

CHICKENS & EGGS PRESCHOOL UNIT

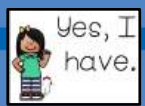


Egg On My Head!

To the tune of "If You're Happy and You Know It"

There's an egg on my head,
On my head!
There's an egg on my head,
On my head!
Oh, there's an egg on my head,
Do you hear what I just said?
There's an egg on my head,
On my head!

Have you ever seen a **Chicken?**



Yes, I have.



No, not yet.

Ginger

Mac

Rocky

Fetcher

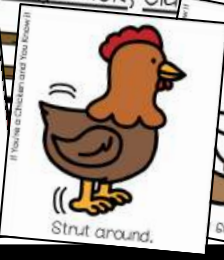


Chickens in the Coup

To the Tune of "The Wheels on the Bus"

The chickens in the coup
Say cluck, cluck, cluck,
cluck, cluck, cluck,
cluck, cluck, cluck.

The chickens in the coup
Say cluck, cluck, cluck.



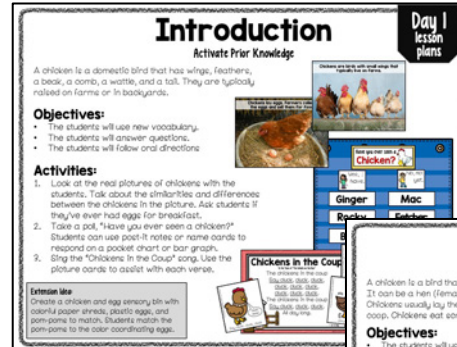
Circle Time Lessons

Unit overview

Day 1 Introduction - Chickens & Eggs

Introduce the new unit: **Chickens & Eggs**

Take a poll and sing a song.



Introduction
Activate Prior Knowledge

A chicken is a domestic bird that has wings, feathers, a beak, a comb, a wattle, and a tail. They are typically raised on farms or in backyards.

Objectives:

- The students will use new vocabulary.
- The students will answer questions.
- The students will follow oral directions.

Activities:

- Look at the real pictures of chickens with the students. Talk about the similarities and differences between the chickens in the picture. Ask students if they've ever had eggs for breakfast.
- Take a poll, "Have you ever seen a chicken?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
- Sing the "Chickens in the Coop" song. Use the picture cards to assist with each verse.

Extension Idea: Create a chicken and egg memory bin with colorful paper, straws, pom-poms, and pom-poms to match. Students match the pom-poms to the color corresponding egg.

Day 1 lesson plans

Day 2 Chickens

Look at the real pictures of chickens. Go on a scavenger hunt and play a chicken chip clip game.



Chickens
What is a chicken?

A chicken is a bird that is typically raised on farms or in backyards. It can be a hen (female), a rooster (male), or a chick (baby). Chickens usually lay their eggs in nests or live in a designated chicken coop. Chickens eat scraps of vegetables, fruit, insects, and grains.

Objectives:

- The students will use illustrations to guess the text.
- The students will count a set to 5 and make combinations of objects to create the set.

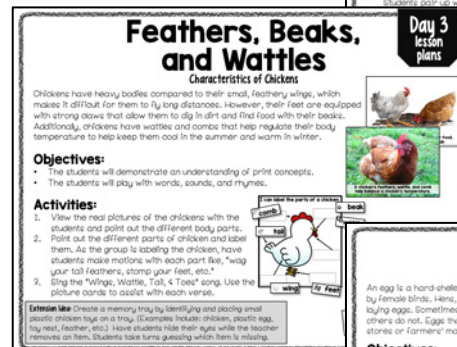
Activities:

- Print the scavenger hunt pages and laminates. Post the 16 pages around the room. Place laminated color pages on clipboards with a dry erase marker. Students will go around the room, as it is found. Black and provided.
- "The Loud Chickens." Take as you count down.

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Day 3 Feathers, Beak, and Wattle

Inspect the real pictures of a chicken wattle. Label a chicken and sing a song.



Feathers, Beaks, and Wattles
Characteristics of Chickens

Chickens have heavy bodies compared to their small, feathery wings, which makes it difficult for them to fly long distances. However, their feet are equipped with strong claws that allow them to dig in dirt and find food with their beaks. Additionally, chickens have wattles and combs that help regulate their body temperature to keep them cool in the summer and warm in winter.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

Activities:

- View the real pictures of the chickens with the students and point out the different body parts.
- Point out the different parts of chicken and label them. As the group is labeling the chicken, have students make motions with each part like, "wig your tail feathers, stomp your feet, etc."
- Sing the "Wings, Wattle, Tail, & Toes" song. Use the picture cards to assist with each verse.

Extension Idea: Create a memory bin by identifying and placing small plastic chicken legs or a toy chicken inside chicken, plastic egg, toy nest, feather, etc. Have students hide their eyes while the teacher removes an item. Students take turns guessing which item is missing.

Day 3 lesson plans

Day 4 Eggs

Check out the real pictures of eggs and nests. Sing a song and play a carpet game.



Eggs
What are eggs?

An egg is a hard-shelled object with an oval shape that is produced by female birds, hens, or female chickens, are responsible for laying eggs. Sometimes, eggs contain chicks inside them, while others do not. Eggs that do not contain chicks are sold in grocery stores or farmers' markets for people to purchase to eat.

Objectives:

- The students will demonstrate basic motor skills.
- The students will share and take turns with others.

Activities:

- Show the photographs to the class. Discuss what the students see in each photo.
- Sing the "Eggs On My Head" song. Provide a plastic toy egg on each student's back. Egg cards are also provided to assist with each verse. Egg? omelet game.

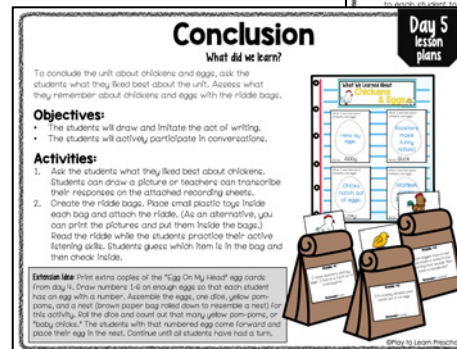
To Play the Game:

- Use the pictures of the hens. Place the right number of cards for your students. Identify the shapes together.
- Hide the egg under one of the hens and recite the poem to find it.
- Children guess where the egg is hiding by identifying the shape.

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Day 5 Conclusion

Find out what the students liked best about chickens, then play a riddle game.



Conclusion
What did we learn?

To conclude the unit about chickens and eggs, ask the students what they liked best about the unit. Assess what they remember about chickens and eggs with the riddle bags.

Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

Activities:

- Ask the students what they liked best about chickens. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
- Create the riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check the bags.

Extension Idea: Print extra copies of the "Eggs On My Head" egg cards from day 4. Draw numbers 1-4 on enough eggs so that each student has an egg with a number. Assemble the eggs, one blue, yellow pom-poms, and a red brown paper bag rolled down to resemble a nest for this activity. Roll the dice and count out that many yellow pom-poms, or "chickens." The students with that number egg come forward and place their egg in the nest. Continue until all students have had a turn.

Day 5 lesson plans

Introduction

Activate Prior Knowledge

Day 1
Lesson
Plans

A chicken is a domestic bird that has wings, feathers, a beak, a comb, a wattle, and a tail. They are typically raised on farms or in backyards.

Objectives:

- The students will use new vocabulary.
- The students will answer questions.
- The students will follow oral directions

Activities:

1. Look at the real pictures of chickens with the students. Talk about the similarities and differences between the chickens in the picture. Ask students if they've ever had eggs for breakfast.
2. Take a poll, "Have you ever seen a chicken?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
3. Sing the "Chickens in the Coup" song. Use the picture cards to assist with each verse.

Extension Idea:

Create a chicken and egg sensory bin with colorful paper shreds, plastic eggs, and pom-poms to match. Students match the pom-poms to the color coordinating eggs.



Have you ever seen a **Chicken?**

Yes, I have. 

No, not yet. 

Ginger **Mac**

Rocky **Fetcher**

Babs **Fowler**


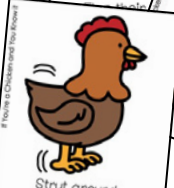

Tweedy

Chickens in the Coup

To the Tune of "The Wheels on the Bus"

The chickens in the coup
Say cluck, cluck, cluck,
cluck, cluck, cluck,
cluck, cluck, cluck.

The chickens in the coup
Say cluck, cluck, cluck.
All day long.

some eggs.

Strut around.

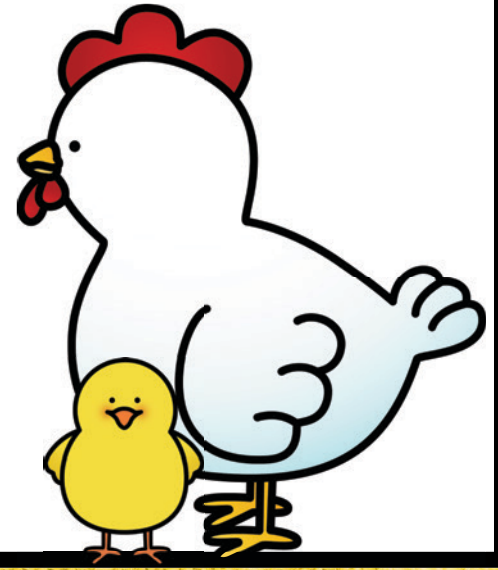
Chickens are birds with small wings that typically live on farms.



Chickens lay eggs. Farmers collect the eggs and sell them for food.

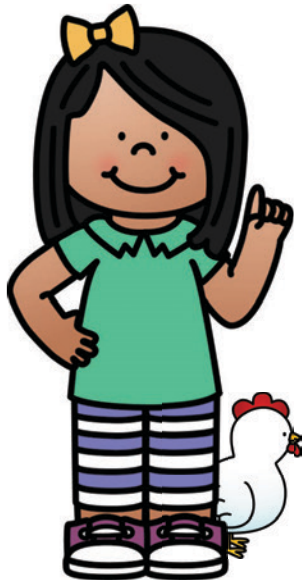


Have you ever seen a
Chicken?



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Yes, I
have.



No, not
yet.



Chickens in the Coup

To the Tune of "The Wheels on the Bus"

The chickens in the coup

Say cluck, cluck, cluck,
cluck, cluck, cluck,
cluck, cluck, cluck.

The chickens in the coup

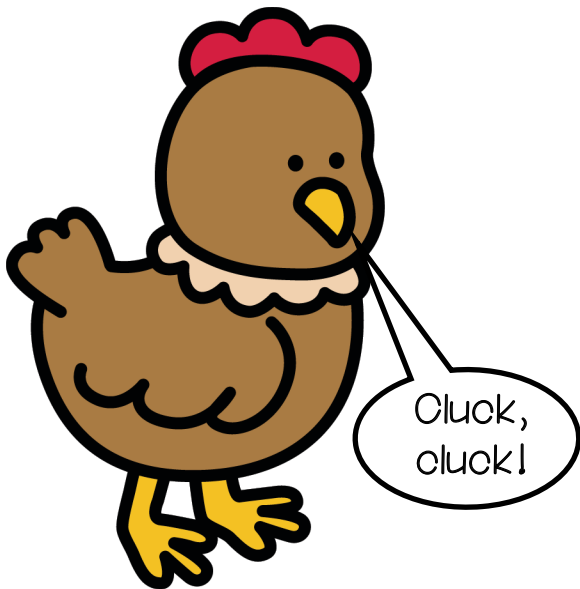
Say cluck, cluck, cluck.

All day long.

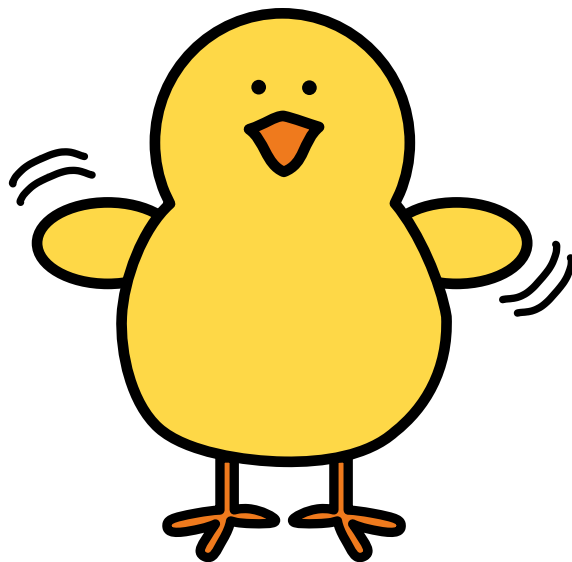
Repeat with verses:

- Flap their wings
- Lay some eggs
- Strut around
- Eat the seeds
- Go to sleep

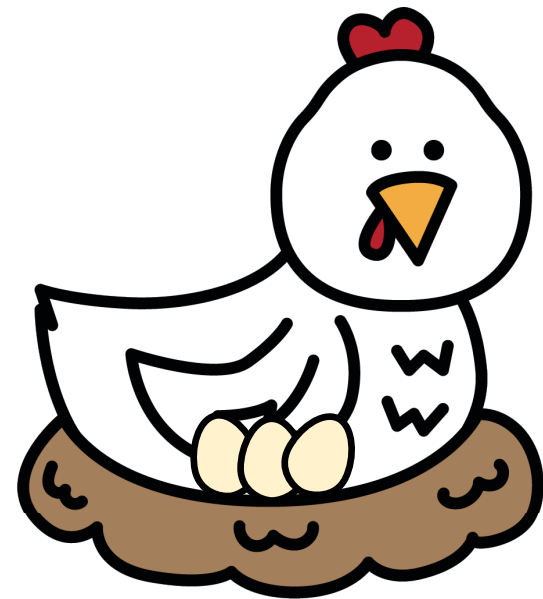




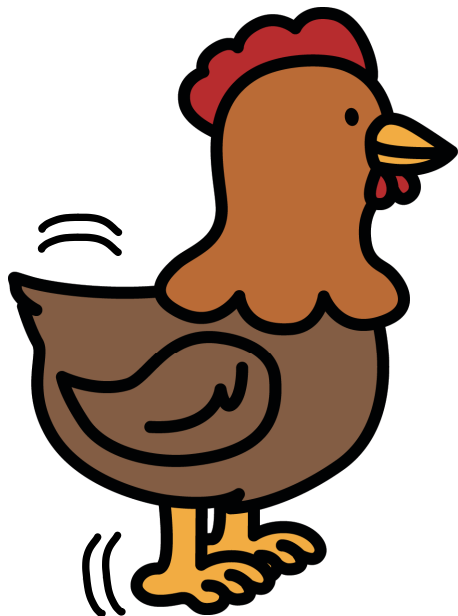
Say cluck, cluck, cluck



Flap their wings



Lay some eggs



Strut around



Eat the seeds



Go to sleep

Chickens

What is a chicken?

Day 2
lesson
plans

A chicken is a bird typically raised on farms or backyards. A female chicken is called a hen, and a male chicken is called a rooster. A baby chicken is called a chick. Chickens usually lay their eggs in nests or live in a designated chicken coop. Chickens eat scraps of vegetables, fruit, insects, and grains.

Objectives:

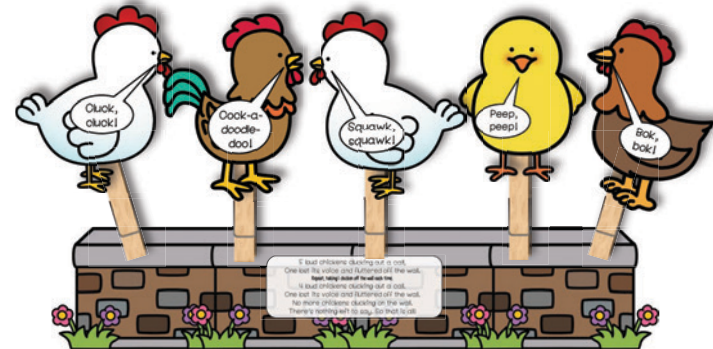
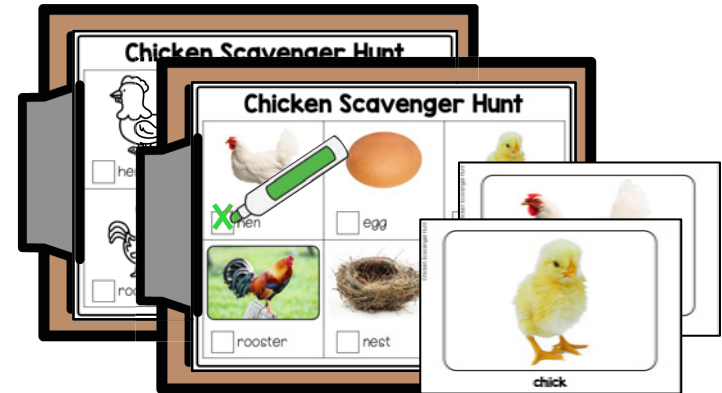
- The students will use illustrations to guess the text.
- The students will count a set to 5 and make combinations of objects to create the set.

Activities:

1. Print the scavenger hunt pages and laminate. Post the $\frac{1}{2}$ pages around the room. Place laminated color pages on clipboards with a dry erase marker. Students pair up with a friend and search the room. They check off each item as it is found. Black and white copies are also provided.
2. Play the chip clip game, "Five Loud Chickens." Take one chicken off the wall as you count down.

Extension Idea: Teach the ASL for "chicken." Make a fist then stick the pointer finger and thumb out. Place the back of that hand against the cheek, then pinch the thumb and pointer finger two times like a bird's beak.

(x2)





**A female chicken is called a hen.
She lays eggs and takes care of the chicks.**



A male chicken is called a rooster. His wattle, comb, and tail feathers are bigger than a hen's.



Roosters talk to other chickens with a sound like, "Cock-a-doodle-doo!"



Baby chickens are called chicks. They hatch, or break out of the eggs that hens lay.

Chicken Scavenger Hunt



hen



egg



chick



rooster

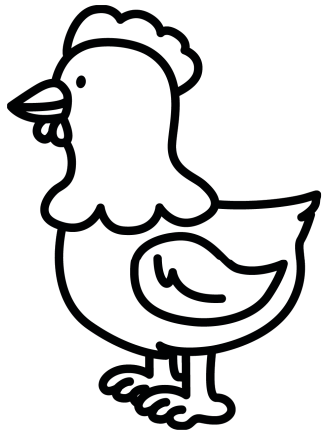


nest

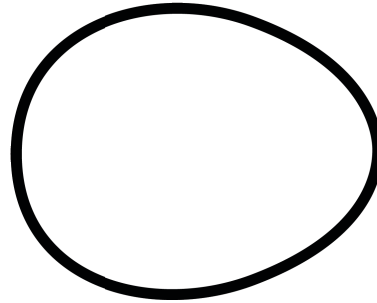


chicken coop

Chicken Scavenger Hunt



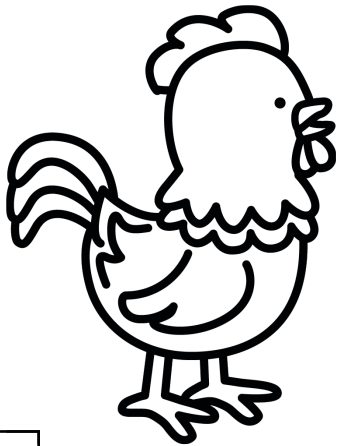
hen



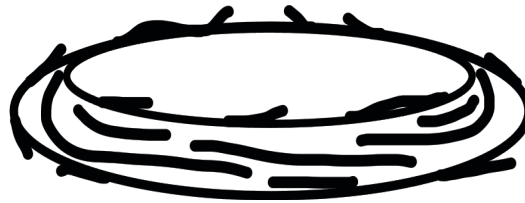
egg



chick



rooster



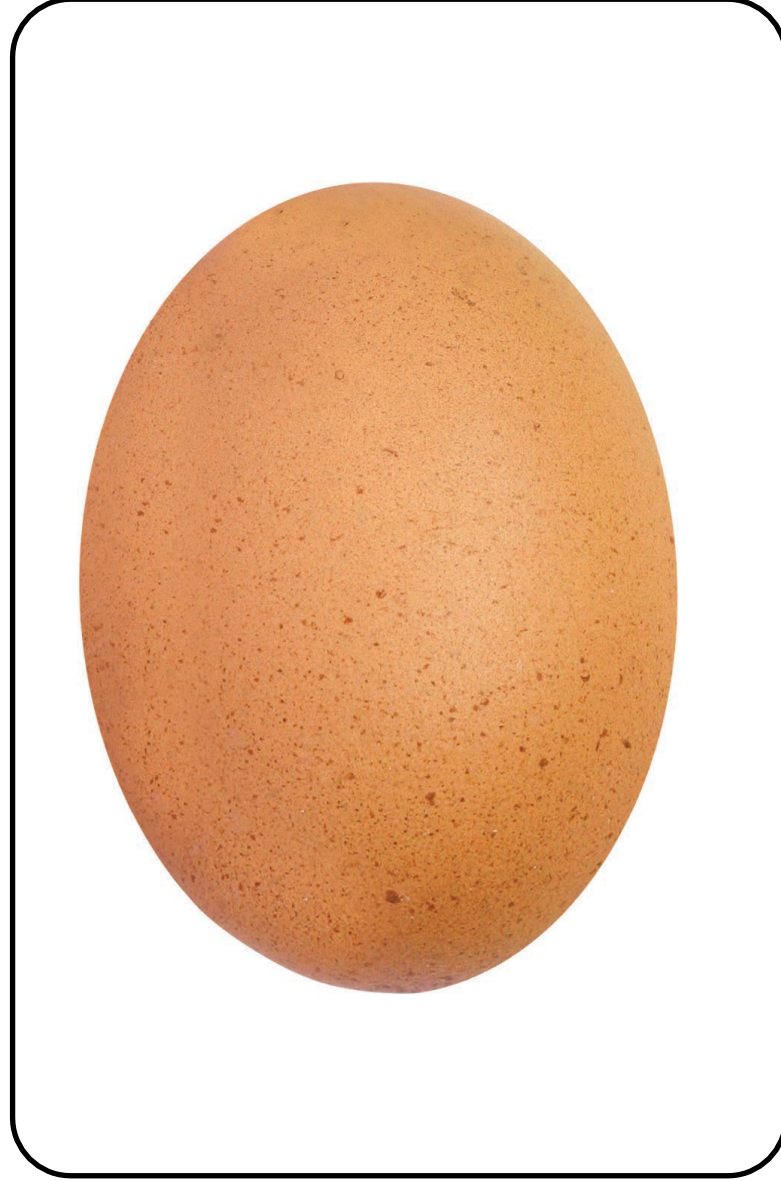
nest



chicken coop



hen



egg



chick



rooster



nest



chicken coop

Five Loud Chickens!

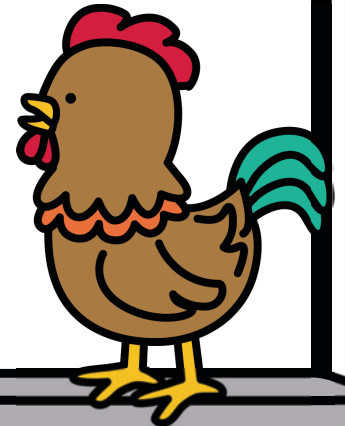
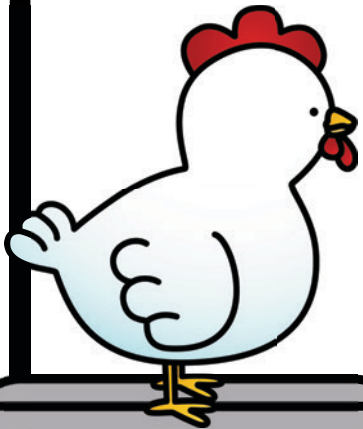
Chip Clip Poem

Five loud chickens, clucking out a call,
One lost its voice and
Fluttered off the wall.

Four loud chickens, clucking out a call.
One lost its voice and
Fluttered off the wall.

Continue counting backwards.

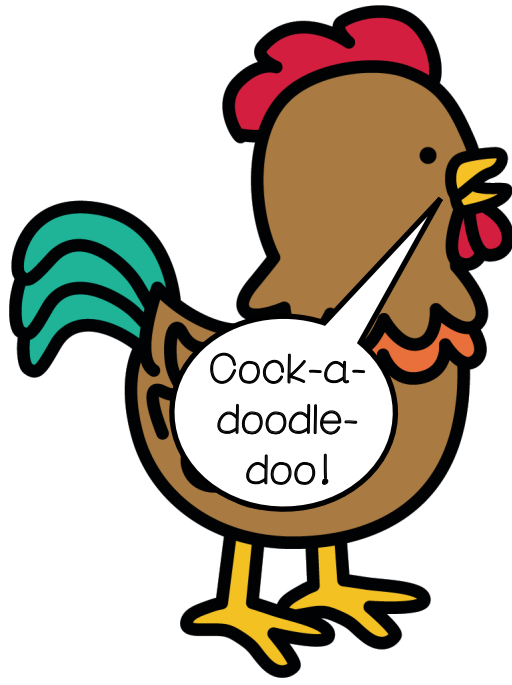
No more chickens
Clucking on the wall.
There's nothing left to say.
So that is all!



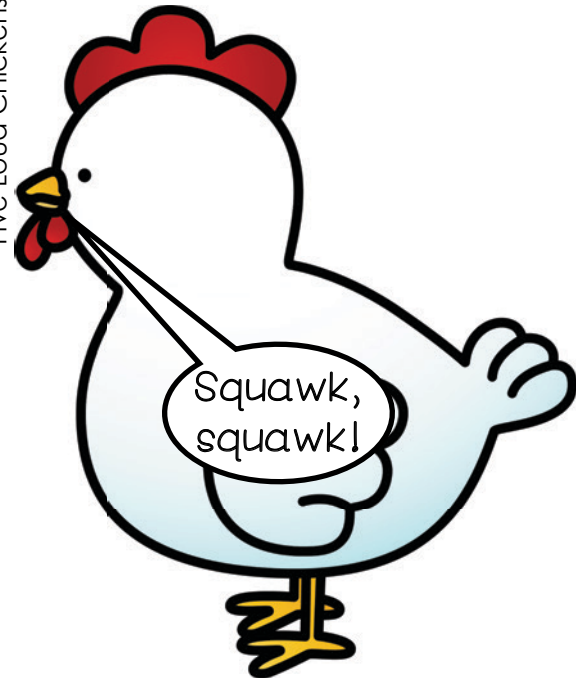
Five Loud Chickens



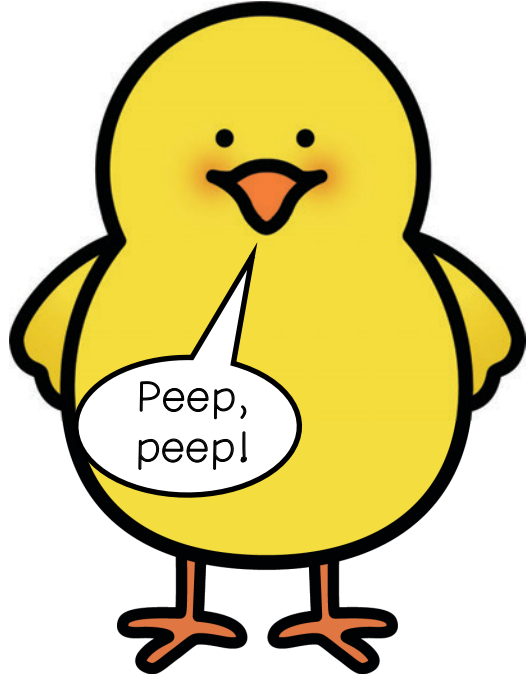
Five Loud Chickens



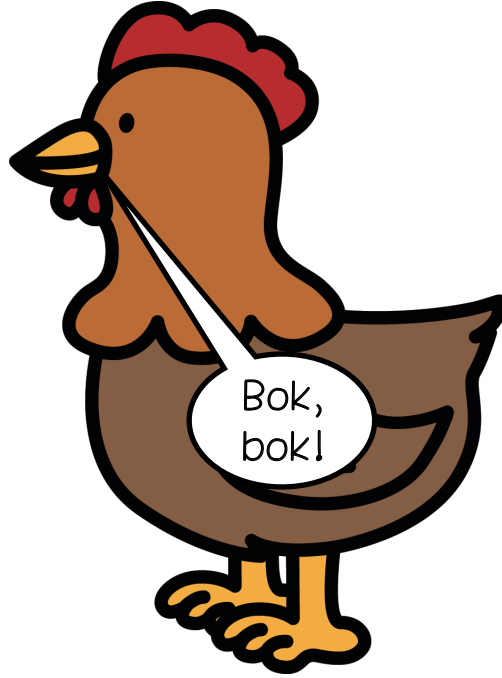
Five Loud Chickens



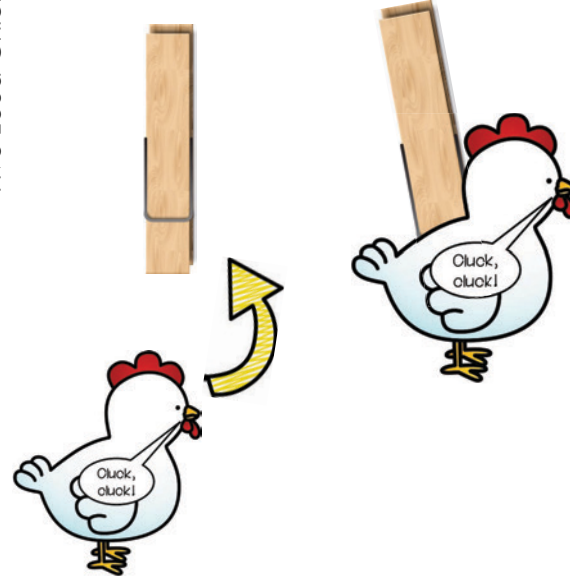
Five Loud Chickens

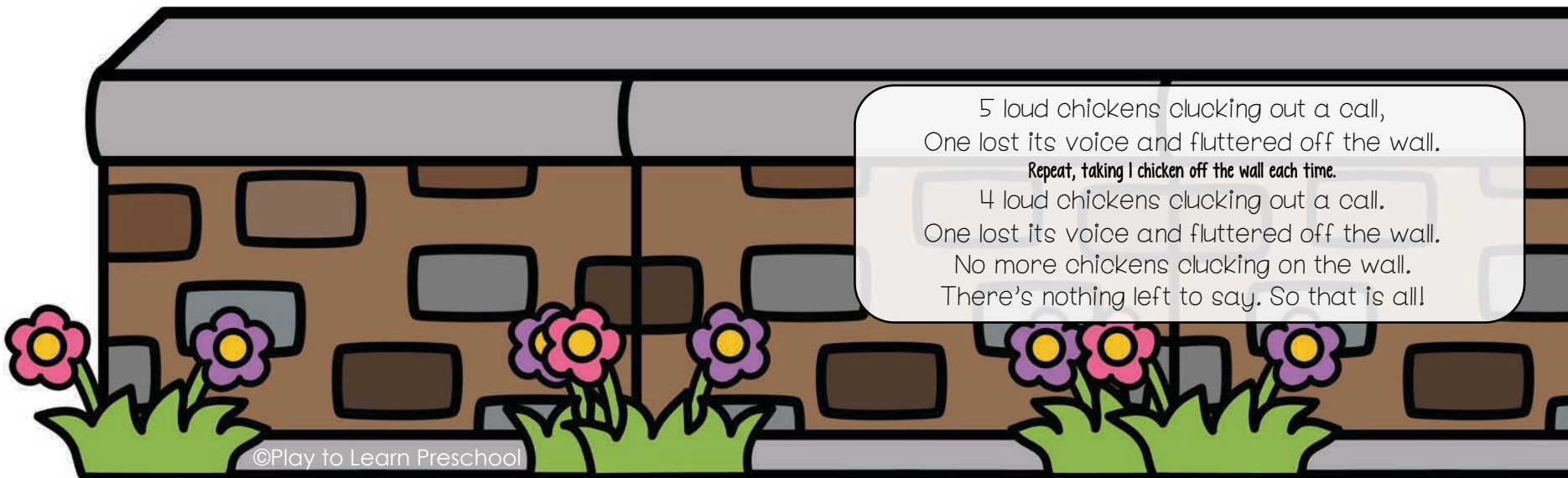


Five Loud Chickens



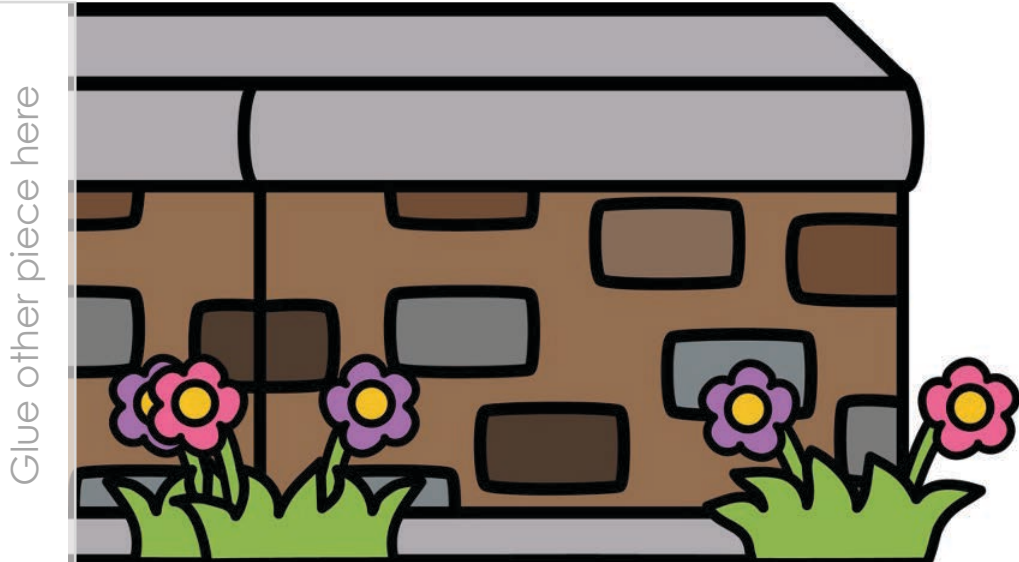
Five Loud Chickens



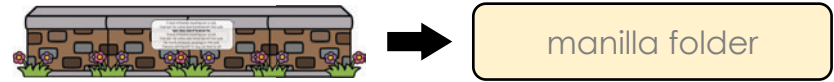


5 loud chickens clucking out a call,
 One lost its voice and fluttered off the wall.
 Repeat, taking 1 chicken off the wall each time.
 4 loud chickens clucking out a call.
 One lost its voice and fluttered off the wall.
 No more chickens clucking on the wall.
 There's nothing left to say. So that is all!

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Glue other piece here



Tape the stone wall pieces together and glue to a piece of manilla folder for support.

Feathers, Beak, and Wattle

Characteristics of Chickens

Day 3
lesson
plans

Chickens have heavy bodies compared to their small, feathery wings, making it difficult to fly long distances. Their feet have strong claws that allow them to dig in the dirt and find food with their beaks. Additionally, chickens have wattles and combs that help regulate their body temperature to help keep them cool in the summer and warm in winter.

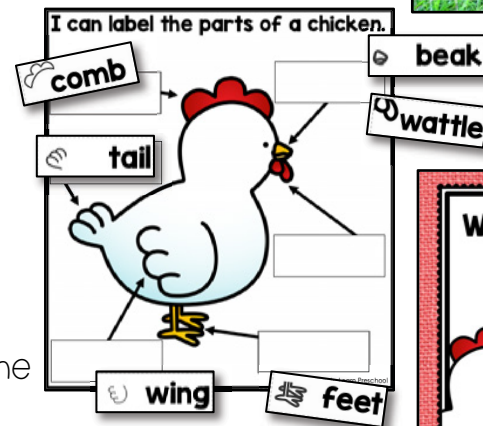


Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

Activities:

1. View the real pictures of the chickens with the students and point out the different body parts.
2. Point out the different parts of chicken and label them. As the group is labeling the chicken, have students make motions with each part like, "wag your tail feathers, stomp your feet, etc."
3. Sing the "Wings, Wattle, Tail, & Toes" song. Use the picture cards to assist with each verse.



Extension Idea: Create a memory tray by identifying and placing small plastic chicken toys on a tray. (Examples include: chicken, plastic egg, toy nest, feather, etc.) Have students hide their eyes while the teacher removes an item. Students take turns guessing which item is missing.

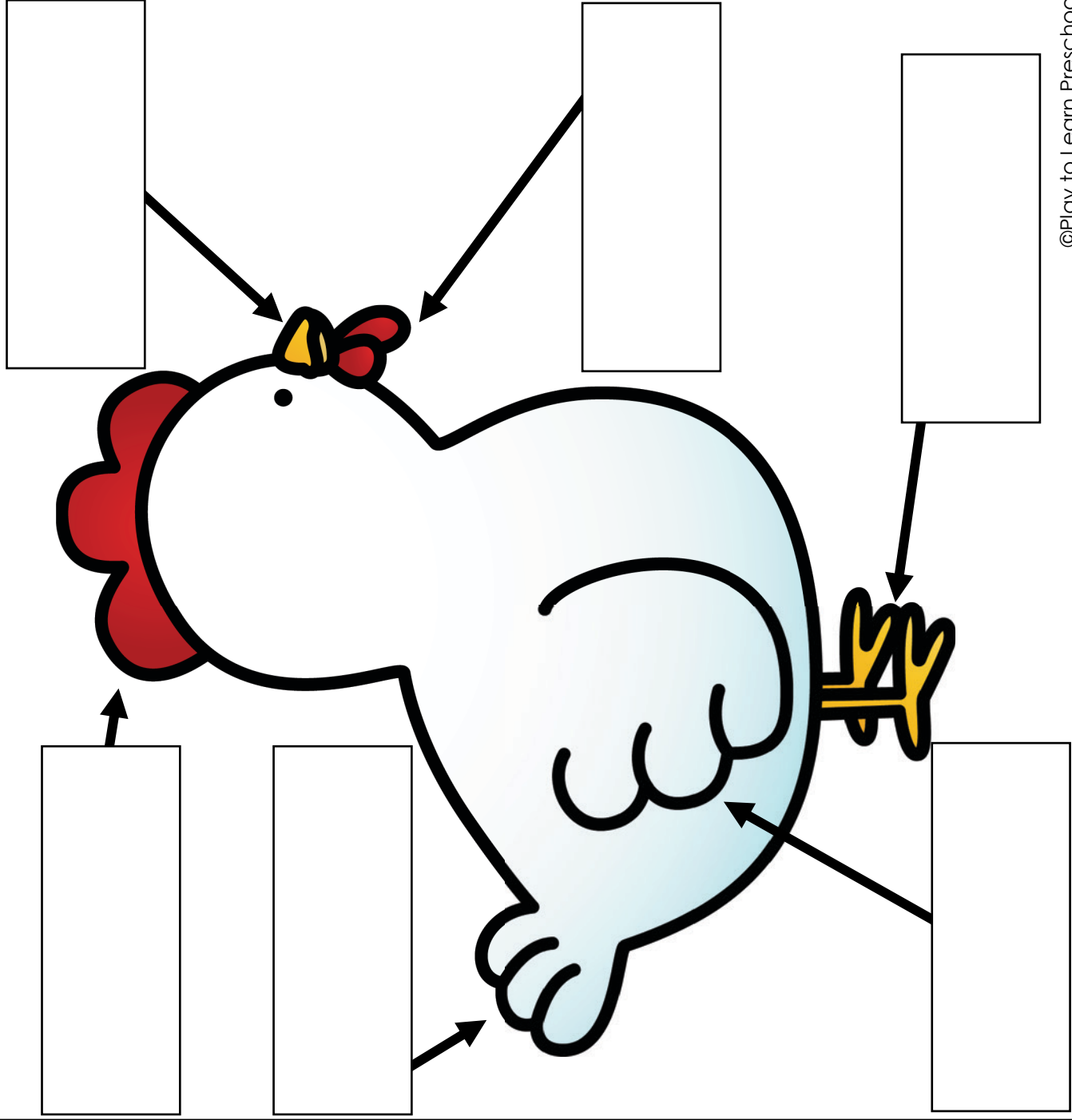


A chicken's feathers, wattle, and comb help balance a chicken's temperature.



**Chickens use their claws to dig for food.
They use their beak to pick it up.**

I can label the parts of a chicken.



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beak



wing



comb



feet



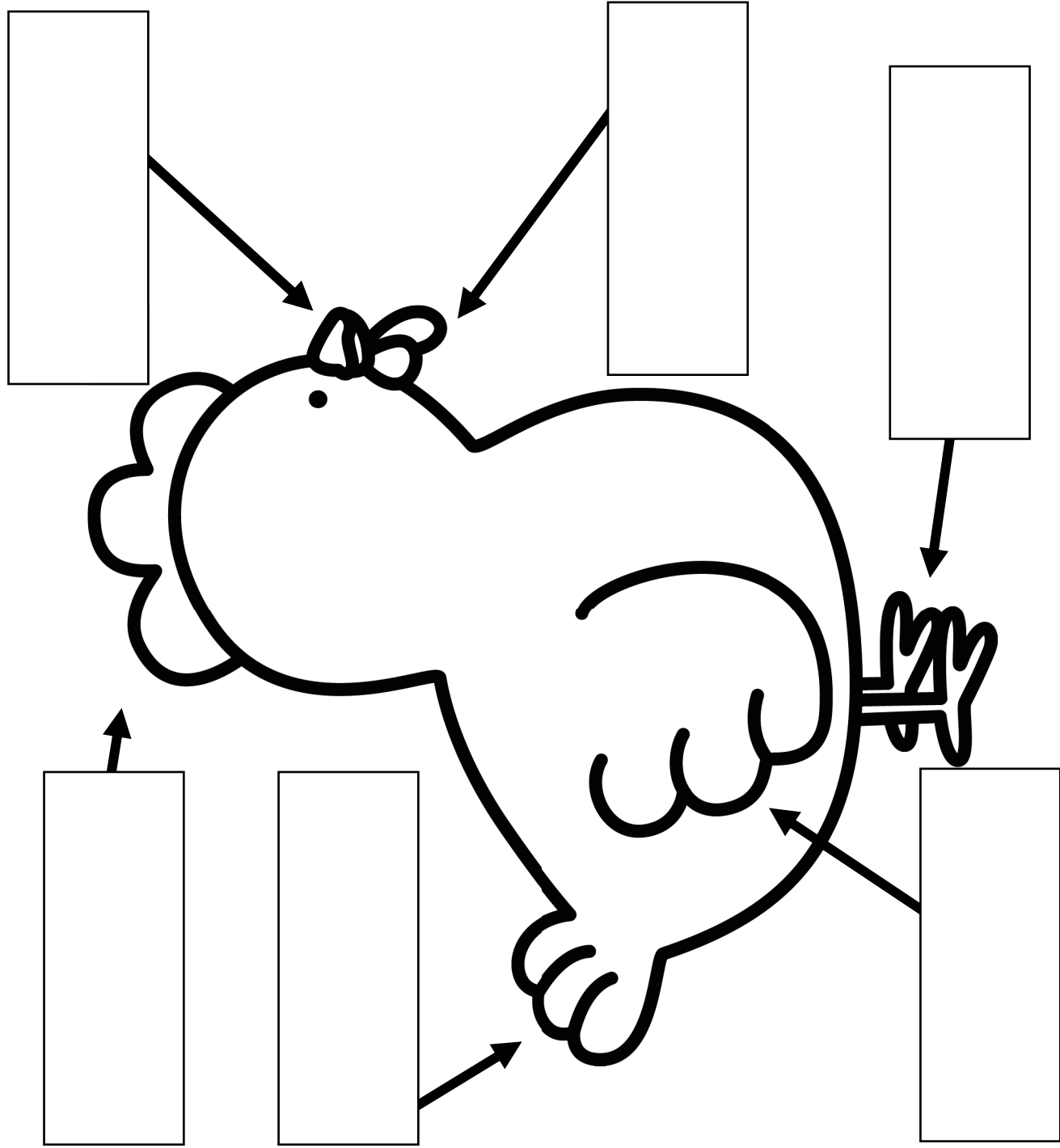
tail



wattle


Name _____

I can label the parts of a chicken.




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 **beak**

 **wing**

 **comb**

 **feet**

 **tail**

 **wattle**

Wings, Wattle, Tail and Toes

To the tune of "Head, Shoulders, Knees, and Toes"

Wings, wattle, tail, and toes.

Tail and toes.

Wings, wattle, tail, and toes.

Tail and toes.

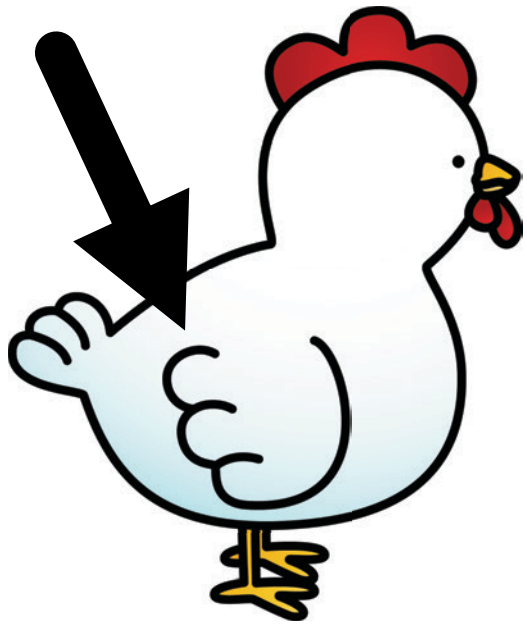
Eyes, and nostrils,

Comb and beak.

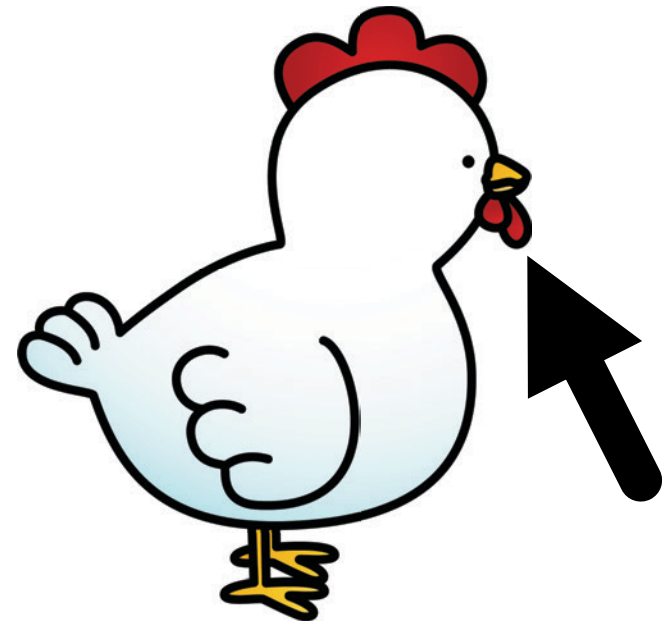
Wings, wattle, tail, and toes.

Tail and toes.

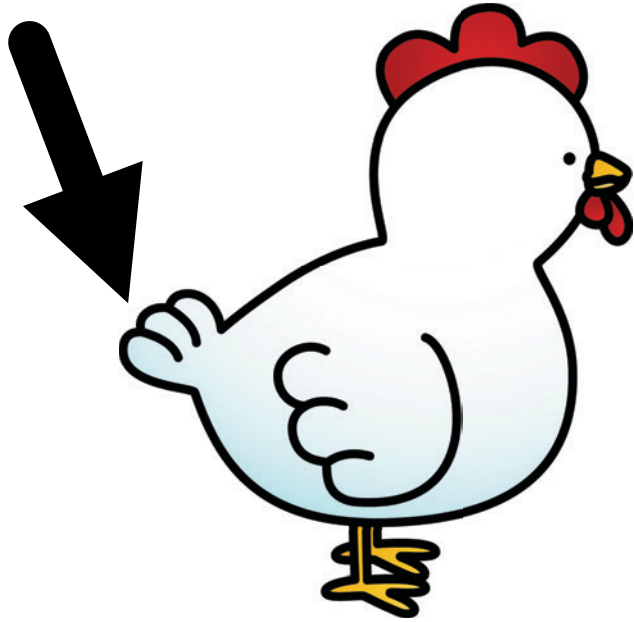




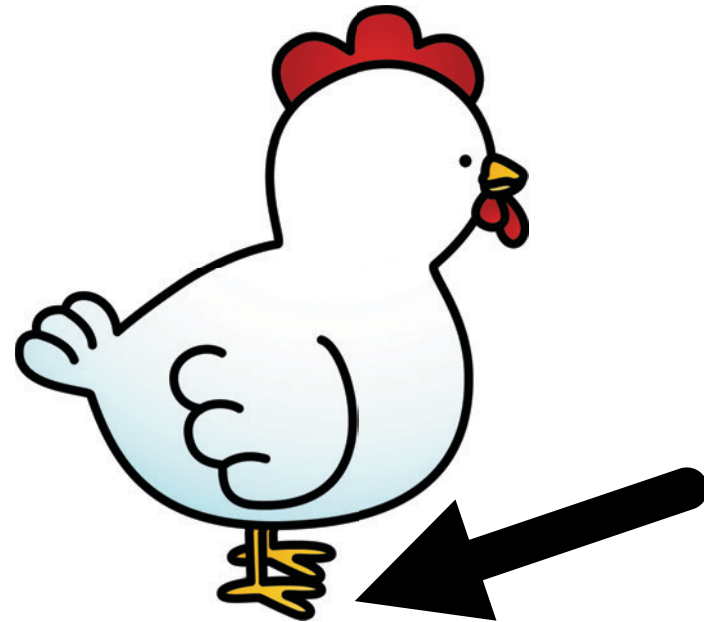
wings



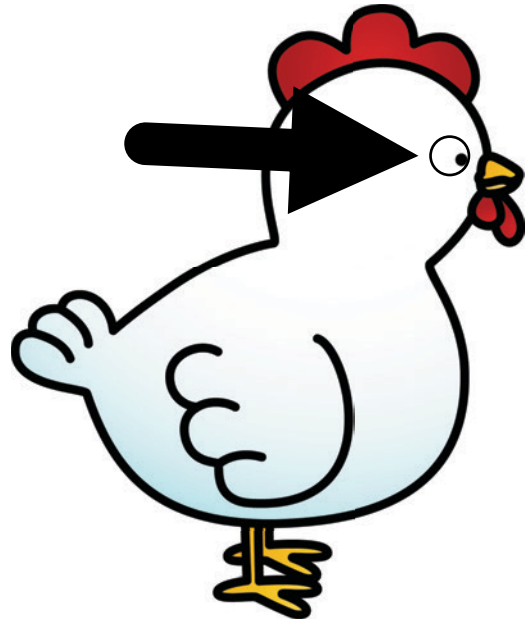
wattle



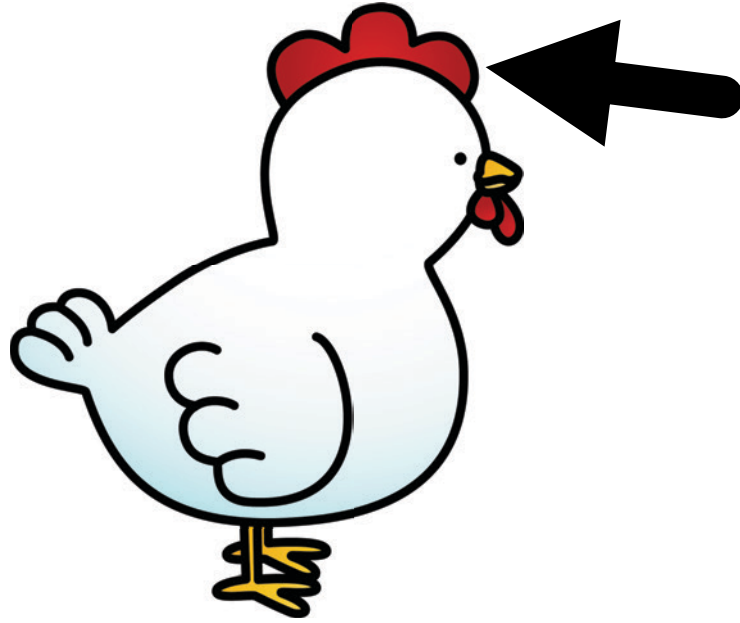
tail



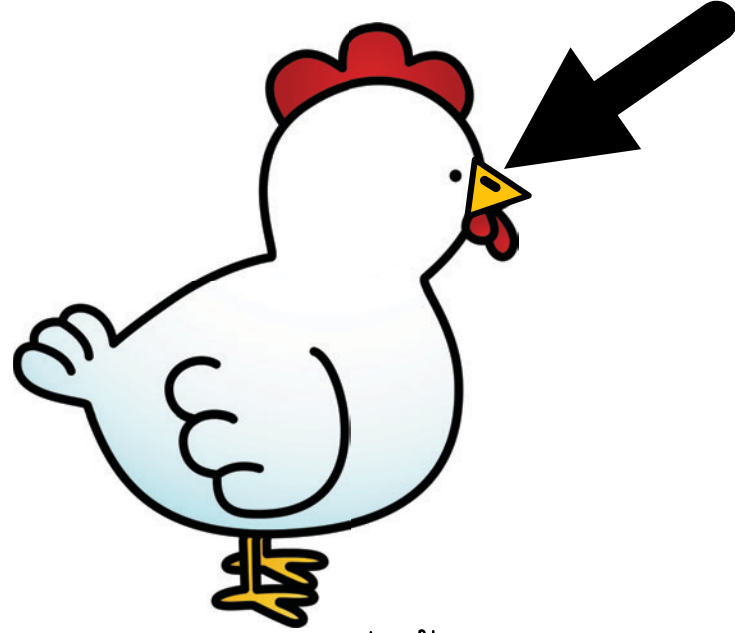
toes



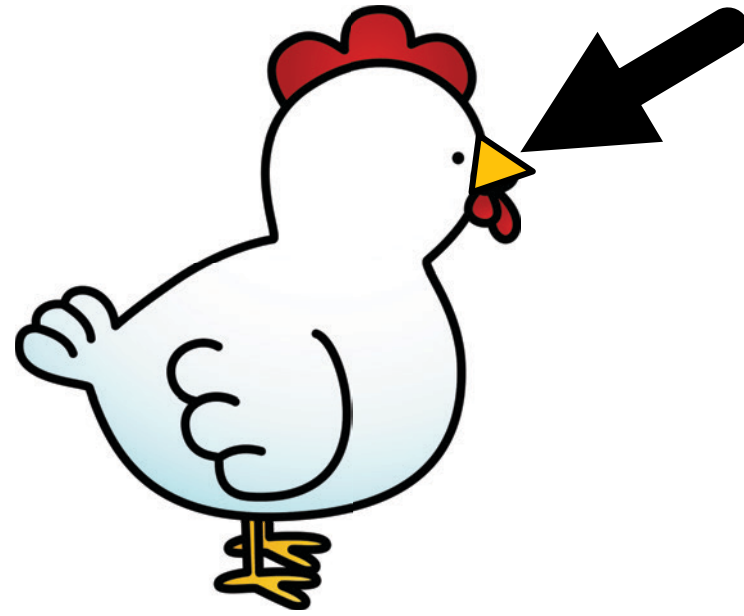
eyes



comb



nostrils



beak

Eggs

What are eggs?

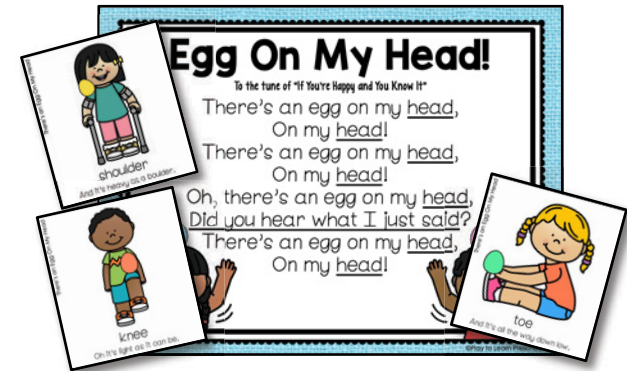
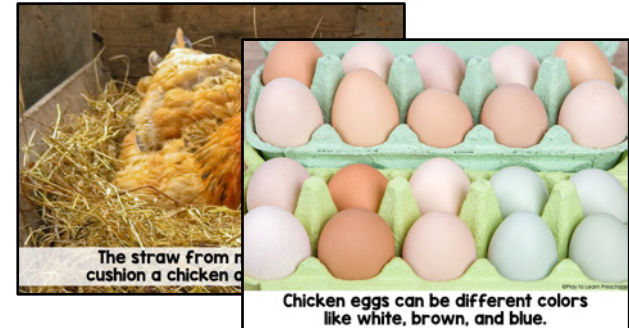
An egg is a hard-shelled object with an oval shape that is produced by female birds. Hens, or female chickens, are responsible for laying eggs. Sometimes, eggs contain chicks inside them, while others do not. Eggs that do not contain chicks are sold in grocery stores or farmers' markets for people to purchase to eat.

Objectives:

- The students will demonstrate basic locomotor skills.
- The students will share and take turns with others.

Activities:

1. Show the photographs to the class. Discuss what the students see in each photo.
2. Sing the "Egg On My Head!" song. Provide a plastic toy egg to each student to place on their body. Egg cards are also provided. Use the picture cards to assist with each verse.
3. Play the "Where's the Egg?" carpet game.



Extension Idea: Teach ASL for "egg" by forming the letter "H" with your pointer and middle fingers on both hands. Put your right hand "H" on top of your left hand "H" then swipe hands down as if breaking the egg.



To Play the Game:

- Line up the pictures of the hens. Pick the right number of cards for your students. Identify the shapes together.
- Hide the egg under one of the hens and recite the poem to find it.
- Children guess where the egg is hiding by identifying the shape.





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**Chicken eggs can be different colors
like white, brown, and blue.**



The straw from nests helps cushion a chicken and its eggs.



A chicken coop protects chickens and their eggs from predators and bad weather.

Egg On My Head!

To the tune of "If You're Happy and You Know It"

There's an egg on my head,
On my head!

There's an egg on my head,
On my head!

Oh, there's an egg on my head,
Did you hear what I just said?

There's an egg on my head,
On my head!



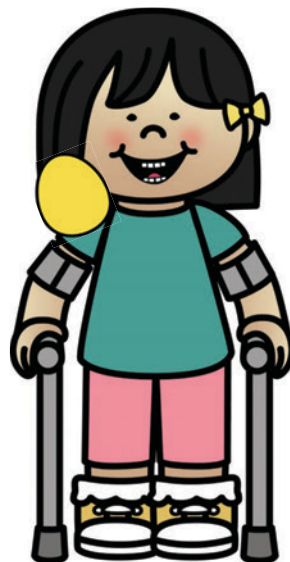
Egg On My Head!



head

Did you hear what I just said?

Egg On My Head!



shoulder

And it's heavy as a boulder

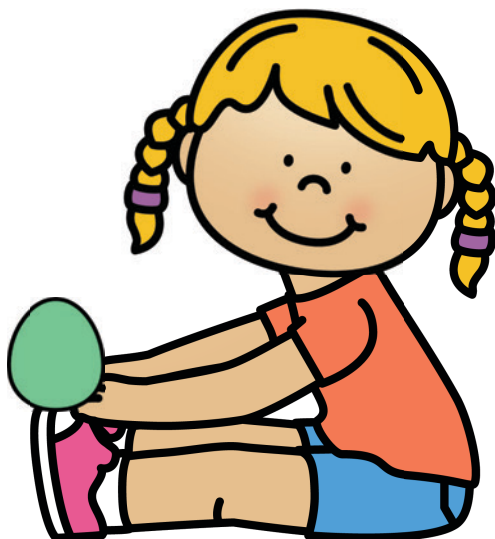
Egg On My Head!



knee

Oh it's light as it can be

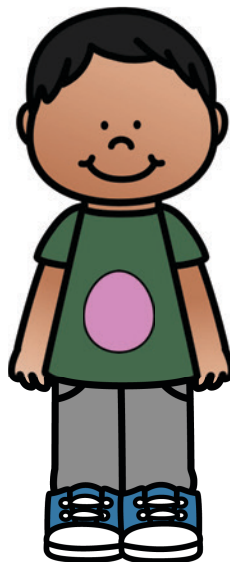
Egg On My Head!



toe

And it's all the way down low

Egg On My Head!



belly

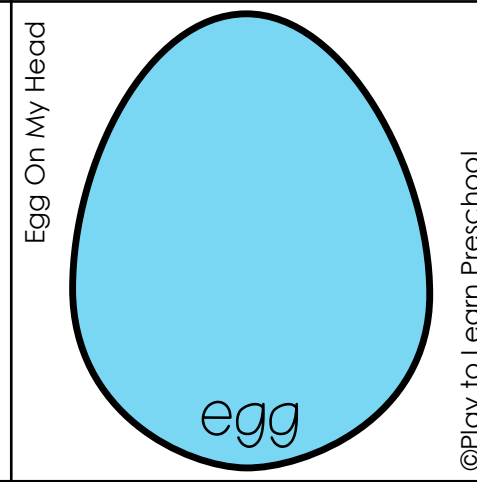
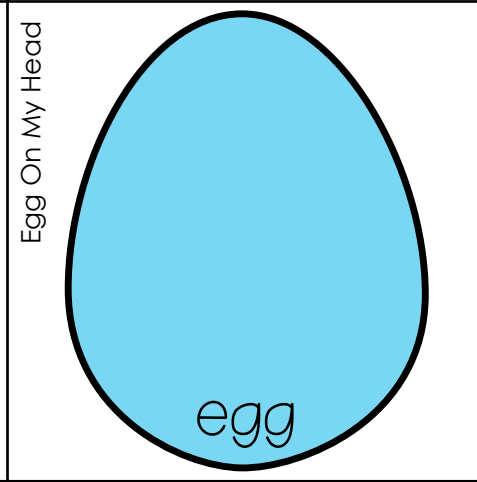
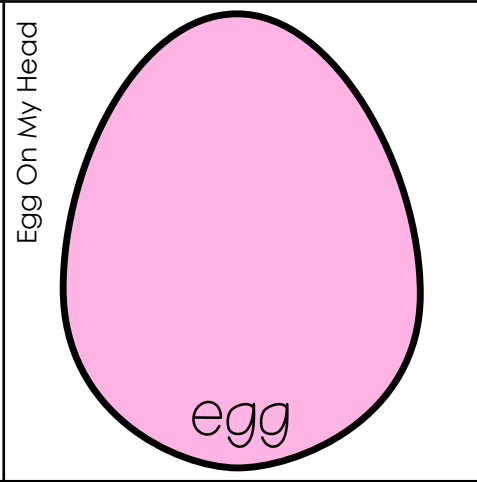
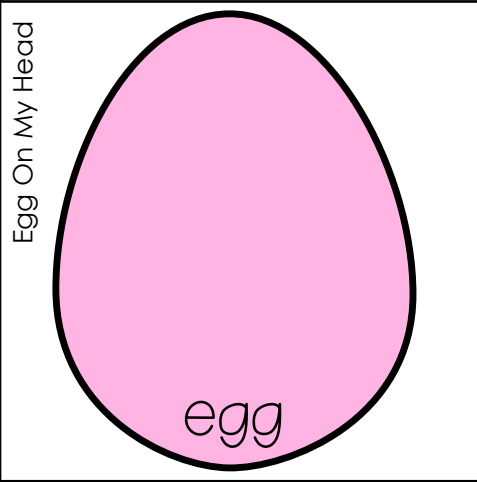
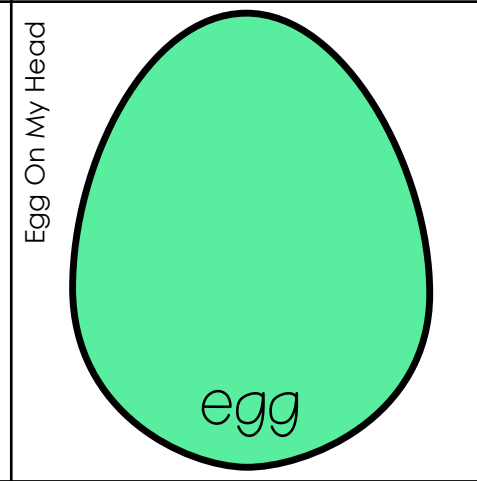
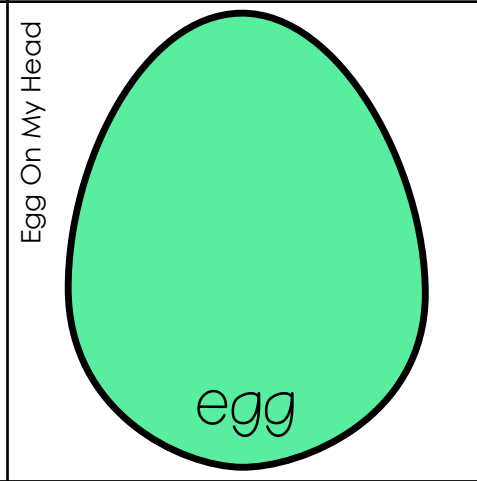
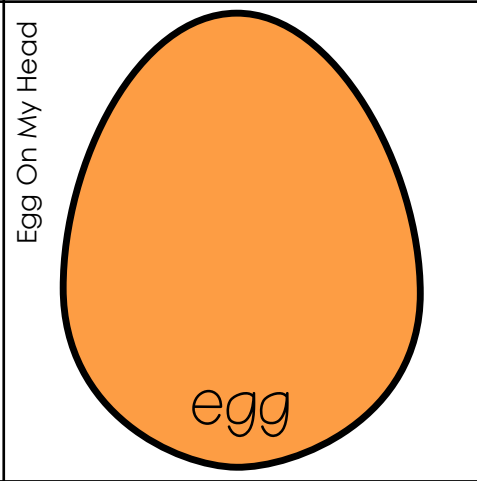
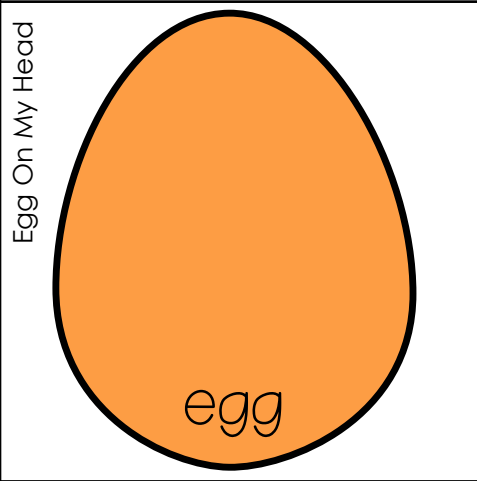
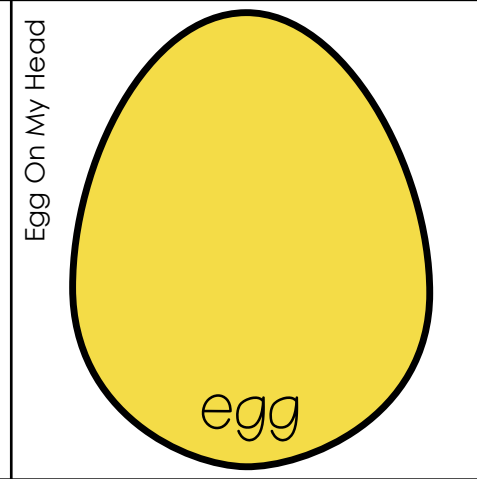
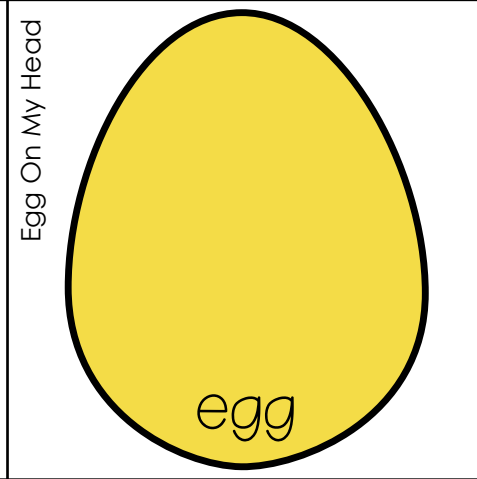
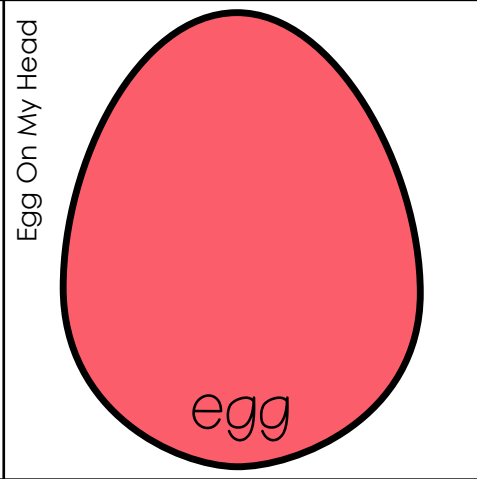
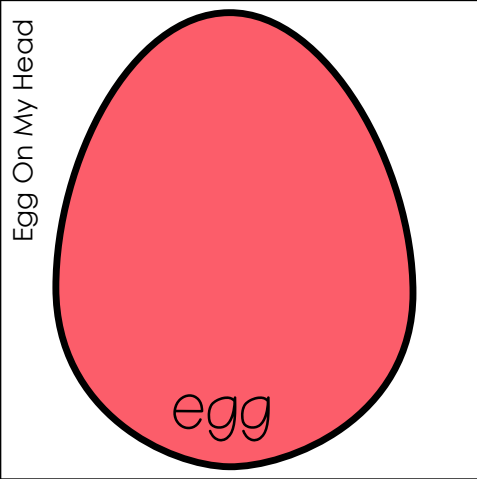
And it wiggles just like jelly

Egg On My Head!



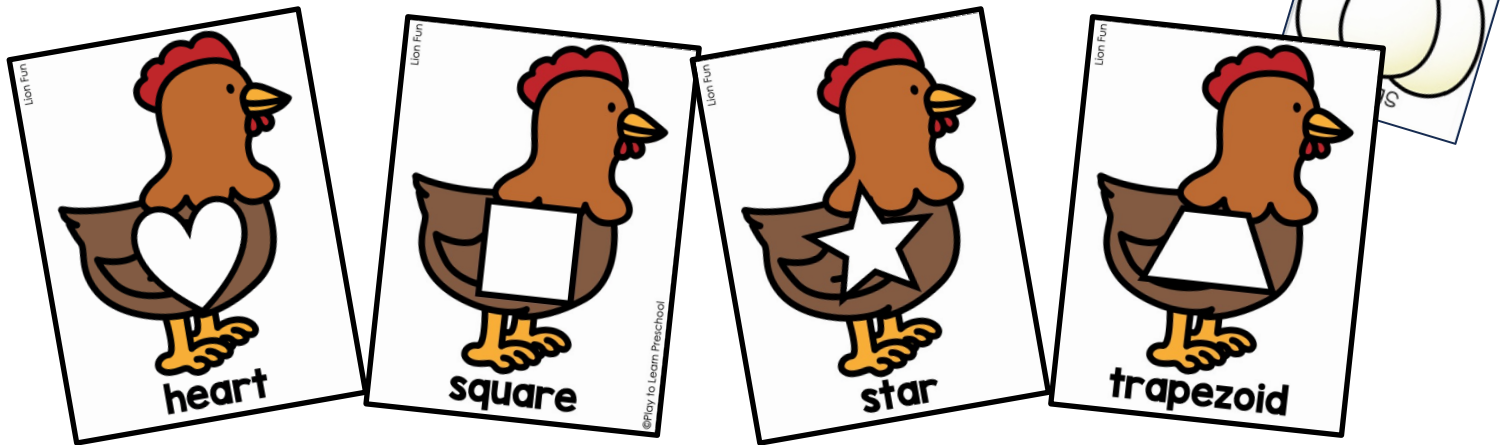
neck

Can you look and double check?

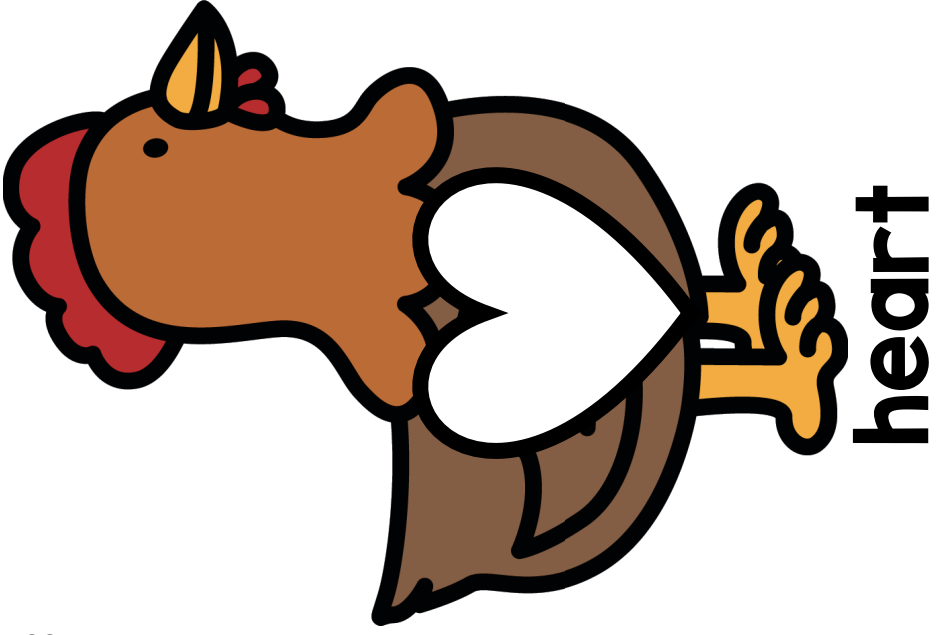


Where's the Egg?

Little brown hen,
Where are the eggs?

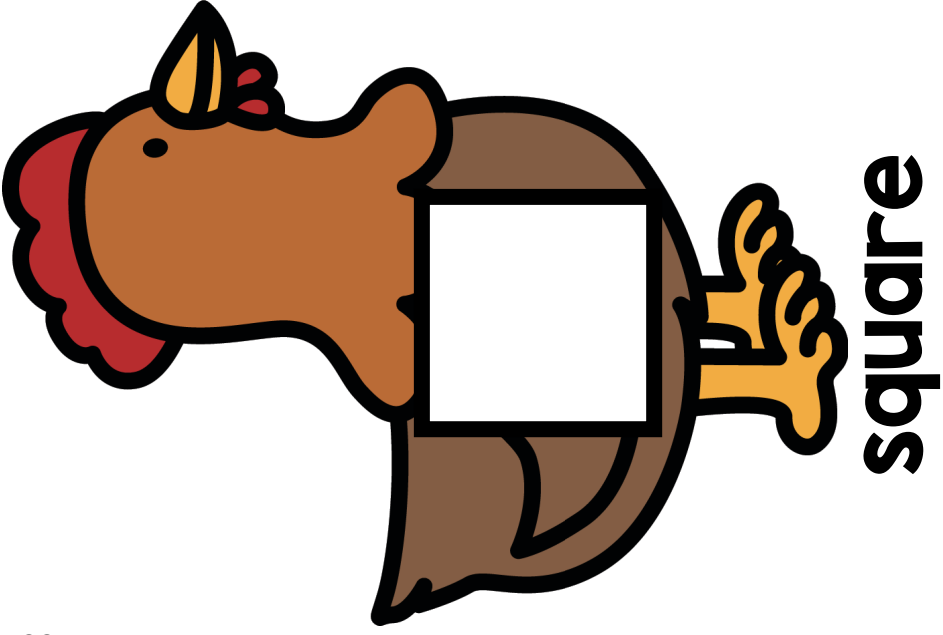


Pick a shape.
Look under their legs!



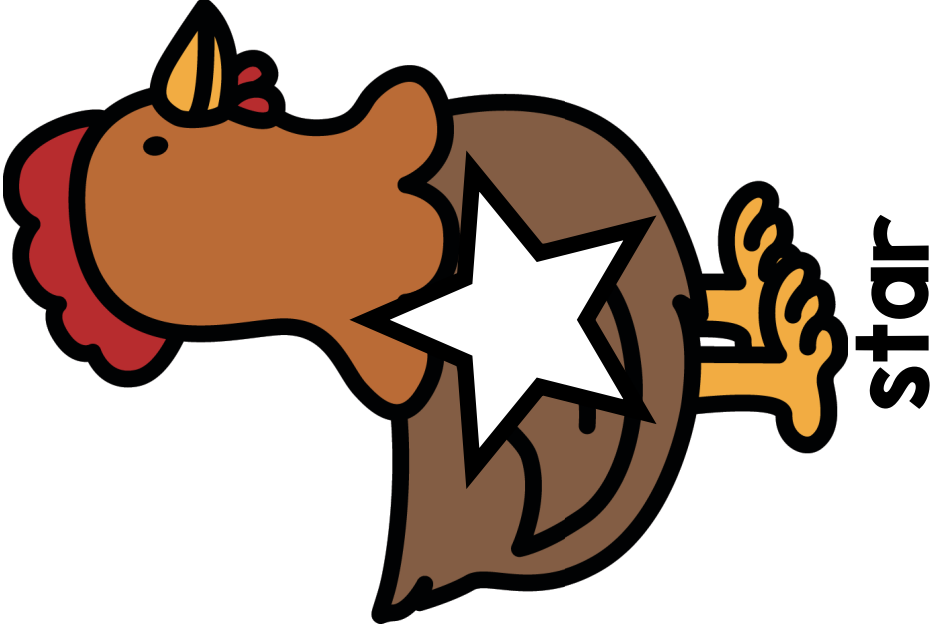
heart

Where's the Egg?



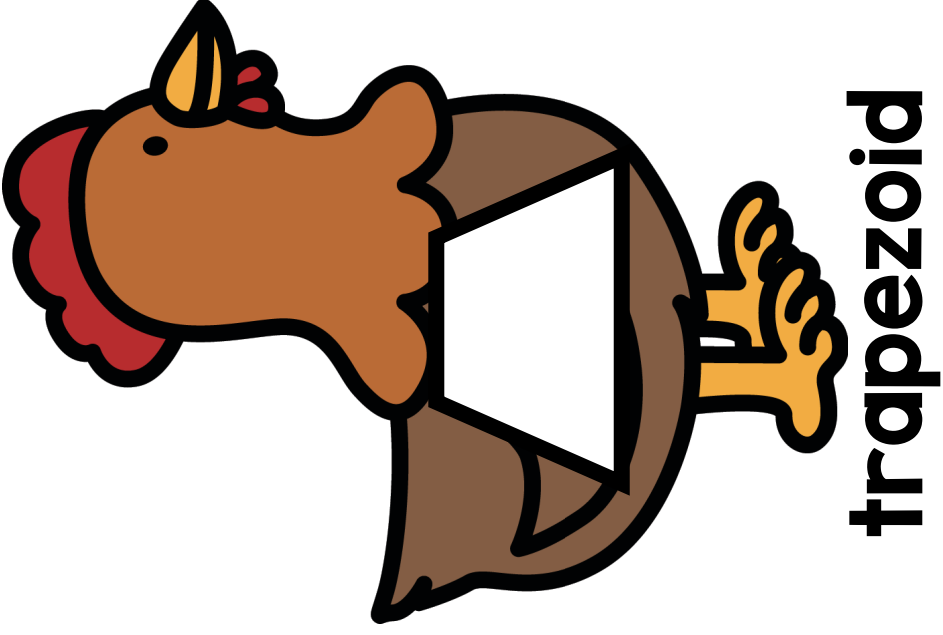
square

Where's the Egg?



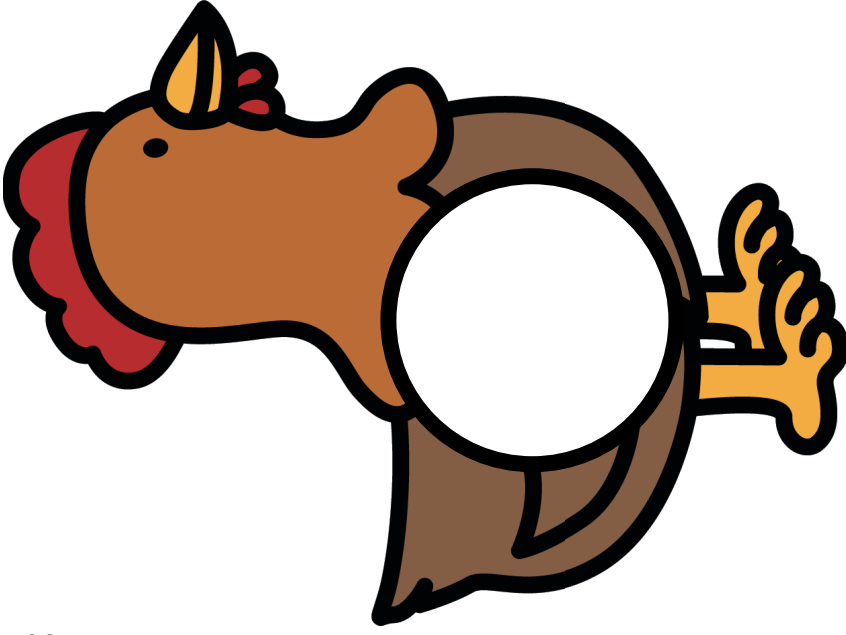
star

Where's the Egg?



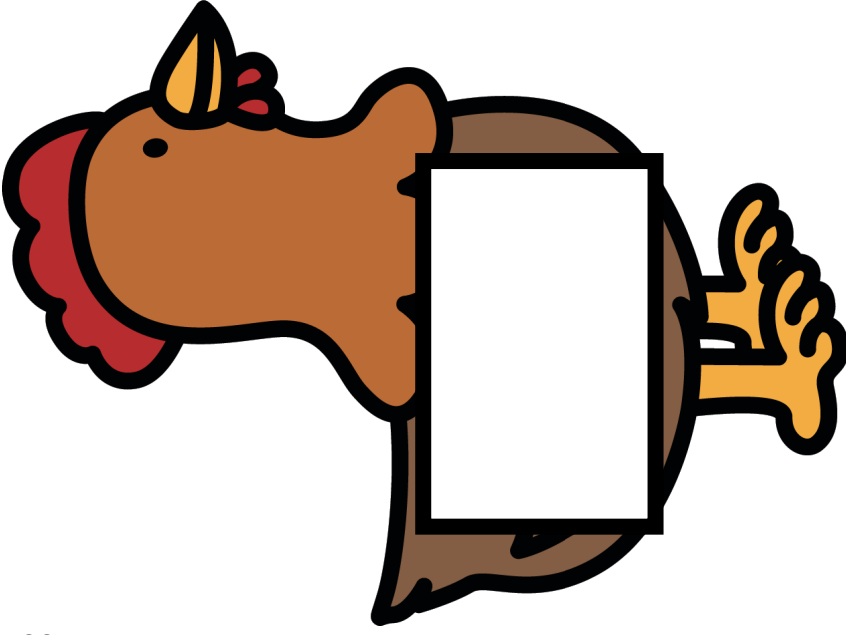
trapezoid

Where's the Egg?



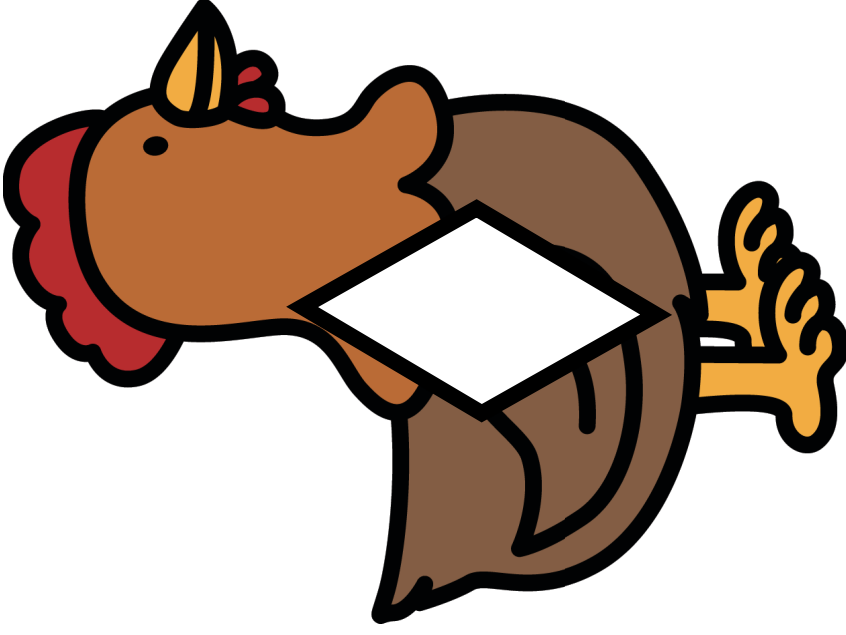
circle

Where's the Egg?



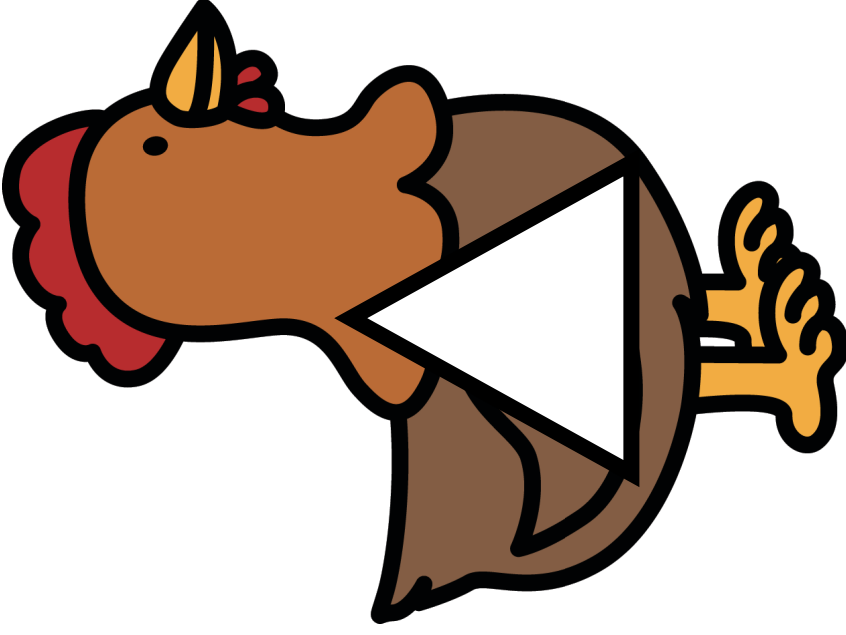
rectangle

Where's the Egg?



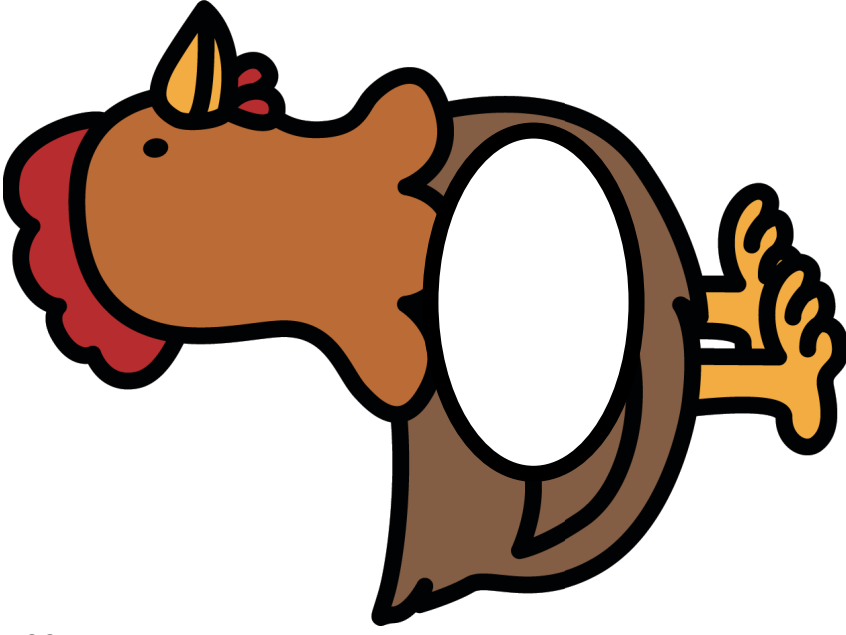
diamond

Where's the Egg?



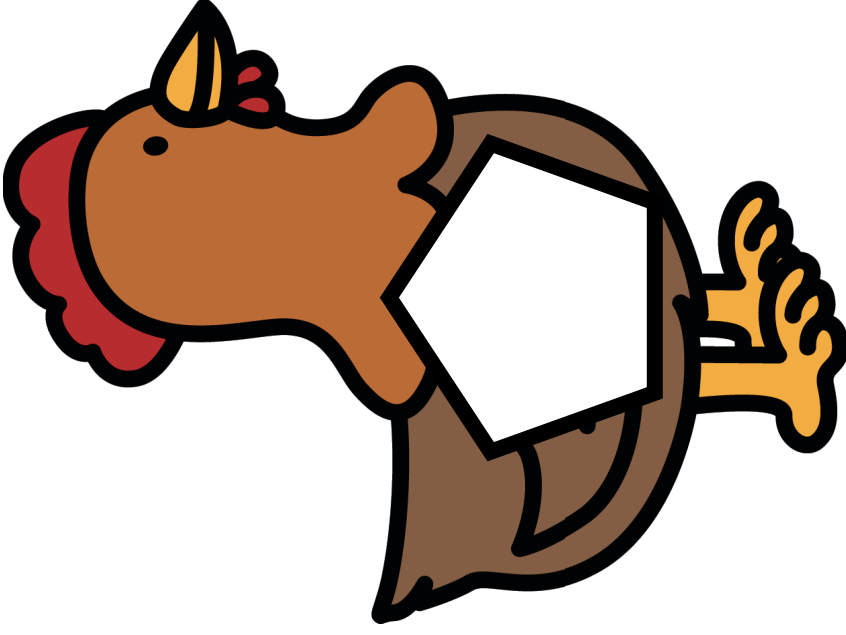
triangle

Where's the Egg?



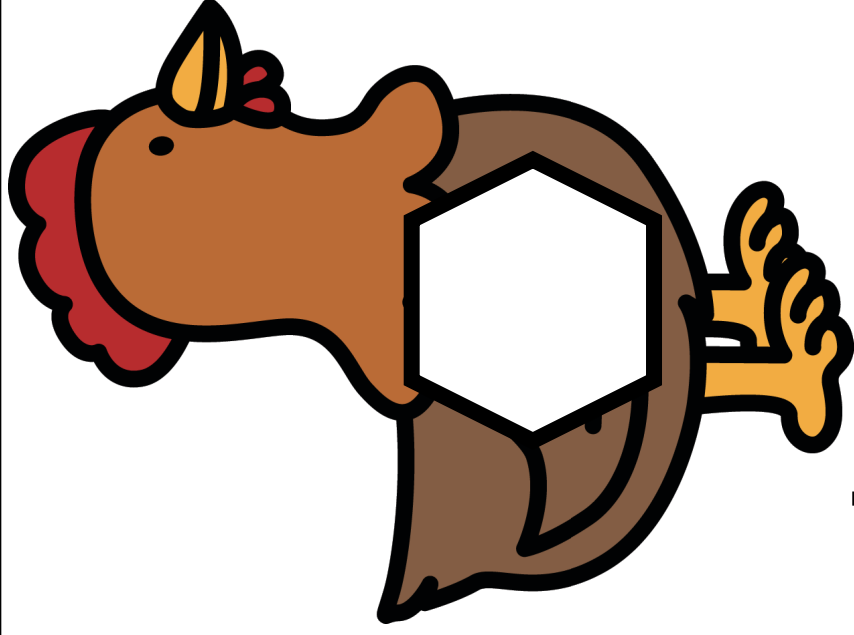
oval

Where's the Egg?



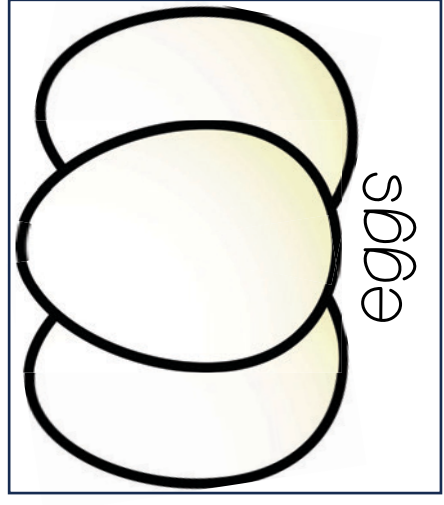
pentagon

Where's the Egg?



hexagon

Where's the Egg?



Cut out these eggs.

Where's the Egg?

Conclusion

What did we learn?

Day 5
lesson
plans

To conclude the unit about chickens and eggs, ask the students what they liked best about the unit. Assess what they remember about chickens and eggs with the riddle bags.

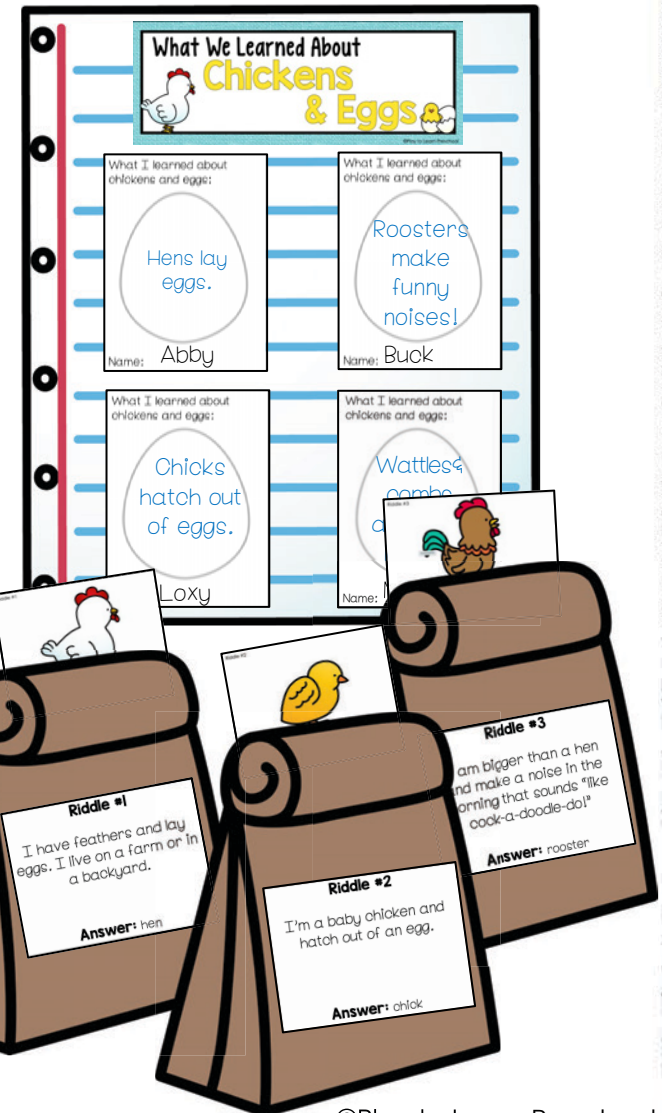
Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

Activities:

1. Ask the students what they liked best about chickens. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
2. Create the riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check inside.

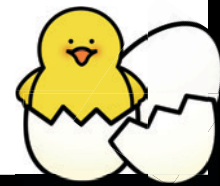
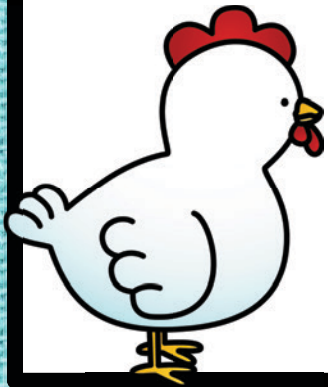
Extension Idea: Print extra copies of the “Egg On My Head” egg cards from day 4. Draw numbers 1-6 on enough eggs so that each student has an egg with a number. Assemble the eggs, one dice, yellow pom-poms, and a nest (brown paper bag rolled down to resemble a nest) for this activity. Roll the dice and count out that many yellow pom-poms, or “baby chicks.” The students with that numbered egg come forward and place their egg in the nest. Continue until all students have had a turn.



What We Learned About

Chickens

& Eggs



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What I learned about
chickens and eggs:

A large, empty, light gray oval shape intended for a child to write their response to the question.

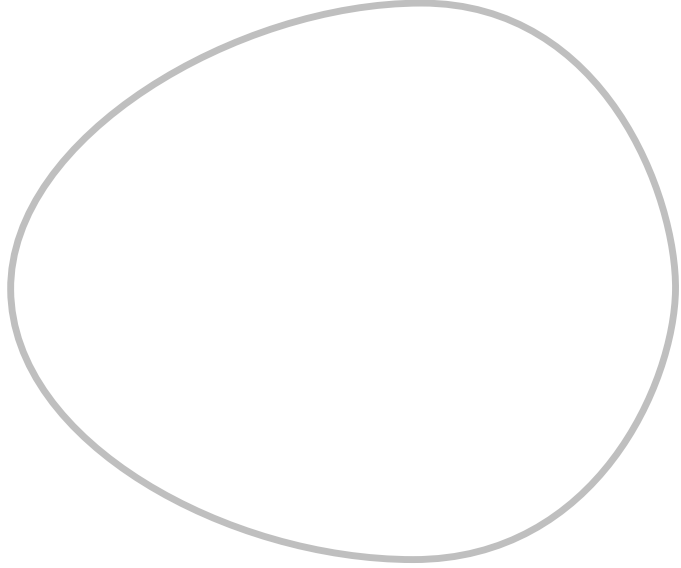
Name:

What I learned about
chickens and eggs:

A large, empty, light gray oval shape intended for a child to write their response to the question.

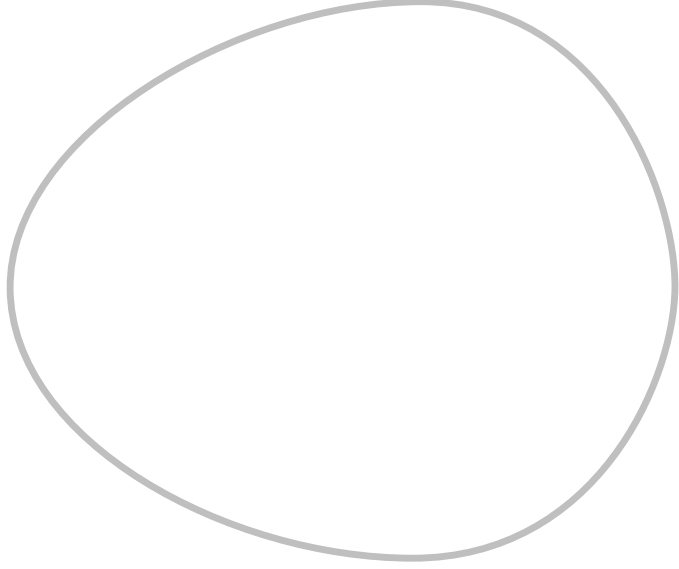
Name:

What I learned about chickens and eggs:



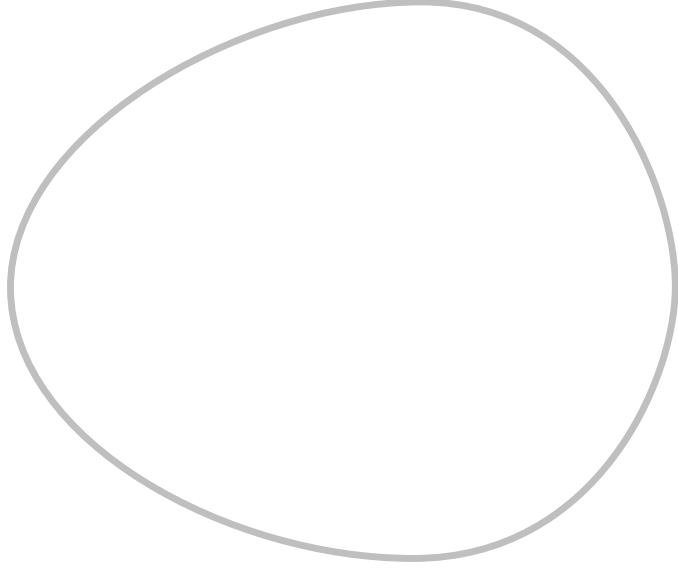
Name:

What I learned about chickens and eggs:



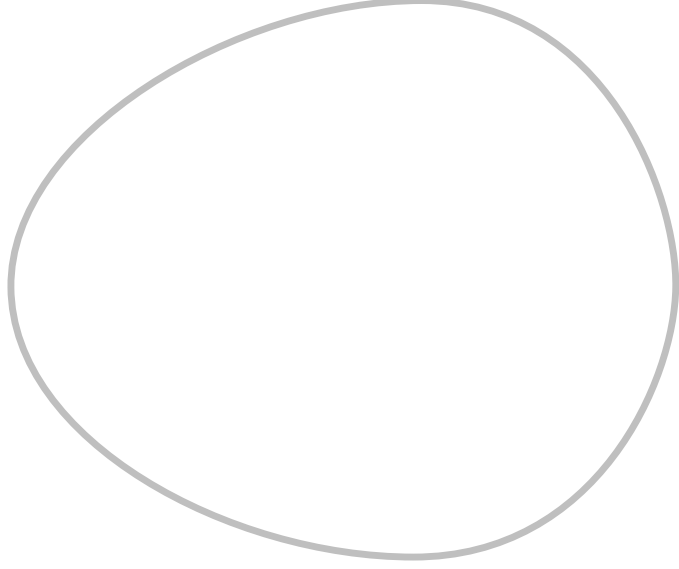
Name:

What I learned about chickens and eggs:



Name:

What I learned about chickens and eggs:



Name:

Riddle #1

I have feathers and lay eggs. I live on a farm or in a backyard.

Answer: hen

Riddle #2

I'm a baby chicken and hatch out of an egg.

Answer: chick

Riddle #3

I am bigger than a hen and make a noise in the morning that sounds like "cock-a-doodle-do!"

Answer: rooster

Riddle #4

I protect a chick as it grows. When the baby chick is ready, it breaks its way out of me.

Answer: egg

Riddle #5

I am made of straw and
chickens lay their
eggs in me.

Answer: nest

Riddle #6

I am a little house that
chickens live in to protect
them from predators and
bad weather.

Answer: chicken coop

Riddle #7

I am found under a
chicken's beak. I help to
keep the chicken cool.
I sound like the word
waffle.

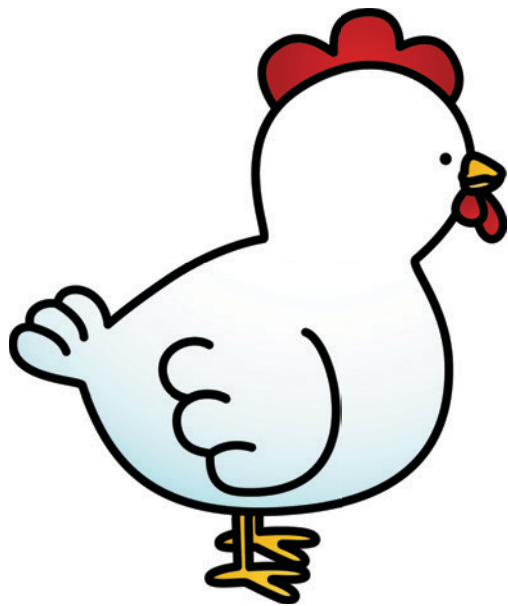
Answer: wattle

Riddle #8

I am found on the top
of a chicken's head.
I am also a plastic tool
used to untangle hair.

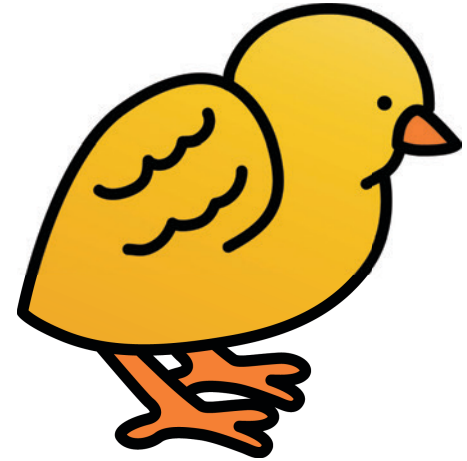
Answer: comb

Riddle #1



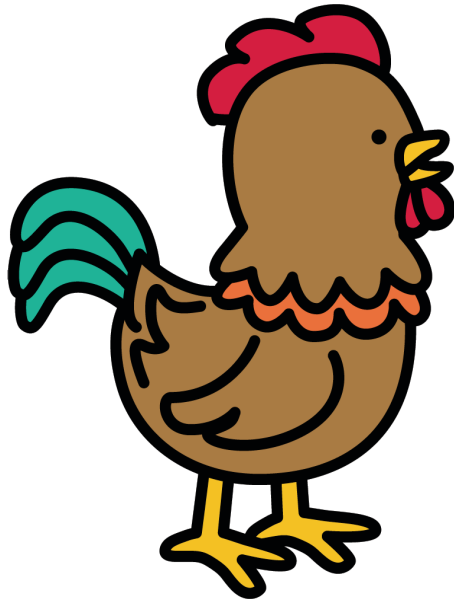
hen

Riddle #2



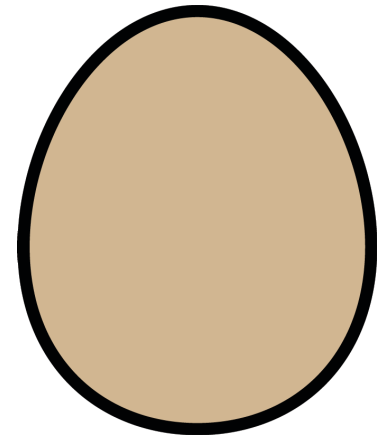
chick

Riddle #3



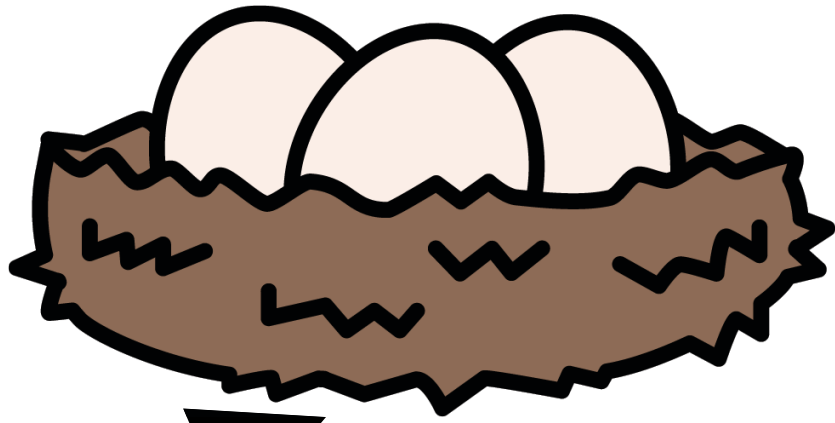
rooster

Riddle #4



egg

Riddle #5



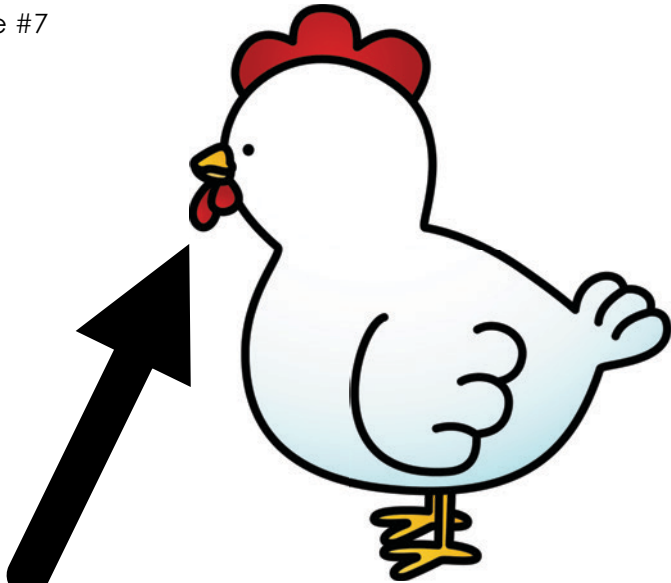
nest

Riddle #6



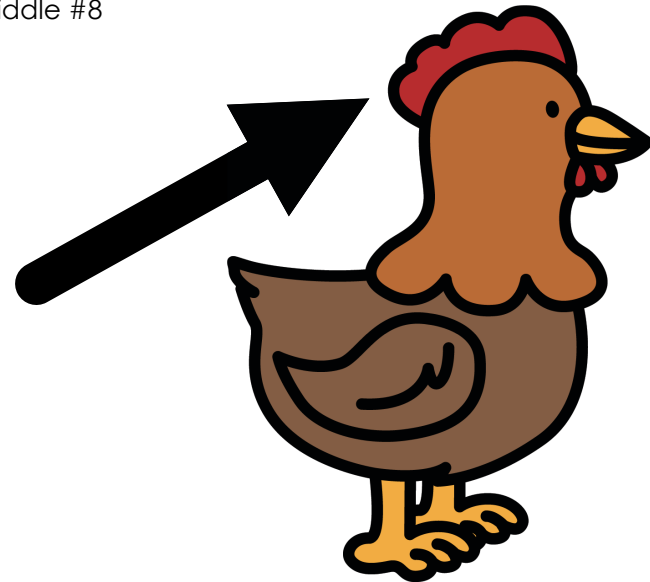
chicken coop

Riddle #7



wattle

Riddle #8



comb

Centers

- Line Tracing
- Color Matching
- Lacing
- Journaling
- Counting

Line Tracing

Literacy Center

Objective: The students will understand the purpose of writing.
Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

Procedure: The students will practice tracing lines on the cards.

Color Matching

Math Center

Objective: The students will match items by color.
Preparation: Print, mat, cut out, and laminate the pictures. Place chicks face up on the table and eggs in an envelope or bag. (Alternatively, create an interactive bulletin board using hook and latch tape or magnets.)

Lacing

Fine Motor Center

Objective: The students will control the small muscles of their hands.

Preparation: Copy lacing sheets on cardstock, cut apart, and use a hole punch to cut out circles. Provide ribbons approximately 1 1/2 feet long.
Procedure: The students take a piece of ribbon and lace it from one hole to the next.

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Journaling

Literacy Center

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

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Counting

Math Center

Objective: The students will count and recognize numbers.
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) in the folder. Cut and laminate the smaller pictures.
Procedure: Students will count and choose the correct number.

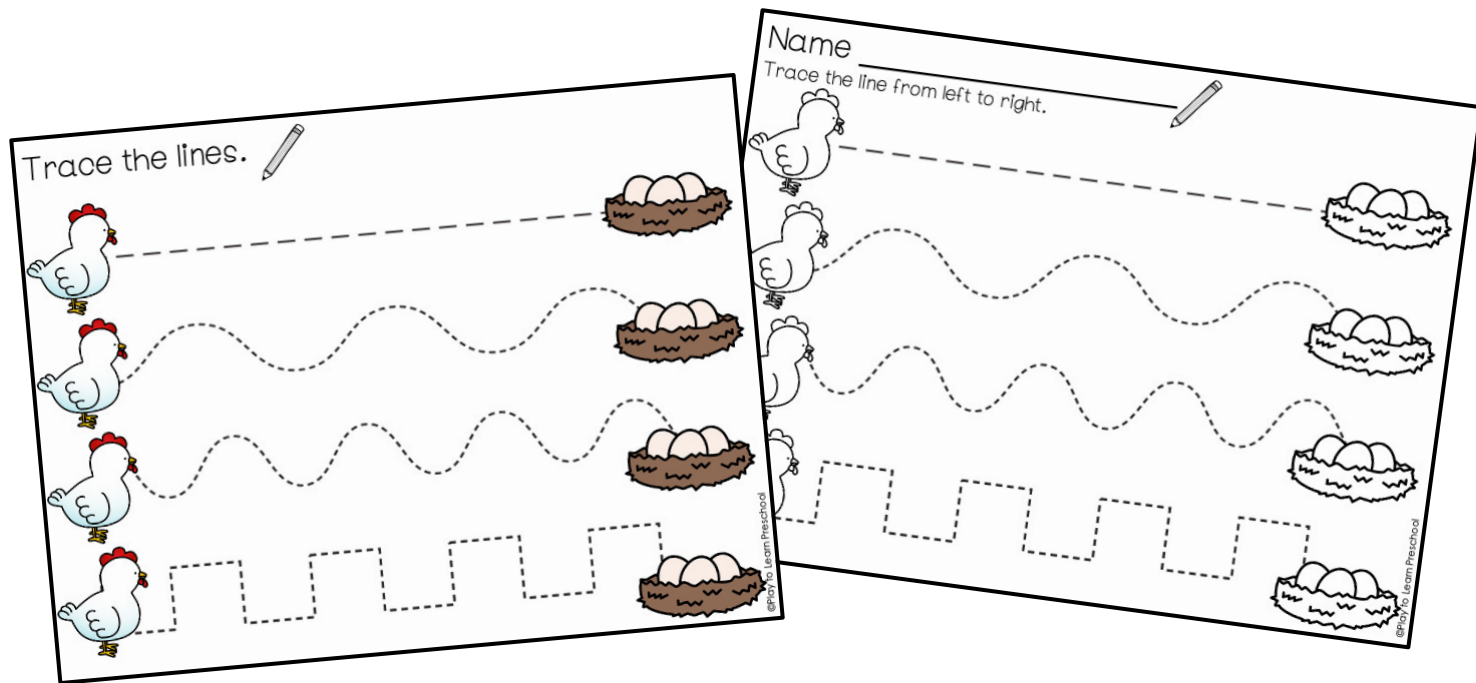
Counting Eggs
 Numbers 1-8

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Line Tracing

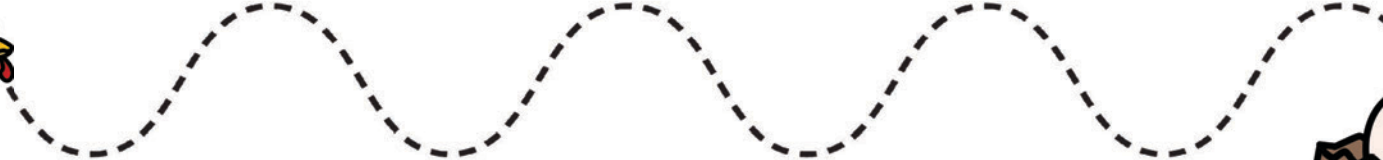
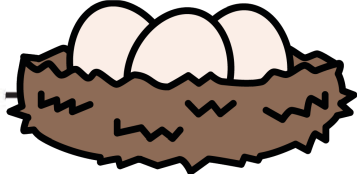
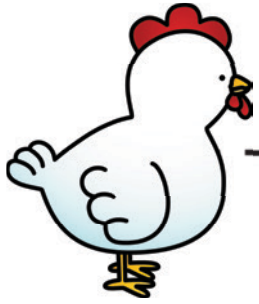
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Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

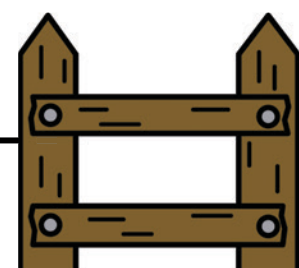
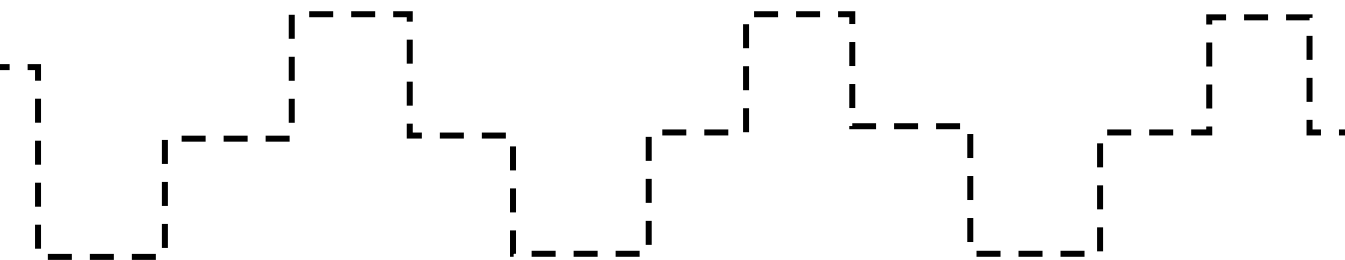
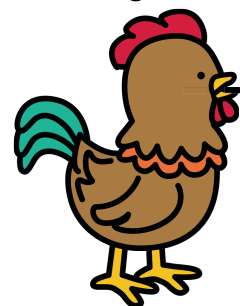
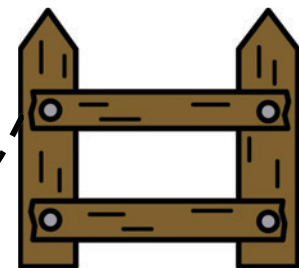
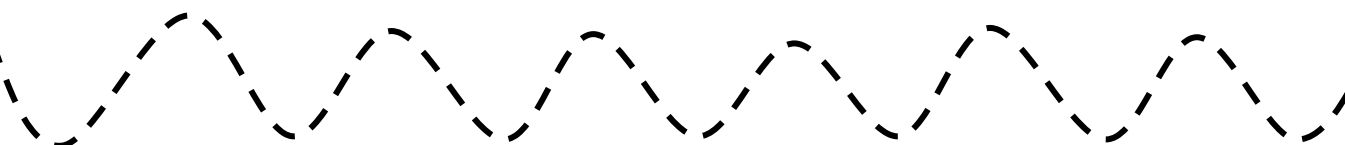
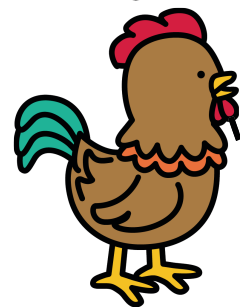
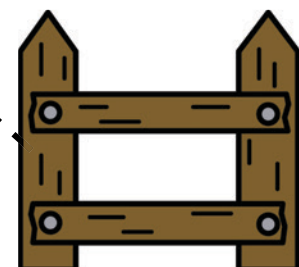
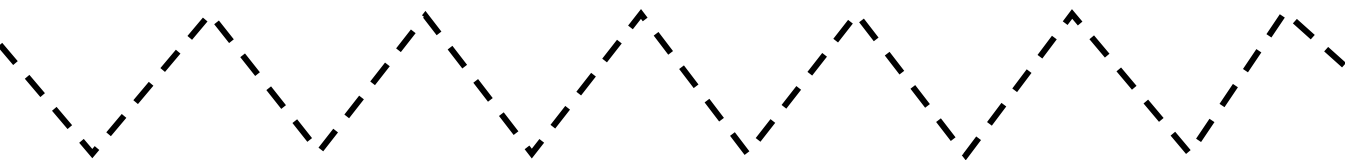
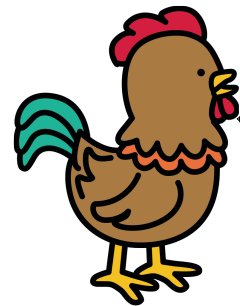
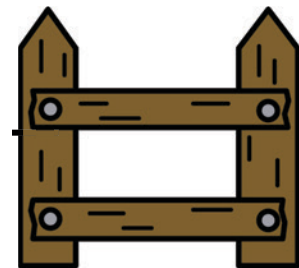
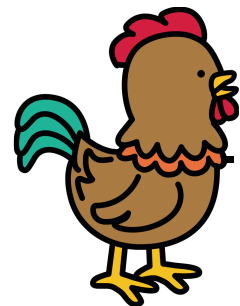


Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

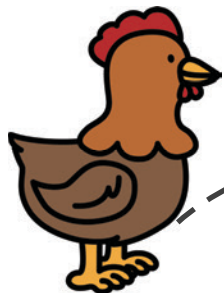
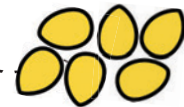
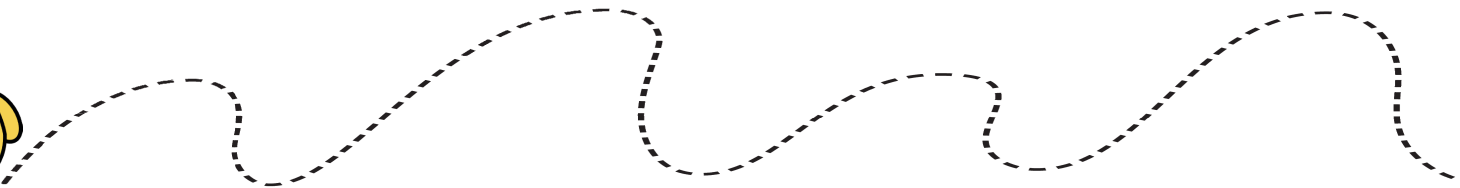
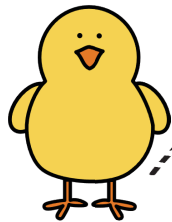
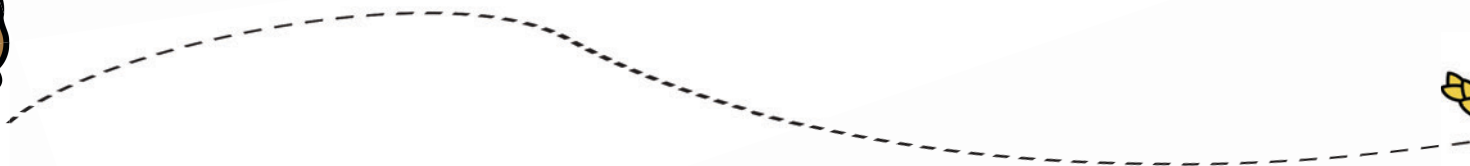
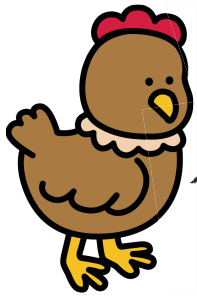
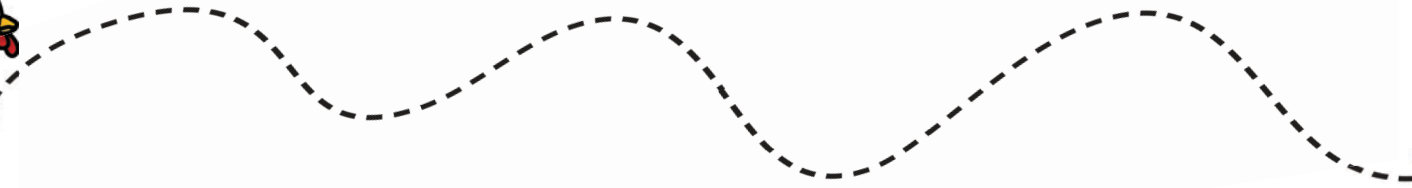
Trace the lines. 



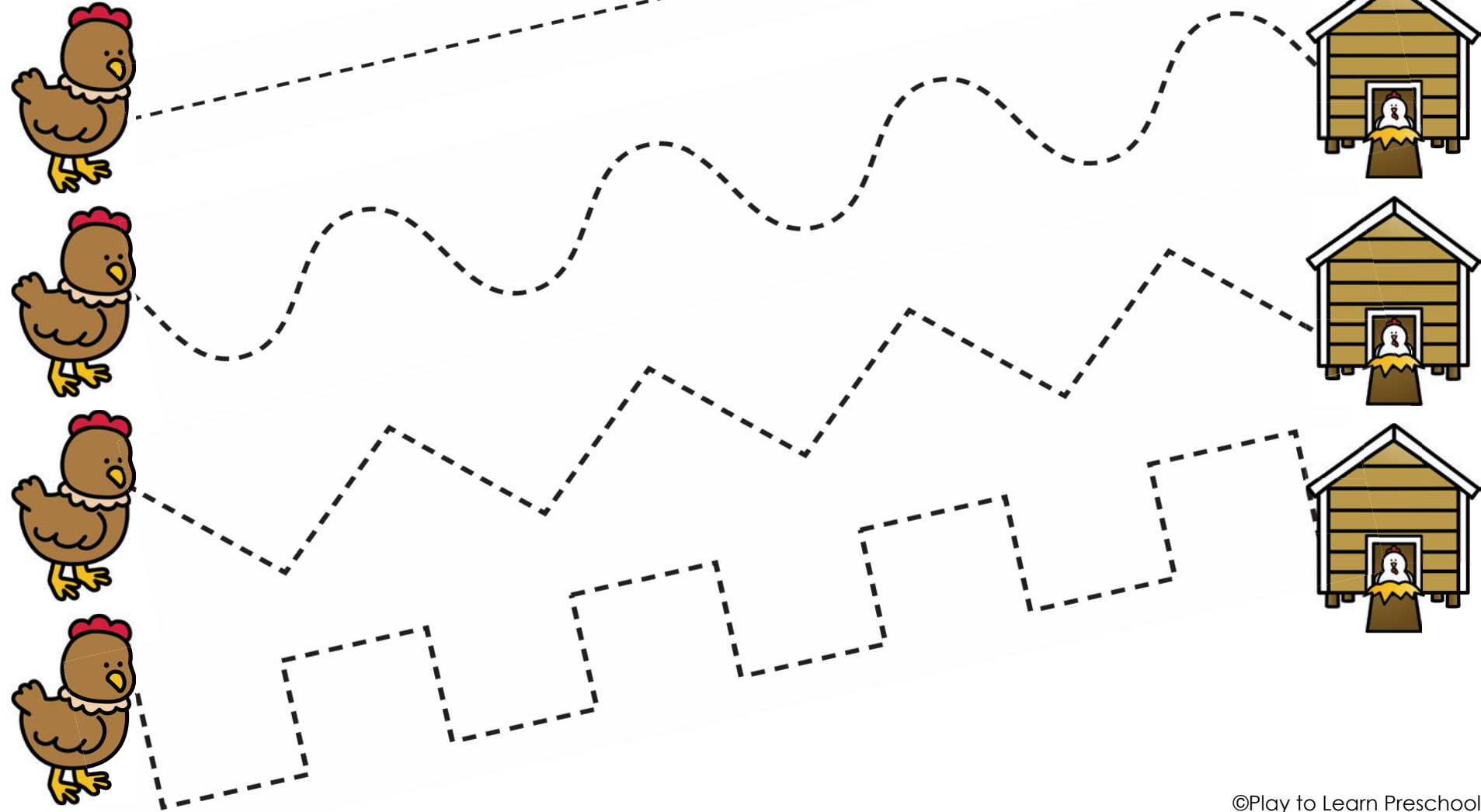
Trace the lines. 



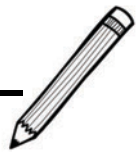
Trace the lines. 



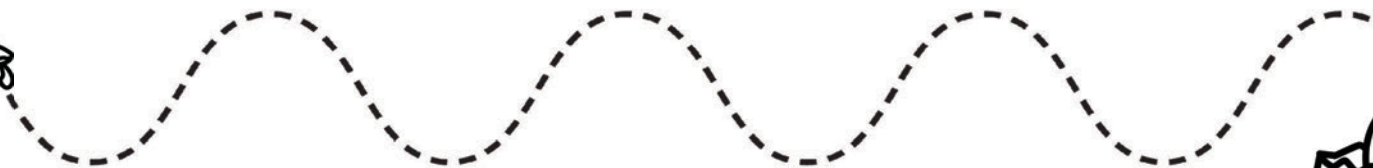
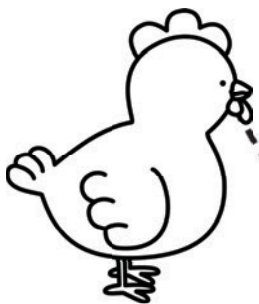
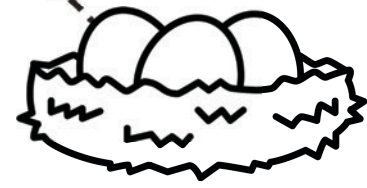
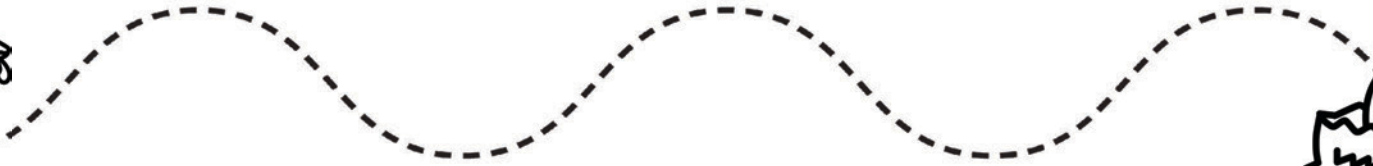
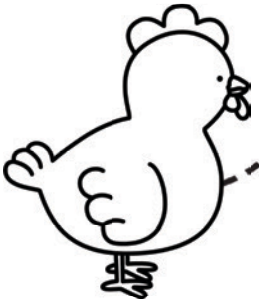
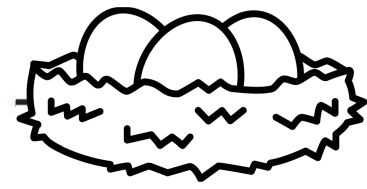
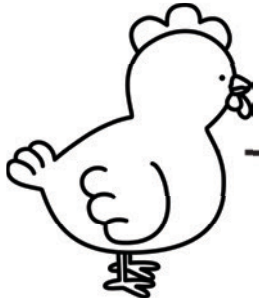
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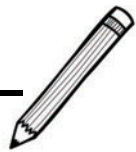
Name _____



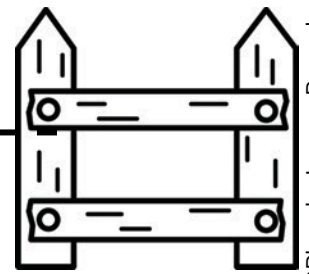
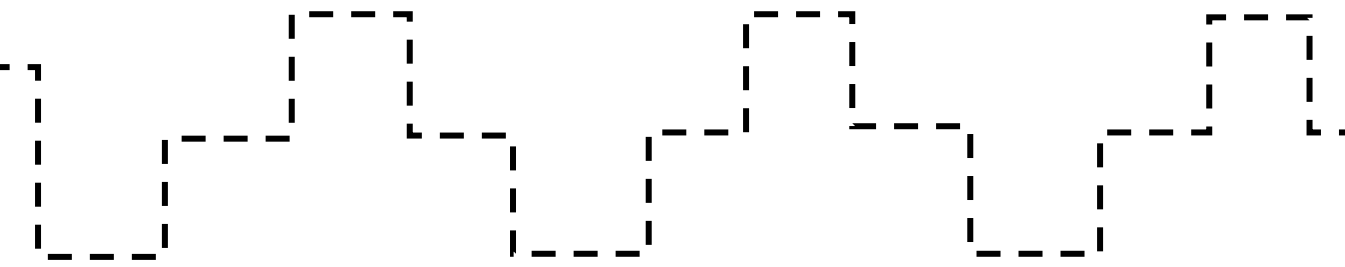
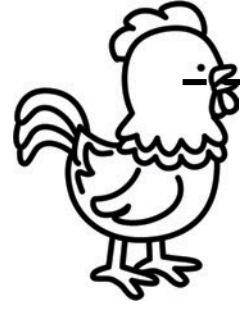
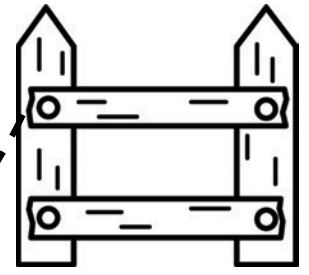
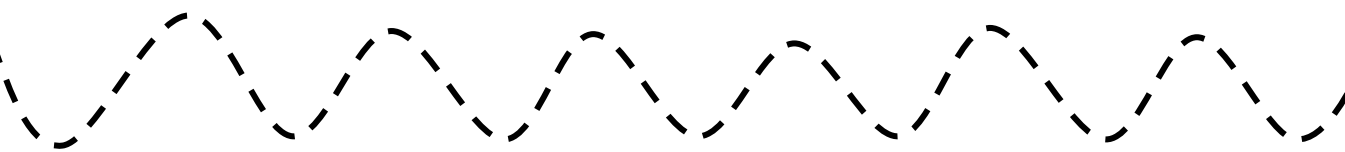
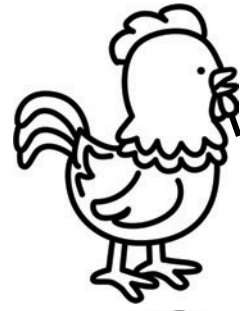
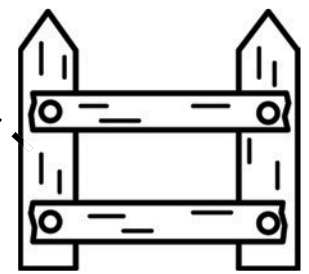
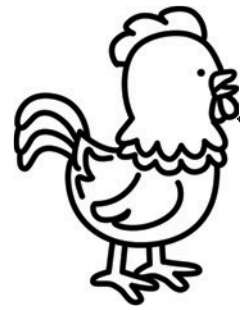
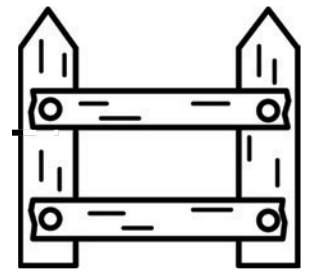
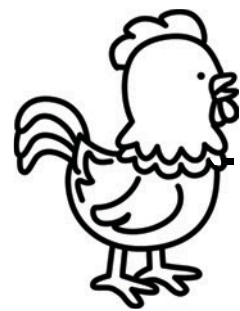
Trace the lines from left to right.



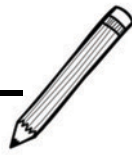
Name _____



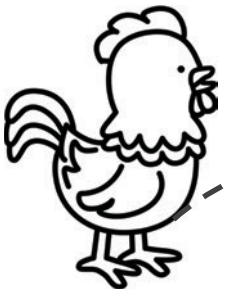
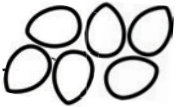
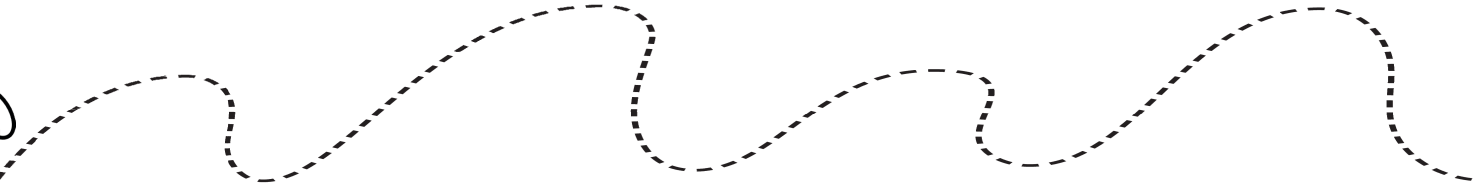
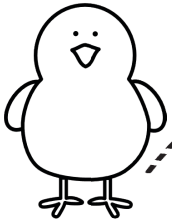
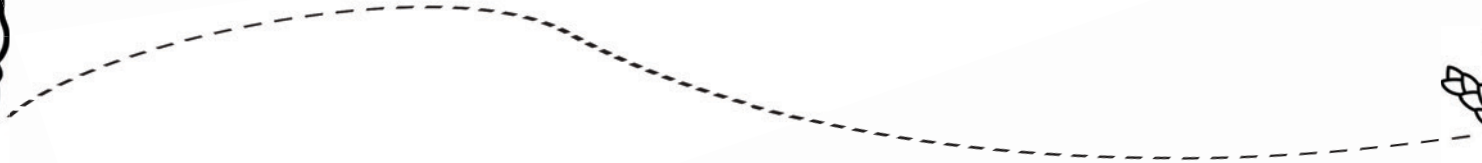
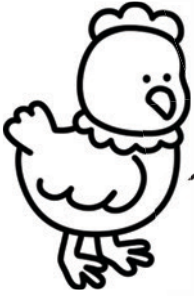
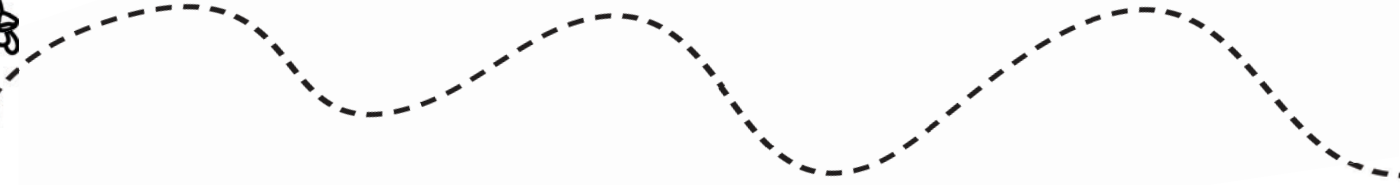
Trace the lines from left to right.



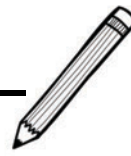
Name _____



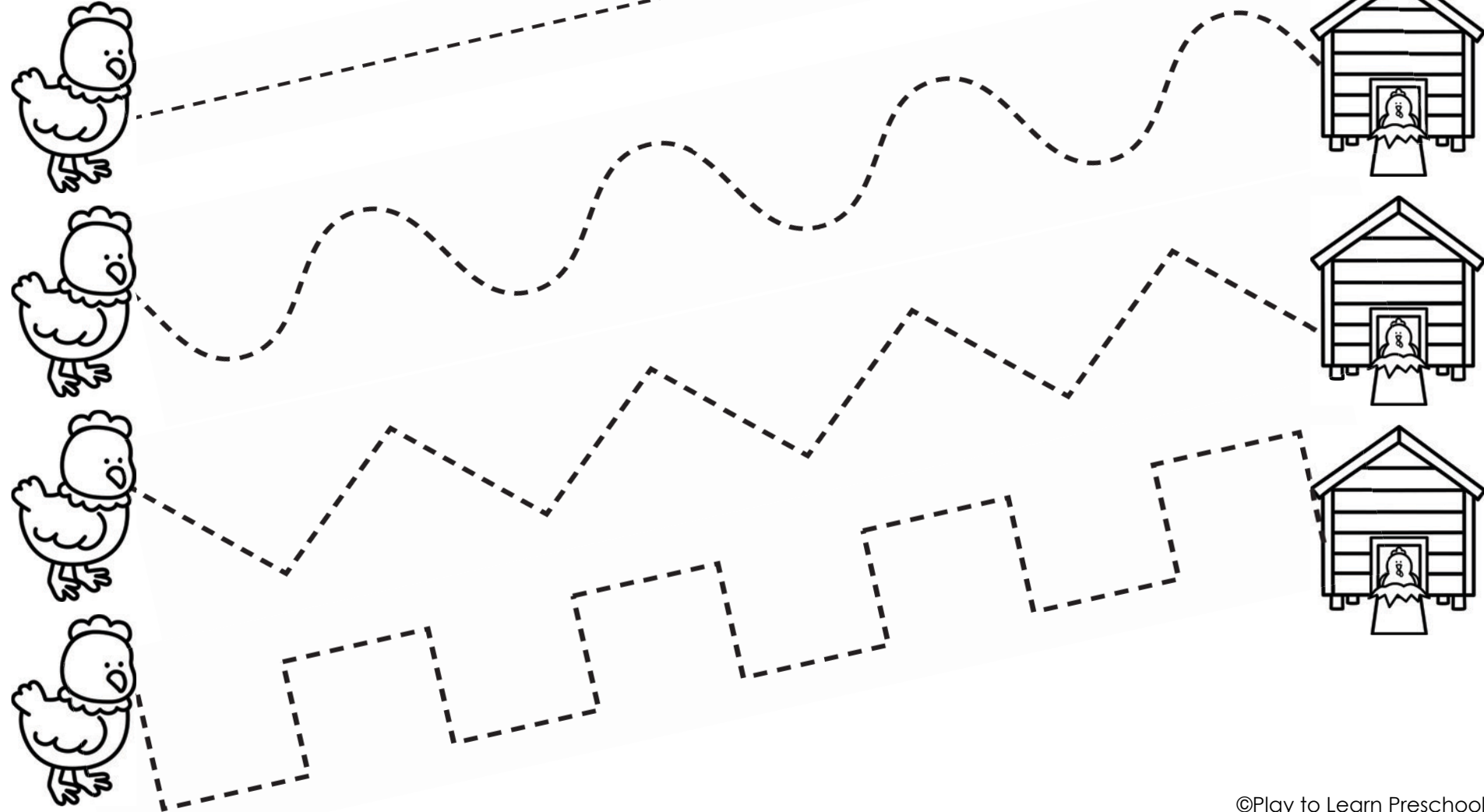
Trace the lines from left to right.



Name _____



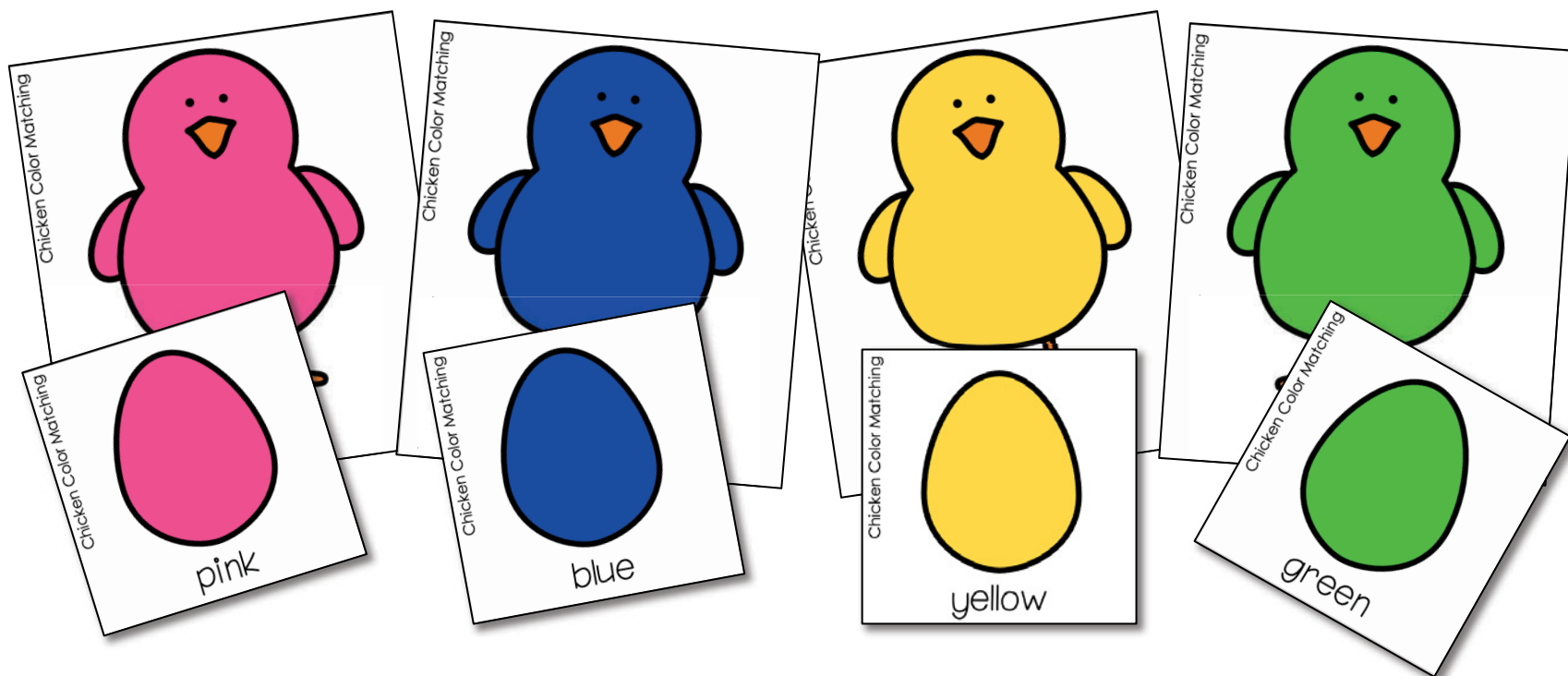
Trace the lines from left to right.



Color Matching

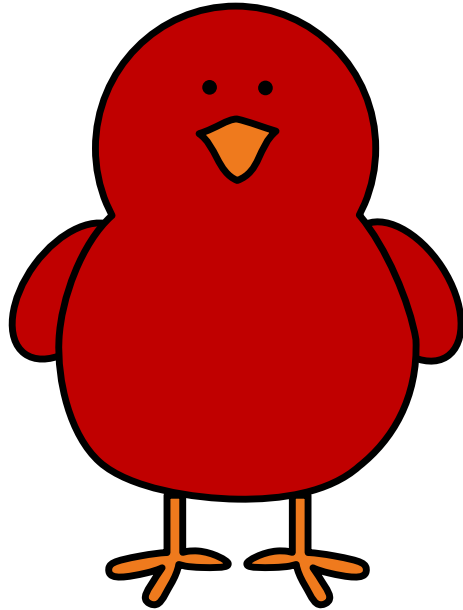
Objective: The students will match items by color.

Preparation: Print, mat, cut out, and laminate the pictures. Place chicks face up on the table and eggs in an envelope or bag. (Alternatively, create an interactive bulletin board using hook and latch tape or magnets.)



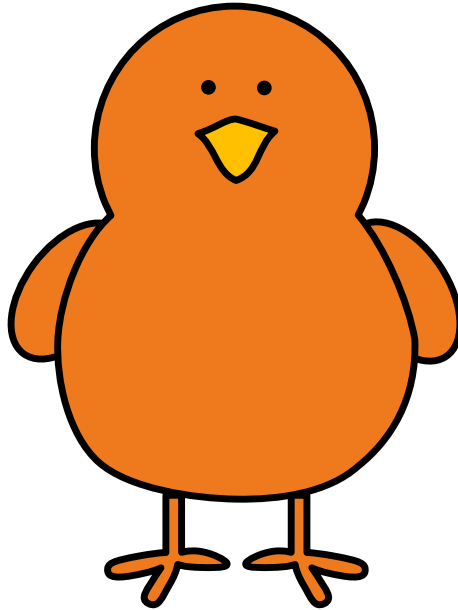
Procedure: Students will select an egg and match it with the corresponding chick.

Chicken Color Matching



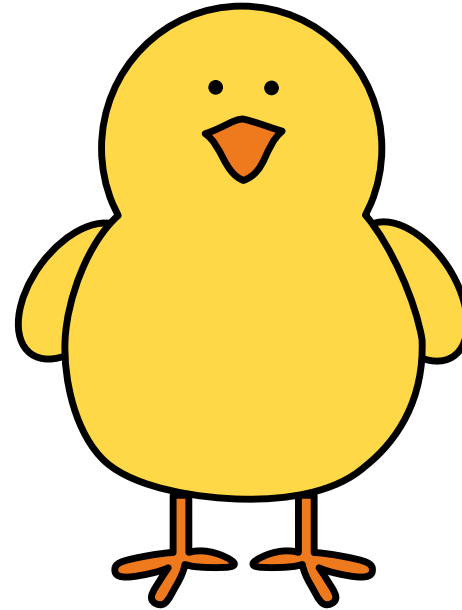
red

Chicken Color Matching



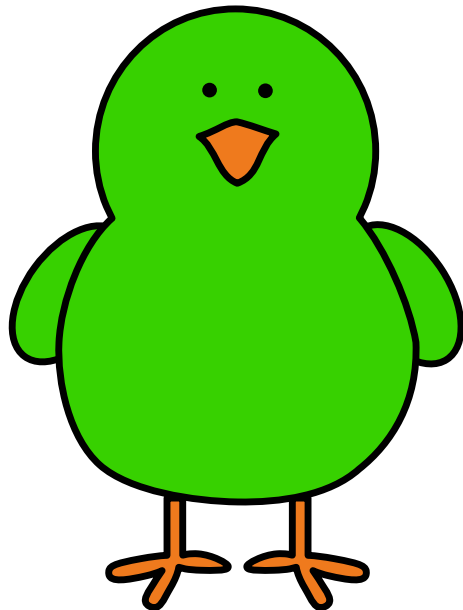
orange

Chicken Color Matching



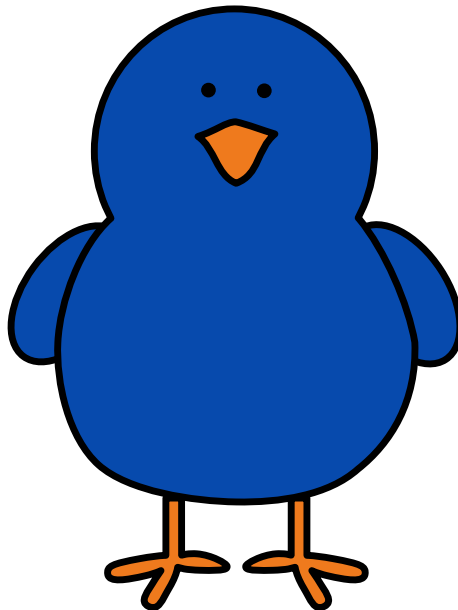
yellow

Chicken Color Matching



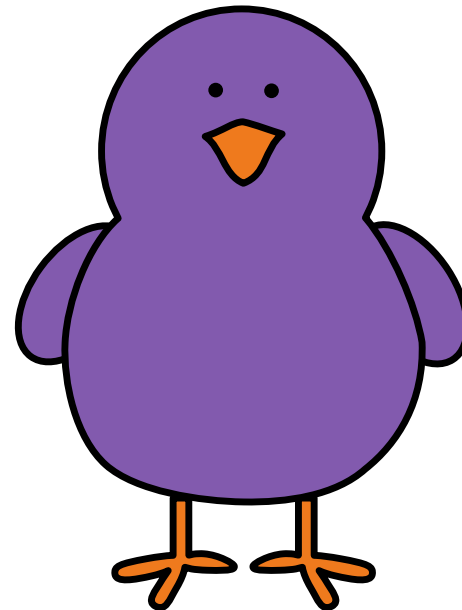
green

Chicken Color Matching



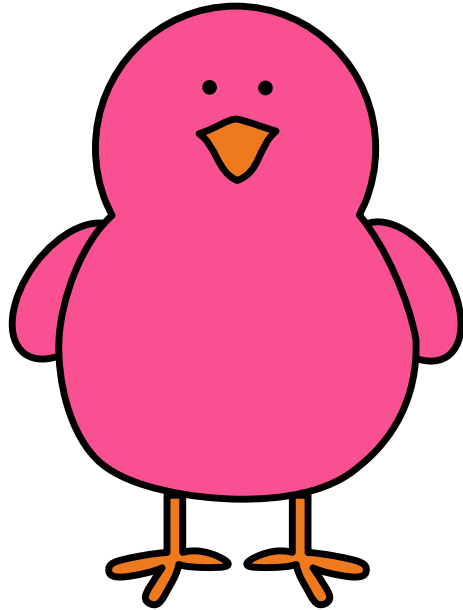
blue

Chicken Color Matching



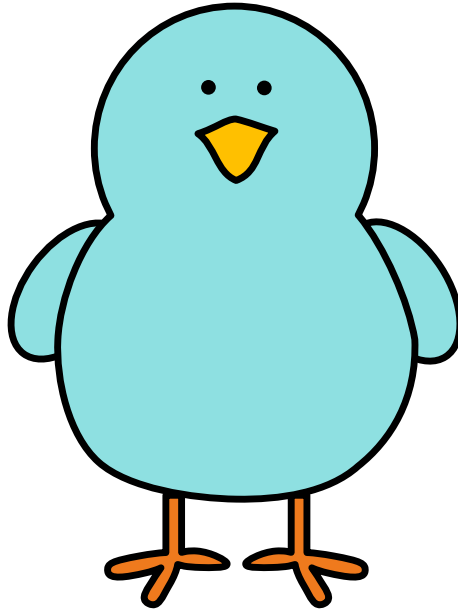
purple

Chicken Color Matching



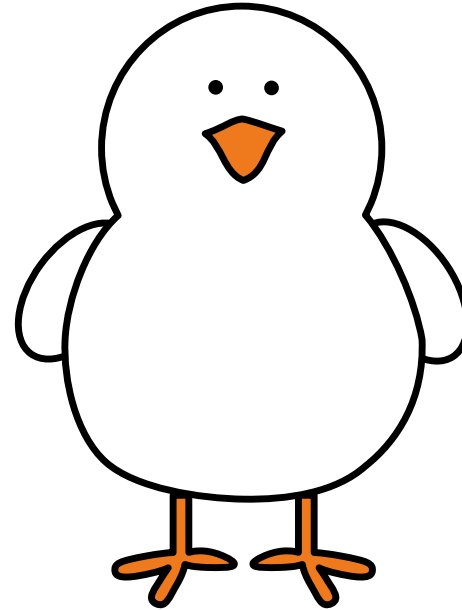
pink

Chicken Color Matching



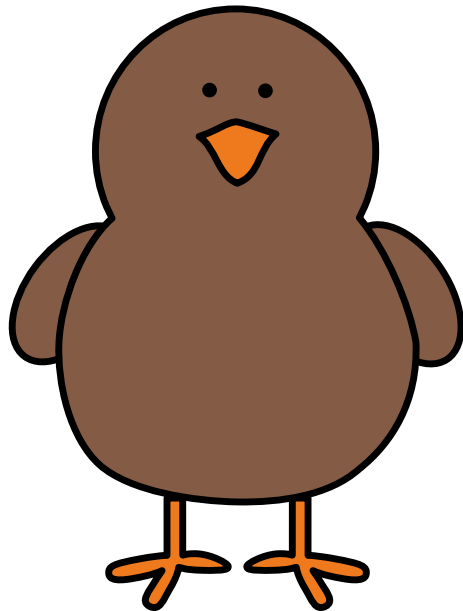
turquoise

Chicken Color Matching



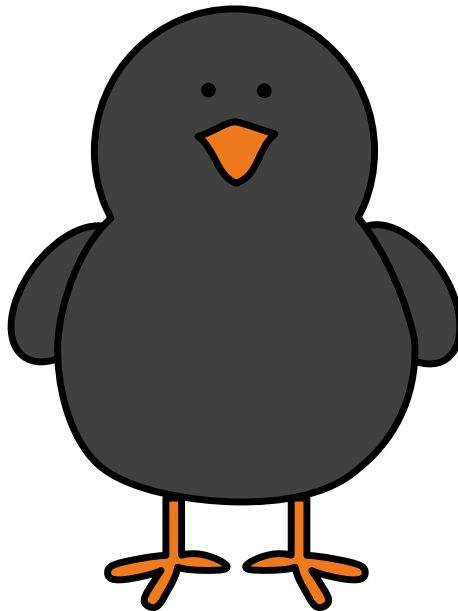
white

Chicken Color Matching



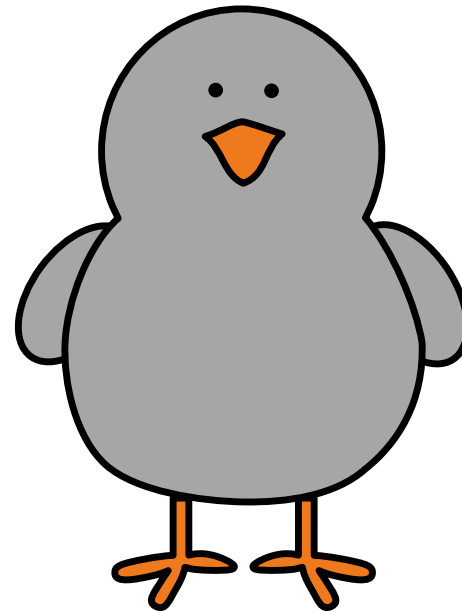
brown

Chicken Color Matching



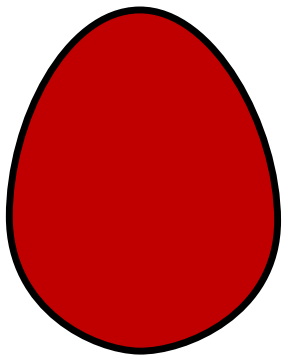
black

Chicken Color Matching



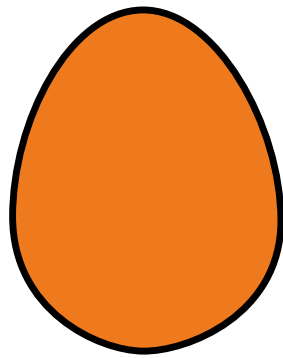
gray

Chicken Color Matching



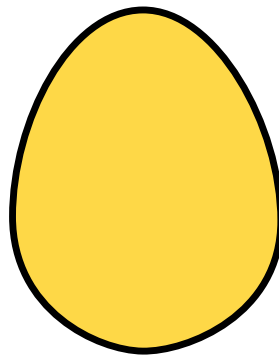
red

Chicken Color Matching



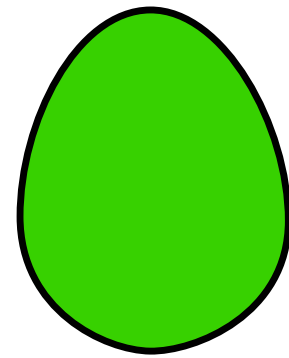
orange

Chicken Color Matching



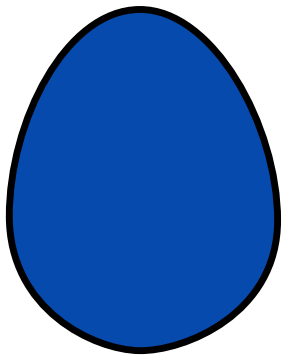
yellow

Chicken Color Matching



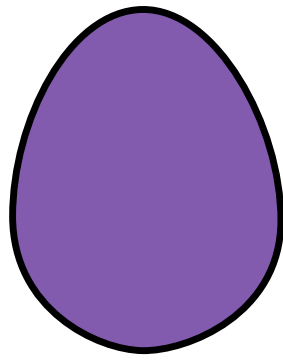
green

Chicken Color Matching



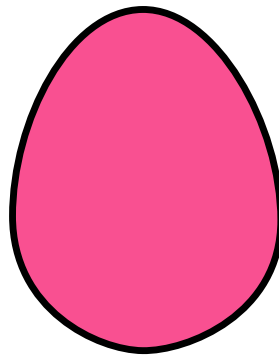
blue

Chicken Color Matching



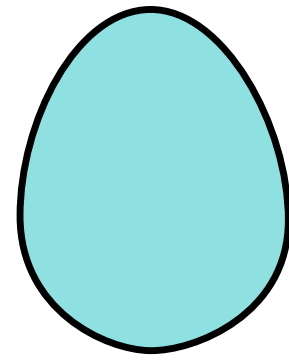
purple

Chicken Color Matching



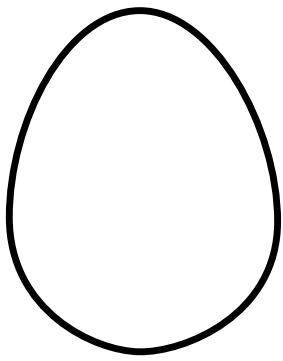
pink

Chicken Color Matching



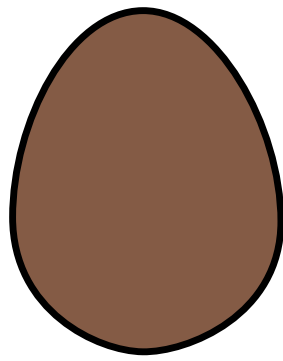
turquoise

Chicken Color Matching



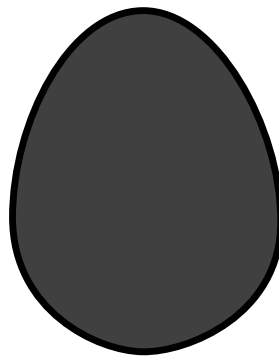
white

Chicken Color Matching



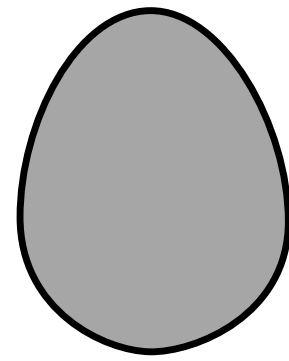
brown

Chicken Color Matching



black

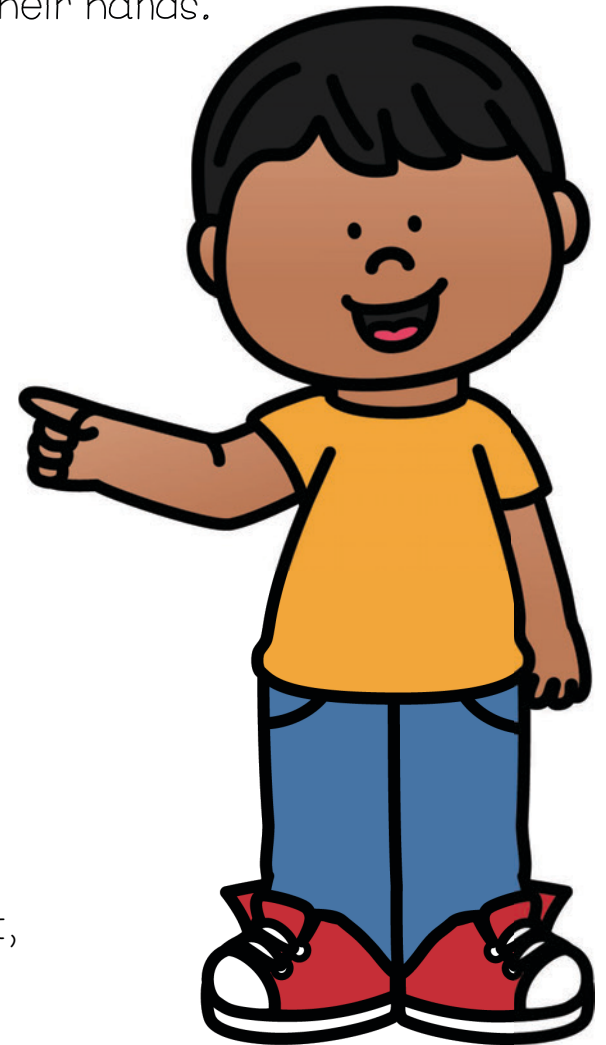
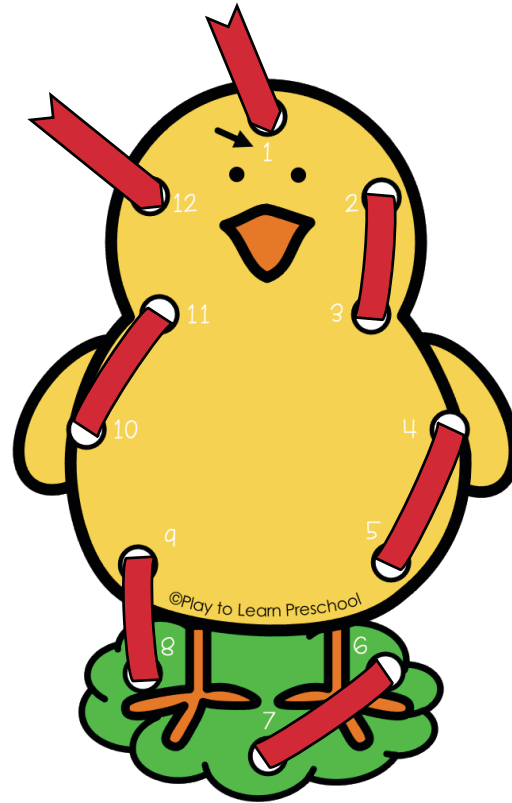
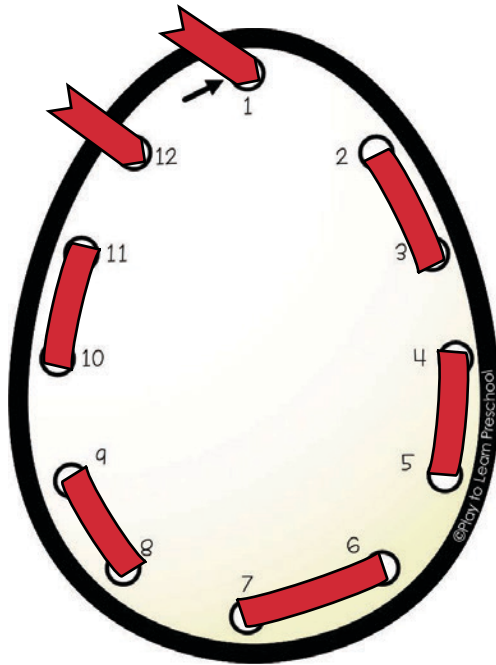
Chicken Color Matching



gray

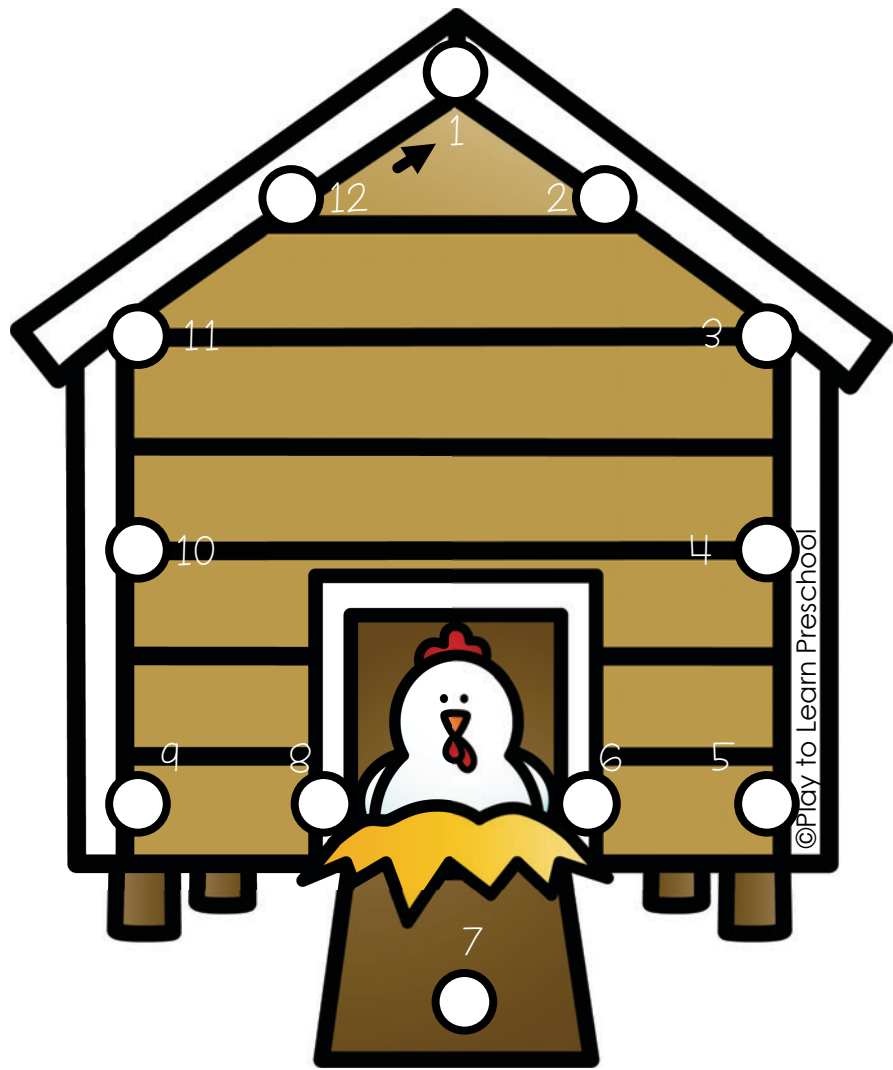
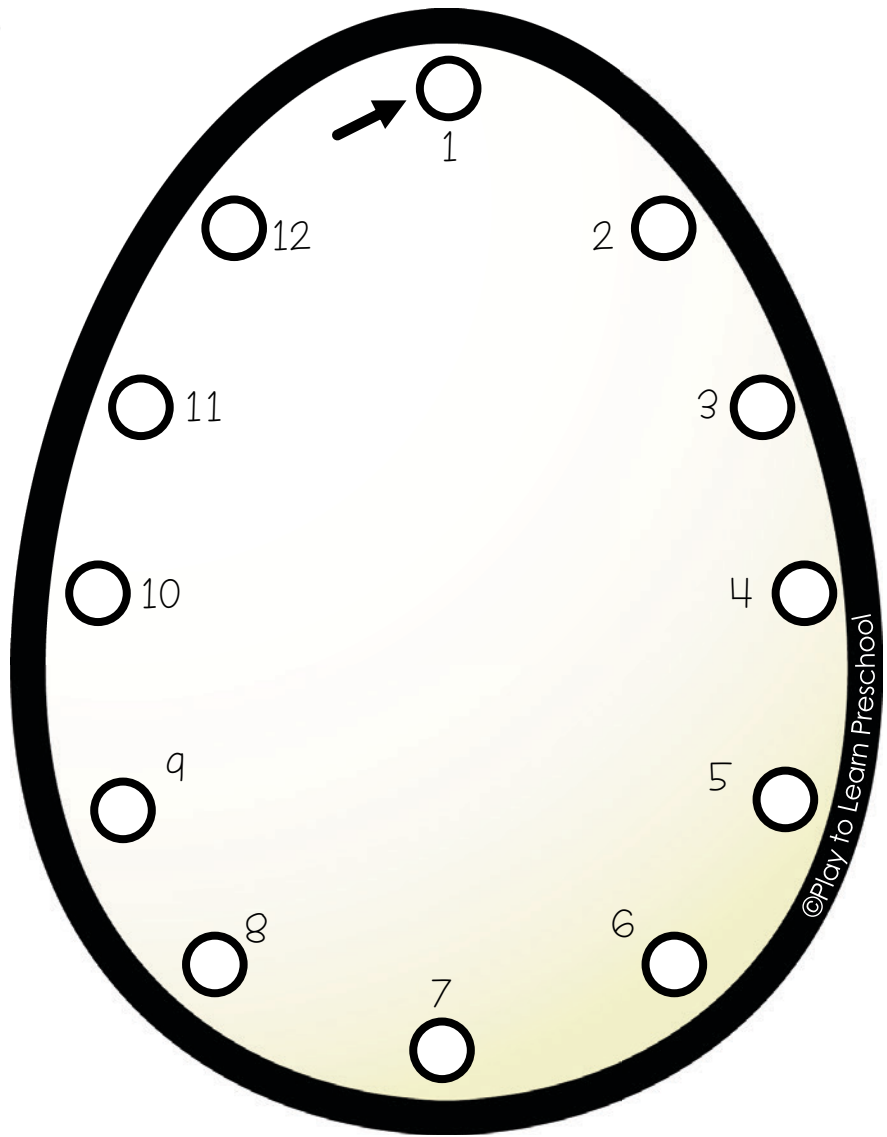
Lacing

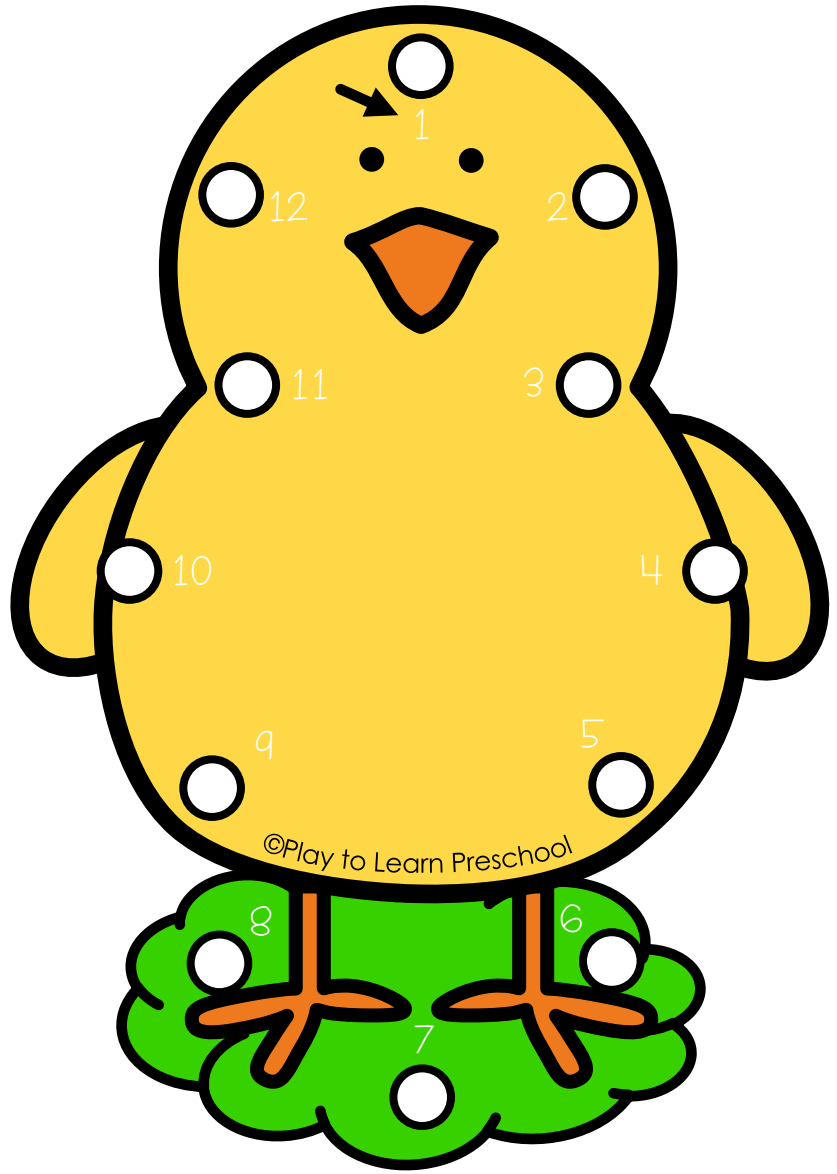
Objective: The students will control the small muscles of their hands.



Preparation: Copy lacing sheets on cardstock, cut apart, and use a hole punch to cut out circles. Provide ribbons approximately 1 ½ feet long.

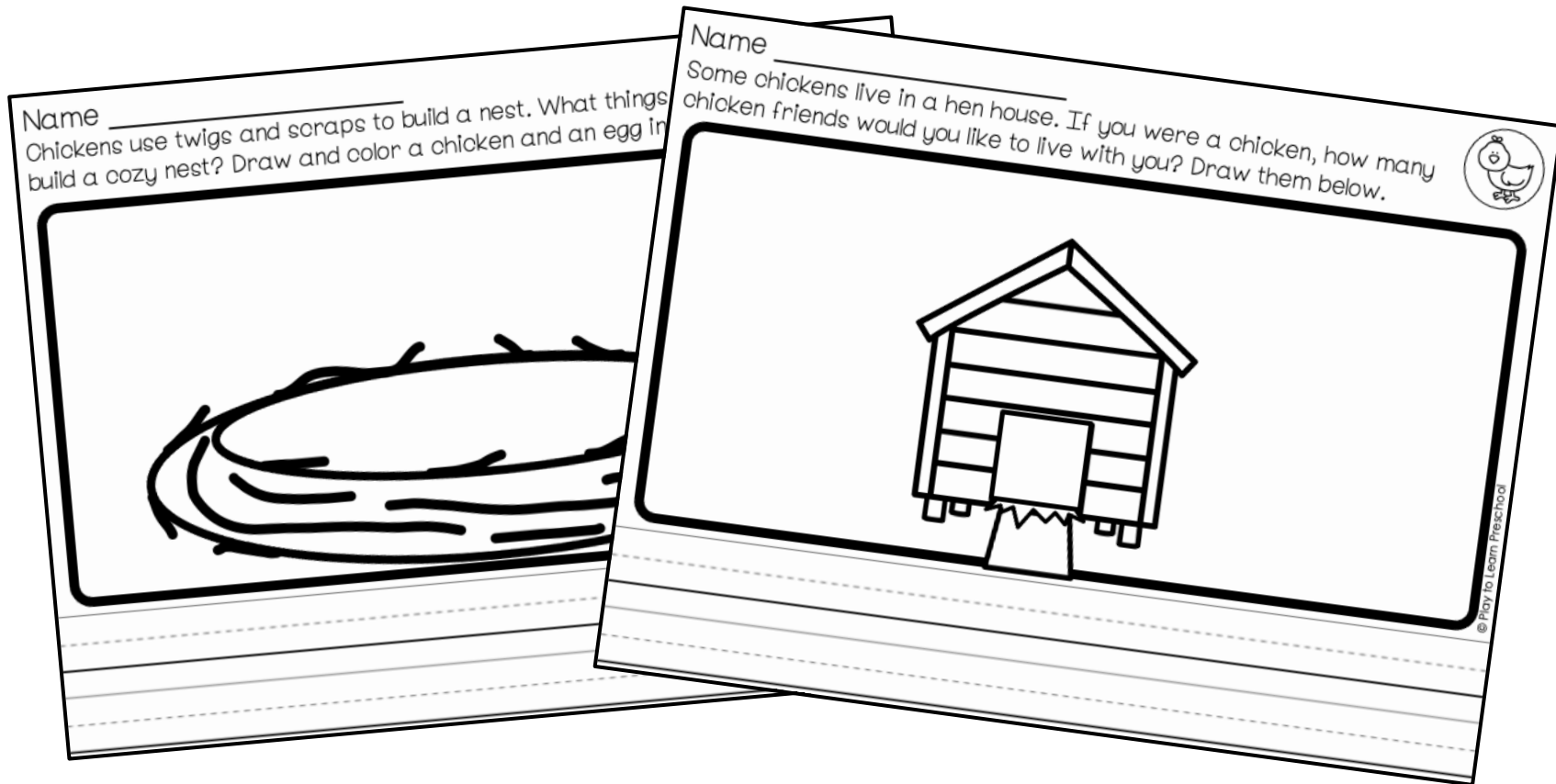
Procedure: The students take a piece of ribbon and lace it from one hole to the next.





Journaling

Objective: The students will understand the purpose of writing.

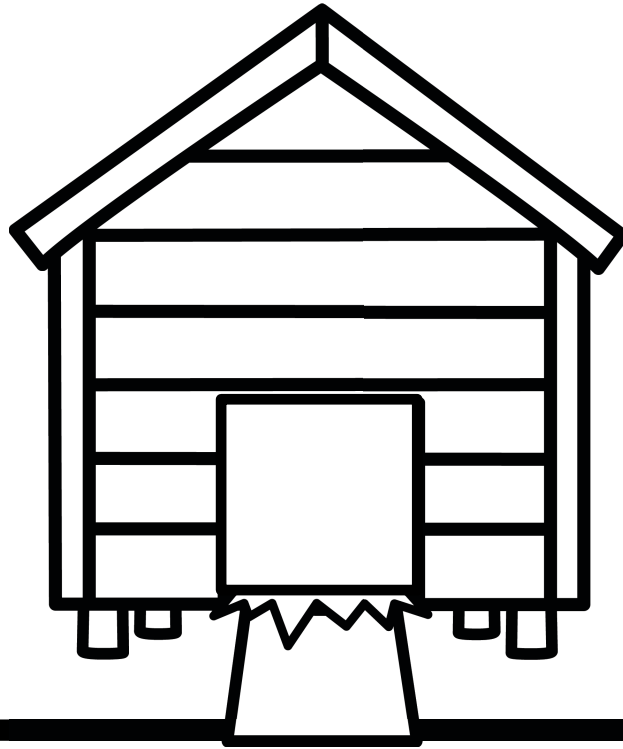


Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

Name _____

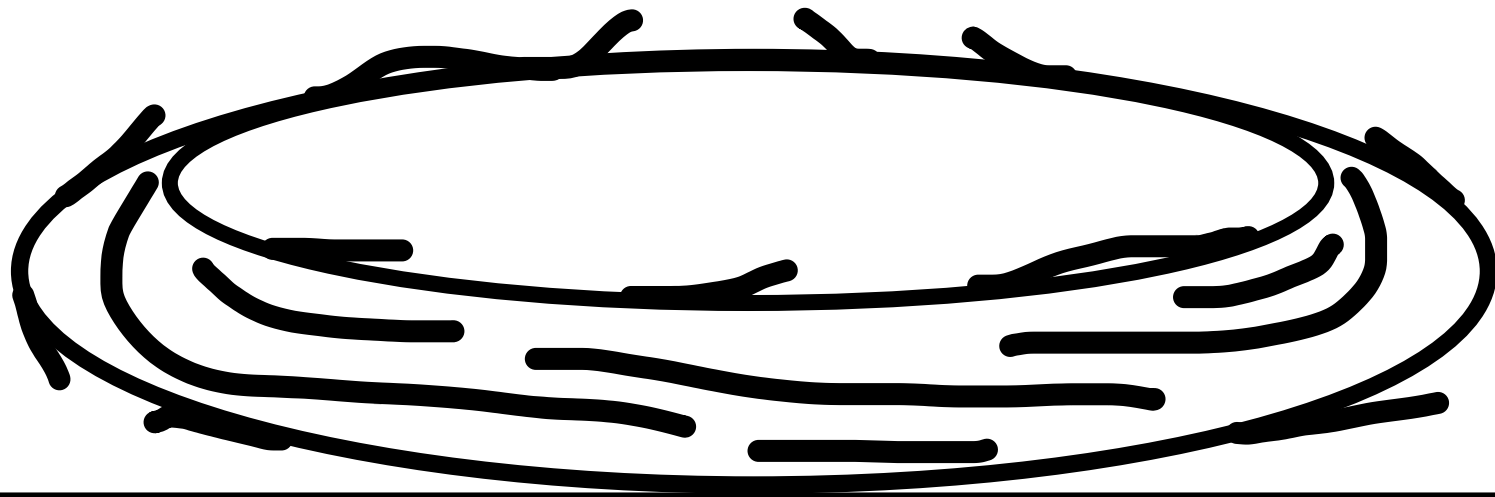


Some chickens live in a hen house. If you were a chicken, how many chicken friends would you like to live with? Draw them below.

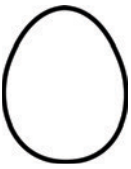


Name _____

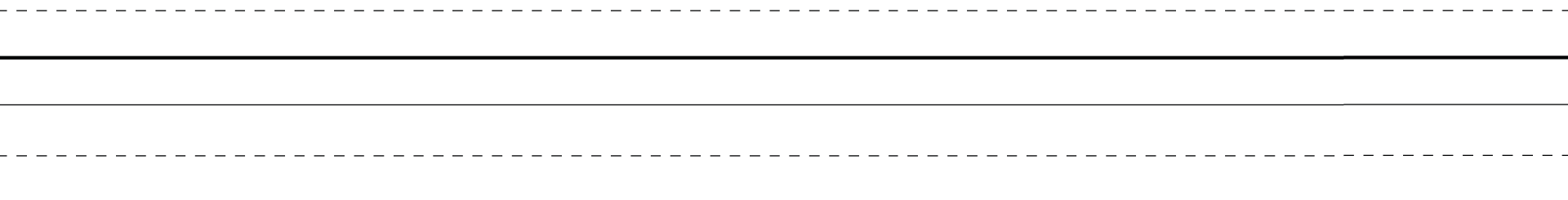
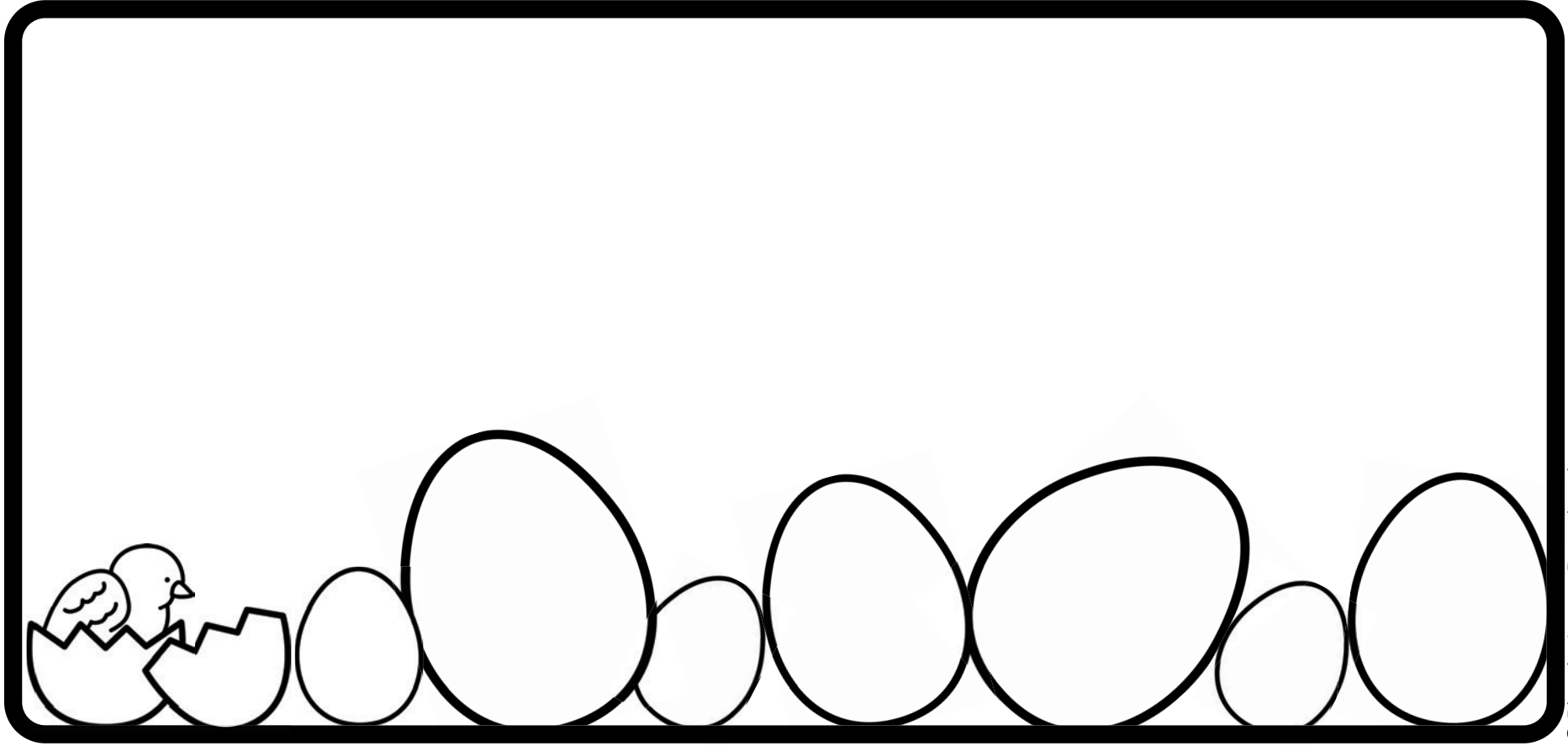
Chickens use twigs and scraps to build a nest. What things would you use to build a cozy nest? Draw and color a chicken and an egg in the nest below.



Name _____



Chicken eggs can be white, brown, blue, pink, and even speckled! If you were a baby chicken, what color would your egg be? Color the eggs below.



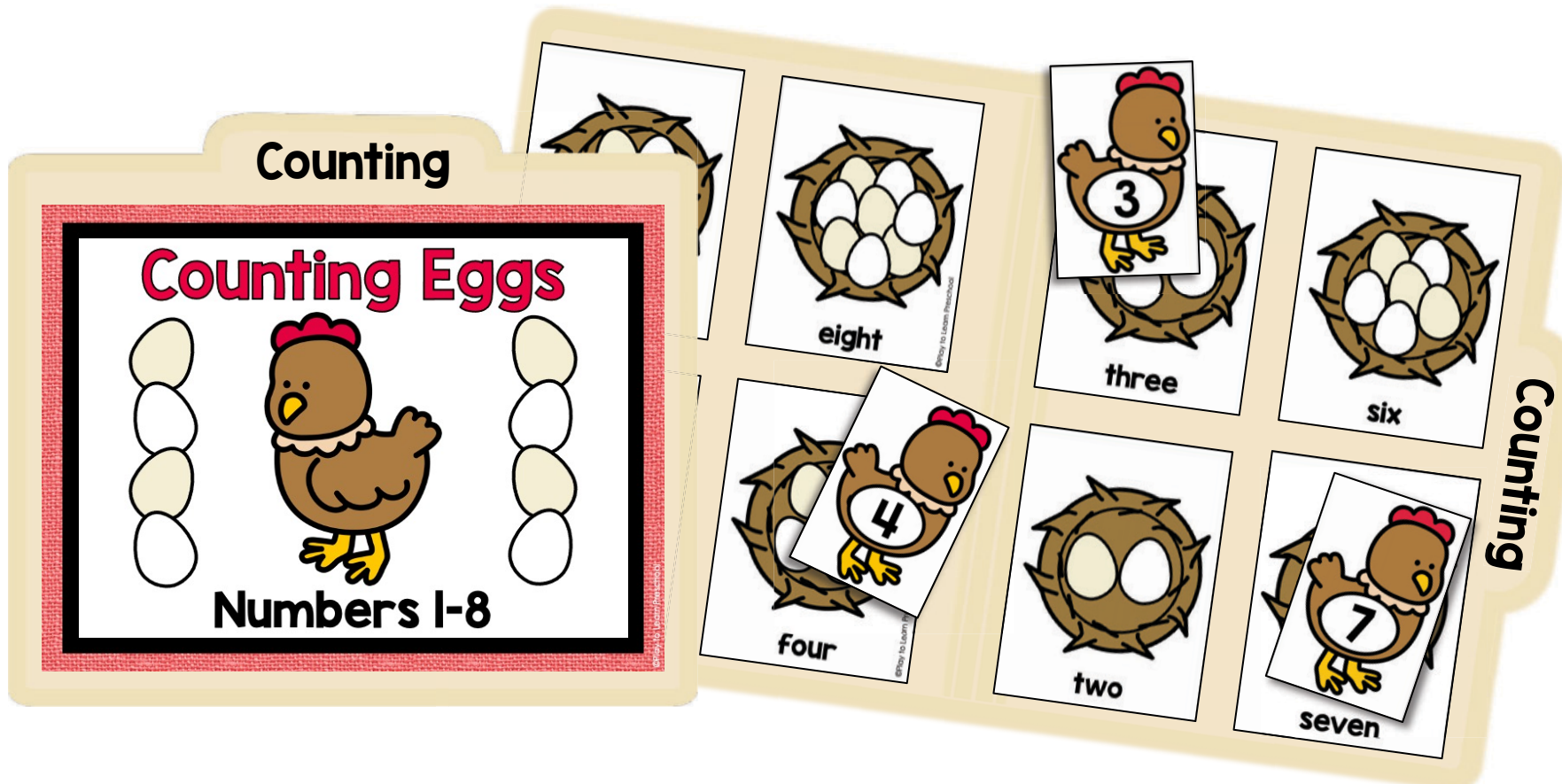
Counting

File Folder Game

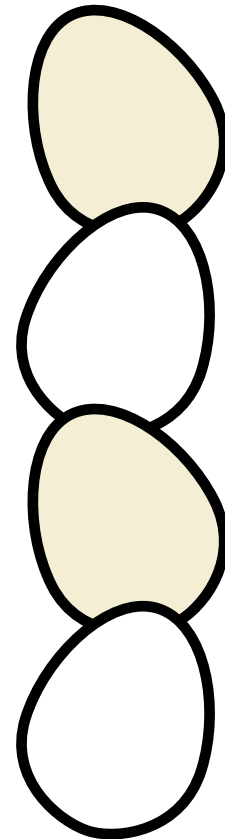
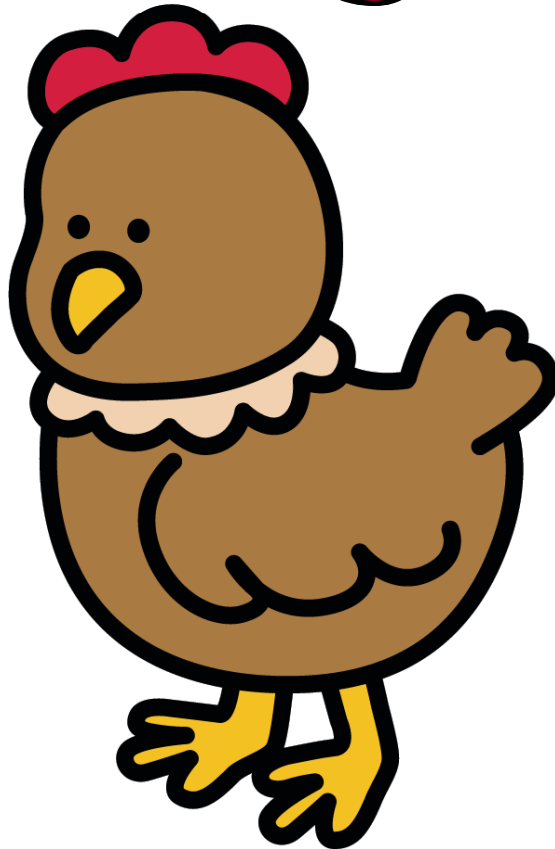
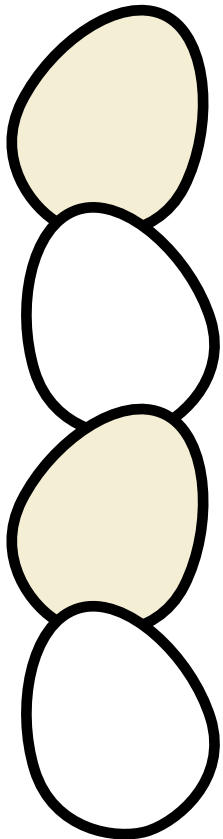
Objective: The students will count and recognize numbers.

Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students will count and choose the correct number.



Counting Eggs



Numbers 1-8



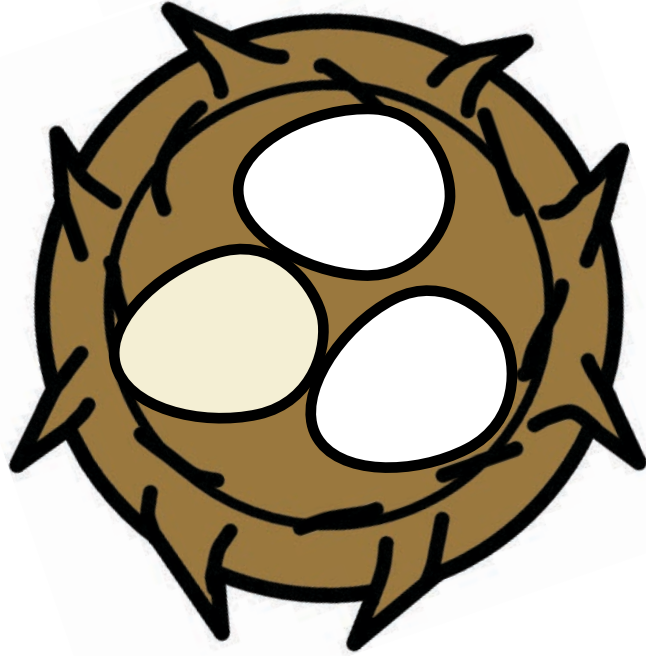
two



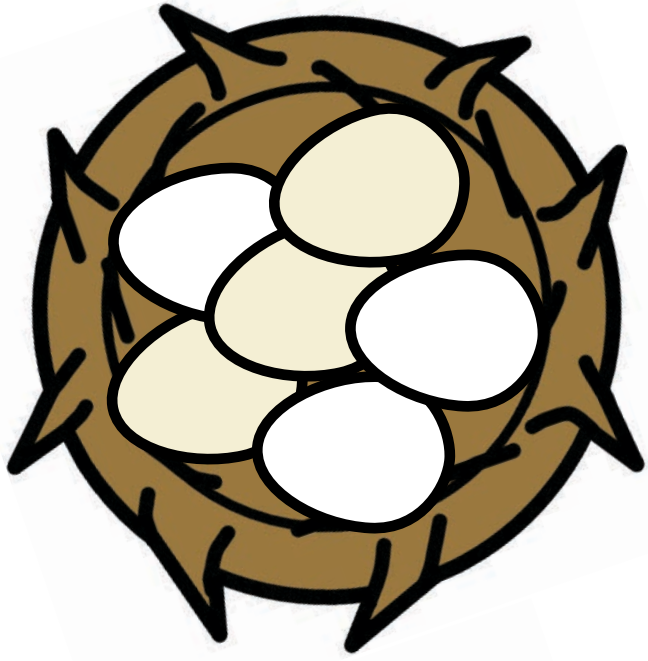
four



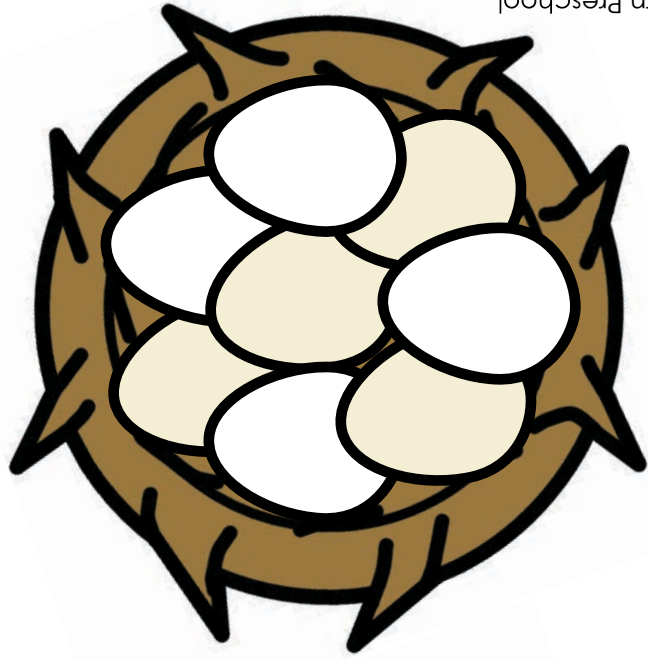
one



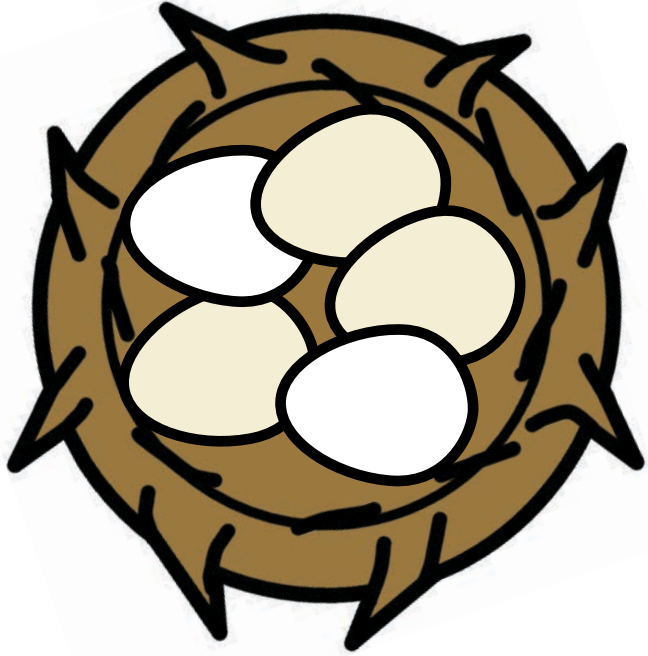
three



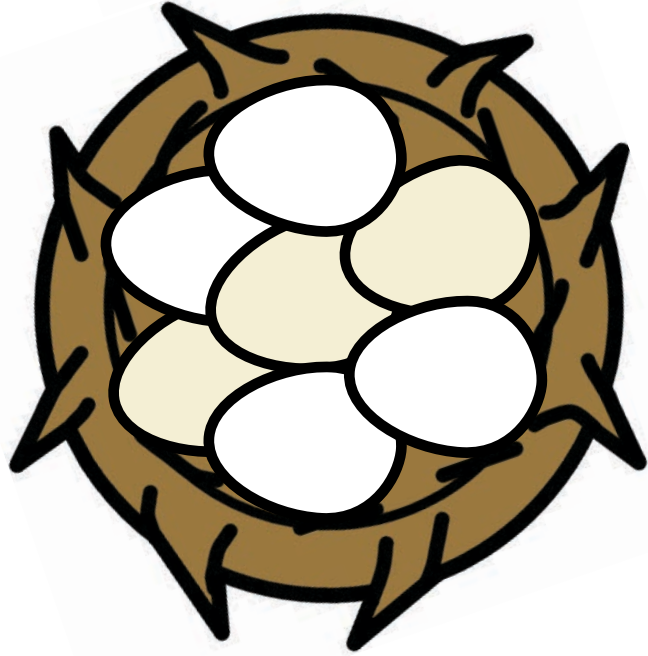
six



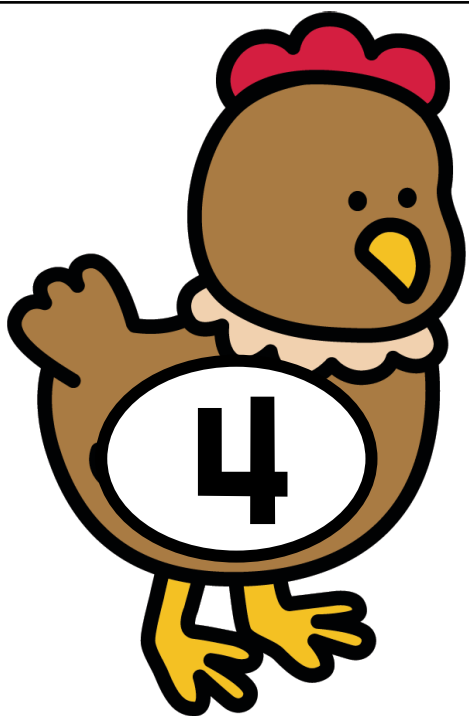
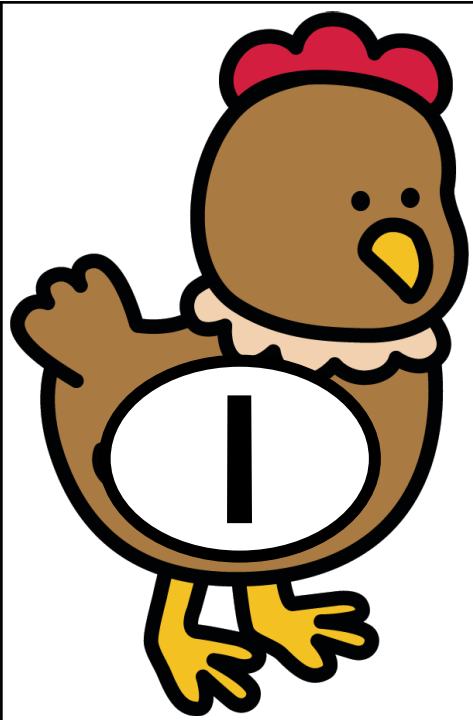
eight



five



seven



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