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Activity Guide

800-788-1121

Chicks and Chickens

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BEFORE LISTENING

About the Book

Many children have eaten chicken, but do they know where this favorite food comes from? *Chicks and Chickens* describes how chickens first became domesticated and goes on to explain the life cycle of the chicken and give fascinating details about this common bird.

Activate Prior Knowledge/Build Background

Ask children what they know about chickens. After eliciting that chickens are birds often raised on farms for food, have them offer other prior knowledge about chickens and write the information they provide on the board. Tell them that the book they will listen to and read will tell them many things about chickens that they didn't know before.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: R.1, R.2, R.7; SL.1, SL.2

Ask children the following questions about the book. Call on volunteers to respond orally.

- How long have people been raising chickens?
- What is different about a free-range chicken?
- What are chickens' most useful senses? Which senses are not good in chickens?
- Why do chickens have to live indoors at night?
- Do chickens in cold climates or warm climates lay more eggs? Why?
- How do chickens digest their food?

Vocabulary

CCSS: R.4; L.4, L.6

Each of the words below is a name for a chicken. Ask children to listen to the text again or look through the book to find out the differences between each name. Then have them write down the terms and their definitions.

- hen
- chick
- pullet
- cockerel
- rooster

Science: Amazing Chicken Facts

CCSS: R.1, R.3, R.7; W.7, W.8

Have children look through the book to find their favorite fact about chicken. Then ask them to work in pairs, using reference books or the Internet, to find another strange or interesting fact about chickens. Pairs can write down the facts they find and read their facts aloud to the class.

Art: Label a Rooster

CCSS: R.5, R.7

Print out copies of a rooster and a hen template from a site such as http://www.coloring.ws/t_template.asp?t=http://www.coloring.ws/animals/rooster.gif and http://www.coloring.ws/t_template.asp?t=http://www.coloring.ws/animals/hen2.gif. Allow children to choose which picture they would rather label and color. Pass out one page for each child. Have children label the parts of the rooster or hen based on the information in the book. Children can then color in their chicken pictures. Display the labeled portraits around the classroom.

Language Arts: Egg Recipe Cookbook

CCSS: R.5, W.7

Have children look in cookbooks or online to find simple recipes that feature eggs as their main ingredient. Ask them to print out the recipes or write them down. Children can illustrate their recipes with a picture of the finished dish. Collect the recipes in a class book of egg recipes.

Social Studies: Chicken Timeline

CCSS: R.3, W.7, W.8; SL.2

Have children work in groups to learn more about the history of chickens. They can listen to the information Gail Gibbons provides in the book or look back over the pages that describe the history of chickens. Then they can use reference books or go online to find out more about how chickens were raised and used throughout history. Have each group choose one time period, take notes, and give a brief oral presentation telling about the role of the chicken in their time period.

On the Internet: Watch Chicks Hatching

CCSS: R.7; W.4, W.7, W.8; SL.2, SL.4, SL.5

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have children visit one of these websites to watch a chicken hatching from an egg. Working in pairs, children can watch the video and write a detailed description of what happens during the video.

- <http://www.msichicago.org/online-science/videos/video-detail/activities/the-hatchery/>
- <http://www.primarygames.com/holidays/easter/videos/chick-hatching-from-egg/>.