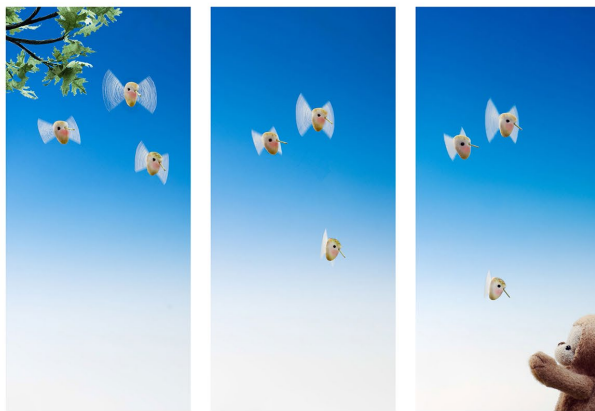
RL K.2 With prompting and support, retell familiar stories, including key details.

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

WHAT HAPPENED NEXT?

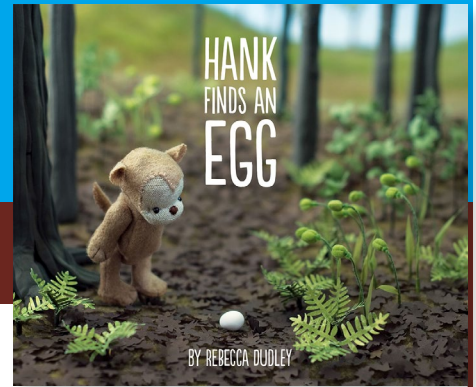
Kindergarten and Grade One: Because *Hank Finds an Egg* is a wordless story, much of the work you engage in with your students will be based on interpretation and visual literacy. Therefore, you should begin by sharing the book with a small group on the floor or with a larger group seated at desks or tables using a document camera to project. As you share each double-page spread, ask students to comment about what is happening in that scene. After the first reading, ask students, individually or in small groups, to retell the story, including each of the key details.

Grade One: After completing the story retelling, ask: *What do you think the central message or lesson of Hank Finds an Egg is?* Focus student attention on the last double-page spread and the final photograph as they answer the question.



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Reading Literature Standard 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

SEEDS OF THE STORY

After sharing and discussing *Hank Finds an Egg*, ask students:

- Who is the main character in the story?
- Who are the other (secondary) characters in the story? Make a list of them. Are any of them present from the beginning of the story?

- Where does the story take place? What is the setting? (See also: **A Walk in Storywoods** activity, below.)
- What are the most important events of the story?

A WALK IN STORYWOODS

The setting of *Hank Finds an Egg* is central to this story. While the setting might look very familiar to children who have ever walked in a forested park or in the woods, it's actually a fantasy setting created entirely by hand by author/illustrator Rebecca Dudley, and then photographed.

After reading the book, share the seven-minute film

Storywoods by Mary Horan about Rebecca Dudley and her artistic process as well as its roots in her childhood: <http://vimeo.com/39157781>. Then ask students to look closely at each of the illustrations and describe the setting in detail. *What elements of the forest appear in each of the 59 photographs? How do you think Rebecca Dudley made each one?*

Reading Literature Standard 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

THE ADVENTURES OF HANK AND POLO

After students are thoroughly familiar with the characters, setting, and events of *Hank Finds an Egg*, introduce them to another wordless book, *The Adventures of Polo* by Regis Faller. Ask them to engage in telling Polo's story in words, as they did on the previous page for Hank in the **What Happened Next?** activity.

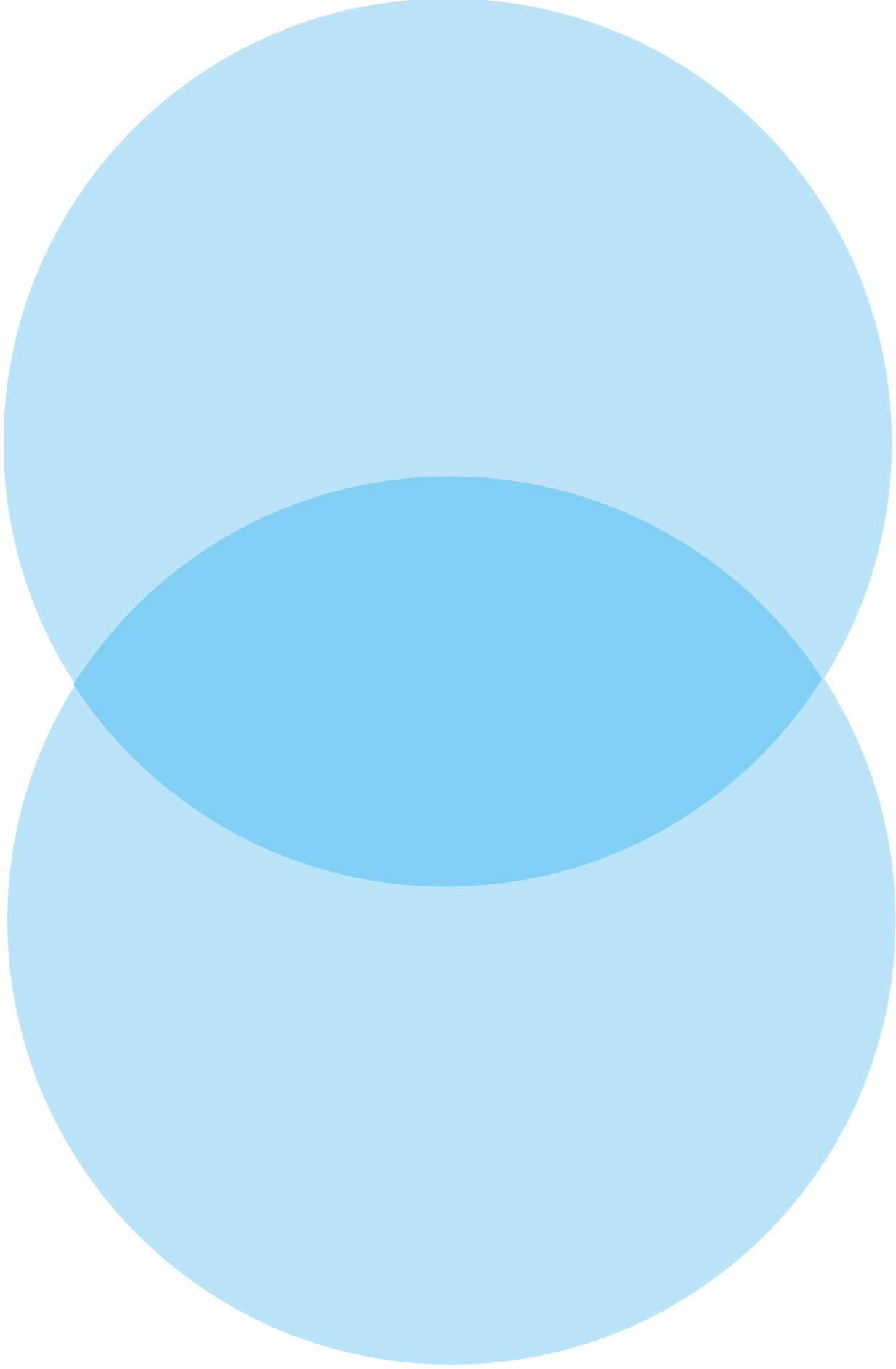
When they are thoroughly familiar with Polo's story too,

ask them: *How are the adventures and experiences of Hank and Polo similar? How are their adventures and experiences different?* Record the experiences that only apply only to Hank on the left side of the **The Adventures of Hank and Polo** Venn diagram activity sheet on the following page, and the experiences that apply only to Polo on the right side. If there are experiences that apply to both, record them in the intersection of the two circles.

THE ADVENTURES OF HANK AND POLO

HANK

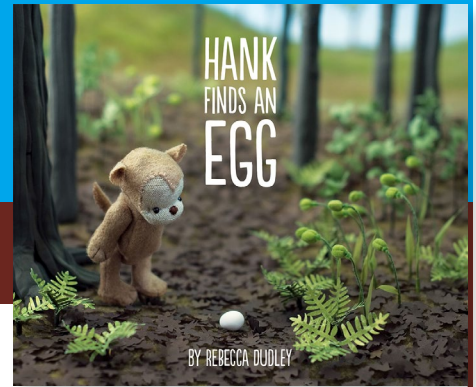
POLO



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WRITING STANDARDS

Writing Standard 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

I CAN WRITE THE STORY

Ask each child, individually, to write or dictate a narrative for *Hank Finds an Egg*, using the **I Can Write the Story** lined pages that follow. Remind them to be sure to narrate the key events in the story in the order they occur and to use language that communicates their personal reaction to what happened.



Writing Standard 6

W K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

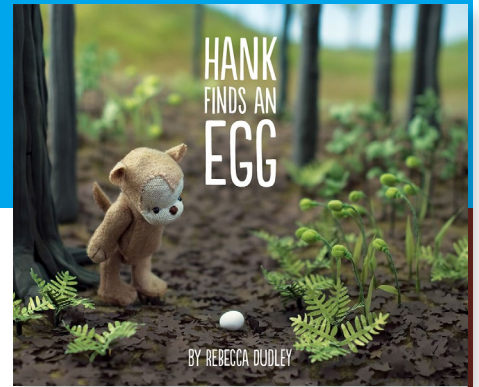
WRITING WITH PICTURES

Invite students, in pairs or small groups, to use materials of their choice, including fibers, building blocks, or craft materials, to create a sequence of at least three scenes featuring a main character. They may also like to use the cut-out paper dolls provided on the **Writing with Pictures** activity sheet in

the following pages. Instruct them to photograph each scene using a digital camera. Help them to upload the photographs to a software program such as Photo Story or StoryKit in order to create a visual narrative.

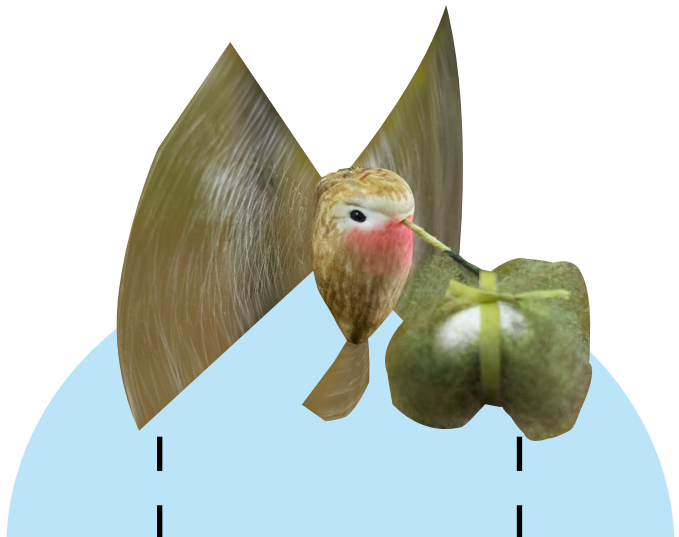
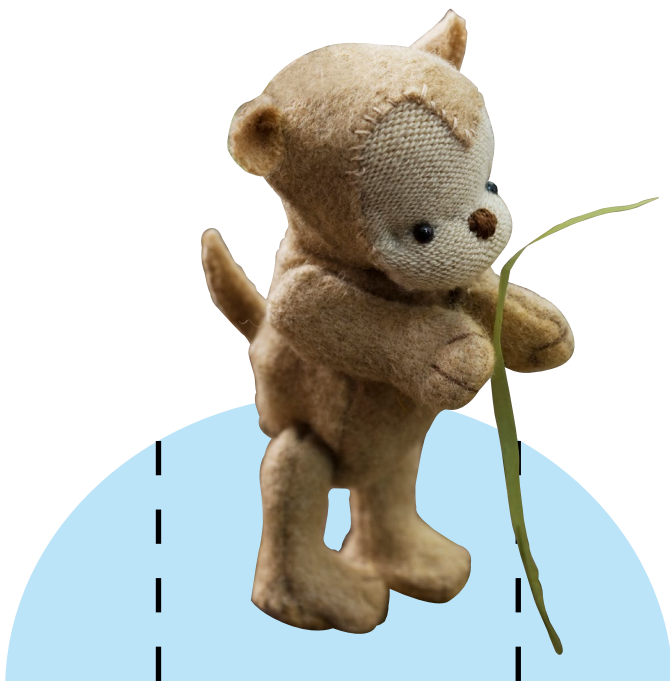
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WRITING WITH PICTURES

Carefully cut out around the figures and fold along the dotted lines to stand the figures up.



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READING EXTENSION ACTIVITY

First, Then, Finally: A Sequencing Activity

There are several key events in *Hank Finds an Egg*. After reading the book aloud, begin by asking students to identify these key events. (Listen for these nine events: Hank finds the egg, Hank carries the egg to the tree, Hank tries standing on a log, Hank tries standing on a ladder, Hank builds a campfire and sleeps with the egg, Hank wraps the egg in moss, Hank gives the egg to the Mama bird who flies it back to the nest, the eggs hatch, the baby birds return to thank Hank.)

Next, engage them in a sequencing activity. Ask students to complete the **First, Then, Finally** activity on the following page independently or project the sheet onto your electronic white board and complete it as a group activity.

ART EXTENSION ACTIVITY

Creating Hank's World

After viewing the film, *Storywoods*, from the previous **A Walk in Storywoods** activity, enlist the parents of your students to help you gather as many of the materials Rebecca Dudley uses in the film as possible, along with any other materials you and your students identify by looking closely at the photographs in the book. Then, ask your art teacher to collaborate on a joint project in which you assist students to recreate

scenes from *Hank Finds an Egg* or create additional scenes for a sequel. They may also like to use the cut-out paper dolls provided on the **Writing with Pictures** activity sheet. Included on the following pages are some sky backdrops that they may want to incorporate into their art projects.



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FIRST, THEN, FINALLY

Which scene do we see first? Which ones come next?

Which is the final scene?

Number the pictures below from 1 to 9 as they occur in the story.















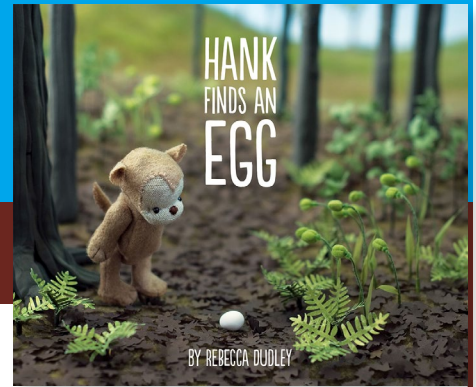




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ABOUT THE AUTHOR AND ILLUSTRATOR



Photo: Jill Liebhaber

Rebecca Dudley is a builder, creator, photographer, and artist. She makes everything that appears in her illustrations—the trees, leaves, ponds, skies, and the creatures themselves. She has a small architectural practice, and lives in Evanston, Illinois with her husband John, dog Josephine, and her many magical Storywoods characters. This is her debut children's picture book. Visit her blog at www.storywoods.blogspot.com.

www.peterpauper.com

Illustrations © Rebecca Dudley

