

# Peep and Egg: I'm Not Hatching

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Laura Gehl and illustrated by Joyce Wan



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**Author, *Peep and Egg: I'm Not Hatching***

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## How to Use This Guide

This classroom guide for *Peep and Egg: I'm Not Hatching* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

This guide offers activities to help teachers integrate *Peep and Egg: I'm Not Hatching* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

## Book Information



**PEEP AND EGG: I'M NOT HATCHING**

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Egg is *not* hatching.

No way. No how.

It is too scary out there.

Peep wants Egg to hatch so they can do fun things together, like watch the sunrise, splash in puddles, and play hide-and-seek.

But Egg is *not* cracking...

Joyce Wan's bright and bold illustrations will have young chickies giggling at Laura Gehl's reassuring tale that takes the *not* out of *I'm not*.



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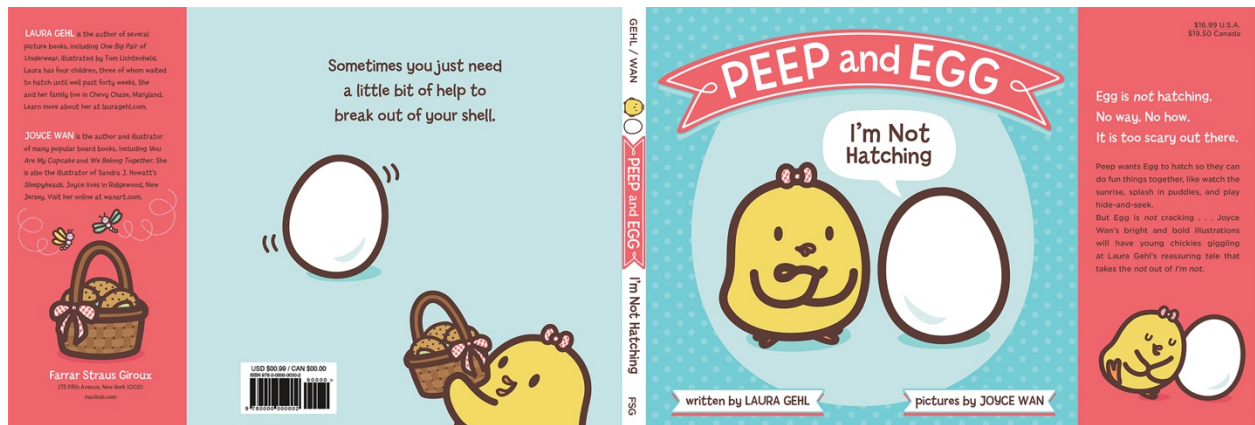
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# English Language Arts

## Reading Comprehension

Before reading *Peep and Egg: I'm Not Hatching*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



### The Front Cover~

- Describe the cover illustration.
  - What do you see?
  - How many characters do you see? Who do you think they are?
- Mimic what the characters are doing on the front cover. Pay close attention to body language and facial expression.
  - How does it make you feel?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?
- Let's look at who made this book.
  - Who is the author of *Peep and Egg: I'm Not Hatching*?
  - What does an author do?
  - Who is the illustrator of *Peep and Egg: I'm Not Hatching*?
  - What does an illustrator do?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What is Peep excited about at the beginning of the story?
- Why is Egg not hatching?
- Peep tries several different ways to convince Egg to hatch, but Egg always has an excuse. Fill in the chart below with Peep's attempts and Egg's excuses.



Attempt #	Peep's attempt	Egg's excuse
1	We can watch the sunrise	
2	We can ride on sheep	
3	We can splash in puddles	
4		
5		
6		
7		
8		

- Just when it seems like Egg is never going to hatch, what does Peep do?
  - Pretend to be Egg inside the shell. How does it make you feel when Peep says she is going to go?
  - Why do you think Egg decides to finally hatch?

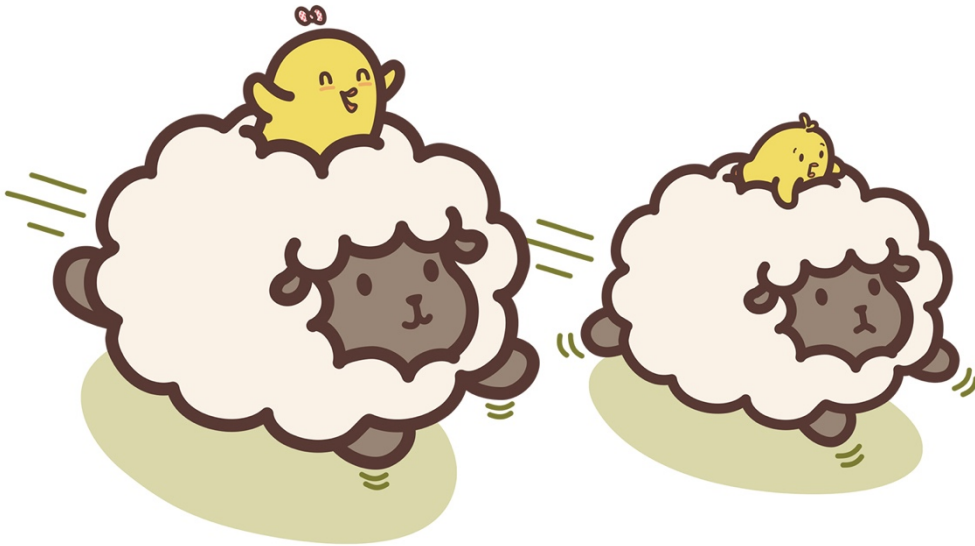


- At the end of the story, Peep and Egg are sitting on the roof of the henhouse.
  - What are they doing?
  - Why do you think Egg is wearing a football helmet?

## Writing Activities

### Write the Scene

Choose one of the fun adventures that Peep suggests in *Peep and Egg: I'm Not Hatching* and create the scene. For example, what happens when Peep and Egg go sheep riding? How does Egg feel? How does Peep feel? What do they say? What do they do? What happens? Be sure to include a beginning, middle, and end.



### "We're Going to Have So Much Fun" ~ Writing "How to" Instructions

Peep cannot wait for Egg to hatch so they can share many fun adventures like splashing in puddles, watching sunrises, and blueberry muffin picnics.

What is something you do that you want to share with your friends?

Do you know how to build with LEGO? Or how to play a game? Or how to make a certain craft?

Create a list of steps needed. Add photographs or drawings where you can so you can share the experience with the class.

For some extra fun writing “how to” instructions, bring in all of the tools necessary to complete a simple task (like making a sandwich) and have the students walk you through step by step. If they miss a step, hilarity might ensue!



### **“Come On. Please Hatch.” Persuasive Essay**

Peep tries many different ways to persuade the Egg to hatch. Ask your students if they know what “persuade” means. If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times or situations in which you might want to persuade someone (i.e., persuade your parents to let you stay up late)
- Why is Egg not hatching? Is he scared?
- What are some things that you are scared of that you might need persuading to do? (example: go into a dark room without a flashlight, pet a big dog, swim into the deep end, etc.)

When you write to persuade, you are trying to convince the reader to share your thoughts and feelings. Your persuasive essay should: tell the reader what you believe; give the reader at least three reasons why you believe it (and why they should, too); have a good concluding sentence.

Students should think of something they are scared to do and pretend that they are someone who has already done this scary thing. Then, write a persuasive essay to themselves called “Come on. Please.” using the following TREE structure:



T = Topic sentences

The topic sentence tells the reader (themselves, in this case) what you think or believe. Example: *Come on. Please can we swim into the deep end of the pool?*

R = Reasons

The reasons tell the reader (or themselves, in this case) why you believe swimming into the deep end would be a good idea. Write at least 2 -3 sentences supporting 3 reasons.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Does your essay have all the necessary parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?



### **"Egg, If You Love Me" Game**

"Egg, If You Love Me" is an excellent game of persuasion to play with larger groups. The object of the game is to make the other players crack a smile while resisting attempts at getting a smile out of you.

- Players will sit in a circle. One player who is chosen as "Peep" sits in the center of the circle.
- The "Peep" player in the middle of the circle goes to a player in the circle, maintains eye contact and without touching them uses their silliest voice and expressions says "Egg, if you love me won't you please, please crack a smile?".

- The player who was asked the question responds with "Peep, you know I love you, but I just can't crack." without smiling.
  - If the player responds, but cannot do so without smiling, they become the "Peep" player in the center of the circle.
  - If the player successfully replies without smiling, the "Peep" player moves on to the next player in the circle and again asks "Egg, if you love me won't you please, please crack a smile?"
- The "Peep" player should go in order around the circle.
- This prevents them from only selecting their friends or players that are naturally smiley. When a new player becomes "Peep" they should continue where the previous player left off.

To succeed it is highly recommended that as the "Peep" player use whatever antics they can such as silly body movements and facial expressions which may get the player smiling before the question is even asked.

## Writing Narrative and Dialogue

*Peep and Egg: I'm Not Hatching* is written almost completely in dialogue. All of the text is things that Peep and Egg say. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.



Rewrite *Peep and Egg: I'm Not Hatching* using the following:

- Write a version of the story using only narrative. For example, "One day, Peep hurried to find Egg. She wanted to know if he had hatched yet." Continue through the entire story like this, describing the action on each page without the use of speech.
- Combine the two versions into a new version of *Peep and Egg: I'm Not Hatching*, in which Peep and Egg speak and a narrator carries the action of the story.

How do the new versions compare with the original version of *Peep and Egg: I'm Not Hatching*? Which do you prefer? Why?

## Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Peep and Egg: I'm Not Hatching* to life in your classroom and also have fun with speaking and listening skills!

### Choral Reading

- Turn *Peep and Egg: I'm Not Hatching* into a script. (\*see Writing Narrative and Dialogue in ELA section for ideas). Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

### Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

### Drama

- Brainstorm a list of ways to entice Egg to hatch. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which action they are acting out.
- Create a TV commercial to encourage people to read *Peep and Egg: I'm Not Hatching*.



## Language Activities

### New Vocabulary: Patience

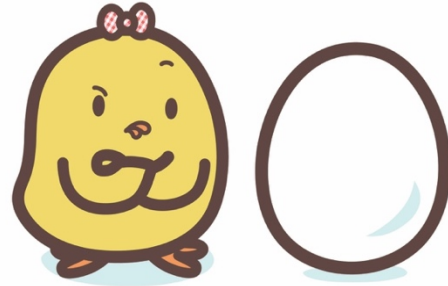
Peep has a little difficulty waiting *patiently* for Egg to hatch.  
Lead students in a class discussion on *patience*.

1. What is *patience*?

- Waiting without getting angry or upset.

2. How could you demonstrate *patience* if...

- Someone is in the bathroom when you need to use it?
- You need help with your homework, but your parents are washing the dishes?
- You want to play with a toy that someone else is using?
- There is a long line to check out books at the library?
- You have to wait in the lobby to see a doctor?
- Your dog wants to stop at every mailbox to sniff while you are out walking?
- You are very hungry, but you have to wait to be seated at a restaurant?



4. What are some other situations where we can demonstrate *patience*?

5. Design a poster encouraging *patience*. Hang the poster in your classroom, or get permission to hang it in the school library, the office, main hall, etc.



### Word Problems

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Peep and Egg: I'm Not Hatching or any other book of study.*

- 1) 5 dragonflies are flying in the tall grass. 1 flies away.  
How many dragonflies are flying in the tall grass?

$$5 - 1 = ?$$



- 2) Egg gives his shell 4 pecks to help it crack. Egg then pecks 3 more times. How many pecks does Egg give his shell?

$$4 + 3 = ?$$

- 3) Peep makes 5 blueberry muffins. Egg eats 1 blueberry muffin. How many blueberry muffins are left?

$$5 - 1 = ?$$

- 4) Peep loves riding sheep. She rides 2 times around the field. Having so much fun, she then goes around the field 1 more time. How many times does Peep ride the sheep around the field?

$$2 + 1 = ?$$

- 5) Egg and Peep count 9 stars in the nighttime sky. A giant cloud comes and covers 7 of the stars so Peep and Egg can no longer see them. How many stars can Peep and Egg now count?

$$9 - 7 = ?$$

## Blueberry Muffin in a Mug

Baking is math.

Have fun practicing measurement while also baking a tasty treat.

All you need is a few ingredients, mugs or paper coffee cups, and a microwave.

- 1 egg yolk
- 1 TB milk (can substitute non-dairy milk, cream, or water)
- 1 TB melted butter
- 2 TB sugar (reduce to 1 TB + 1 tsp for a less sweet muffin)
- 1/4 tsp baking powder
- 1/2 tsp vanilla
- 3 TB flour
- Small handful of blueberries, fresh or frozen



Mix all ingredients in a mug in order that they are listed.  
Be sure to combine thoroughly.  
Lastly fold blueberries in to the batter gently.

Place mug in the microwave and cook at 700 watts. Cooking time will vary based on microwaves, so start with one minute and fifteen seconds. If muffin is still undone, cook in fifteen second increments until muffin appears dry on top.

Then, enjoy with your favorite friend!

## The Counting Egg Hunt

Use this egg hunt to sharpen counting skills.

- Create a set of paper eggs. Number them from 1-5, so there are different sets of each number. Or use plastic eggs and place the number on a slip of paper inside.
- Hide these eggs around the room.
- Ask students to find #1 egg, #2 egg, etc. until they have a set of 5. If a student sees a number they already have collected or an item that is not what they are collecting, he/she must leave it for another student to find.
- The first student to find their items in 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

## Counting and Comparison

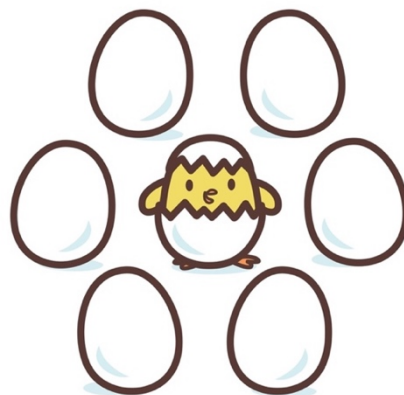
Joyce Wan's illustrations are bold and lend themselves nicely to practicing counting and comparison throughout *Peep and Egg: I'm Not Hatching*. Use the following questions to guide students through a mathematical exploration of the book.

Front End Paper:

- How many eggs do you see?
- How many chicks do you see?

Sunrise spread:

- How many chicks do you see?
- How many clouds?





Sheep spread:

- How many sheep do you see?
- How many chicks?
- How many trees?
- How many flowers?

Duck pond spread:

- How many trees do you see?
- How many ducks?
- How many bumblebees?

Barnyard spread:

- How many cows do you see?
- How many sheep?
- How many pigs?
- How many chickens?

Starry night spread:

- How many stars do you see?
- How many moons?

Back End Papers:

- How many trees do you see?
- How many muffins?
- How many guitars?
- How many glasses of lemonade?
- How many mushrooms?



*Additional Challenge:* Now compare the numbers of different items on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

*Example:* On the front end papers, the number of eggs is > chicks.

## Experiencing with our Five Senses

The way we experience things is through our five senses: sight, hearing, taste, touch, and smell. *Peep and Egg: I'm Not Hatching* can be a wonderful introduction to the five senses for young readers.

Discuss:

- What are some examples of the five senses that Peep uses to try and entice Egg to hatch?
- What are some things you love to see? What don't you like to look at?
- What are some sounds you love to hear? What sounds awful to you?
- What are your favorite tastes? What tastes yucky to you?
- What do you like to touch? What don't you like to touch?
- What smells nice to you? What smells don't you like?

## "The Chicken and the Egg" Research Project

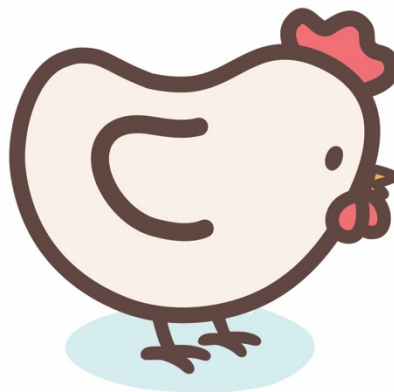
It is often asked "what came first, the chicken or the egg?" Take a trip to the school library. With the help of the librarian, students will research information about chickens and eggs.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Not all chickens are the same. In smaller groups of 2-3, students will research a specific species of chicken. Here are some suggestions, although there are many other chicken breeds to choose from.

- Plymouth Rock Chicken
- Leghorn Chicken
- Silkie Chicken
- Araucana Chicken
- Cornish Chicken
- Naked neck Chicken
- Chantecler Chicken
- Polish Chicken
- Frizzle Chicken



Students should be required to take notes on what they find. Information to be gathered must include:

- What it eats
- Where it lives
- Size of the chicken
- What the young chick of this type of chicken looks like
- What the eggs look like
- How long before eggs hatch
- How many eggs and how often
- Draw a picture
- Write 3 words that describe your chicken
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3



Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw their chicken, and include the facts they have researched.

*Further activity:* Knowing what you know now about chickens, what kind of chickens do you think Peep and Egg are? Support your answer with evidence from both your research and *Peep and Egg: I'm Not Hatching*.

### **Whose Egg is That?**

Peep and Egg are both chickens, but chickens are not the only animals that lay eggs.

Ask students if they know of any other animals that lay eggs.

- Do dogs lay eggs?
- How about horses?
- What about ducks?

Have fun listing different types of animals and whether or not they lay eggs. The internet can serve for research if kids are stumped.

Conduct a Google Image search to view the eggs of various animals.

- Birds
- Reptiles (including dinosaurs)
- Snakes
- Fish
- Insects



## **Design a Helmet for Egg**

This challenge allows students to test out the Scientific Method for themselves as they problem-solve a way to create a helmet for Egg that really works! Of course, a little imagination is going to go a long way here, too!

The Scientific Method is an eight step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class,

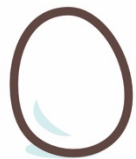
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.). Check the recycling for other ideas of materials.
- Provide each group with an egg. Hardboiled eggs can be used for testing so that they will show cracks but won't make a mess.
- Each group must create a "helmet" for Egg that can protect him from a 5 foot fall. Of course, most groups will want to create something that the whole egg will actually fit inside for ultimate protection.

- The groups must create an eight-page Scientific Notebook for their helmet and carefully document their use of the Scientific Method throughout the process of creating their helmet.

Once all helmets have been prototyped, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Often up awards to increase the competition.

- Strongest Helmet
- Most Attractive Helmet
- Most Materials Helmet
- Least Materials Helmet



## Social Studies



### **I'm Not Hatching: Overcoming Fears**

Sometimes we don't want to try something new because we are scared.

- What do you think it means to be brave?

Being brave means a lot of different things, such as:

- Doing something that is really hard to do like trying to learn to ride a bike
  - Getting a shot at the doctor's office even though it might hurt
  - Saying "No" to someone who is trying to get you to do something that you know is wrong
  - Trying to help yourself and others be happy even though you feel sad
- Is it possible to be scared and brave at the same time?

It is okay to be scared sometimes, and brave people get scared too. Sometimes the bravest people are the ones who do what they are supposed to do even though they are scared. It's okay to be scared or have fears; being brave means that you try not to let those fears control how you live or act.

- What do you think Egg is afraid of?
- Even though Egg is afraid, does he act brave?
- How can you act brave like Egg when you are afraid of something?

Optional discussion for younger students to help them recognize some imaginary fears:

- Why do you think Egg doesn't want to sit on the roof of the henhouse? How can you make him feel better about it?
- Why do you think Egg doesn't want to be out in the dark? How can you make him feel better about it?

Explain that sometimes, like Egg, our imaginations play tricks on us, making us scared of things that might not really happen.

Have the students use lunch bags, crayons, yarn, and glue to make puppets of themselves being brave—these will be their brave puppets to help them be brave or act out being brave when they feel scared.

### **Waiting Can Be Boring**

The average person spends at least an hour a day waiting, mostly in lines, which totals approximately 2 to 3 years in a lifetime.

- Lead a class discussion about different situations that require waiting. (i.e. Grocery store checkout, movie theater lines, amusement park rides, bathroom, etc.).
- How do the students feel about waiting?
- What is proper behavior when waiting?
- Have students share stories about a time when they were waiting. What were they waiting for? How did they feel? How long did they have to wait? How did they pass the time?



### **Waiting Survival Strategy**

Brainstorm things to do when waiting to pass the time. As a class, prepare a "Survival Strategy."

Options can include, but should not be limited to:

- 1) CLASSIC GAMES—
  - Twenty Questions—One person thinks of a person, place or thing and the others have to guess what it is by asking yes or no questions.
  - The Humming Game—Hum your favorite song and see who can guess it.
  - I Spy—"I Spy with my single eye, something blue."



- Simon Says—Rub your head and stand on one foot, all the way to the front of the line!
- Alphabet Game—Find things around you that begin with the letters of the alphabet.
- "Elephant Tusks"—One person says a word, i.e. elephant. The next person says the first word and adds a word that begins with the last letter of the previous word, ie: elephant - tusks. The next person could say elephant - tusks - spaghetti . . . If you make a mistake, you're out! Play continues until there's one person left.

2) SING-A-LONGS—The people in front or behind you may not love this idea, but this is a good one.

- Where is Thumbkin?
- Wheels on the Bus
- Bringing Home My Baby Bumblebee

3) PAD & PEN—

- Hangman
- Tic-Tac-Toe
- Build-Your-Own. . . Everyone takes a turn doing a shape with the ultimate goal being some sort of animal or character or object.

## **Waiting on the World to Change**

Throughout history there have been many acts of change—many in response to injustice and intolerance.

- Voting rights for women
- Desegregation
- The end of slavery
- And many more...

These changes were achieved because people and groups took action to demand the change for themselves and others.

Recently, people started a movement to demand that the Confederate Flag be taken down from the South Carolina state house because the constant reminder of its intended meaning was an insult to African Americans and people who value justice for all.

But civic and governmental change can take awhile to happen. It involves a lot of action and a lot of waiting.

Using one the examples above, research and create a timeline.

- How long did it take to achieve the change?
- What steps were taken?

Ask the students whether they see things they want to change at school or in the community.

- Would you be willing to do something about it?
- How can you be an agent of change for the common good?
- What actions can you take to promote positive change?

Define the following, as a class:

- civil rights
- philanthropy
- tolerance
- human rights
- equality
- justice

Discuss how these words might be inspirational in describing the "changes" the class hopes to make.

Make a plan of action and carry out a plan to make a change to improve the classroom, school, community, or world.

