

GETTING STARTED

with CHICKENS

Your students are going to love learning all about chickens through hands-on exploration with real world connections, and you are going to love all that is packed in this Chicken Unit! This overview is set up to show you everything that is included and how it can be used best. Pick and choose what works for you and your students.

CHICKENS <i>science</i>	
MATERIALS needed:	
• Chicken books (see list)	• Construction Paper
• Copy Paper	• Colored Copy Paper
• Scissors	• Coloring Tools
• Glue	
M <i>Monday</i>	CHICKEN INTRODUCTION Read nonfiction chicken book. • Introduce chickens by completing the Chicken Facts PowerPoint. • Answer the question of the week: Would you like to have chickens as pets? • Read and complete the Chicken Emergent Reader. • Complete Colorable Line activity. <i>Each day please see our selection of chicken songs, books, and videos!</i>
T <i>Tuesday</i>	PARTS OF A CHICKEN Read nonfiction chicken book. • Using the Parts of a Chicken poster, introduce the different parts that make up a chicken. • Complete Parts of a Chicken worksheet.
W <i>Wednesday</i>	CHICKEN LIFE CYCLE Read nonfiction chicken book. • Introduce the Chicken Life Cycle poster. • Complete the Chicken Life Cycle worksheet and/or hat.
Th <i>Thursday</i>	CHICKEN FACT OR FICTION Review the Chicken Facts PowerPoint. • Complete the Chicken Fact or Fiction activity as a whole group or individually. • Optional: Short short portion of Friday's research craft.
F <i>Friday</i>	CHICKEN FACT OR RESEARCH CRAFT Read a nonfiction chicken book. • Students will complete the Chicken Craft and Fact book or research book.

LESSON PLANS

These comprehensive lesson plans are ready for you to integrate chickens into every aspect of your classroom. Our plans are also perfect for supplementing an existing curriculum or pulling just-right engaging activities when you are short on time.

science: **CHICKENS** 

Dear Families,

We are learning all about chickens in the classroom this week. We will be learning about where chickens live, what they eat, and what they can do. Ask your child to share polar bear facts with you this week!

At Home Activity:

You can learn all about chickens at home! Search for "Hungry Hens - Live Chicken Coop Cam" on "Chicken City Live Stream" on YouTube to watch real live chickens. Check your local library or Amazon for the book called "A Kid's Guide to Keeping Chickens" to learn and discuss about raising chickens. You could also take a drive to a local farm in your area to see real chickens. Help your child observe and notice how the chicken acts.

AT-HOME LETTER

Send home these notes and let families know what their children are learning about in science. This letter also includes ideas for families to extend the learning at home.

TEACHER GUIDE for CHICKENS

CHICKENS

- A chicken is a type of domesticated bird. There are more chickens in the world than any other bird.
- They are raised as a poultry, meaning they provide food for humans. Humans eat the chicken's meat and their eggs.
- Male chickens are known as roosters. Female chickens are known as hens.

WHERE DO CHICKENS LIVE?

- Most chickens live in farms, backyards, or factory settings around the world.
- Wild chickens can be found in India and Southeast Asia.
- Domesticated chickens are usually kept in an enclosed coop, pen, or fenced-in area.
- A chicken coop is a small enclosed area where chickens are kept. It usually includes a structure where they can escape from bad weather and make their nests.
- Wild chickens can be found in rainforests, forests, the jungle, and grassy areas.

CHICKENS DIET

- Chickens are omnivores.
- They will eat seeds, leaves, grubs, insects, and small mammals like mice.

DID YOU KNOW?

Most domestic chickens are fed a commercially prepared feed that includes a protein and grain source.

AL CHARACTERISTICS

- will look different depending on the breed, but are a similar rounded appearance.
- are many different colors. Male chickens have brighter colored feathers.
- are usually no more than 27 inches tall and pounds.
- female chickens have combs and wattles. The comb is the fleshy, red outgrowth you see on top of the head.
- the fleshy flaps of skin that hang under the neck are called wattles.
- males typically have larger wattles than females.
- wattles serve many purposes. They help regulate their body temperature and the size of a group of feathers found along the neck is called hackles.
- chickens have three toes projecting forward and out the back of their foot.
- the claws that are not too curved that help in the ground.
- two wings, with an average wingspan of 12-18 inches.

W?

Recent studies have shown them to be able to learn from each other. They also problem-solving skills. Chickens also have strong memories and can remember them after a long time.

TEACHER GUIDE

Everything you need to know about chickens is ready for you in this guide. When students want to dig deeper, you will be prepared with fun facts to keep their interest and deepen their knowledge.

SCIENCE CENTER for CHICKENS

GETTING STARTED

Fill your center with lots of fun materials that your kids can use to investigate and explore chickens. Suggested materials include life cycle and parts of a chicken posters, real chicken heads (based for no mess), scales, magnifying glass, chicken feed from a local farm, etc. Also make sure to include some nonfiction chicken books and vocabulary cards.

SHARING TIME

- Have the students who went to the science center that day tell the class what they discovered or observed and any questions they may have. We have a list of open-ended questions in this unit.
- If a child makes an exciting discovery in the science center, you can ask questions to help you hear the science center so your little scientist can share their things and enthusiasm just a short minute or two.
- Use a sign or chart that designates that it is time for the kids to congratulate the scientist and return to their center. It can be as simple as a flat hand, high five, thumbs up or a saying like, Good Job, Good Job!
- Your student's enthusiasm in the science center will entice others to go there tomorrow.

SCIENCE CENTER

Use this guide for tips on how to set up your science center and keep students motivated to enter the science center each day to make new discoveries.

QUESTIONS TO ASK for CHICKENS

1. Can you draw a picture of a chick then label its parts?
2. Why do you think a chicken can't fly?
3. A chicken is a bird. What other birds do you know about?
4. What do you think a chicken's wattle help it do?
5. What do you think a chicken's claws for?
6. Chickens are omnivores, eat meat. Can you think of any other omnivores?
7. What do you think chickens get cold?
8. Does a chicken remind you of any other animals?

SCIENCE talk

- How would you know _____?
- Why do you think that _____?
- What else might have caused _____?
- How can you explain your findings? Recall in your own words _____?
- How was it different than _____?
- Do you think you could _____?
- How did you decide _____?
- Can you tell me about that? _____?
- How does that work? _____?
- Can you draw me a picture of your findings? _____?
- What will happen if? _____?
- What do you think is most important? _____?
- What happened when _____?
- How would you change if? _____?
- How is this similar to something else you know? _____?
- Can you think of another way _____?
- Create a new solution. _____?
- How would you handle this problem/challenge/question? _____?

QUESTIONS

Encourage your students' natural curiosities with questions regarding chickens. You may also print off the provided list of open-ended questions that can be used with any science lesson to encourage "science talk" with your class.

CHICKEN BOOKS

To help you with your planning of your Chickens Unit, we have curated a list of our favorite chicken BOOKS!

Click anywhere on the page to be taken to our Amazon Favorites.



BOOK LIST

To make planning easy, we have curated a list of our favorite chicken books that will engage your students while they learn new information.

CHICKEN VIDEOS

To assist with the planning of your Chickens Unit, we have curated a list of our favorite chicken VIDEOS!

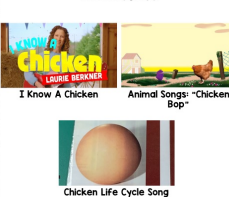


VIDEO LIST

To make planning easy, we have curated a list of our favorite chicken videos. Each picture is linked to the corresponding video.

CHICKEN SONGS

To help with the planning of your Chickens Unit, we have curated a list of our favorite chicken SONGS!



SONG LIST

Our song list is linked and ready to use with your students. You can show them the video with the song, or simply play the song in the background during center time, dismissal, clean-up, or any other transition during the day.

LESSON CONTENT

for CHICKENS

CHICKEN FACTS POWERPOINT

This includes a PowerPoint to project on a smartboard and printable posters to use as a big book or display in your science center.

CHICKEN EMERGENT READER

Students can practice one-to-one correspondence while reading this easy reader. After reading the book in whole group, copies can be put in the reading center or sent home for extra practice.

QUESTION OF THE WEEK

Use this question to engage your students, pique their interest, and get them talking about chickens!

WOULD YOU LIKE TO HAVE CHICKENS AS PETS?

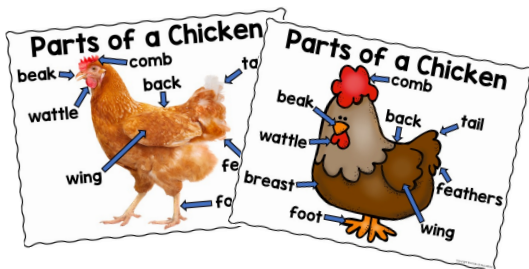
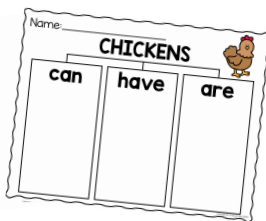
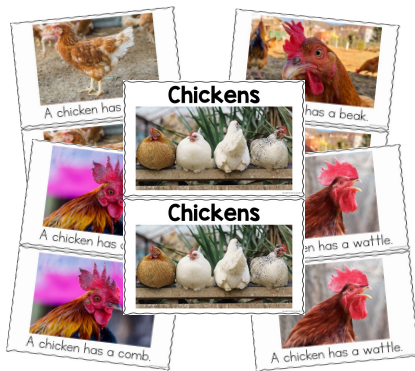
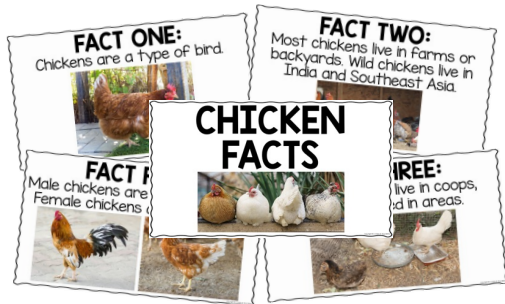
YES NO

CAN-HAVE-ARE ACTIVITY

After learning about chickens, complete this Can-Have-Are chart as a whole group or independently.

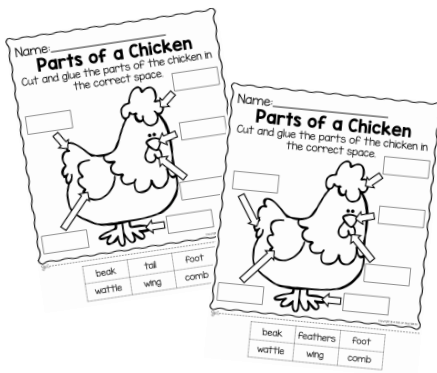
PARTS OF A CHICKEN POSTER

With both clipart and real-life options, use these posters to show your students the different parts of a chickens.



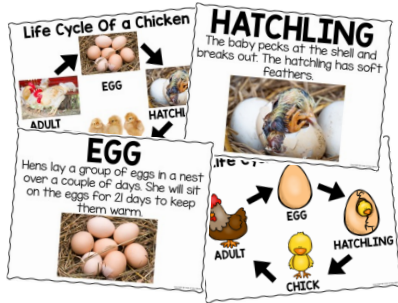
PARTS OF A CHICKEN WORKSHEETS

After teaching your students about the parts of a chicken, use these different worksheet options for them to show what they know.



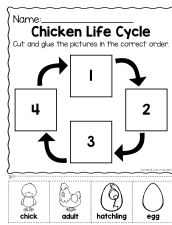
LIFE CYCLE POSTERS

Use these posters to teach your students about the chicken life cycle. Use either or both versions, one with clipart and one with real-life photos.



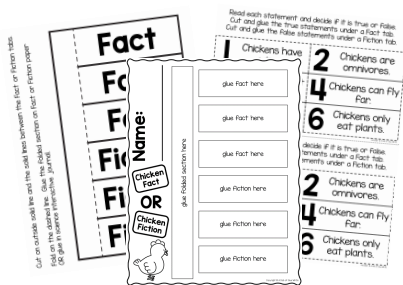
LIFE CYCLE WORKSHEET

Students can show what they know about the order of the chicken life cycle with this activity.



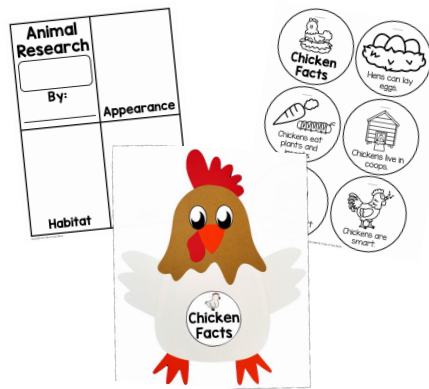
CHICKEN FACT OR FICTION

After reviewing the Chicken Facts PowerPoint, students can complete this flip book activity, sorting what is true and false about chickens.



CHICKEN FACTS OR ANIMAL RESEARCH CRAFT

Use the craft template and research sheet options to have your students show what they have learned about chickens during the unit with this craft/research project combination.



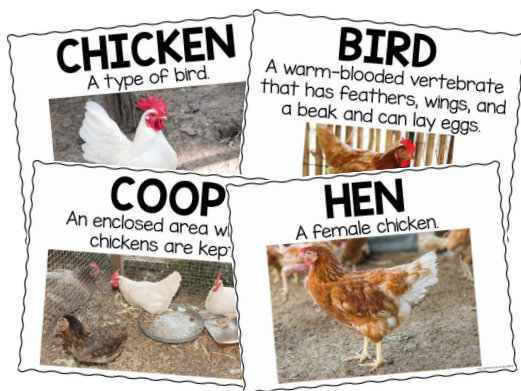
BONUS MATERIALS

for CHICKENS



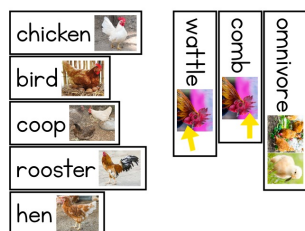
WRITING CENTER

Set up your writing center with word cards and writing papers that meet the needs of your students. Need writing lines or list writing paper? There is something for every learner.



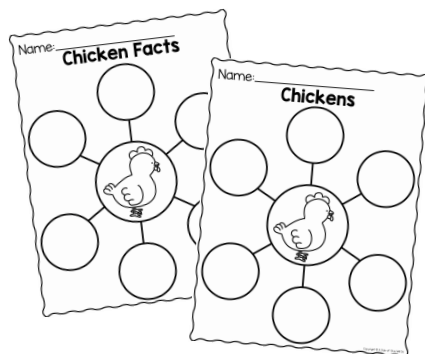
DEFINITION POSTERS

These posters use real-life pictures and simple definitions that are easy for students to understand. Hang them up in your science center, add new ones to your whole group area each day, or project on your smart board.



WORD WALL

Add the new vocabulary you are introducing to your students throughout the week to the word wall. Students can refer to these words throughout the year.



CIRCLE MAPS

Use these circle maps when introducing chickens to see what your students know, or after you teach the unit for them to demonstrate their new knowledge. These can be used individually, as a graphic organizer, or as a whole group activity.



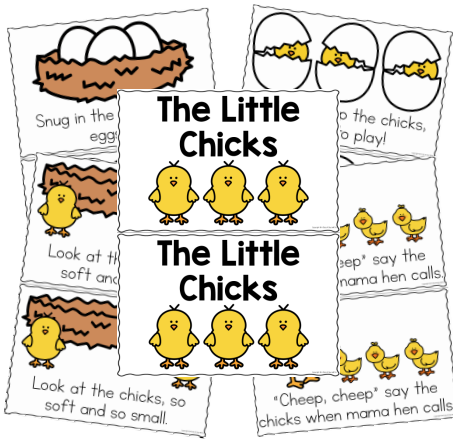
CHICKEN CRAFT

Use this adorable craft idea to have students make their own baby chick popping out of an egg.

3 Little Chicks
 3 Little yellow puffy chicks
 (put Fingers up like 1, 2, 3)
 Tap through their eggs with a
PEEP PEEP PEEP!
 (hand holding like a hammer)
 All 3 look up to see their Mother Hen,
 (look up and smile)
 With her warm smile and a
CHEEP CHEEP CHEEP!

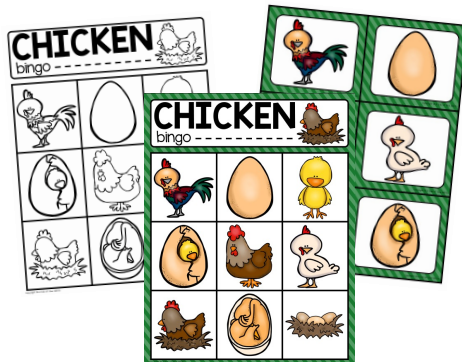
CHICKEN FINGERPLAYS

Use this Fingerplay to transition throughout the unit. Put a copy in the library center for students to practice.



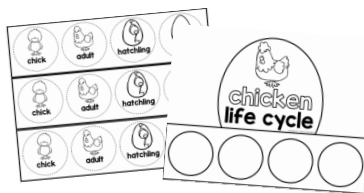
THE LITTLE CHICKS EMERGENT READER

Students can practice one-to-one correspondence while reading this easy reader. After reading the book in whole group, copies can be put in the reading center or sent home for extra practice.



CHICKEN BINGO

Add this Chicken Bingo to your lesson plans as a fun way to practice listening skills. Prep for Fun Friday or have a volunteer play with students at a center. Bingo boards and calling cards are included in color or black & white.



LIFE CYCLE HAT

Students can show what they know about the order of the chicken life cycle with this fun hat.

CHICKENS SENSORY BIN
 Sensory bins are wonderful for kids to play with. They provide opportunities to explore sights, sounds, smells and textures. They promote lots of imaginative play and language development.

YOU WILL NEED:

- Plastic bin
- Poison-free shells
- Dry egg noodles
- Labels of chicken figures or pictures
- Labels of chicken

DIRECTIONS:
 Place the popcorn noodles and dry noodles in the plastic bin. Add the chicken figures and invite your children to explore and play. Other ways to integrate and learn about chickens include setting some farm and chicken books out and encouraging students to take picture walks with the books.
 Students can also discuss what kinds of things we use eggs for and the sounds chickens make. You can even make a recipe that uses eggs together!

SENSORY BIN IDEAS

Use these sensory bin suggestions to engage your students in hands-on learning about chickens.

CHICKEN STEM 1

Complete this fun STEM activity to see how strong eggshells can be.

YOU WILL NEED:

- Egg
- Pen
- Scissors or a sharp knife
- Heavy books

DIRECTIONS:

- 1) Tap the end of an egg gently on a hard surface to crack it. Empty out the contents of the inside of the shell. You'll need at least 1 eggshell of the same or similar size!
- 2) Place the eggshell in a rectangle (nap) slowly place books on top. See how many you can add before the eggshell of yours cracks. Students make guesses on how many eggshells will be able to hold on top.

CHICKEN STEM 2

Can you make an enclosed area for your chickens?

SUPPLIES:

- Toy chickens or chicken pictures
- Block, cubes, popsicle sticks, Lincoln logs, magnet tiles, pipe cleaners, straw or grass, or any other building materials that you have in your classroom

DIRECTIONS:

1. Give each group of students a toy chicken or picture of a chicken.
2. Provide students with building materials and challenge students to create an enclosed area for their chickens. Chickens need a safe place to live, sleep, lay eggs, and eat where they are protected from predators.
3. For an extra challenge, ask students to create a spot in the enclosure for the ground for the chickens to make their nest and lay their eggs.

STEM CENTERS

Use these STEM activity ideas throughout your animal study. Complete the activity as a whole group or place the materials in a center and let your students explore.

CHICKENS AND DUCKS POWERPOINT

Use this bonus PowerPoint and posters to discuss the similarities and differences of chickens and ducks.

CHICKENS AND DUCKS WORKSHEETS

After discussing the similarities and differences between chickens and ducks, students can show what they know using these worksheets.

OVIPAROUS SORT

Teach students about oviparous animals and what makes living things oviparous. Have them sort animals into oviparous or not oviparous as a whole group or put into a center.

OVIPAROUS WORKSHEET

After completing the whole group sort and discussing animals that are oviparous, students can independently complete this sort worksheet to show what they have learned.

Chickens and ducks are both birds.

A duck is a swimming bird that spends a lot of time in water. A chicken lives only on land.

Chickens and Ducks
How are they similar and different?

Ducks and chickens have two wings.

Chickens have two feet with claws. Ducks have two feet with webbed feet.

Name: _____

Chickens and Ducks

Cut and glue the strips in the corners.

Chickens have	_____
Ducks have	_____
Both chickens and ducks have	_____

wings.

webbed feet.

claws.

Name: _____

Chickens and Ducks

Chickens have _____

Ducks have _____

Both chickens and ducks have _____

OVIPAROUS
Producing offspring, or babies, by laying eggs.

OVIPAROUS
Producing offspring, or babies, growing them in the body.

Name: _____

Am I Oviparous?

Cut and paste the pictures into the correct group.

OVIPAROUS	NOT OVIPAROUS