

FNEP – 4-H Chick It Out Lesson Plan

Pre-School to 1st grade

Objectives

1. The Chick It Out Program was developed to utilize FNEP and 4-H resources to reach a wide group of students and to develop an interest in science, healthy eating habits, food safety and exercise.
2. Students will learn age specific information for Food Safety, Exercise, Healthy Eating Habits and life skills through hands-on and thought-provoking science experiments.
3. Students will be given the opportunity to taste foods created from eggs or chicken.

Introduction: Pre-School to 1st Grade

This program is not designed to replace developed curriculum only to enhance this specific program or to introduce educators to programs available to them through local Extension Staff.

This program includes 7 lessons, but any portion of the program may be mixed and matched to meet your specific needs.

Start with the food safety portion to encourage hand washing when handling eggs and animals. This will instill in the students and educators the importance of hand washing when handling eggs and baby chicks.

Follow up by (re) introducing the Food Guide Pyramid. Cover basic location and information on each of the food groups. Remind students that each food they eat supplies their body with energy. Then engage students in physical activity suggested in the lesson or by using the Egg Activity Hunt. (Be sure to have enough eggs for each student in the class.)

Your next lessons should include a review of information from the previous class and science activities such as "It's Magic", Egg Dissecting or similar.

NEA reference: "The American Dietetic Association's Complete Food and Nutrition Guide" pages 533-34 and USDA – FIGHT BAC curriculum.

Life Skill:	Learning to learn by being an active learner and using senses
Project Skill:	Learning where germs are located
Success Indicator:	Children can identify places where germs grow by actively participating in the lesson.

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Ask students if they know what germs are? Wait for several answers. Then tell the students that some germs can make us very sick. Ask students to look around the room and see if they can name some places they might find germs. Wait for responses or encourage responses giving hints. If the incubator is already in the room make sure that you include the incubator and incubated eggs in the discussion.

After the discussion, do "Is it a Germy Egg" activity with 2 to 4 of the students or the whole class if time permits.

Is it a Germy Egg?

2 to 4 hard cooked eggs

Glow Potion

Black Light

Take a hard cooked egg and rub Glitter Bug Potion on the shell. You will need to do this ahead of time and then keep the egg in a paper cup lined with a paper towel to protect from breakage.

When most of the potion is rubbed into the shell have a couple of the students hold and feel the egg cradling it in their hands. Ask them if they see any germs? Use a black light to show the potion on the egg and then on their hands. Discuss how easy it was to pass the germs.

Be sure to explain to the students that these are real germs. Real germs cannot be seen using a black light only a microscope.

Hand out the "Fight Bac" booklet and do it in class together, if time allows.

Eggercise

Squirmin Germ:

Purpose-Give students a chance to move and be active.

Supplies:

A space for students to move around.

Music – optional

How to:

Have the students pretend they are germs. Play music if you like.

Lead the students in wiggling, stretching, and dancing.

Emphasize that it's healthy to play and be active everyday.

Lesson 2

Presentation Time: 30 minutes.

Life Skill:	Critical thinking by asking questions before, after and during acquiring information.
Project Skill:	Incubation of Eggs and Eggs as Food
Success Indicators:	Children can tell how hens and incubators hatch eggs. Children talk about eggs as food for the chick and for humans.

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Tell the students that today they are going to learn more about chickens and their eggs. Begin by reading "Little Chick" by Nicola Smee. While reading the book discuss how their baby chicks and the baby chick in the book are different. Students should be able to share that a hen on a nest hatched the chick in the book, while their eggs are being hatched in an incubator. Ask the students how the baby chick in the book got its food and where their baby chicks will get their food. Also ask the students why it is important for baby chicks to eat food. The students should say to grow and live. This will then give you the opportunity to ask why we eat food. Allow time for discussion.

As a class complete the "Chick Out Your Information" sheet or do the hen on the nest-coloring sheet "Shhhh We're Hatching".

Eggercise

Do the "Little Chickie Peck". Have students stand with their feet shoulder width apart. Place your hands on your waist, so they look like wings. Bend at the waist like you are pecking grain off of the ground. Don't bend your knees. First peck to the front, then to the right and then the left. Scratch the floor and start again.

A Taste of Egg

Prepare deviled eggs and give each student a taste.

Reflect	What does the hen do for the eggs as she sits on them: Why DOES she sit on the eggs? How is the incubator like the he? How are the hen and the incubator different from each other? Where does the food come from that a hatched chick eats? Where did the food for the unhatched chick come from?
Apply	How are baby chicks and people the same? Other than feathers, in what way are they different?

Taste of Egg

Prepare a hard-boiled egg for each student. Allow them to peel and eat the egg.

Reflect:	<ul style="list-style-type: none">➤ Germs have no arms and legs, how do you think they move?➤ What would happen to those germs if we didn't wash our hands and we ate an apple or a sandwich?➤ Where would the germs go if we didn't wash our hands and we helped make dinner?
Apply:	<ul style="list-style-type: none">➤ How did we learn about where germs are? (We moved like a germ)➤ How did we learn about how eggs? (Through senses of taste, smell and touch).

Lesson 3

Presentation Time: 30 minutes

Life Skill:	Planning and organizing by simple sorting and categorizing
Project Skill:	Food Pyramid and Chicken is a Food
Success Indicators:	Children can sort foods into food groups of the Food Pyramid. Children can talk about chicken as food.

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Introduce the students to the Food Guide Pyramid. Explain that it is important to eat a variety of foods everyday and to exercise to maintain a healthier you.

Give each student a Food Guide Pyramid (MP 684 or N387 or Egg Pyramid Coloring Sheet). Begin by discussing the shape of the pyramid and how it is divided. Name some of the foods from each group and how those foods help our bodies work and grow.

Grain Group – Gives us energy

Vegetable Group –To help us see in the dark and keep us healthy.

Fruit Group - Healthy Skin and helps fight infection.

Dairy Group - For strong bones and teeth.

Meat, Dried Bean, Nuts and Eggs – For strong muscles.

Other – Choices that are higher in fat and calories.

Discuss how exercise and foods like poultry and eggs, which have protein, can build strong muscles. Include in your discussion that consuming protein without exercise will not have the same effect on muscles.

Eggercise

Activity Draw

Supplies:

6 Cards cut in the shape of an egg.

Write one of the following activities on each card: hop on both feet 5 times, stretch to the sky and then down low, march in place, squat really low and stand straight and tall, reach to the right and then to the left, hop on your right foot and now your left.

How to: You may choose a card or have one of the students choose a card. If time allows repeat the activities on each card. You could even do it to music if you like.

A Taste of Egg

Chicken Salad on whole –wheat crackers

Reflect	Where are eggs found on the food pyramid? Where is chicken found on the Pyramid? Why is knowing about the pyramid important? Which food group is the most important?
Apply	What foods on the pyramid do you need more of than you usually eat now? What foods do you need to eat less of than you do now?

Lesson 4

Presentation Time: 30 minutes

Life Skill:	Learning to learn by defining and classifying things by their use
Project Skill:	Egg structure; Disease Prevention
Success Indicators:	Children can name the parts of the eggs Children talk that eggs can be a source of germs Children talk about how chickens turn grain into eggs and meat

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Review briefly the information on food safety and the food guide pyramid from the first and second lesson.

Tell the students that an egg has different parts just like the Food Guide Pyramid. Each part has a job just like the food groups. Provide each student with a "Parts of the Egg" coloring sheet. Prepare to dissect the eggs for the students. As you do the egg dissection for the students, use a large egg section poster to help the student identify where each part of the egg is located.

Prepare ahead of time a large pyramid cut into sections. Ask the students to work with you to put the pyramid together. You may also choose to use 6 slightly smaller pyramids and allow the student to work together in small groups to put each pyramid puzzle together.

Eggercise

Follow the Egg

A Taste of Egg

Chicken Feed

Reflect	What egg parts did you see? Which parts are one you didn't know about before? What are the colors of each egg part?
Apply	What could happen if you didn't wash your hands after handling eggs?

Lesson 5

Presentation Time: 30 minutes

Life Skill:	Learning to learn through observation and comparisons
Project Skills:	Parts of a Chicken and Egg as Food
Success Indicators:	Children can name the parts of a chicken that are Children can identify parts similar or different to other birds Children talk about eggs as food for people

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Tell the students that today we are going to turn them into chickens. Prepare enough chicken part sheets for each student. Boys will be roosters and girls hens. You will need string to tie prepared beaks and combs to the students. While you are doing the following activity you can ask the students to name different parts of chickens, what they use those parts for and if humans have similar parts.

Eggercise

I'm a Chicken, Wouldn't you like to be a chicken too?

Supplies:

- Combs printed on red construction paper or print on white so the students may color them.
- Hole-punch
- Beaks printed on yellow or orange construction paper or print on white so students may color them.
- Pre-cut string (4 – 12 to 16 inches piece per student)

How to: For younger students I would suggest pre-cutting each piece and punching holes. Tie string through marked areas and allow the students to wear during the rest of the class. Ask the boys to crow like a rooster early in the morning reminding them to flap their wings. Ask the girls to cluck like a hen reminding them to stretch their wings out and flap their wings.

A Taste of Egg

Egg Salad

Reflect	What parts do chickens have that other birds have? Do chickens have knees?
Apply	If you were going to care for chickens, what other things about chickens would need to know?

Lesson 6

Presentation Time: 30 minutes

Life Skill:	Healthy lifestyle choices through Healthy diet choices
Project Skill:	Healthy diet choices
Success Indicators:	Children can talk about how foods build our body Children can name the food groups in the Cheesy Egg Sandwich

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Begin by asking the students if they know how to build a strong body? Allow them to give several responses. Ask them if they remember how the egg had several layers? Our body has several layers also. Today I am going to share a book with you called "Looking Into My Body". It will help us see some of the different parts of the body. (As you read the book take time to tell students that the grain group gives our body energy to move and think.) Continue to add information:

Fruits and vegetables help to keep skin healthy and to help our body fight off infection.

The Milk group helps to build strong bones and teeth.

The Meat group works with our muscles to make them stronger when we exercise. Give each student an "Inside the Human Body" activity/coloring sheet that shows different parts of the body.

Eggercise:

Mirror-Me and My Body

Time: 10 to 15 minutes

Objective: To develop cooperation and communication skills.

This activity may be a little confusing, so you many need to demonstrate with a partner first. Tell the student that they should all either sit or stand facing you. (You choose standing or sitting ahead of time.) Tell them that you are going to call out a body part and then point to it. They are to mirror your movement. (Your movements should vary: wave your arm up and down on your way to pointing to your ear, wave your hand on your way to point to your left knee, tap your right foot 3 times before you use it to point to your left foot) You get the idea, be creative and use a variety of muscles to do this activity.

A Taste of Egg

Cheesy Egg Sandwich

Reflect	What do the nutrients in eggs help your body do? Will eating eggs or poultry help you have strong bones and teeth? Skin, bones, muscles—which part of the food pyramid helps each "layer" of you?
Apply	Think about the food you've already eaten today—what have you not had enough of?

Lesson 7

Presentation Time: 30 minutes

Life Skill:	Learning to Learn as an active learning
Project Skill:	Egg and Chicken Facts
Success Indicator:	Children recall facts about eggs and chicken through actively participating in lesson

Get Ready

Review the activities and supplies in the "Do It" section of the lesson. See the visual aide and activity section for details.

Do It

Ask the students what they can remember from all of your visits. Be sure to allow time for responses. Tell the students today that you are going to wrap up by playing a game called the "Egg Activity Hunt". Remind students that when we exercise our bodies it not only makes us feel better but it also helps our brain work better. Optional Activity: "A Carton of Egg Information"

Eggercise

The Egg Activity Hunt

A Taste of Egg

Serve students dried plain or seasoned croutons. Remind them that baby chicks will eat dried bread too. Also tell them that a lot of people like to eat croutons on their salads.

Optional: Give each student an "American Egg Board Sticker" or a mini chick for him or her to keep.
Mini Chicks can be purchase in local dime stores or through Oriental Trading Catalogs.

Reflect	Review reflect questions from lessons 1-6
Apply	Review apply questions from lessons 1-6 Are there more things about the food pyramid or about chickens that you'd like to learn?

Poems/Songs/Pocket Chart Activities

Little Bird

(Write this poem on strips and put it into the pocket chart. Use it to reinforce adding, number words and color words. Provide birds of each color in the poem that children can use to match to the appropriate line)

One little bird with feathers of blue;
Flew beside the green one and then there were two.
Two little birds singing in a tree;
The red bird came to join them and then there were three.
Three little birds, wishing there were more;
Along came the purple bird and then there were more.
Four little birds happy to be alive;
Found a little yellow one, and then there were five.
Five little birds as happy as can be;
Singing beautiful songs-just for you and me!

Two Little Birds

(A good one to use if you are working on the -ill family)

Two little birds sitting on a hill;
One named Jack, the other named Jill.
Fly away Jack, Fly away Jill;
Come back Jack, Come back, Jill.

A Little Birdie

(A good one if you are working on the -op family)

I saw a little birdie go hop, hop, hop.
And I said, "Little birdie won't you stop, stop, stop."
I went to the window to say, "How do you do?"
But he shook his little tail and away he flew!

Hens of Different Colors

(You can use this poem in a pocket chart to reinforce color words and rhyming.)

This little hen is black.
She stands in the barnyard by the big haystack.

This little hen is red.
She is tired and won't get out of bed.

This little hen is brown.
She is feeling sad and wearing a frown.

This little hen is yellow.
She's friends with the rooster; he's a handsome fellow.

This little hen is white.
She dances, oh what a sight!

This little hen is purple.
She spends her day running in circles.

This little hen is green
She's the silliest hen I've ever seen.

This little hen is blue.
She lays eggs for me and you.

This little hen is pink.
She goes to the pond to get a drink.

All these hens live at the farm,
Out in the big red barn.

The Little Birds

Up in the sky (point up) the little birds fly (pretend to fly),
While down in the nest (point down) the little birds rest (pretend to sleep).
With a wing on the left (tuck left hand under left arm pit) and a wing on the right
(tuck right hand under right armpit),
The little birds sleep (pretend to sleep) all through the night.
Shhhh. They're sleeping! (Finger to lips!)
Quiet! (Scream)!!!!
Then, out comes the sun (round arms overhead),
The dew falls away.
"Good morning, good morning," the little birds say (open and close hands like a
beak)!

Ethel's Eggs

Ethel was a hen who laid 10 eggs. (Hold up 10 fingers)
Each chick hatched and had two legs. (Cup hands together and point index fingers
up)
They would play and have their fun. (Wiggle all 10 fingers)
But when Ethan called, they would come! (Wiggle fingers and then clasp together
again)
Ask: How many legs did ten chicks have? Let students draw 10 chicks to find out.

Peep, Peep, Peep

(Jingle Bells)

by Lisa Curtis

Peep, peep, peep!

Peep, peep, peep!

We are hatching chicks/ducks!

We have waited for so long

And now they have arrived!

Peep, peep, peep!

Peep, peep, peep!

We are hatching chicks/ducks!

Yellow, fluffy, and so cute

We have baby chicks/ducks!

I'm a Little Chicken

(I'm a Little Teapot)

by Susan Peters

I'm a little chicken,

Ready to hatch,

Pecking at my shell,

Scratch, scratch, scratch.

When I crack it open, out I'll leap,

Fluff up my feathers and cheep, cheep, cheep!

Peck, Peck, Peck

Peck, peck, peck,
On the warm duck egg,
Out comes a neck,
Out comes a leg.
How can a duck-
That's not been about,
Discover the trick
Of how to get out?

What Is an Egg?

What is an egg?
It's a special place.
It's warm and it's safe.
It's a cozy space.

What is an egg?
It's a place to start
Growing bones and a beak
And feathers and a heart.

What is an egg?
It's a place to grow
For a chick and a duck
And an owl and a crow.

What is an egg?
It's a place to begin
For all sorts of birds;
For rooster and hen.

by Lucia Kemp Henry

Sing traditional favorites such as "Humpty Dumpty," "Five Little Ducks," and "Three Little Ducks that I Once Knew".

Movement

Quack Quack

(Everybody ESPECIALLY the teacher waddles like a duck around the classroom)

It rained all day
And we're out of luck,
So let's have fun
And walk like a duck.
Quack, quack, waddle, waddle,
Quack, quack, waddle, waddle,

"Eggs"cellent Game

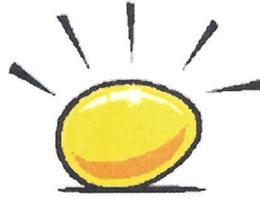
Divide the class into two lines. When you say, "Go" the first player in each line passes a hard-boiled egg backward over his head to the second player in line. This continues to the end of the line. The last player in line runs it back to the front and gets to be the front-passing it backwards again. When the first player is back to the front again, that line is the winner. (You can try having the egg passed in different ways for variety.)

Chicken Nests

Place three or four hoola hoops around the room as nests. Play music and have the students chicken walk around the nests. Stop the music and call out, "Chickens to Your Nests!" The chickens run to get into their nests. Continue the game removing one nest at a time. Have a treat such as a handful of jellybeans to eat ready for those children who are "out" early.

Quacking Around

Use balloons to have students pretend that they are laying eggs. Let students pretend to be a duck/chick hatching out of an egg.



Books to Read

Henny Penny

Chicken Little by Sally Hobson

Chickens Aren't the Only Ones by Ruth Heller

The Extraordinary Egg by Leo Lionni

The Story About Ping by Marjorie Flack and Kurt Wiese

Make Way for Ducklings by Robert McCloskey

Hunter and his Dog by Brian Wildsmith

The Day the Day Got Loose by Reeve Lindbergh

Have You seen My Duckling? by Nancy Tofuri

The Chick and the Duckling by Mirra Ginsburg

Something is Coming by Bernice Chardut

Daisy and the Egg by Jane Simmons

The Beak Book by Pamela Chanto

The Egg Book, a Golden Book by Margaret Wise Brown

The Egg by Gallimard Jeunesse, a Scholastic First Discovery Book

Super Cluck by Robert and Jane O'Connor

Edible Nest

(Make a Rice Krispie Treat Nest)

Follow the directions for making Rice Krispie Treats on the cereal box. Allow the mix to cool a little. Spray children's hands with a butter spray and give them a little of the mix to form into a nest shape. Put on wax paper to cool. Put a marshmallow Peep chick in their nest. Take the kids out for a walk. Have your aide put a jellybean egg under the chick. When the students return they will be surprised that their chick laid an egg!

An alternative if you don't cook in the classroom is to use an ordinary brown paper lunch bag to make the nest. Simply open the bag up. Start rolling down from the top. This will make a nest.

Social Studies

Read *The Ugly Duckling* and talk about feelings. Discuss the importance of not judging anyone by the way they look.

Language Arts

Make an egg cookbook. Use a large egg shape piece of paper and have students write down their favorite recipes for making eggs. This is sure to give moms and dads a smile. You may also want to poll the students about their favorite way to eat eggs and include a graph of this information in the Egg Cook Book.

Teach the children the following song and include it in your cookbook.

I Love Eggs

(Frere Jacques)

I love eggs, I love eggs,
Yum, yum, yum, in my tum.
Scrambled, boiled or fried,
Anyway I've tried.
Yum, yum, yum.
Yum, yum, yum!

Science Extras

1. Make "rubber eggs". Place a raw egg in a jar. Pour vinegar over the egg and immerse egg in the vinegar. The vinegar will make the shell soft and rubbery. This will take at least four hours. Remove the egg when the shell is soft. Bounce the egg!
2. Eat like a bird! Show the students various utensils and match to the type of bird's beak. For example, watery oatmeal and a strainer would be like eating with a duck's beak and eating a gummy worm with a chopstick would be like eating with a cardinal's beak.

Center Activities

Create center activities with colorful plastic eggs.

Take a cardboard egg carton and write color words in the sections. Students match colorful eggs to the words. Alternatively, write number words in the egg carton and have students match plastic eggs that have that number written on them.

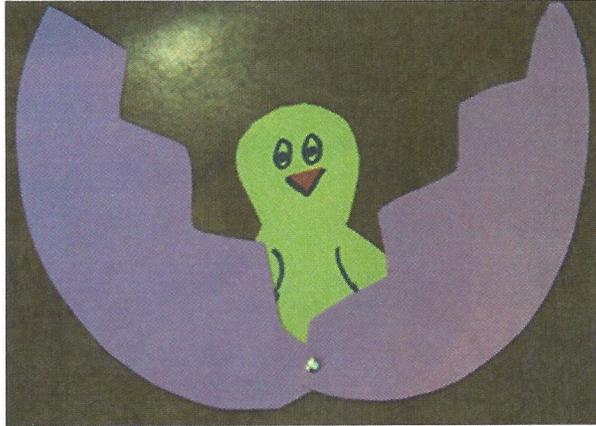
Write numbers on plastic eggs and have students count out that number of jellybeans and put the jellybeans into the eggs. Be sure to have extra jellybeans just for eating.

Give each student a basket and a bowl of plastic or jellybean eggs. Have students use these as manipulatives for addition and subtraction number stories.

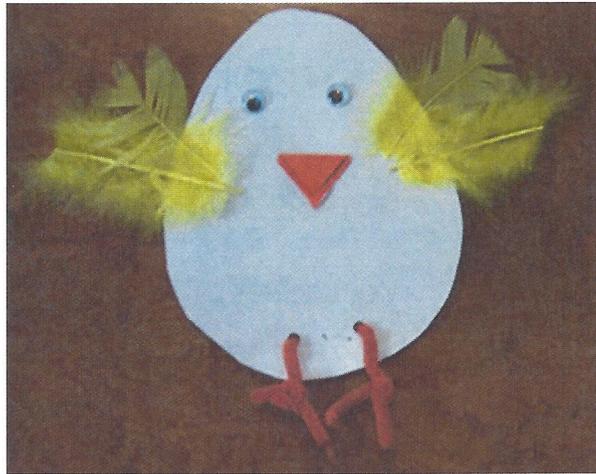
Give each child a handful of jellybeans and graph the colors.

Fill a basket with plastic eggs (or a jar of jellybeans) and have students estimate the number contained inside the jar or basket.

Art



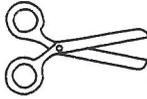
I have the pieces for this project on cardboard and the children trace them making this a super simple and quick project. A fastener is used on the bottom so that the students can actually open and close the chick's egg. If you decide to do this project I recommend that you write a number 1 and number 2 on each of the egg stencils. It will be easy and fast to hand out the pieces that each child will need.

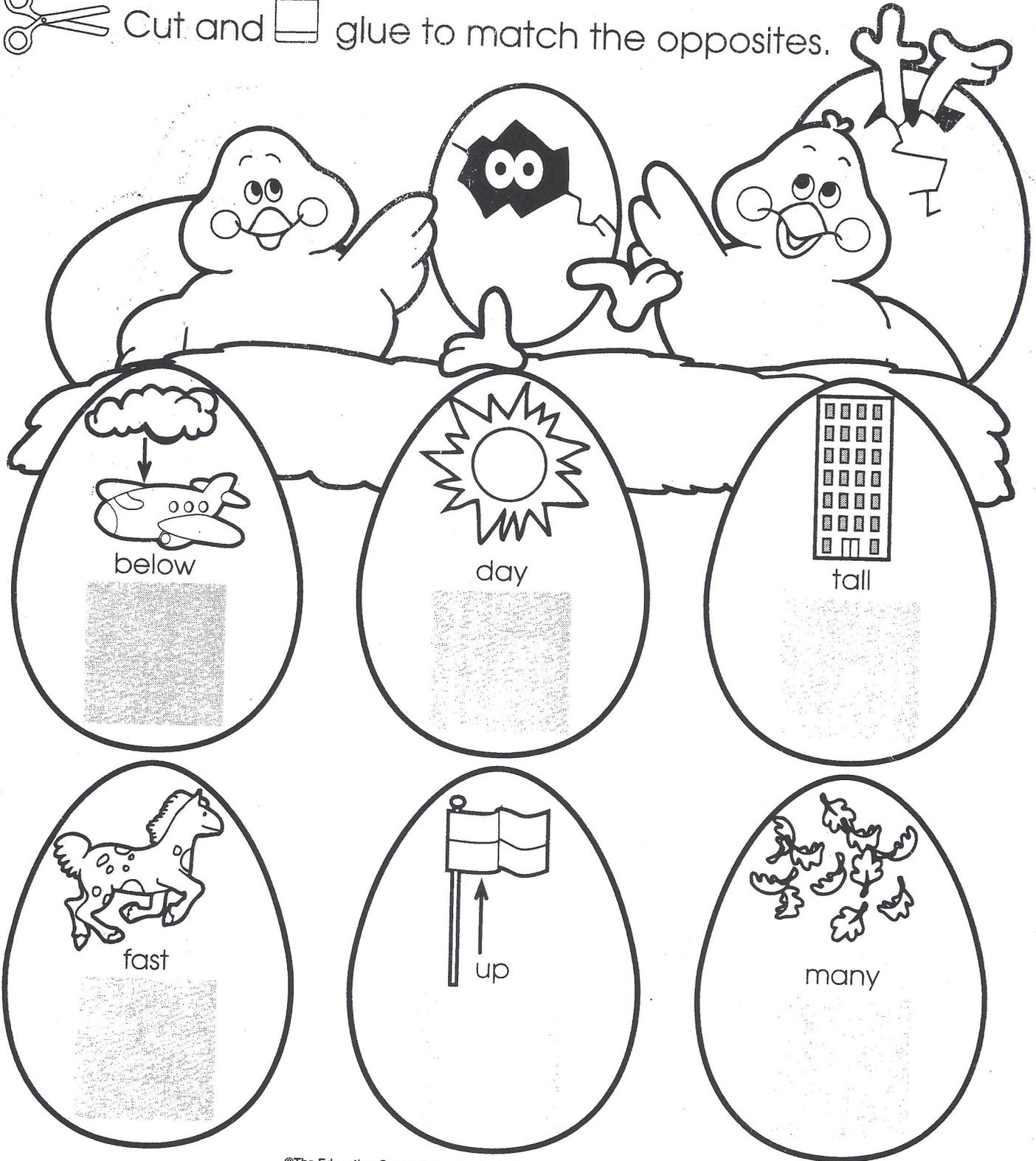


This is another fast and simple project but is quite cute. Make up an egg shape to make copies of and include on the paper a diamond shape (the beak) for the children to color. The students cut out the egg and the diamond. They color both sides of the diamond, glue and fold to make the beak. It is best to punch holes in the egg to insert the pipe cleaner legs as they are hard to staple or glue. Insert the pipe cleaner, fold in two and then twist to make the feet.

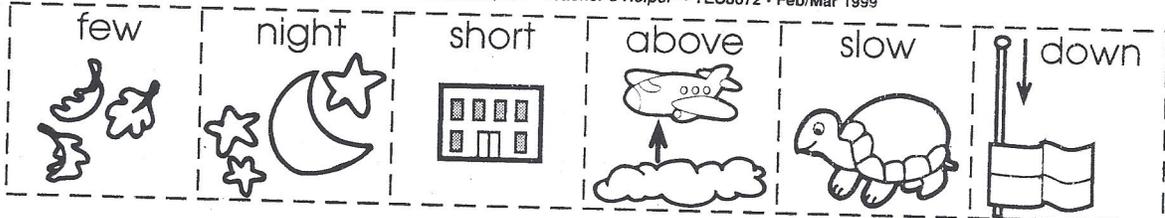
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Here A Chick, There A Chick!

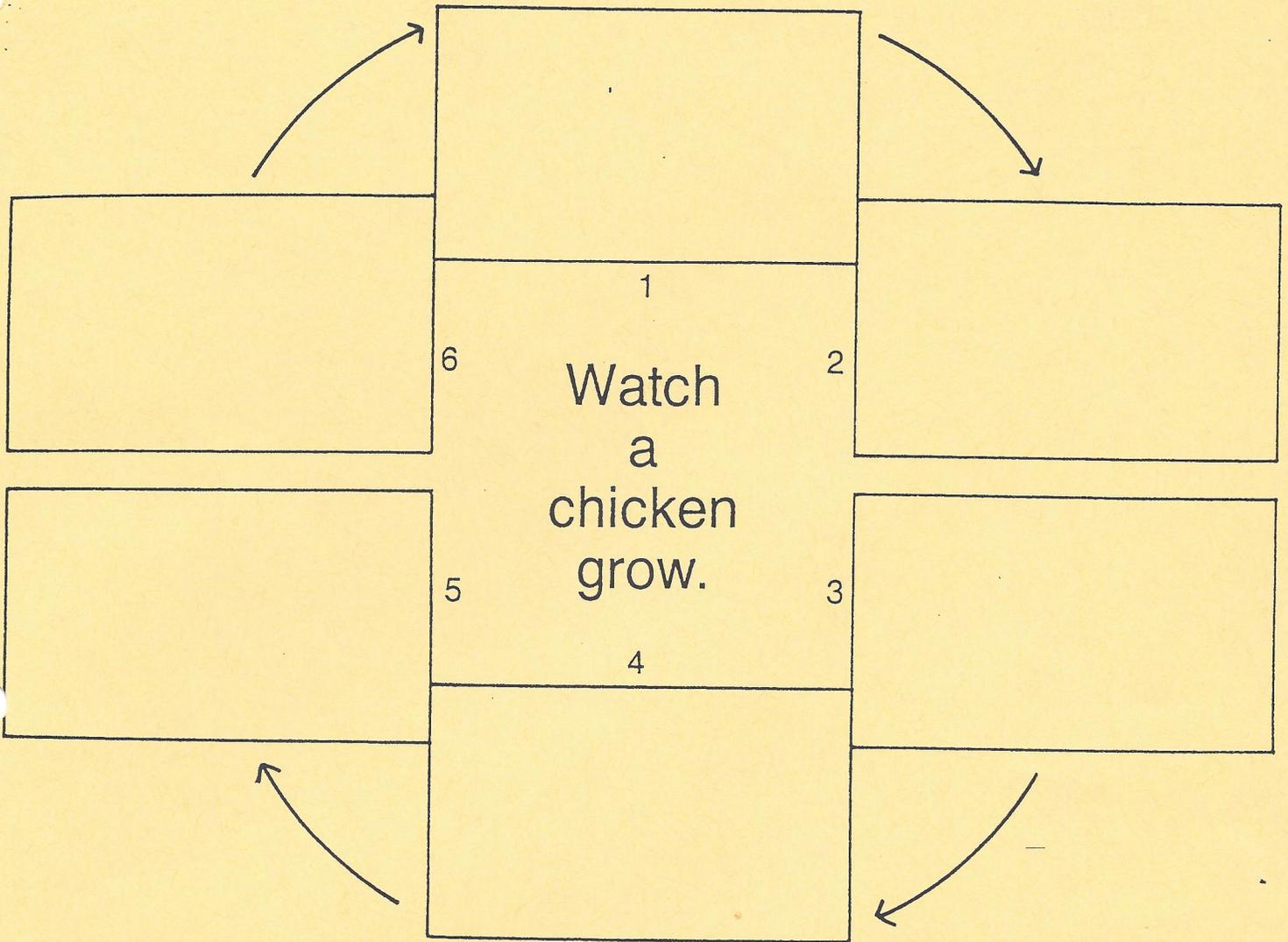
 Cut and  glue to match the opposites.



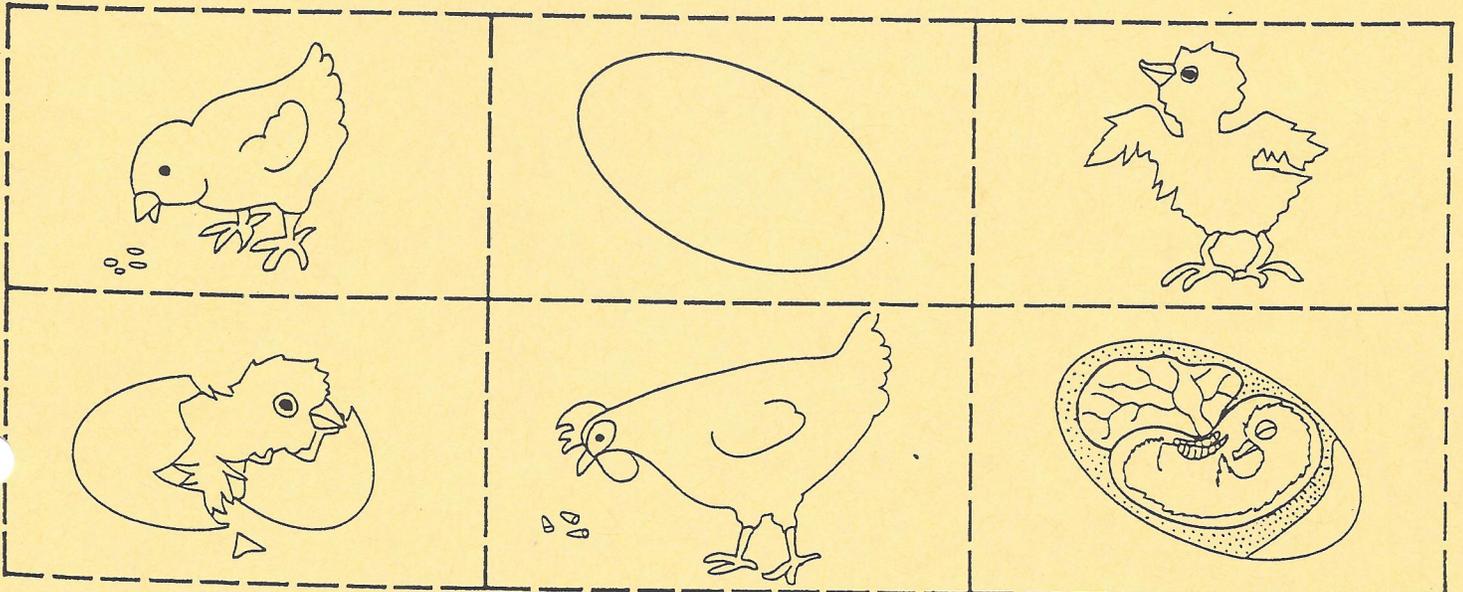
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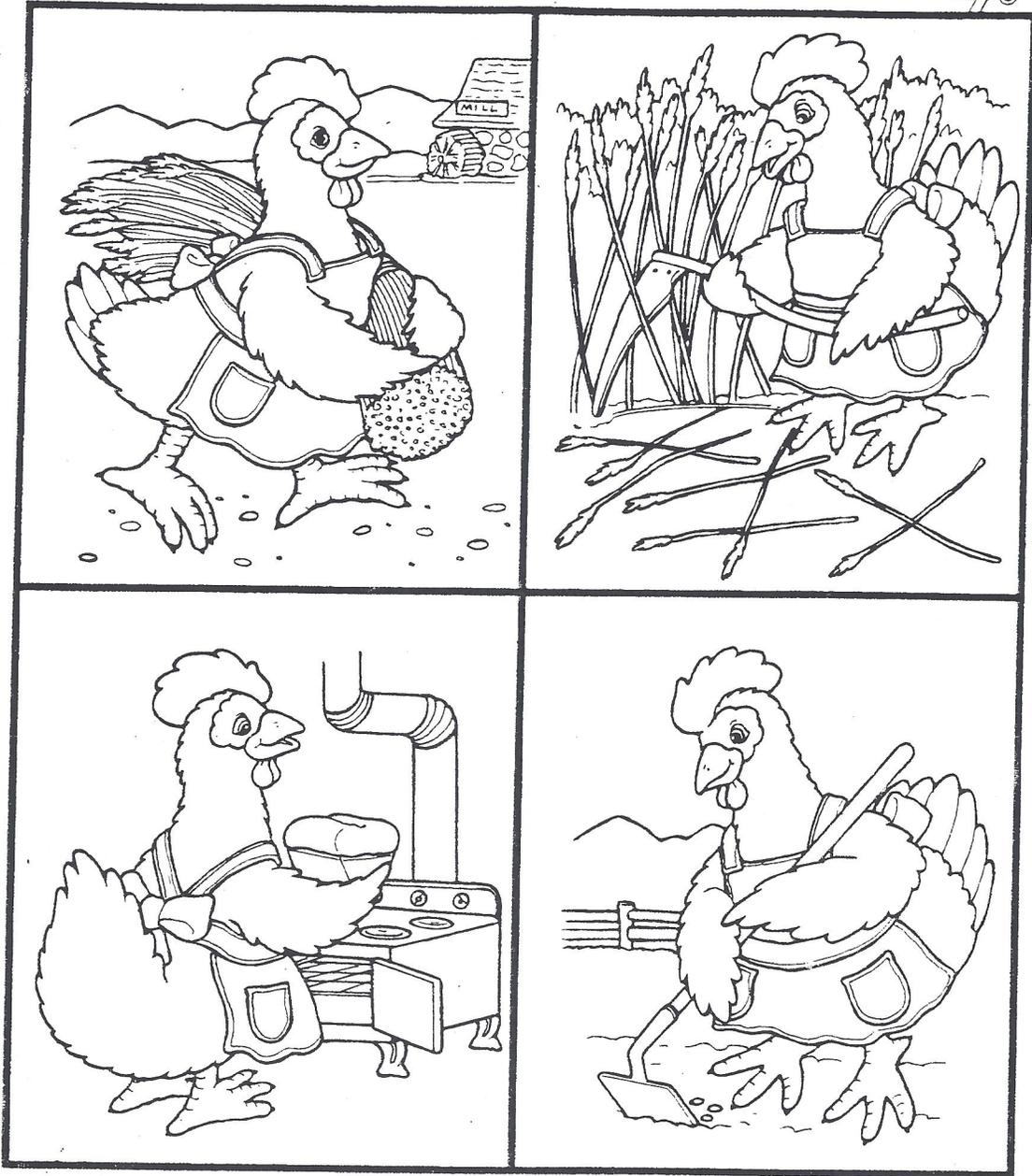


Cut and paste in order.



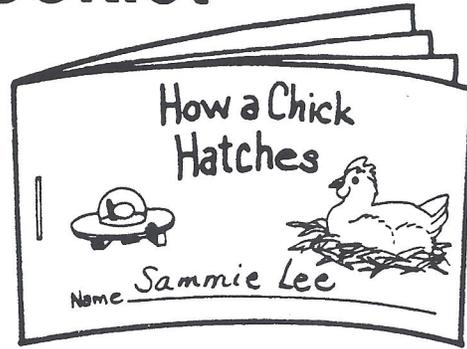
Little Red Hen and Her Wheat

Color, cut, and staple.

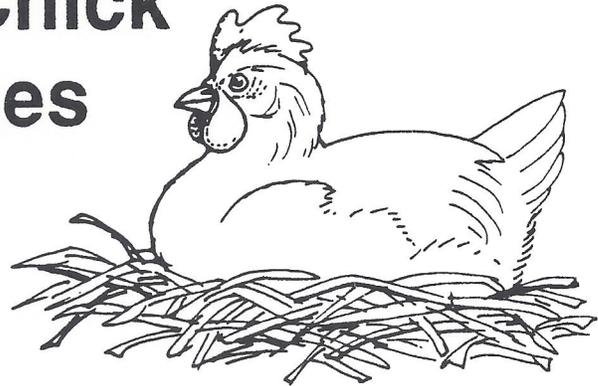
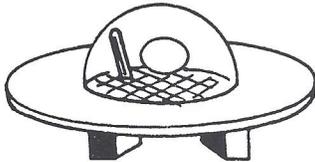


Make a Booklet

1. Color the pictures.
2. Cut out the strips.
3. Arrange the strips in order.
4. Staple the strips to make a booklet.
5. Tell someone how a chick hatches from an egg.

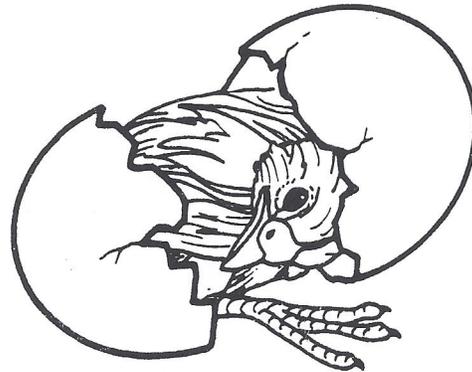


How a Chick Hatches



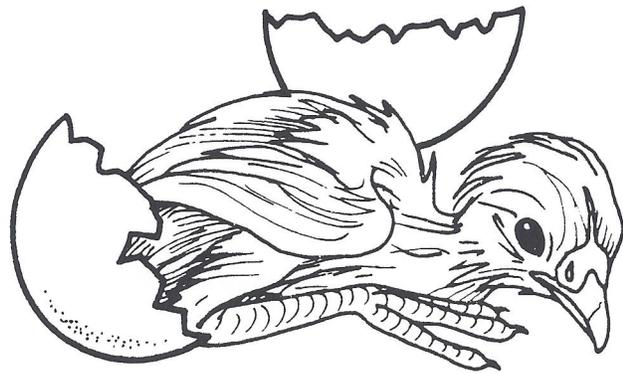
Name _____

At last, the shell breaks apart and the chick pulls itself out.





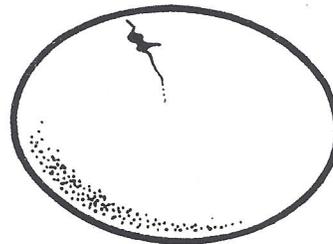
The tired, wet chick
flops down to rest.
Its feathers begin to dry.



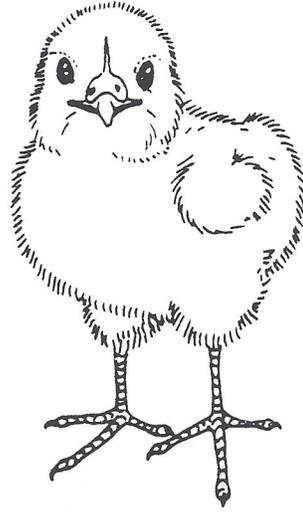
The chick pushes
with its body and
feet to make the
crack bigger.



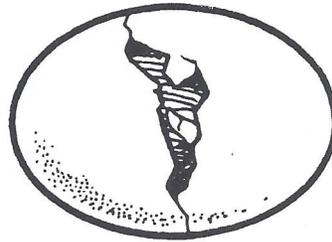
When the chick is ready
to hatch, it pecks a hole
in its shell.



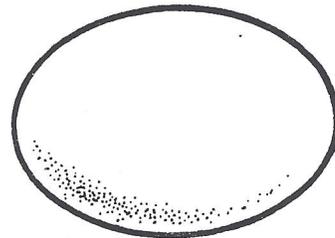
Two hours later the chick is fluffy and active. It will grow quickly and be full-grown in six months.



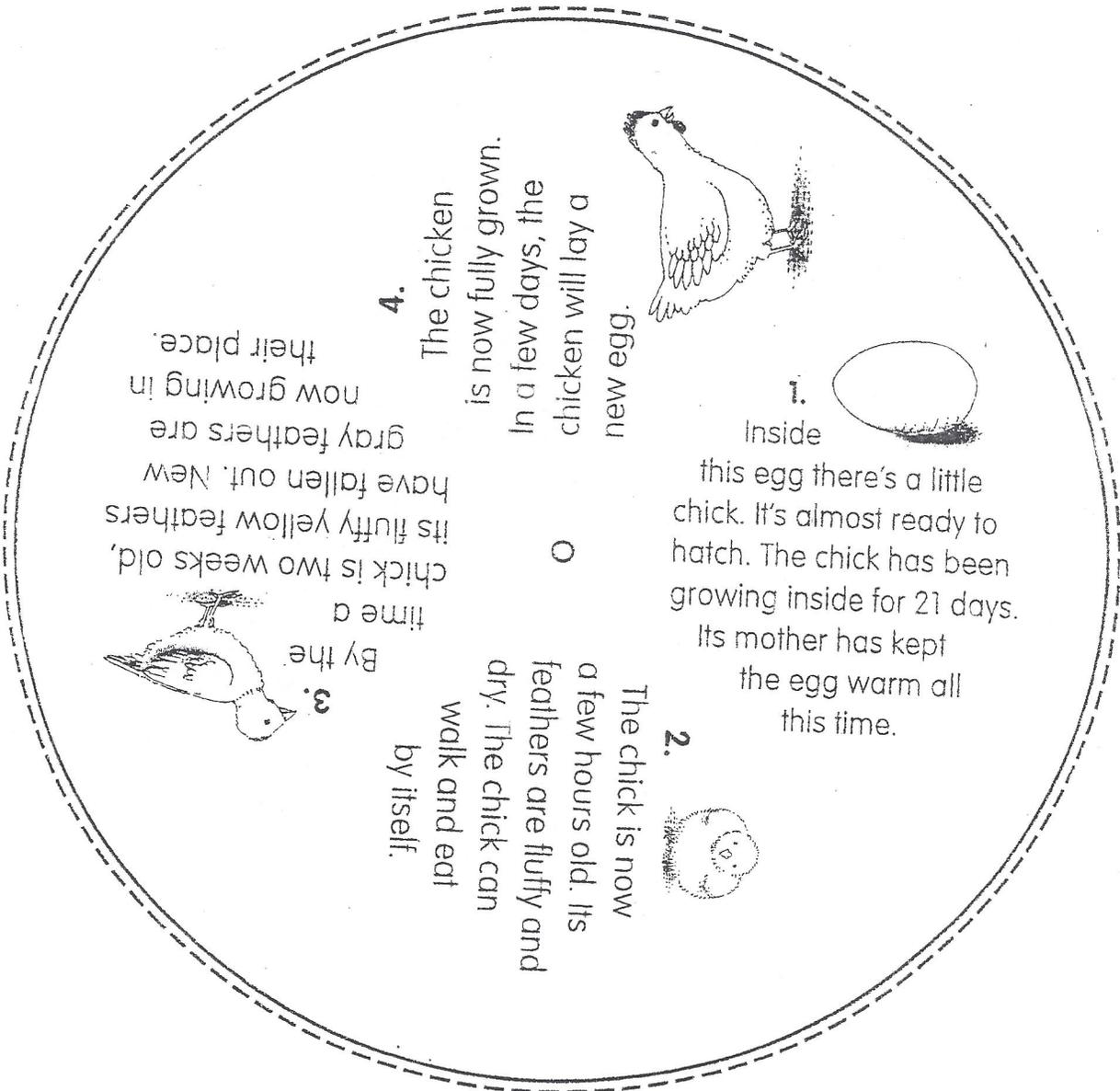
The chick pecks and turns until it has cracked the shell all the way around.



It takes 21 days for a chick to develop inside a fertile egg. The egg must be kept warm by the hen or in an incubator.



A Chick's Life



A Chick's Life

Circle of Life

