

# LIFE CYCLE OF A CHICKEN PUPPET THEATER

<p><b>Focus Lesson:</b> Life Cycle of a Chicken Puppet Theater</p> <p><b>Materials:</b>          Paper plates          Popsicle sticks          Glue          Feathers          Markers          Books on Reading List</p> <p><b>Time:</b> About 2 hours, can easily be split up over 2 days.</p>	<p><b>*Common Core Standards:</b>  <b>CCSS.ELA-LITERACY.RI.2.3</b>          Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>CCSS.ELA-LITERACY.SL.2.2</b>          Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p><b>Thinking Skill: Sequencing, Compare/Contrast, Using information from a text to develop a script.</b></p>
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**Objective:**

Students will perform the basic life cycle of a chicken using puppets.

**Connection:**

Ask students if they've studied any life cycles in the past. If not, think about the phrase "Life Cycle." What does each of these words mean? What do you think a life cycle is? Today, we'll learn about the life cycle of a chicken.

**Explicit Instruction:**

Read *From Egg to Chicken* aloud, pausing throughout to check for understanding and for students to ask questions.

Focus on the Life Cycle Diagram on page 28. "What do you observe about this image?" "What do you notice about the beginning and end of the life cycle?"

**Guided Practice:**

Students will create puppets to perform the basic life cycle of a chicken. Puppets needed are an egg, a chick, a rooster, and a mother hen. Use paper plates, popsicle sticks, feathers, and markers to create puppets. This is a great opportunity for the children to get creative.

As a class, develop a script for the life cycle of a chicken. Take student responses and guide this process so that it works with the puppets available. The script should include the age of the chicken at each process, and can be developed from the diagram on page 28 in *From Egg to Chicken*.

**Independent Practice:**

Allow students to rehearse the show in small groups with their puppets. Have each small group perform their puppet show for the rest of the class.

**Reflection – Group Share:**

Discuss as a class:

Were all the performances the same, or were there some differences?

Write a journal reflection on your favorite part of the life cycle of the chicken. Why is this an important part of the process? Draw a picture of this part of the life cycle.

**Reading list:**

*From Egg to Chicken*\_by Anita Ganeri

**Teacher Note:**