

Wormforce - Chicken Activities

These activities can be implemented into classroom programs with the idea of specifically addressing areas of the Curriculum Framework and Progress Maps.

Learning Area	Progress Map Elaborations	Activities
<p>SCIENCE</p>	<p>Life and Living: Level 1</p> <ul style="list-style-type: none"> • They also recognise that people need food and shelter to survive, just as pets have needs such as food, water and care. • They can describe common features such as legs, eyes and ears through a drawing of themselves and an animal. • Students understand there are some differences between people's features and between the features of some other living things. • They may also identify that an elephant's trunk is really a big nose, that other animals have different noses and that some animals have different coverings. • Students understand that personal features change over time: for example, how height changes from childhood to adulthood. <p>Level 2</p> <ul style="list-style-type: none"> • Students understand that living things have different needs: for example, they compare sources of food and shelter of familiar animals such as pets, snails, and bees. • They can also compare the needs of different baby animals. 	<p>Life and Living: Level 1</p> <ul style="list-style-type: none"> • Brainstorm the needs of humans and chickens into an explosion chart using words and pictures. (Shelter, food, water, care) • Draw a labelled picture of themselves and a chicken and orally tell the difference between the two. • Use their senses to describe what a chicken looks like and the environment it lives in. Create a touch board that sensually describes this. • Draw the life cycle of a chicken. Place photographs of each stage into their life cycle. <p>Level 2</p> <ul style="list-style-type: none"> • Create a structured overview comparing the needs of three animals, one being a chicken. Insert diagrams and photographs where applicable. • Write a description or an explanation explaining how a chicken senses and locates its' food.

- They can also describe how animals use different senses to locate food.
- Students understand that living things change over time.
- They can also describe how animals use different senses to locate food.
- Students recognise that living things have parents and that some parents look after their young and others do not.

Level 3

- Students make connections between living things: for example, they use their experiences of animals' diets to describe animals that eat other animals or plants in a food chain.
- They also recognize the difference between how animals get their food and how plants make their own food from the sun.
- Students make connections between living things and the environment
- Students understand connections within structures that form part of a system in living things, such as the breathing and circulatory systems, and make predictions about organisms and relationships.
- They can compare structures
- Students understand that plants and animals reproduce and that offspring resemble their parents
- They can compare life cycles of groups of organisms.
- They can describe a simple system of

- Break down the lifecycle of a chicken into pictures and place them out of order. Students place the life cycle of a chicken in the correct order and write a brief description of what is occurring at each stage.
- Matching activity. Match photographs of baby animal to their mothers.
- Classify different baby animals into like groups, such as amphibians, mammals, birds, monotremes etc.

Level 3

- Using picture clues, students arrange a food chain that includes a chicken. Must have at least six elements to the food chain. Extend by creating a food web.
- Write a description of the system involved in feeding the chickens. Describe the difference between plants creating their food and chickens feeding.
- Detail the environment in which the chickens are happiest. Outline how environment changes impact on chicken breeding and contentment. Display in a photographic report.
- Research how chickens assist in the waste wise process, such as the removal of food scraps and creating manure that can be placed in compost.
- Draw a detailed diagram of the structure of a chicken and the environment it lives.
- Draw and describe the life cycle of a chicken.
- Create an explanation of the similarities

breathing in humans by referring to a series of organs and tubes and predict that this pattern will be similar in other mammals.

- They can compare structures, for example, fish have gills and gill slits and humans have lungs and rib cages.

Investigating Scientifically

- This is a series of investigation ideas specifically geared for the topic of chickens.

and differences between a human and a chicken in regards to body makeup.

Investigating Scientifically

- Investigate the egg production of chickens and possible influences such as diet that may affect the production.
- Conduct an investigation to determine what types of food chickens like to eat and what types they do not. Why might this be the case?
- What benefits do the chickens get from the pellets they are fed?
- The effect of diet on egg shell toughness and yolk colour.
- Investigate different breeds of chickens and their egg size.
- Life cycles of chickens from incubation.
- Why and how chickens develop a pecking order.
- Why do chickens sand bath?
- What is the purpose and structure of a feather?
- Different breeds of chickens and their purpose. (Meat chickens, laying chickens, show chickens).
- Different ways of raising chickens.

Mathematics

Chance and Data:

Level 1

- Students participate in class discussions that draw out simple questions about objects or pictures, students might pose simple questions.
- They participate in class discussions about how they might find out the answers to these questions.
- Students offer suggestions as to which objects they could collect or make to produce the data needed to answer simple questions posed by the teacher.
- Students apply familiar and unambiguous criteria to classify and sequence data consistently.
- They can also describe the likeness (or the difference) between several things.
- Students display their data and the results of their thinking by showing their collections physically or by drawing pictures of what they have done.
- Students reach simple conclusions based on counting and one-to-one correspondence.
- Students interpret results collaboratively collected in a table.

Chance and Data

Level 1

- Brainstorm - What things could we learn about chickens from watching them? Observe the chickens for an amount of time and discuss what things they do.
- Make a visual diary recording all the activities a chicken does in a certain amount of time. Photograph.
- Group and classify chicken behaviours into two or three groups - Discuss what these groups could be with students. (Eating, relaxing, communicating, sounds etc)
- Photograph different breeds of chickens and in a classification table state how each breed is different or similar to our chickens.
- Record egg production into a table over several weeks and draw a bar graph representing this. Could also record the type of weather each day, feed type or quantity of food to see if this effects egg production.
- Measure the circumference of each egg and record in a table and see if the feed type or weather affects that component.
- Discuss findings as a class and write a whole class report based on the data collected.

Level 2

- Students offer some appropriate data-oriented questions in class discussions
- They realise that they can answer some questions for themselves by collecting data.
- They can make predictions of what is likely to be shown by their questioning or surveys
- Students participate in group discussions suggesting ways of collecting objects or information and what data to collect for a survey
- They also offer suggestions about how to classify objects or information into categories they have created
- Students understand that once data is collected, some sorting or organising will be needed and contribute suggestions on how to do this.
- They work in groups or pairs and follow a plan
- Students use a variety of ways of summarising and displaying what they have found
- They also use organised lists or one-way tables to arrange information
- Students make graphs and plots using one-to-one correspondence between 'real' data and a representation
- Students not only describe what their own data collection shows but also read and listen to other students' reports. These reports can be oral or written
- They also describe how their graph shows the results of their data collection

Level 2

- Whole class - Brainstorm as many questions as possible that could be answered using given data. Such as have the recorded information about egg production linked to feed amounts, types and weather and think of possible questions that could be posed. What sorts of climatic conditions do chickens produce more eggs? What type of food fed to chickens encourages egg production? Do chickens lay more regularly if they are let out into the grassed area?
- Chose a particular question and write predictions based on their own background information and ideas.
- Give children a questions, let them brainstorm all the different ways they could collect data regarding this question - observations, photographs, tallies, surveys etc.
- Conduct own survey in pairs - using a given question - collect data and display in either a histogram or line graph. Describe their graphed data.
- Write an explanation of what they discovered and their opinion of why that was so.

Level 3

- Students investigate some situations that extend beyond their immediate class group or families
- When prompted, students recognise the need to clarify and refine their questions to decide what data to collect and attempt to do so
- They are also reasonably careful in their data collection
- Students think about how to organise data so that they are helpful for answering a particular question, such as which insects are most common.
- They suggest a suitable way to classify data and thus may sort insects into groups, or categories
- They organise their data in tables and diagrams that show frequencies for different categories using simple formats based on tallies or organised lists
- Students can record data at regular time intervals
- Students understand that the lengths in bar graphs can be used to represent measurements they have made at equal intervals over a period of time
- They may use a conventional tally method to record the number of times a thumbtack falls on its side or on its top, and summarise the results by counting the tally for each group.
- Students interpret tables, diagrams, bar graphs and pictographs produced by themselves and others, including their peers, drawing sensible conclusions.
- They can read a tally, extract data from

Level 3

- Given a topic; egg production, chicken weight, feather condition, chicken colour, students devise their own data collection question and method and conduct their own investigation.
- Record data collected using a variety of methods - two way table, tree diagrams, observations, tallies and frequency tables.
- Describe their findings in a report that include their predictions, results and explanation of the data they collected and overall answer to their posed question. Revisit their prediction and comment on how their findings justified their ideas or proved them incorrect.
- Visually categorise chicken breeds into appropriate groups - country origin, behaviour, colour, gender, pecking order, size etc.
- Observe chickens at various intervals of the day and record behaviour - set up video camera to record time of egg laying. Complete over at least a week to record findings.
- Record data collected from surveys etc in the form of; histograms, line graphs, scatter graphs and pie graphs.
- Give students tables and graphs related to egg production and answer literal and inferential questions by analysing the data.

	<p>simple one- and two-way tables and determine frequencies from a pictograph or a bar graph in which each unit is marked on the axis</p> <ul style="list-style-type: none"> • Students explain what their displays show and comment on their predictions in the light of their collected data. 	
Technology and Enterprise	<p>Technology Process: Ideas for technology projects that address, investigating, devising, producing and evaluating. Change to suit level of students.</p>	<p>Activity Ideas</p> <ul style="list-style-type: none"> • Each project must be investigated, devised/planned, produced and evaluated. • Plan a chicken yard and construct a 3D model. • Enterprise activity using the recipe books and selling them. • Construct a hen and a rooster model with labelled parts, highlighting the differences. • Create a system for collecting, storing and selling chicken manure. • Egg advertisements for selling.
English	<p>Writing: Level 1</p> <ul style="list-style-type: none"> • They usually write about their own experiences and attempt texts such as lists, greeting cards, messages or explanations to accompany their drawings. • They discuss the purposes of familiar written texts: for example, signs provide direction. 	<p>Writing Activities Level 1</p> <ul style="list-style-type: none"> • Write a class/individual recount on feeding the chickens. • Draw and label the parts of a chicken. • Construct a list of all the things chickens eat. • Create a poster informing others of when and how they feed the chickens and collect the eggs.

- Students explore ways of representing ideas and information using written symbols.
- They use a range of strategies to help them produce words when they are writing: for example, they say words aloud and sound them slowly as they write, use alphabet charts, use their knowledge of letter names and sounds, copy environmental print, and ask others for help.

Level 2

- Students write simple imaginative and informative texts that include some related ideas about familiar topics.
- They attempt texts such as lists, letters, recounts, narratives, procedures, instructions, messages, rhymes and simple descriptions
- Students recognise some of the purposes and advantages of writing.
- They recognise that writing can record information and ideas.
- Their writing shows some understanding of the requirements of the task.

- Construct a recipe book of egg recipes.
- Create word walls based on chickens, different types, parts of chickens, food they eat etc.

Level 2

- Students can research a breed of chicken and write an informational report based on location, size, colours, feather descriptors, importing and exporting birds, illustrations with body parts labelled, life cycles etc.
- Create a pamphlet that describes all the different feeding and care requirements for the chickens.
- Create a variety of poems based on chickens; acrostic, cinquain, limerick, ballad, haiku, diamante etc.
- Create advertisements on posters that sell the chicken eggs.
- Write a description/explanation of how the chickens are cared for and how they help with sustainability.
- Write an argument that answers, Are chickens a good component of the recycling system?

Level 3

- Students experiment with interrelating ideas and information when writing about familiar topics.
- They are developing control over a small range of texts in which they combine ideas in a logical sequence
- Students recognise that certain text types and features are associated with particular audiences and purposes.
- They select an appropriate text type from a small range for a particular writing purpose.
- They consider some needs and expectations of readers before writing and can explain some purposes for writing.

Level 3

- Write a comparative report comparing several different breeds of chickens and the pros and cons of each.
- Create an informational poster describing and illustrating the different uses of chickens and why they are bred. Meat chickens, laying hens, free range hens, caged chickens, show chickens.
- Write a description of the life cycle of a chicken and interconnect food webs and chains.
- Create a multimedia advertisement for different target audiences based on different areas. Who would you base an ad selling eggs towards - mothers/people who do the groceries, chefs, restaurants?
- Give students an overview of an activity - we need to sell the chickens at the end of the year and purchase new ones. What written texts will we be constructing in order for us to do this? Advertisements, letters, pamphlets.
- Write a narrative that is based on the theme of chickens and how they are used in sustainability and waste wise areas.
- Form an argument that addresses the debate of free range and caged hens.
- Present a recipe book that includes procedures for chicken and egg recipes.

Wormforce - Chicken Assessment

FAIR: Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

Learning Area	Progress Map Elaborations	Assessment Types
<p>Science</p>	<p>Life and Living:</p> <p>Level 1</p> <ul style="list-style-type: none"> • They also recognise that people need food and shelter to survive, just as pets have needs such as food, water and care. • They can describe common features such as legs, eyes and ears through a drawing of themselves and an animal. • Students understand there are some differences between people's features and between the features of some other living things. • They may also identify that an elephant's trunk is really a big nose, that other animals have different noses and that some animals have different coverings. • Students understand that personal features change over time: for example, how height changes from childhood to adulthood. <p>Level 2</p> <ul style="list-style-type: none"> • Students understand that living things have different needs: for example, they compare sources of food and shelter of familiar animals such as pets, snails, and bees. • They can also compare the needs of different baby animals. • They can also describe how animals use different senses to locate food. • Students understand that living things change over time. • They can also describe how animals use different senses to locate food. • Students recognise that 	<p>Life and Living:</p> <p>Level 1</p> <ul style="list-style-type: none"> • Brainstorm of human and chicken needs in an explosion chart • Labelled picture of themselves and a chicken. Oral retell of the difference between the two. • Description of what a chicken looks like and the environment it lives in. Touch board that describes this. • Drawn life cycle of a chicken. <p>Level 2</p> <ul style="list-style-type: none"> • Structured overview comparing the needs of three animals, one being a chicken. • Description or explanation explaining how a chicken senses and locates its' food. • Order the lifecycle of a chicken from scrambled pictures. Brief description of what is occurring at each stage. • Matching activity. Match photographs of baby animal to their mothers. • Classification of different baby animals into like groups.

living things have parents and that some parents look after their young and others do not.

Level 3

- Students make connections between living things: for example, they use their experiences of animals' diets to describe animals that eat other animals or plants in a food chain.
- They also recognize the difference between how animals get their food and how plants make their own food from the sun.
- Students make connections between living things and the environment
- Students understand connections within structures that form part of a system in living things, such as the breathing and circulatory systems, and make predictions about organisms and relationships.
- They can compare structures
- Students understand that plants and animals reproduce and that offspring resemble their parents
- They can compare life cycles of groups of organisms.
- They can describe a simple system of breathing in humans by referring to a series of organs and tubes and predict that this pattern will be similar in other mammals.
- They can compare structures, for example, fish have gills and gill slits and humans have lungs and rib cages.

Level 3

- Arrangement of a food chain that includes a chicken. Must have at least six elements to the food chain.
- Food web.
- Description of the system involved in feeding the chickens.
- Describe the difference between plants creating their food and chickens feeding.
- Outline of how environment changes impact on chicken breeding and contentment. (Photographic report.)
- Research report on how chickens assist in the waste wise process.
- Detailed diagram of the structure of a chicken and the environment it lives.
- Drawn and described life cycle of a chicken.
- Explanation of the similarities and differences between a human and a chicken in regards to body makeup.

	<p>Investigating Scientifically</p> <ul style="list-style-type: none"> • This is a series of investigation ideas specifically geared for the topic of chickens. 	<p>Investigating Scientifically</p> <ul style="list-style-type: none"> • Investigation of egg production. • Investigation to determine what types of food chickens like to eat and what types they do not. • Written report of benefits do the chickens get from the pellets they are fed. • Description of the effect of diet on egg shell toughness and yolk colour. • Informational report on different breeds of chickens and their egg size. • Illustrations of life cycle of chickens from incubation. • Visual poster of why and how chickens develop a pecking order. • Description of why chickens sand bath. • Scientific report of what the purpose and structure of a feather is. • Informational poster on different breeds of chickens and their purpose. (Meat chickens, laying chickens, show chickens). • Pamphlet on the different ways of raising chickens.
<p>Mathematics</p>	<p>Chance and Data: Level 1</p> <ul style="list-style-type: none"> • Students participate in class discussions that draw out simple questions about objects or pictures, students might pose simple questions. • They participate in class discussions about how they might find out the answers to these questions. • Students offer suggestions as to which objects they could collect or make to produce the data needed to answer simple questions posed by the teacher. • Students apply familiar and unambiguous criteria to classify and sequence data consistently. • They can also describe the 	<p>Level 1</p> <ul style="list-style-type: none"> • Brainstorm - What things could we learn about chickens from watching them? Observe the chickens for an amount of time and discuss what things they do. • Visual diary recording all the activities a chicken does in a certain amount of time. Photograph. • Grouping and classification of chicken behaviours into two or three groups - Oral discussion of what these groups could be with students. (Eating, relaxing, communicating, sounds etc) • Classification table stating how each breed is different or similar to our chickens. • Recording of egg production

	<p>likeness (or the difference) between several things.</p> <ul style="list-style-type: none"> • Students display their data and the results of their thinking by showing their collections physically or by drawing pictures of what they have done. • Students reach simple conclusions based on counting and one-to-one correspondence. • Students interpret results collaboratively collected in a table. <p>Level 2</p> <ul style="list-style-type: none"> • Students offer some appropriate data-oriented questions in class discussions • They realise that they can answer some questions for themselves by collecting data. • They can make predictions of what is likely to be shown by their questioning or surveys • Students participate in group discussions suggesting ways of collecting objects or information and what data to collect for a survey • They also offer suggestions about how to classify objects or information into categories they have created • Students understand that once data is collected, some sorting or organising will be needed and contribute suggestions on how to do this. • They work in groups or pairs and follow a plan • Students use a variety of ways of summarising and displaying what they have found • They also use organised lists or one-way tables to arrange information • Students make graphs and plots using one-to-one correspondence between 'real' data and a 	<p>into a table over several weeks and drawing of a bar graph representing this.</p> <ul style="list-style-type: none"> • Measurement of the circumference of each egg and recording in a table. • Discussion of findings as a class and written whole class report based on the data collected. <p>Level 2</p> <ul style="list-style-type: none"> • Whole class brainstorm as many questions as possible that could be answered using given data. • Written predictions based on their own background information and ideas given a specific question. • Brainstorm of all the different ways they could collect data - observations, photographs, tallies, surveys etc. • Conduction of own survey in pairs - using a given question - collect data and display in either a histogram or line graph. Description of their graphed data. • Explanation of what they discovered and their opinion of why that was so.
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	<p>representation</p> <ul style="list-style-type: none"> • Students not only describe what their own data collection shows but also read and listen to other students' reports. These reports can be oral or written • They also describe how their graph shows the results of their data collection <p>Level 3</p> <ul style="list-style-type: none"> • Students investigate some situations that extend beyond their immediate class group or families • When prompted, students recognise the need to clarify and refine their questions to decide what data to collect and attempt to do so • They are also reasonably careful in their data collection • Students think about how to organise data so that they are helpful for answering a particular question, such as which insects are most common. • They suggest a suitable way to classify data and thus may sort insects into groups, or categories • They organise their data in tables and diagrams that show frequencies for different categories using simple formats based on tallies or organised lists • Students can record data at regular time intervals • Students understand that the lengths in bar graphs can be used to represent measurements they have made at equal intervals over a period of time • They may use a conventional tally method to record the number of times a thumbtack falls on its side or on its top, and summarise the results by counting the 	<p>Level 3</p> <ul style="list-style-type: none"> • Construction of their own data collection question and method and conduction of their own investigation. • Recorded data collected using a variety of methods - two way table, tree diagrams, observations, tallies and frequency tables. • Descriptive report that include their predictions, results and explanation of the data they collected and overall answer to their posed question. • Review of their prediction and comment on how their findings justified their ideas or proved them incorrect. • Visually categorisation of chicken breeds into appropriate groups - country origin, behaviour, colour, gender, pecking order, size etc. • Observation of chickens at various intervals during day. Written data collection. • Recorded data collected from surveys etc in the form of; histograms, line graphs, scatter graphs and pie graphs. • Analysis of data.
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	<p>tally for each group.</p> <ul style="list-style-type: none"> • Students interpret tables, diagrams, bar graphs and pictographs produced by themselves and others, including their peers, drawing sensible conclusions. • They can read a tally, extract data from simple one- and two-way tables and determine frequencies from a pictograph or a bar graph in which each unit is marked on the axis • Students explain what their displays show and comment on their predictions in the light of their collected data. 	
Technology and Enterprise	<p>Technology Process: Ideas for technology projects that address, investigating, devising, producing and evaluating. Change to suit level of students.</p>	<p>Activity Ideas</p> <ul style="list-style-type: none"> • Each project must be investigated, devised/planned, produced and evaluated. • Chicken yard planning and construction of a 3D model. • Enterprise activity using the recipe books and selling them. • Construction of a hen and a rooster model with labelled parts, highlighting the differences. • Creation of a system for collecting, storing and selling chicken manure. • Egg advertisements for selling.
English	<p>Writing: Level 1</p> <ul style="list-style-type: none"> • They usually write about their own experiences and attempt texts such as lists, greeting cards, messages or explanations to accompany their drawings. • They discuss the purposes of familiar written texts: for example, signs provide direction. • Students explore ways of representing ideas and information using written 	<p>Writing Activities Level 1</p> <ul style="list-style-type: none"> • Written class/individual recount on feeding the chickens. • Drawn and labelled parts of a chicken. • List of all the things chickens eat. • Poster informing others of when and how they feed the chickens and collect the eggs. • Recipe book of egg recipes. • Word walls based on

	<p>symbols.</p> <ul style="list-style-type: none"> • They use a range of strategies to help them produce words when they are writing: for example, they say words aloud and sound them slowly as they write, use alphabet charts, use their knowledge of letter names and sounds, copy environmental print, and ask others for help. <p>Level 2</p> <ul style="list-style-type: none"> • Students write simple imaginative and informative texts that include some related ideas about familiar topics. • They attempt texts such as lists, letters, recounts, narratives, procedures, instructions, messages, rhymes and simple descriptions • Students recognise some of the purposes and advantages of writing. • They recognise that writing can record information and ideas. • Their writing shows some understanding of the requirements of the task. <p>Level 3</p> <ul style="list-style-type: none"> • Students experiment with interrelating ideas and information when writing about familiar topics. • They are developing control over a small range of texts in which they combine ideas in a logical sequence • Students recognise that certain text types and features are associated with particular audiences and purposes. • They select an appropriate text type from a small range for a particular writing 	<p>chickens, different types, parts of chickens, food they eat etc.</p> <p>Level 2</p> <ul style="list-style-type: none"> • Research a breed of chicken and write an informational report based on location, size, colours, feather descriptors, importing and exporting birds, illustrations with body parts labelled, life cycles etc. • Pamphlet that describes all the different feeding and care requirements for the chickens. • Poems based on chickens; acrostic, cinquain, limerick, ballad, haiku, diamante etc. • Advertisements on posters that sell the chicken eggs. • Description/explanation of how the chickens are cared for and how they help with sustainability. • Argument that answers, are chickens a good component of the recycling system? <p>Level 3</p> <ul style="list-style-type: none"> • Comparative report comparing several different breeds of chickens and the pros and cons of each. • Informational poster describing and illustrating the different uses of chickens and why they are bred. Meat chickens, laying hens, free range hens, caged chickens, show chickens. • Description of the life cycle of a chicken and interconnect food webs and chains. • Multimedia advertisement
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	<p>purpose.</p> <ul style="list-style-type: none">• They consider some needs and expectations of readers before writing and can explain some purposes for writing.	<p>for different target audiences based on different areas. Who would you base an ad selling eggs towards - mothers/people who do the groceries, chefs, restaurants?</p> <ul style="list-style-type: none">• Advertisements, letters, pamphlets.• Narrative that is based on the theme of chickens and how they are used in sustainability and waste wise areas.• Argument that addresses the debate of free range and caged hens.• Recipe book that includes procedures for chicken and egg recipes.
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