

Chickens and Eggs

Objectives

- Students will read about the life cycles of chickens and their eggs and answer comprehension questions.
- Students will play a syllable game using an egg carton and paper clips.
- Students will read statements about chickens and distinguish between fact and opinion.
- Students will design their own advertisements for poultry, using a mixture of opinion and fact.
- Students will read and discuss a poem about chickens.

Activities

1. Hand out copies of the reading passage.
2. Students will read independently or as a class and discuss the passage and vocabulary.
 - Students will answer the comprehension questions included with the reading.
3. On the picture of a chicken included with this passage, students will label the the comb and wattle and color them red.
 - Students will color the rest of the chicken, as desired.
4. Play this syllable game using an egg carton.
 - Mark each hole in the egg carton with a “1,” “2,” or “3.”
 - Make word cards using one-, two-, or three-syllable words from the reading passage. Add in four-syllable words for older students.
 - Code the back of the cards with the correct syllable count.
 - Two or four players may play the game. (Use as center or make enough for the whole class to play at the same time, with four to a group.)
 - On a table, scatter word cards with the words showing.
 - Place the egg carton at back of table.
 - Students will take turns tossing paper clip into the egg carton.
 - The player will pick up a word card with the same number of syllables as the number that is in the bottom of the hole in which he/she has tossed the paper clip. For example, if the player tossed the paper clip into a hole with a “2,” he/she must find a two-syllable word card.
 - If the player picks up a card with the correct number of syllables, he/she keeps the card. If not, the card is placed back on the table.
 - The object is for each player to collect as many cards as possible. The student with the most cards wins.

Variation: Instead of syllables, code word cards with synonyms,

Oklahoma Academic Standards

PREKINDERGARTEN

Speaking and Listening: R.1,2,3,4.
Phonological Awareness: 2,3.
Reading and Writing Process: R; W.
Critical Reading and Writing: R.3; W.
Vocabulary: 1

KINDERGARTEN

Speaking and Listening: R.1,2,3,4.
Phonological Awareness: 2,3,5.
Fluency: 2. Reading and Writing Process: R.1,2. Critical Reading and Writing: R.2,3; W.Vocabulary: 1

GRADE 1

Speaking and Listening: R.1,2,3,4.
Print Concepts: 1. Fluency: 1,2;
Reading and Writing Process: R.1.
Critical Reading and Writing: R.1,2,5;
W.2. Vocabulary: 1

GRADE 2

Speaking and Listening: R.1,2,3,4.
Print Concepts. Fluency: 1,2. Reading and Writing Process: R.1,3. Critical Reading and Writing: R.1,2,4,5; W.2. Vocabulary: 1

GRADE 3

Speaking and Listening: R.1,2,3.
Print Concepts. Fluency: 1,2. Reading and Writing Process: R.1. Critical Reading and Writing: R.1,2,3,5; W.2. Vocabulary: 1

GRADE 4

Speaking and Listening: R.1,2,3.
Print Concepts. Fluency: 1,2. Reading and Writing Process: R.1,4. Critical Reading and Writing: R.1,2,3,4,5; W.2. Vocabulary: 1

antonyms, or homonyms. Students pick up matching pairs of cards.

5. Hand out newspapers and magazines with advertisements related to chicken, along with the advertisement worksheet.
 - Discuss fact and opinion.
 - Students will find opinion statements in the advertisements and write some of them on the worksheet.
 - Students will write some of the attitudes and opinions conveyed by pictures in the advertisements.
 - Students will design their own advertisements for poultry on separate sheets of paper, using a mixture of opinion and fact from the background provided.
6. Hand out copies of the poem “Last Night I Dreamed of Chickens,” by Jack Prelutsky, included with this lesson. Lead a discussion based on the following.
 - Look at the title. What do you think this poem is about?
 - Ask for a volunteer to read the poem aloud without trying to understand it.
 - Students will read it again silently for understanding, underline the parts they do not understand and circle unfamiliar words.
 - What do you think the poem is about?
 - What do you think made the poet dream of chickens? (feather pillow, maybe)
 - Would you call this fiction or nonfiction?
 - Explain in prose what is going on in the poem.
 - What are some patterns in the poem? Are there any repeated words? Are there any rhymes? What effect do they have?
 - Identify the meter.
 - Who is speaking? What does the poem tell you about the speaker?
 - What is the intent of the poem?
 - Does the scene change? When?
 - How does the poet use punctuation and capitalization? What effect does that have?
 - What do you see when you hear the poem? Draw a picture to illustrate.

Chickens and Eggs

Most of the eggs we eat come from chickens. Chickens are in the **poultry** family, along with ducks, geese and turkeys. Farmers raise poultry for their eggs and for their meat.

Chicken **producers** place nests in their hen houses so the hens will lay their eggs in places that are safe and protected. If the farmer didn't provide a nest, the hen would hide her own nest so carefully that the farmer might not be able to find it.

Most chickens weigh between seven and 10 pounds. Some weigh as much as 13 pounds. Some weigh as little as 1.5 pounds.

Hens start laying at 22 weeks of age. **Laying** hens produce about 240 eggs each year. During the hen's most **productive** period, she may lay an egg about six out of every seven days. Eggs **hatch** in 21 days. The hen requires at least 25 hours to produce an egg. Thirty minutes later, she starts all over again.

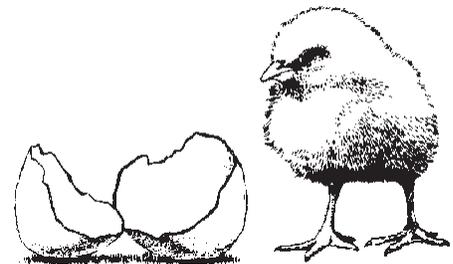
Chickens do not lay eggs until they receive a light cue, either from **natural** sunlight or **artificial** light. The light stimulates a **gland** near the chicken's eye, which **triggers** the release of an egg **cell** from the chicken's **ovary**. A chicken will lay bigger and stronger eggs if the lighting is changed to make her think a day is 28 hours long.

A young chick is very small when it hatches. After eight weeks it has grown to weigh about 3 1/2 pounds.

A chicken is different from other birds because it has a **comb** and two **wattles**. The comb is the red **appendage** on top of the head, and wattles are the two **appendages** under the beak.

Because the **pecking order** of the hens sometimes causes them to hurt each other, the beaks of baby chickens are trimmed.

Eggs are a good source of protein. Research shows that eating high-quality protein foods like eggs for breakfast can help you feel more satisfied and energized throughout the day. Eggs help build and maintain muscles.



Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

Chickens and Eggs

1. List two other animals from the poultry group, besides chicken:

2. In paragraph 3, what word was used in place of “farmer?” (Circle one.)

provide protected producer

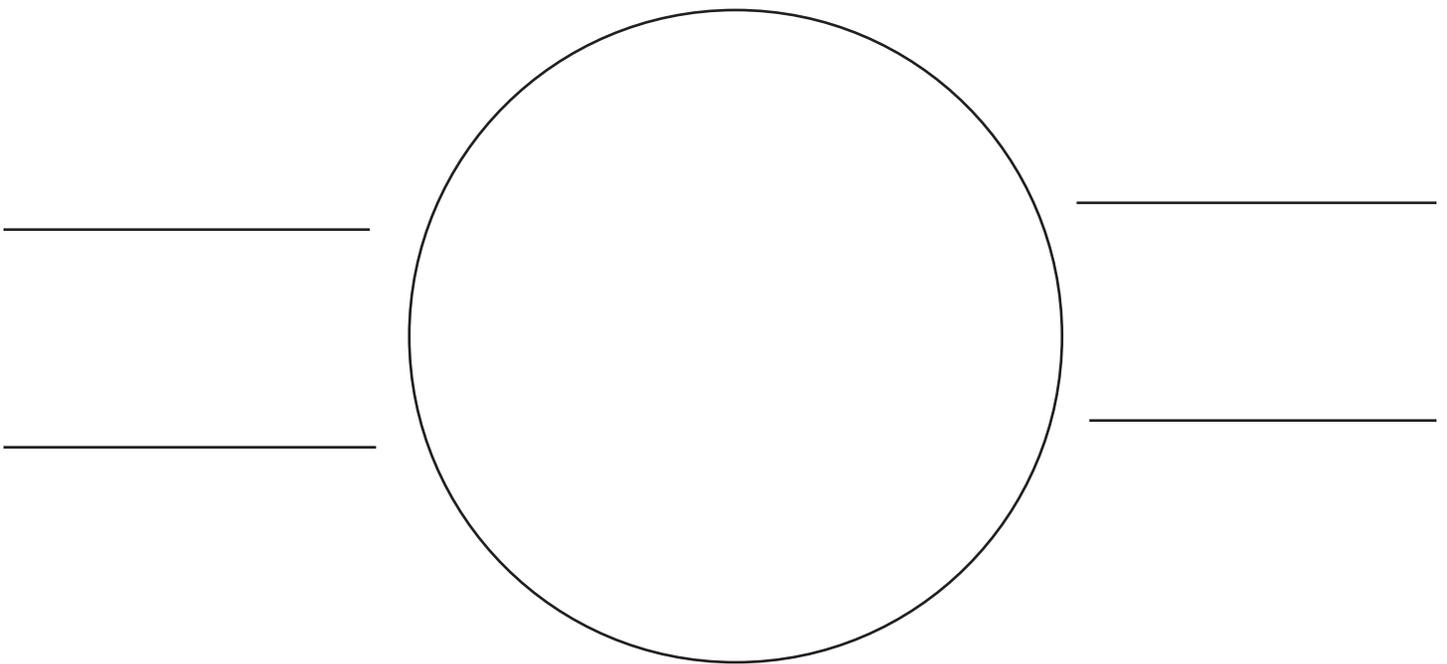
3. If the farmer did NOT provide a nest for the hen, what would happen?

4. Chickens only lay eggs after receiving _____

5. Count the syllables in the following words. Write the number of syllables beside the word:

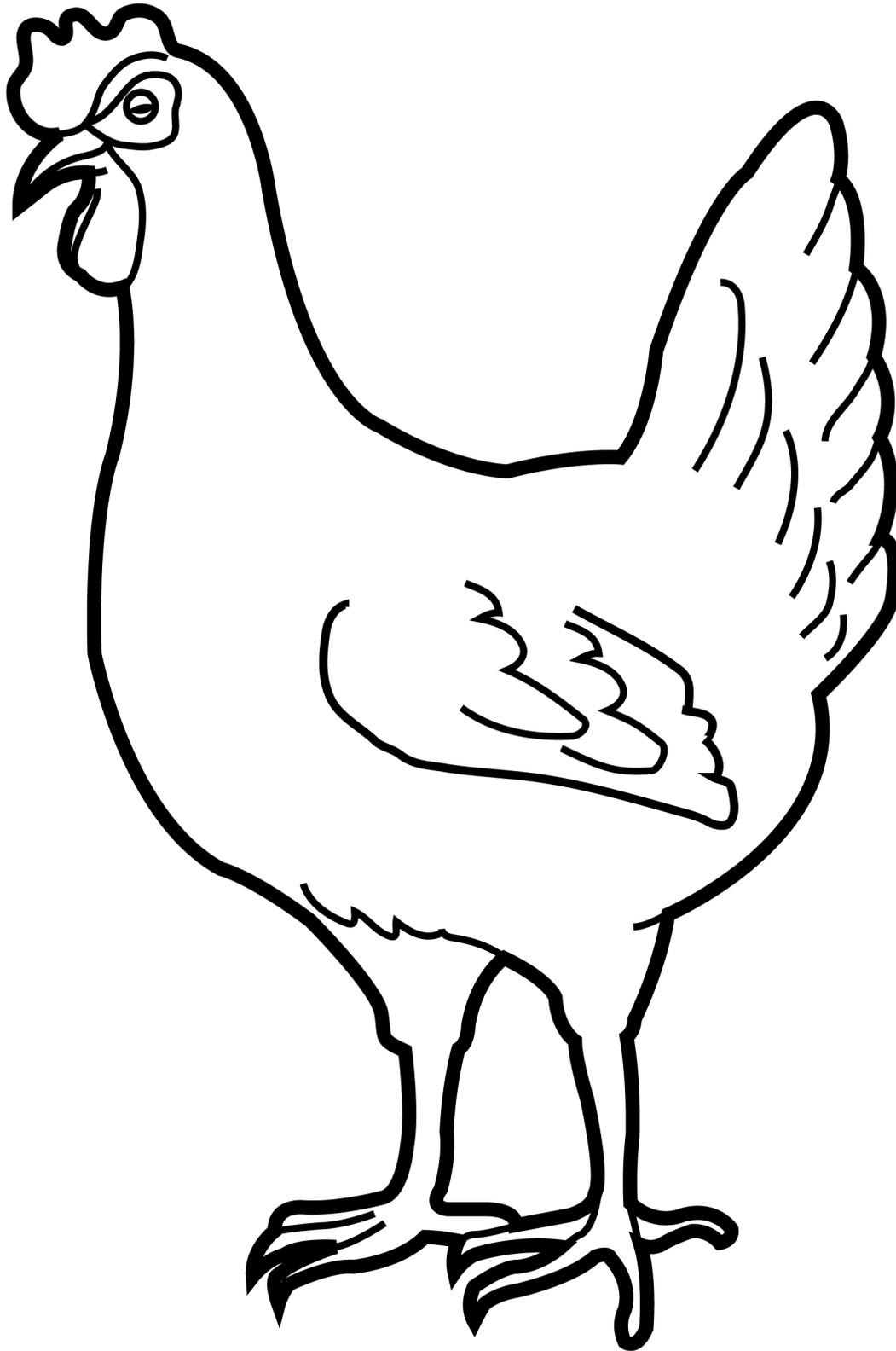
protein ____ poultry ____ producers ____ comb ____ illuminating ____ energized ____
appendage _____

6. Create a breakfast menu that includes eggs. What would you eat? Draw your food items on the plate below. List the foods beside the plate.



Chickens and Eggs

Label the wattle and the comb. Color them red. Color the rest of the chicken as you wish.

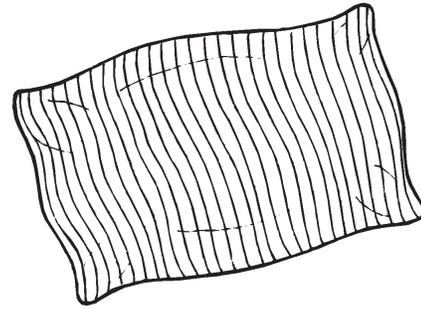


Name _____

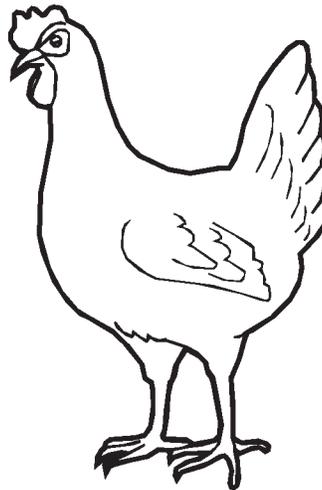
Last Night I Dreamed of Chickens

By Jack Prelutsky

Last night I dreamed of chickens,
there were chickens everywhere,
they were standing on my stomach,
they were nesting in my hair,
they were pecking at my pillow,
they were hopping on my head,
they were ruffling up their feathers
as they raced about my bed.



They were on the chairs and tables,
they were on the chandeliers,
they were roosting in the corners,
they were clucking in my ears,
there were chickens, chickens, chickens
for as far as I could see...
when I woke today, I noticed
there were eggs on top of me.



Name _____

Facts and Opinions in Advertising

Opinions in advertising can be very persuasive. Look at the advertisements in the newspapers and magazines provided. Pay attention to the wording. Can you tell which statements are opinion and which are fact? Write some of the opinion statements below.

Look at the pictures in the ads. Pictures can also convey an attitude or opinion about a product. What attitudes or opinions are conveyed by the pictures in the ads?

Now, pretend you are an advertiser for the poultry industry. You want to sell your breed of chickens to farmers. How will you promote your product? Create an ad on a separate sheet of paper. You may use some factual statements, but you need to include some opinions, too. What kind of image will you draw? Will your chicken look strong? Friendly? Smart? Include opinion statements. Refer to the information below for facts.

- Chickens are a source of both meat and eggs.
- Most chickens weigh between seven and 10 pounds, although they can weigh as much as 13 pounds or as little as 1.5 pounds.
- Hens start laying at 22 weeks of age. Laying hens produce about 240 eggs each year.
- During the hen's most productive period, she may lay an egg about six out of every seven days.
- The hen requires a minimum of 25 hours to produce an egg. Thirty minutes later, she starts all over again.
- Eggs hatch in 21 days.
- The chicken life cycle has three states—egg, chick and adult (hen or rooster).
- A young chick is very small when it hatches. After eight weeks it has grown to weigh about 3 1/2 pounds.
- A chicken is different from other birds because it has a comb and two wattles. The comb is the red appendage on top of the head, and wattles are the two appendages under the beak.
- Because the pecking order of the hens sometimes causes them to hurt each other, the beaks of baby chickens are trimmed.