

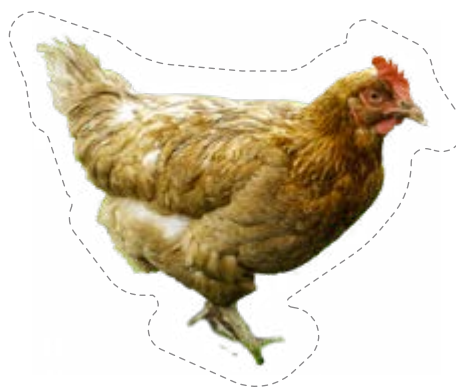
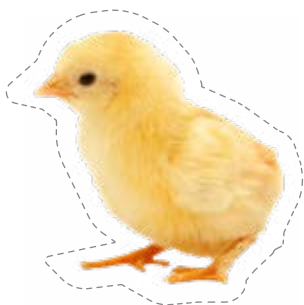


The Life Cycle of a Chicken

or a

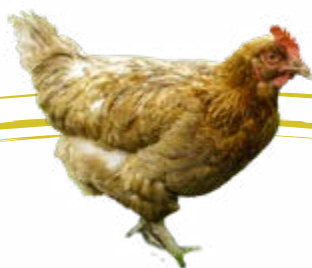


The Lifecycle of a Chicken Cut-Outs



Name: _____

Date: _____



Life Cycle of a Chicken Writing

Directions: Write a response in the blanks. Then draw yourself in the stage of the life cycle of the chicken that you wrote about.

I would want to be a _____ (egg, hatchling, chick, hen, rooster) because _____

.

Draw a picture below



Life Cycle of a Chicken Assessment

Directions: Read the following questions. Circle 1 picture that describes the correct answer to the question.

1) Circle the chick



A



B



C

2) Circle the hen



A



B



C

3) Circle the hatchling



A



B



C



4) Circle the rooster



A



B



C

5) Circle the egg



A



B



C

6) Which chicken lays the eggs?



A



B



C

7) What are the stages of a chicken's life cycle?

Baby
Chick
Adult
Egg

A

Egg
Hatchling
Chick
Hen or Rooster

B

Puppy
Hatchling
Rooster
Duck

C



Classroom Activity Guide

Grade: Kindergarten–2nd
Duration: 55 minutes (can be split into 2 lessons if needed)
Date: Any

Lesson Topic: Life cycle of a chicken

Lesson Objectives:

Students will be able to create their own diagram representing the life cycle of a chicken.

Students will be able to identify the stages of the life cycle of a chicken.

Essential Question:

What are the stages of the life cycle of a chicken?

What are the different parts of a chicken's life?

Standards: CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

Materials, Equipment:

- ▶ Video Chicken Life Cycle Read Aloud
<https://www.youtube.com/watch?v=Fmn8EhRxYE0>
- ▶ Chart paper and marker for the teacher only (write the lesson goals and the vocabulary words and definitions on the chart prior to the lesson)
- ▶ Life cycle of a chicken cut-outs page
- ▶ Life cycle of a chicken diagram
- ▶ Pencils
- ▶ Scissors
- ▶ Glue or tape
- ▶ Brown crayons
- ▶ Optional: other coloring materials
- ▶ Life cycle of a chicken writing sheet
- ▶ Life cycle of a chicken assessment

Classroom Activity Guide

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Date: Any

Vocabulary:

- ▶ **Life cycle:** a series of stages a living thing goes through during its life.
- ▶ **Hatchling:** a baby bird that has just hatched from an egg.
- ▶ **Chick:** a baby bird and especially a baby chicken.
- ▶ **Hen:** a female adult chicken that raises eggs.
- ▶ **Rooster:** a male adult chicken.

INTO | Anticipatory Set (How will students get engaged in learning in multiple ways?):

1. Verbal questions (2 minutes) Ask students the following questions. Have students raise their hand and call on students to share their answer with the whole class: 1) What do you know about babies? 2) Do babies act just like you, or how do they act differently? 2) Do animals act differently in different stages of their lives too?
2. Lesson goals (1 minute) Read the classroom goals from the chart for this lesson out loud to all of the students.

Goals: I can create a diagram to show the life cycle of a chicken. I can identify the stages of the life cycle of a chicken.

3. Vocabulary (2 minutes) Read the vocabulary words and definitions written on the chart to the students. Have students then repeat each vocabulary word as a class.

Life cycle: a series of stages a living thing goes through during its life.

Hatchling: a baby bird that has just hatched from an egg.

Chick: a baby bird and especially a baby chicken.

Hen: a female adult chicken that raises eggs.

Rooster: a male adult chicken.

4. Read Aloud Video: (13 minute) Chicken Life Cycle Read Aloud
<https://www.youtube.com/watch?v=Fmn8EhRxYE0>

Stop at 1:56. Have students repeat words egg, chick, and adult chicken as you point to them on the page. Ask students “What is a female chicken called?” and “What is a male chicken called?”. Have students raise their hand to share their answer to check for understanding. Stop at 3:50 and ask students “Why is brooding important?” Have students raise their hand to share their answer to check for understanding.

After the video finishes: Have students speak in pairs to share what they learned about the life cycle of a chicken and its different stages. Then have students share with the whole class.

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THROUGH | Explain and/or instructional steps (multiple means of representation & engagement):

5. **Material Set Up (3 minutes)** Hand out the life cycle of a chicken cut-outs, the life cycle of a chicken diagram, a pencil, a brown crayon, scissors, and glue or tape to each student.
6. **Diagram Making and Discussion (15 minutes)** Have the students cut out each picture from the life cycle of a chicken cut-outs page. Then ask students to help guide you by telling you where each picture should go. Create a model as you go to demonstrate to students where each picture goes and how to spell each of the words. Students should start out by using their brown crayon to draw a nest at the top. Students should glue the egg on top of their colored nest. On the line below, students should write “egg”. Then in the next section, students should glue their picture of their hatchling. On the line below, students should write “hatchling”. In the next area, students should glue the picture of the chick. On the line below, students should write “chick”. In the last section, have students glue the hen, with the word “hen” under it, along with a picture of the rooster with the word “rooster” written under it. Once students finish it, ask students “What is the order of the stages of the life cycle of a chicken?” and “Does the hen or the rooster lay the eggs?” Have students discuss the answer to this question in pairs. Then have some students share their answers with the whole class.

BEYOND | Applications/extensions/activity (multiple means of engagement & expression):

7. **Writing and Drawing (10 minutes)** Hand out the life cycle of a chicken writing sheet. Have students fill in the sentence, “I would want to be a _____ (egg, hatchling, chick, hen, rooster) because _____.” Then have students draw a picture on the bottom of the page as them in that stage of the life cycle of a chicken. After students are finished, they should share their writing and drawing with a partner. Each partner should read their finished sentence and show their picture. Have some students share their writing and pictures with the whole class.
8. **Assessment: (6 minutes)** Hand out the life cycle of a chicken assessment to the students. Read the directions and questions out loud to all of the students. Wait for each student to select an answer to each question, then move on to the next question. For question 7, read the question, along with each set of answers out loud.
9. **Share: (3 minutes)** Ask students the following questions. Have students raise their hand to share their answers with the whole class. “What did you learn about the life cycle of a chicken?”, “What questions do you still have about the life cycle of a chicken?”