# CHICKEN RESEARCH AND USING NONFICTION

**Focus Lesson:** Chicken Research and Using Nonfiction

**Materials:**
Books in reading list
Chicken statistics (attached, cut into strips and taped throughout classroom)
Paper stapled books (8 pages each, 1 per student).
You Tube video on How a Chick is Born

**Time:** 1 hour

***Common Core Standards:**
**CCSS.ELA-LITERACY.RI.5.9**
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**Thinking Skill:** Finding information in a text,

**Objective:**

Students will use nonfiction picture books with diagrams (and other resources, if possible) to find information about the life cycle of chickens.

Students will complete a scavenger hunt to answer questions about chickens.

**Connection:**

Today we're going to connect math and science; numbers and animals.
Where do eggs come from? How long does a chicken live? What do chickens do all day?
What do chickens eat? What's the difference between a chicken we eat and a chicken that lays eggs?

**Explicit Instruction:**

Read *Lifetime: The Amazing Numbers in Animal Lives*.
Watch How a Chick is Born on You Tube.
Discuss some of the facts that stood out to the children and list those on chart paper.
Highlight facts about chickens.
Compare to some of the other animals mentioned.

**Guided Practice:**

Today, you're going to write all about the chicken's life cycle in your own Lifetime books!

Guide students through the first 1-2 pages of creating their lifetime books. Show students that there are chicken life cycle facts they can hunt for throughout the classroom, and introduce books they can use to gather information from.

Tell them specifically that they need to find out 3 types of information:

1. Sketch and describe a chicken's anatomy
2. Find information about a chicken's physiology
3. Find out how chickens are born and what they look like at birth

Tell them to take good notes and to include the title of the book or website for their notes.

**Independent Practice:**

1. Students continue writing and illustrating their Chicken Lifetime books.
2. Include 3 sections in book. In each section include illustrations and diagrams (accurately labeled).
3. Include a bibliography of resources used.
4. Be sure to include a cover page and author's name!

**Reflection – Group Share:**

Students pair up and read their books to one another then stop to take notes using sticky notes. Invite them to share with other pairs.

**Reading list:**

*Lifetime: The Amazing Numbers in Animal Lives* by Lola Schaefer
*Chicks and Chickens* by Gail Gibbons
*From Egg to Chicken* by Anita Ganeri
*Where Do Chicks Come From?* by Amy Sklansky

**Teacher Note:**

Chicken Statistics via http://www.urbanfarmonline.com/urban-livestock/chickens/chicken-stats.aspx

## Chicken Physiology

**Life span:** 10 to 11 years
**Heart rate:** 220 to 360 beats per minute
**Respiratory rate:** 12 to 37 breaths per minute
**Temperature:** 103.6 to 109.9 degrees F
**Water intake:** 210 to 400 milliliters per day
**Urine volume:** 100 to 200 milliliters per kilogram of weight per day
**Gastrointestinal transit time:** Approximately 4 hours
**Blood volume:** 6 to 12 milliliters per 1/10 kilogram of weight

## Chicken Reproduction

**Puberty:** 4½ to 5 months
**Age at laying:** Approximately 6 months
**Clutch size:** 5 to 8
**Incubation:** 21 days
**Birth weight:** 30 to 80 grams
**Independence of chicks:** 3 months of age

## Chicken Anatomy

**Legs:** Featherless in most breeds; can propel body up to 9 mph
**Nails:** Sharp; used for scratching in dirt, grasping to perch
**Wings:** Short flight feathers, limited lifting ability
**Tail:** Short in hens, fuller in roosters; used for balance in flight and perching
**Ears:** Sizable hole on either side of head, covered by feathers; fleshy earlobe just below ear hole
**Eyes:** Set on the side of the head for a 360-degree view; sole means of identifying food; color vision superior to that of humans
**Beak:** Jawbone covered with lightweight keratin sheath; used to pick up food, grooming and fighting
**Nostrils:** Located on top of beak; poor sense of smell
**Mouth:** No dentition; tongue used to push feed to back of mouth for swallowing
**Comb:** Fleshy protuberance on the top of chicken's head containing nerve endings and blood vessels; larger on roosters than on hens
**Wattle:** Fleshy protuberance hanging below a chicken's beak; contains nerve endings and blood vessels; and matches the comb color; larger on roosters than on hens