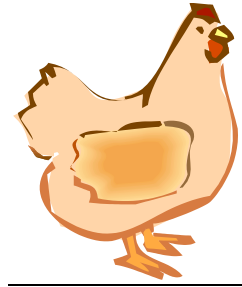


## Which came first: the chicken or the egg?

3<sup>rd</sup> to 5<sup>th</sup> Grade

Post-Trip

### *Life Cycle of a Chicken-- Formation of an Egg*



## Additional Massachusetts Frameworks

Math

Measurement

Grades 3-4

4.M.4. Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.

4.M.5. Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

## Post-Trip Lessons/Activities

1. Science/Math Integrated Lesson with the book Chickens on the Move by Pam Pollack and Meg Belviso

-This book integrates the concept of having and caring for chickens and the math concept of a perimeter to create a chicken coop.

-Read-aloud the book to students, pointing out various parts to help better than understanding the different concepts.

-Once done with the book, have students work in groups using rulers to create their own chick coops. Give the students different measurements that they have to stay within and see how many different combination/various they can come up with.

-Have students create a poster with their favorite shaped coop and have students place (by drawing) it in someone's "backyard". Do they want it next to the house? Near the hose? Why?

2. Students will finish their K-W-L charts. The "L Section" for what they have learned.

3. Have students build a model chicken coop diagram out of popsicle sticks (or other craft material) with all of the information that they learned during their field trip.