

K-2ND GRADE GARDEN BASED CURRICULUM SHORT ACTIVITIES

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Writing about the Chicken Life Cycle

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	Science Concept 2: Understand the life cycles of plants and animals.
Enduring Understandings/ Essential Questions:	How do humans benefit from the different stages of the chicken life cycle?
Content Objective: <i>Math Reading</i> <i>Writing</i> <i>Other:</i>	Describe the life cycle of a chicken.
Language Objective:	II-LS-2.B-3: Sequencing a series of event from information shared in read-alouds using pictures and key words.

Vocabulary	Materials			
egg, hatch, chick, chicken, life cycle	worksheets, pencils, chicken life cycle flashcards			
Seasonality				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Guiding Questions: What are the different stages of life that a chicken goes through?				

Anticipatory Set:

Watch a video (such as “The Life Cycle of a Chicken: the Story of Penny <https://www.youtube.com/watch?v=pozsn2f6M3Y>) to show the life cycle of a chicken. Review the chicken life cycle using the flashcards provided to discuss the egg-chicken life cycle.

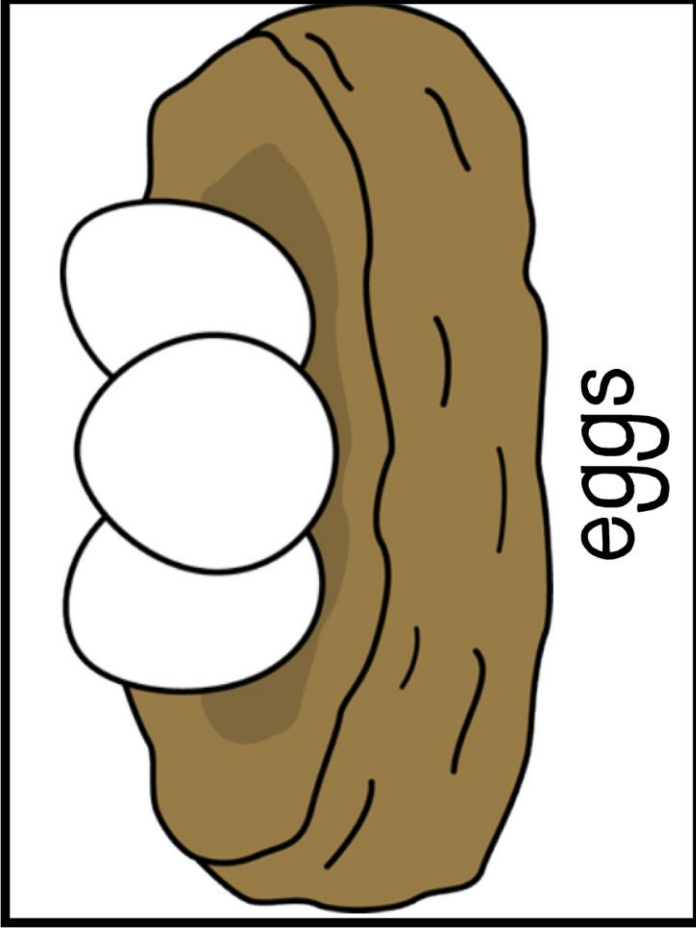
Activity/Investigation:

Students should then write the life cycle sequence using the “first, next, then, last” worksheet provided.

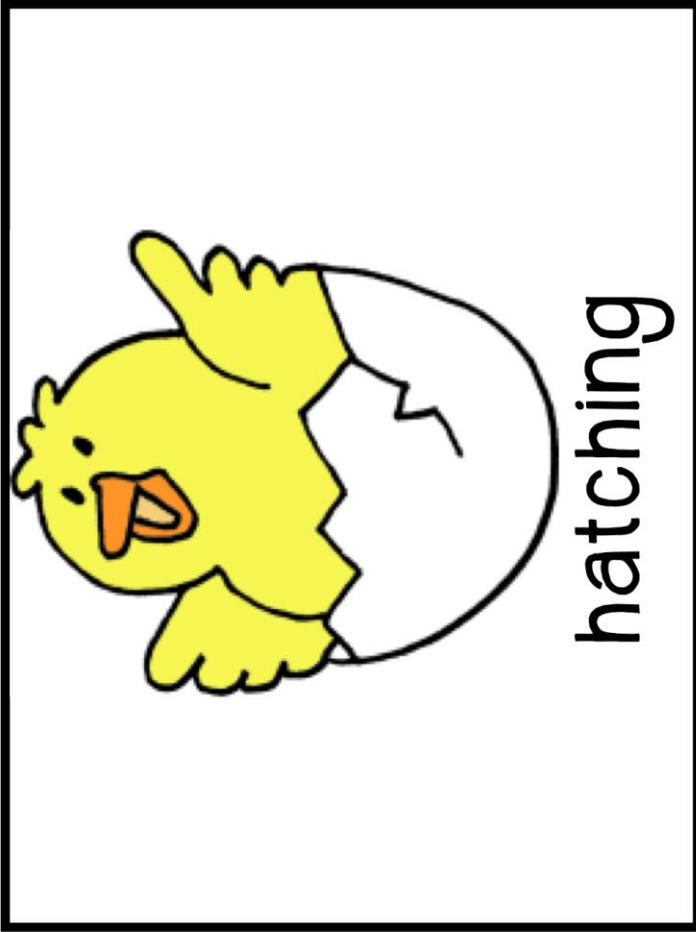
Closure Question:

What came first: the chicken or the egg?

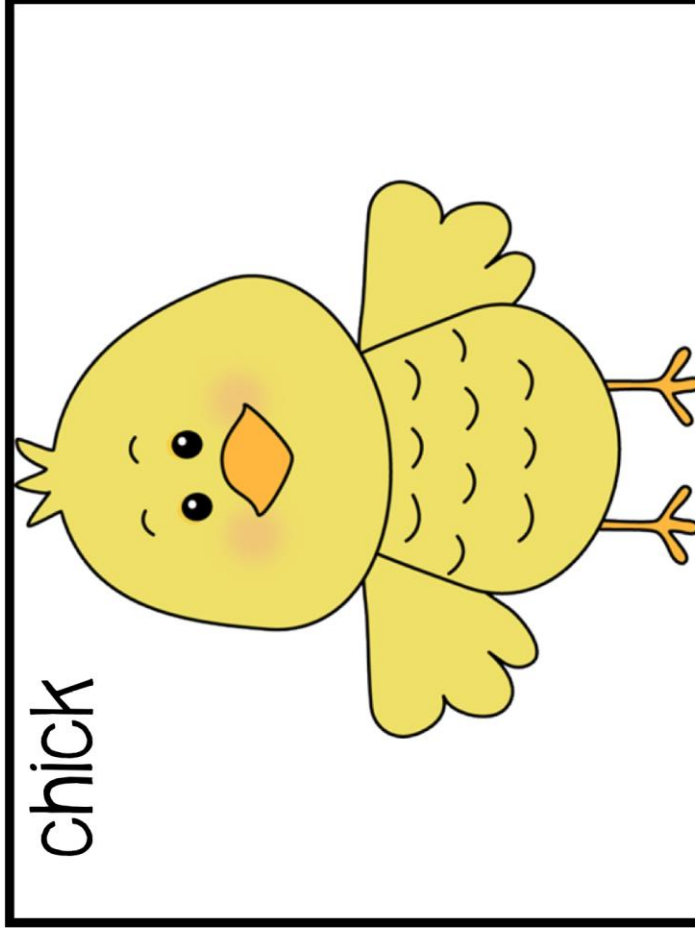
Teacher Reflection:



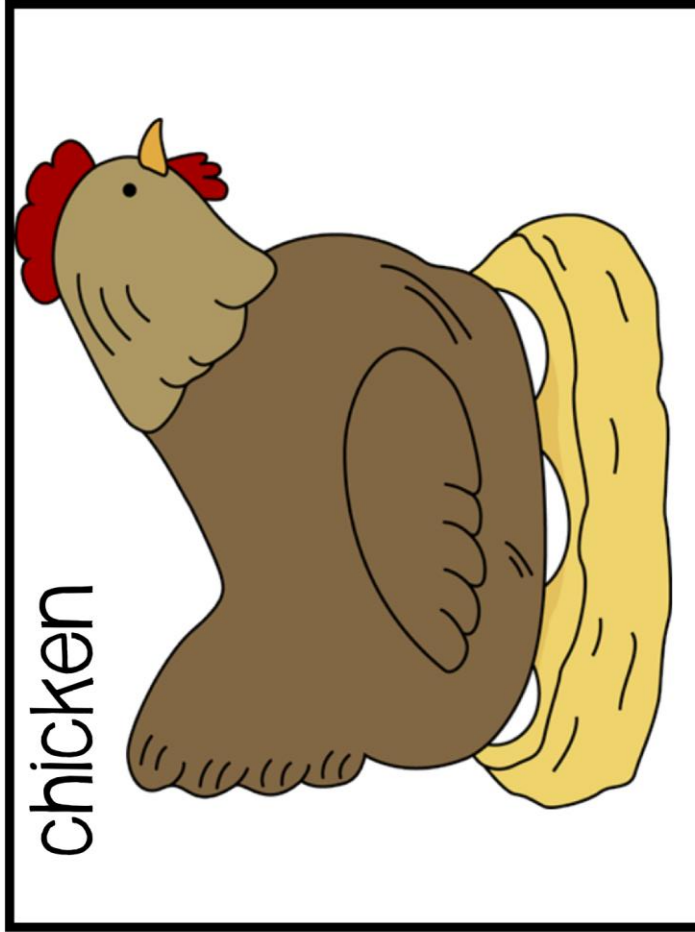
eggs



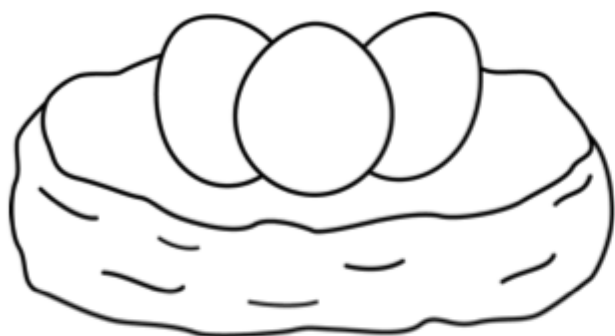
hatching



chick



chicken



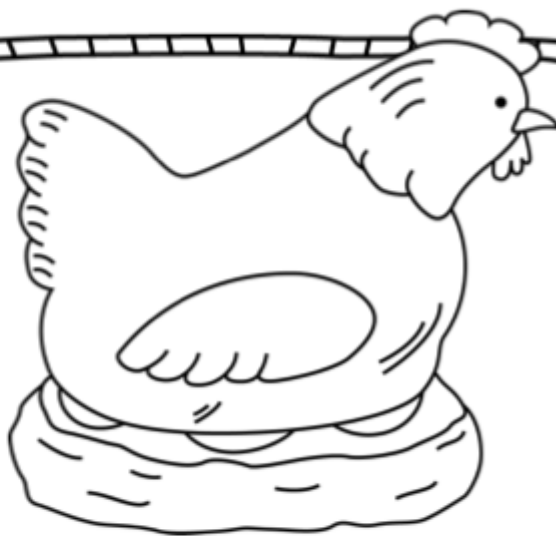
First,



Next,



Then,



Last,

Graphing Chicken Eggs

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Enduring Understandings/ Essential Questions:	How are humans and chickens important to each other?
Content Objective: Math Reading Writing Other:	Students will make a tally chart and bar graph of the different chicken eggs collected.
Language Objective:	II-LS-1.B-7: Responding to academic questions using key words and phrases.

Vocabulary	Materials			
bar graph tally chart	pencil, crayons/markers, worksheets, flashcards			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: Why are chicken eggs important to humans?				

Anticipatory Set:

Review the chicken life cycle using the flashcards provided (in previous lesson) to discuss the egg-chicken life cycle.

Optional discussion: what is the difference between eggs that we eat and eggs that become chickens?

Activity/Investigation:

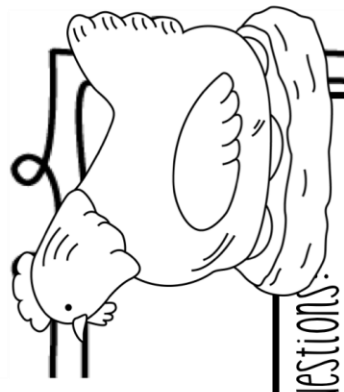
Collect the eggs from the chicken coop. Separate the eggs by color. Make a tally chart and bar graph to show how many eggs of each color were laid.

Closure Question:

What are some different ways these eggs are important to human life?

Teacher Reflection:

MANZO ECOLOGY Chickens



NUMbER of eggs	brown	light brown	white	green
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

- QUESTIONS:
1. What COLOR egg IS THERE the MOST of?

 2. What COLOR egg IS THERE the LEAST of?

 3. What COLOR CHICKEN IS THERE the MOST of?

 4. What COLOR CHICKEN IS THERE the LEAST of?

TALLY CHART

Brown eggs:	
White eggs:	
Other colored eggs:	

TOTAL EGGS:

MANZO ECOLOGY chickens



12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	MON	TUES	WED	THURS	FRI		

NUMBER OF EGGS

TOTAL EGGS:

TALLY CHART

Brown eggs:	
White eggs:	
Other colored eggs:	

Chicken Observation Journal

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Enduring Understandings/ Essential Questions:	Biodiversity: how are chickens different from humans? Do different chicken breeds have different behavior or characteristics?
Content Objective: Math Reading Writing Other:	Students will observe chickens and record their findings.
Language Objective:	II-W-1:B-4: creating expository text (ex: labels, lists observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support.

Vocabulary	Materials			
observe, behavior, characteristics, breeds	observation journal, pencil			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: What do you notice about chickens?				

Anticipatory Set:

Discuss how a scientist observes. What senses do you use when you observe something?

Activity/Investigation:

Students should observe chickens quietly and write their observations in their journals.

Closure Question:

What interesting things did you notice about the chickens? Did you see any differences between chicken breeds?

Teacher Reflection:

Observation Journal

DATE: _____ LOCATION: _____

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines.

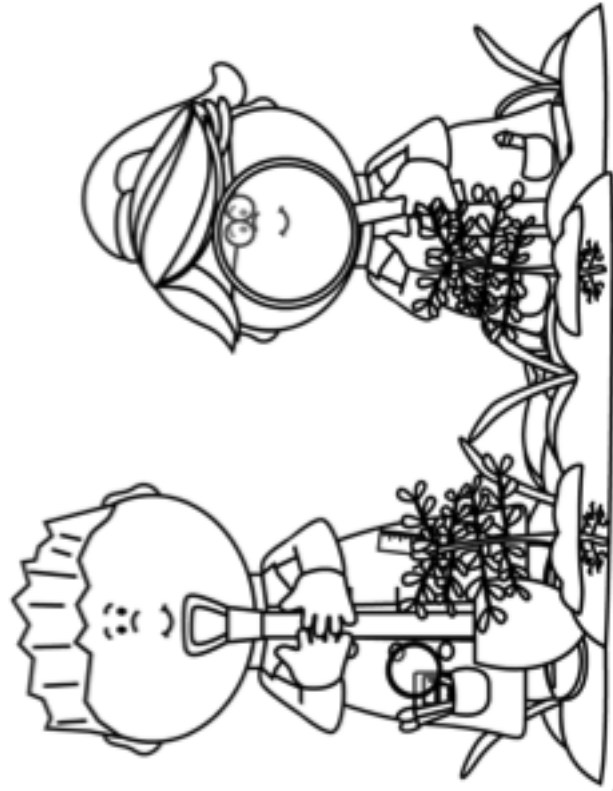


NEW VOCABULARY:

Handwriting practice lines for new vocabulary words, consisting of a solid top line, a dashed middle line, and a solid bottom line. There are seven sets of these lines.

My Observation Journal

NAME: _____



Observation Journal

Date: _____ Location: _____

NEW VOCABULARY:

DRAW A PICTURE:



Observation Journal

Date: _____ Location: _____

DRAW A PICTURE:



NEW VOCABULARY:

Labeling Parts of a Chicken

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	AZ.1.W.4: With guidance and support from adults, produce functional writing (ex: classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
Enduring Understandings/ Essential Questions:	Understand how an animal's parts help the animal survive
Content Objective: Math Reading Writing Other:	Identify the different parts of a chicken.
Language Objective:	II-W-1.B-4: Creating expository text (ex: labels, lists, observations, and/or experience) with instructional support.

Vocabulary	Materials			
wing, feather, shank, toes, tail, beak, comb, wattles, breast	flashcards, worksheet, pencil, chicken			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: How do a chicken's parts help a chicken live?				

Anticipatory Set:

Show the students two different pictures of a body part from different animals (some flashcards are attached). See if they can guess which one belongs to a chicken.

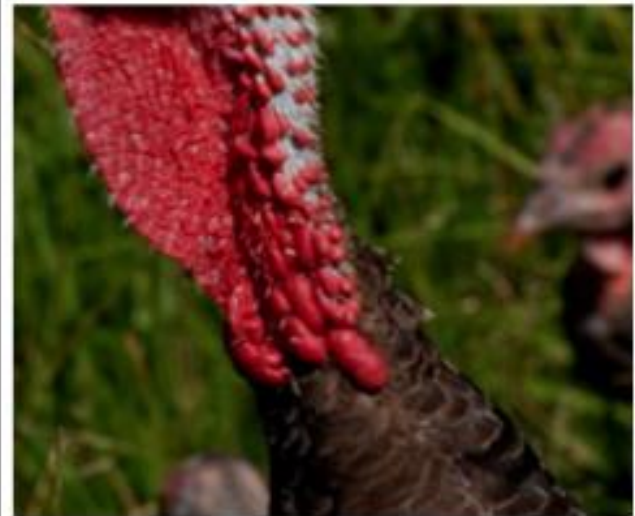
Activity/Investigation:

Take a chicken and go over each part. Let the student use their senses to familiarize themselves with how the parts look and feel (beak, feet, feathers, wings, tail, comb, etc.). Students should label these parts on their worksheet.

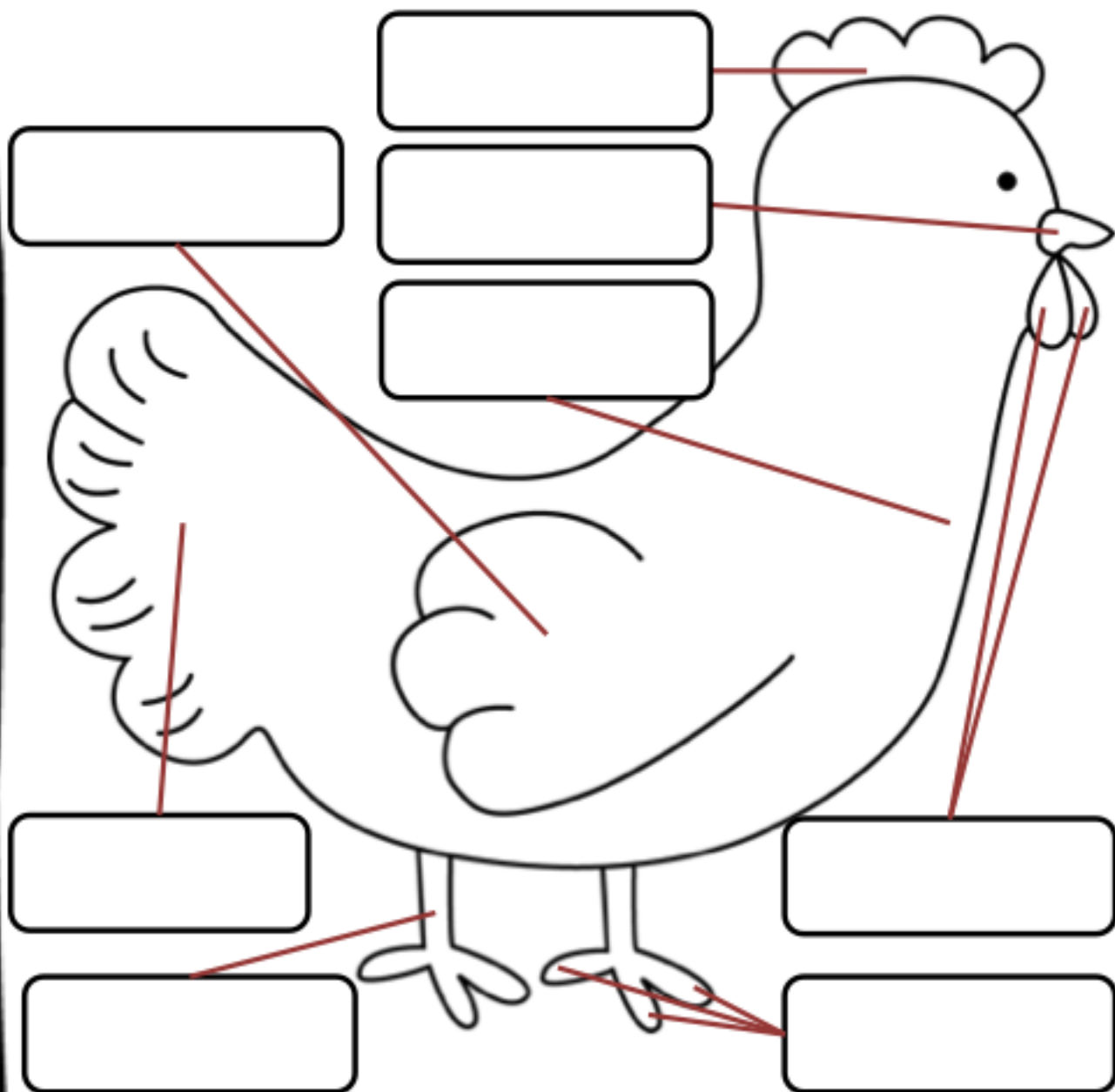
Closure Question:

Discuss how each part functions and why it's important (such as how the feet help the chicken scratch at the ground for seeds or insects).

Teacher Reflection:



LABELING A CHICKEN



• shank

• tail

• beak

• toes

• wing

• breast

• wattles

• comb

Shaping Up Chickens

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Enduring Understandings/ Essential Questions:	How do the parts of a chicken help it survive?
Content Objective: Math Reading Writing Other:	Draw chickens using different shapes.
Language Objective:	II-LS-1.B-7: Responding to academic questions using key words and phrases.

Vocabulary	Materials			
rhombus, trapezoid, octagon, square, rectangle, triangle	worksheets, pencils, crayons			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: What shapes did you find that make up a chicken?				

Anticipatory Set:

Review shapes and chicken parts.

Activity/Investigation:

Students should draw a chicken using shapes they've learned in math.
Students should label the shapes they drew (triangle, rhombus, hexagon, etc.)

Closure Question:

Go over each chicken part and ask the students what shape they used to draw it.

Teacher Reflection:

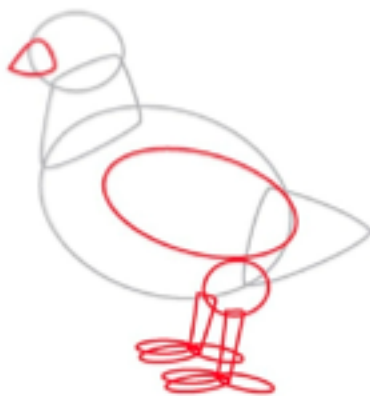
SHAPING UP CHICKENS

Draw a chicken using shapes. Label the shapes.



SHAPING UP CHICKENS

Draw a chicken using shapes. Label the shapes.



Lesson Title: Graphing Chicken Breeds

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Enduring Understandings/ Essential Questions:	How do animals within one species vary from each other?
Content Objective: <i>Math Reading</i> <i>Writing</i> <i>Other:</i>	Students will make a tally chart and bar graph of the different chicken breeds in the chicken coop.
Language Objective:	II-LS-1.B-7: Responding to academic questions using key words and phrases.

Vocabulary	Materials			
tally chart, bar graph, breed	chickens, pencils, crayons, worksheet			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: How do chicken breeds differ from each other?				

Anticipatory Set:

Show the students pictures of different breeds of chickens (flashcards included). After practicing the names and identifying the characteristics that distinguish them, put these cards (or another source) on the projector for the students to refer to. Play a short game of “I Spy” or “20 Questions” using these chickens to practice describing characteristics.

Activity/Investigation:

Go to the chicken coop and identify the different chicken breeds there. Have students count the number of chickens in the coop of each breed, and make a tally chart and bar graph to represent this data.

Closure Question:

Spend another few minutes observing the chickens and see if the students can identify any defining characteristics of the different breeds through observing their behavior and physical characteristics.

Teacher Reflection:



Plymouth Rock



Rhode Island Red



Leghorn



Araucana



Australorp



Sultan



Cemani



Brahma



Wyandotte



Sussex



Onagadori



Gold Sex Link

MANZO **chicken** SURVEY

name: _____

TALLY CHART:

AROUCAHO	
GOLD SEX LINKS	
PLYMOUTH ROCK	
WHITE LESMORNS	

TOTAL NUMBER OF CHICKENS:

AROUCAHO	GOLD SEX LINKS	PLYMOUTH ROCK	WHITE LESMORNS	

1. Which breed do we have the MOST of?

2. Which breed do we have the LEAST of?



Lesson Title: Chicken Combinations (of 10)

Teacher:

Grade Level: K-2

Date:

Common Core Standard:	1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtracting within 10. Use strategies such as counting on; making ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sum.
Enduring Understandings/ Essential Questions:	Biodiversity & interconnectedness: How are the chickens related to other things in our garden? What kind of biodiversity do you notice in the garden?
Content Objective: <i>Math Reading</i> <i>Writing</i> <i>Other:</i>	Students will make combinations of 10 using different chicken breeds (as seen in the chicken coop) as addends. How many different combinations of 10 can they make?
Language Objective:	II-LS-2:B-5: asking and responding to academic questions using complete sentences, with instructional support (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).

Vocabulary	Materials			
combination fact family addends	worksheet, crayons, pencils, chickens			
Seasonality				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June
Guiding Questions: How are our chickens connected to other things in our garden?				

Anticipatory Set:

Show the class some different things from outside (ex: rock, soil, worm, flower, vegetable, water, etc). Ask the class how these things are related, and make a diagram on the board to represent their answers. Brainstorm how the chickens are related to these resources.

Activity/Investigation:

Go outside to the chicken coop. Identify the different chicken breeds, and how many chickens of each breed. Use the accompanying worksheet to create combinations of 10 chicken using 3 addends (3 different chicken breeds).

Closure Question:

What other examples do you see in the garden of biodiversity? Can you make a combination of 10 to show different vegetables or cacti in our garden? Draw another example using the space on the worksheet.

Teacher Reflection:

Chicken Combinations of **10**

Color in the chickens to create combinations of 10. Then make addition sentences about your picture.

① 
____ + ____ + ____ = 10

② 
____ + ____ + ____ = 10

③ 
____ + ____ + ____ = 10

④ 
____ + ____ + ____ = 10

⑤ 
____ + ____ + ____ = 10

⑥ 
____ + ____ + ____ = 10

Now draw one more combination of 10 using plants you see in the garden.

____ + ____ + ____ = 10

