Kindergarten Chicken Life Cycle Exercise

Kindergarten students raise questions about the world around them. They learn to use whole numbers to describe scientific data and how to identify parts of things (i.e. tools and toys). Kindergarteners describe, compare, and sort items according to physical attributes (i.e. number, shape, texture, size, weight, color, and motion). They use their senses (sight, smell, taste, touch, and sound) to group objects. They learn to follow rules to stay safe.

My World and Me

Kindergarten students have a natural interest in the world around them. Though not developmentally ready for in-depth explanations, they wonder why things move and note the various patterns. They notice that the sun and moon appear and disappear in the sky. The kindergarteners use their senses to make observations about physical attributes and are aware of similarities and differences.

Major Concepts/ Skills: Concepts/Skills to Maintain:

Life Science
Describe/Observation
Living/nonliving
Animals/Plants
Parents and offspring

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.
SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
a. Use whole numbers for counting, identifying, and describing things and experiences.
b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.
SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.
a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).
b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models)
SKCS4. Students will use the ideas of system, model, change, and scale in exploring

scientific and technological matters.
a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.)
c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.
SKCS5. Students will communicate scientific ideas and activities clearly.
a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Begin to draw pictures that portray features of the thing being described.
Nature of Science
SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
a. In doing science, it is often helpful to work with a team and to share findings with others.
b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.
c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them

Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.
a. Recognize the difference between living organisms and nonliving materials.
b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)
c. Group plants according to their observable features such as appearance, size, etc.
SKL2. Students will compare the similarities and differences in groups of organisms.
a. Explain the similarities and differences in animals. (color, size, appearance, etc.)
b. Explain the similarities and differences in plants. (color, size, appearance, etc.)
c. Recognize the similarities and differences between a parent and a baby.
d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)
e. Recognize that you are similar and different from other students. (senses, appearance)
Teacher note: Be sensitive to the fact that some children have parents who are not their biological parents.

Materials

Scissors
White computer paper
Brown paper
Yellow paper
Gold paper
Glue
Crayons or Colored Pencils

Instructions

*Make a finished project as seen in the picture below as this will help show the children exactly what they are trying to make. I did all of this my first time with this project and wouldn't change any of the following instructions:

Have these premade:
-Chicken life cycle worksheet papers (titled and spot for name)
-Cut 1 small white oval per student
-Cut 1 large white oval per student
-Cut 1 large yellow oval per student
-Cut 1 large gold oval per student

-Shred brown paper to create nesting material

Print enough copies of a blank chicken life cycle paper for your class.

1. Start at the nest phase; explain to the children how to make a nest and glue the small egg over the nest material once glued.
2. Draw an arrow from the nest to the next phase; glue the large egg down and have the children draw a chicken hatching
3. Draw an arrow from the nest to the next phase; glue the yellow oval down and have the children draw wings, feet, eyes and a beak on the baby chick
4. Draw an arrow from the baby chick phase to the hen phase; glue the gold oval down and have the children draw details on the adult chicken too.
5. Finally, connect an arrow from the mature hen to the new egg and summarize each phase again.

Safety Concerns

-Precutting materials keeps children from injuring themselves with scissors while shredding nest materials
-Keep an eye on children at all times
-Don't let them eat glue or other materials

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Chicken Life Cycle