

PANCAKES: WHAT'S IN AN EGG?

Focus Lesson: Pancakes: What's in an Egg?

Materials:

Eggs by Marilyn Singer and Emma Stevenson

Chicks and Chickens by Gail Gibbons

Pancakes, Pancakes! by Eric Carle

1 hard-boiled egg per student

1 plastic knife per student

1 uncooked egg

Pie dish (or anything to put the raw egg in)

My Pancake Journal

Copies of egg diagram for each student (can be found on page 25 of *Chicks and Chickens*)

Time: 1 hour

Note: This is Lesson #3 from the Afterschool Unit

Cock-a-doodle-doo! Making Pancakes from Scratch

**See Teacher Note. Be aware of the food and allergy policies at your program

***Common Core Standards:**

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Thinking Skill: Application of information in a text

Objective:

Students will learn about the different parts of an unfertilized chicken egg.

Students will identify the parts of a hard boiled egg and use their senses to describe its details.

Connection:

We have been investigating the ingredients from *Pancakes, Pancakes!* by Eric Carle and about where they come from (farm to table concept).

We learned the step-by-step process of turning wheat into flour, and today we will discover more about eggs. Do you remember how Jack gathered eggs for his pancake? (show students page of *Pancakes, Pancakes!* where Jack gets the egg) *Chickens!* Now let's learn more about the parts of an egg

Hold up a raw egg in its shell. Ask students what you're holding.

- What is inside of this shell?
- How do I break it?
- Is it easy to break?
- Today we're going to be learning about the anatomy of an egg.

Explicit Instruction:

Crack the egg into a bowl, and show students the contents. Explain that the students may not eat or touch (without hand washing after) this raw egg, because it may contain bacteria that could make them sick. This is why we always cook eggs before we eat them.

Read pages 1-9 of *Eggs*.

Guided Practice:

Look at the outside of your egg. What color is the egg?
Feel the outside of your eggshell. Discuss with a partner how it feels.
Smell the outside of your egg. Discuss with your partner the smell of the egg.
Shake your egg gently. Do you hear any sound?

Model how to peel a hard boiled egg by cracking the shell at the bottom where the air sac is. Point out the extra space between the egg white and shell.

Slice your egg in half. Where is the albumen? What color is it? Where is the yolk? What color is it? Do you see anything else in the egg?

Independent Practice:

Pick up, smell, and taste your hard boiled albumen. Write down how it feels in your hand, how it smells, what it feels like in your mouth, and what it tastes like.

Reflection – Group Share:

Did you enjoy the egg's taste? What did you enjoy more, the albumen or the yolk? If this egg had become a chick, from which part of the egg would it have begun forming? (Yolk)

Write in journals any new information you learned about eggs.

Reading list:

Eggs by Marilyn Singer and Emma Stevenson
Chicks and Chickens by Gail Gibbons
Pancakes, Pancakes! by Eric Carle

Teacher Note: This lesson involves the students using their senses to describe eggs. If students are allergic to eggs, but can be in the presence of eggs, they can complete the sense portion of the exercise using another food. If students are severely allergic to eggs, an alternative ending to this lesson should be used.