



And a Cluck, Cluck There

3

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe a farmer's job
- ✓ Identify chicks, hens, and roosters, and the sounds they make
- ✓ Identify needs of chickens: food, water, and space to live and grow
- ✓ Describe how chicks need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise chickens
- ✓ Identify foods that come from chickens

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “And a Cluck, Cluck There” (RI.K.2)
- ✓ Describe familiar things, such as chickens and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify new meanings for familiar words, such as *feed*, and apply them accurately (L.K.4a)
- ✓ Explain the meaning of the saying, “the early bird gets the worm” and use in the appropriate contexts (L.K.6)
- ✓ Listen to a variety of texts, including informational narratives such as “And a Cluck, Cluck There”

Core Vocabulary

collects, v. Brings together

Example: My brother collects interesting rocks.

Variation(s): collect, collected, collecting

hatch, v. Come out of an egg

Example: Do you think the chicks will hatch today?

Variation(s): hatches, hatched, hatching

peck, v. Bite or strike with a beak


Example: The hens will peck for food in the barnyard.

Variation(s): pecks, pecked, pecking

perching, v. Sitting on a branch or other place like a bird

Example: Do you see the bluebird perching in that oak tree?

Variation(s): perch, perches, perched

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	What Do We Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	And a Cluck, Cluck There		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Collects		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: The Early Bird Gets the Worm		15
	Multiple Meaning Word Activity: Feed	Poster 2M: Feed	



And a Cluck, Cluck There

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

As a class, sing the verse about a cow from “Old MacDonald Had a Farm.” Ask students what they have learned about cows and complete the Learn column of the KWL chart or add to your web, if you are making a written record. Remind students that female cattle are called *cows* and that male cattle are called *bulls*. Review the dairy and beef products we get from cattle. Be sure to record that baby cattle are called *calves*.

What Do We Know?

As a class, sing the verse about a hen from “Old MacDonald Had a Farm.” Ask students what they already know about hens or chickens. You may prompt discussion with the following questions:

- What sounds do chickens make?
- What do chickens eat?
- Why do farmers have chickens?
- What does a chicken look like?
- Have you ever seen a real chicken? If so, where?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that chickens have four legs? We’ll have to listen very carefully to our read-aloud and find out if that is true.” You may choose to add the information that students share about chickens to the KWL chart or web started previously. Save the chart for future reference.

Purpose for Listening

Tell students that Old MacDonald is going to tell them all about chickens. Tell students to listen to find out more about the main topic, or main idea, of today's lesson: chickens.



And a Cluck, Cluck There

◀ Show image 3A-1: Old MacDonald and chicken

Old MacDonald here again. This time I want to tell you about chickens. I have a few chickens on my farm, but some farmers have lots of chickens. Chickens are birds, but they do not really fly.



◀ Show image 3A-2: Chickens

Like any bird, chickens have feathers, feet, beaks, and wings, but chickens cannot fly. They *can* flap their wings, and sometimes a chicken can get a few feet off the ground or even to the top of a shed roof. But chicken bodies are not suited for flying.¹

1 What might happen if chickens could fly? Could farmers just let them walk around?



◀ Show image 3A-3: Foraging chickens

Some farmers let their chickens out in the yard to **peck** around for insects, seeds, and other food on the ground.² As long as there is food to be found, chickens tend to stay close to home, so there is little need to worry about them running away.

2 *Peck* means to use a beak to get food.



◀ Show image 3A-4: Chickens eating feed

Generally, chickens need help from the farmer to get all the food they need. The farmer feeds them special pellets, called chicken feed, or he can feed them dried corn, wheat, or oats.³

3 *Feed* means to give food to, but feed is also the food that animals eat.



◀ Show image 3A-5: Chicken coop

At night—and all the time on some farms—chickens live in the chicken coop. A chicken coop is not a fancy shelter. It usually consists of a small building where the chickens make their nests and where they roost, or sleep, at night.

The chicken coop also has a fenced-in dirt yard. The main reason for having a fence is to keep other animals out. Chickens are tasty and—because they can't fly—they would be easy prey for other animals, including owls, foxes, raccoons, weasels, and skunks. These creatures are nocturnal predators, meaning they

are animals that hunt at night, so every farmer needs to make sure that the chickens are all safely locked up in the coop every night before he or she goes to bed.



← **Show image 3A-6: Eggs in nest**

Female chickens are called hens. Hens lay eggs, which many people like to eat. On some farms, the farmer **collects** the eggs from the chickens' nests each morning and evening.⁴ On other farms the hens lay their eggs in cages with sloping bottoms so the eggs roll out onto a conveyor belt that collects them. The farmer and his family eat the eggs, or they sell them to other people.

4 The farmer takes the eggs.



← **Show image 3A-7: Egg in frying pan**

Eggs have hard shells. If you crack the shell you can break open the egg and release the yolk and white. Egg yolk is yellow and egg white is actually clear, though it turns white when you cook it. Some people like to eat fried or scrambled or boiled eggs for breakfast.⁵ Eggs are also used to make other foods, including cakes, cookies, and other baked goods.

5 [You may want to mention that some people do not eat or like to eat eggs.]



← **Show image 3A-8: Nesting chicken**

This hen laid several eggs, and now she is sitting on her eggs. If the farmer does not collect the eggs, the hen will keep sitting on them to keep them warm and protected. This is called nesting.



← **Show image 3A-9: Hatching chicks**

After the hen sits on the eggs for about twenty-one days, something amazing will happen. A chick will be born, and it will use its beak to crack open the shell from the inside! For twenty-one days, the chick has gradually grown inside the egg. All this time it has been using the egg yolk and white as its food. Within a few hours the chick will be fluffy and yellow. On some farms the eggs are hatched in incubators, machines that warm the eggs just like a mother hen.



← **Show image 3A-10: Hen and chicks**

Hens are good mothers. They naturally know to sit on eggs to keep them warm and how to raise baby chicks. They will even sit on other hens' (or even other birds') eggs! Unlike cows and pigs, chickens do not produce milk to feed their young. After the chicks **hatch**,⁶ they quickly learn to scratch and peck. Soon, these chicks will be ready to peck the ground to find food for themselves.

6 or come out of their eggs



← **Show image 3A-11: Rooster**

Male chickens are called roosters. The farmer usually only keeps one rooster in the chicken coop. Roosters do not lay eggs. Like the hens you saw earlier, this rooster has a red comb on top of his head.⁷ If you compare this rooster to the hens, you will also notice that he has a larger wattle. The wattle is a flap of bare skin that hangs down on a bird's throat.⁸ Roosters have larger wattles than hens.

7 [Point to the comb in the picture.]

8 [Point to the wattle in the picture.]

Roosters, are famous for **perching** on fences and even on rooftops—if they can flap or scamper to the top of the barn—and crowing “cock-a-doodle-do!” Roosters are alarm clocks for farmers because they often crow as soon as the sun starts to rise. And getting up early is just fine for farmers, because they know that “the early bird gets the worm.” Roosters continue crowing from time to time throughout the day, but they usually do not go “cock-a-doodle-do” at night.



← **Show image 3A-12: Chicken products**

Of course, farmers don't raise chickens just for their eggs. Many people like to eat chicken. One of my favorites is fried chicken, but some folks like to eat roasted chicken or barbecued chicken.

A popular food many kids like to order when they go out to eat is called chicken fingers. Of course, chickens do not really have fingers! Chicken fingers are simply strips of cooked chicken meat that you eat with your fingers.⁹

9 [You may want to mention that some people do not eat or like to eat chicken meat.]

Well, that's about everything I can tell you about chickens, and mine are probably getting hungry right about now, so I better go throw a few scoops of feed into the coop.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



◀ **Show image 3A-10: Hen and chicks**

1. *Inferential* What is the main topic, or main idea, of today's lesson? (chickens)
2. *Literal* What do you see in this picture? (hen and chicks) What sound do they make? (cluck)
3. *Inferential* How do chickens get the food that they need? (They peck for insects and seeds, or are fed by the farmer.)
4. *Literal* How do chicks begin their life? (They hatch from an egg.)
5. *Literal* Once the chicks have hatched, how do they get the food that they need? (They quickly learn to scratch and peck the ground for food.)
6. *Inferential* Why do many chickens spend time in a chicken coop? (for shelter, for protection from wild animals)
7. *Inferential* How can you tell the difference between a hen and a rooster? (Roosters have larger combs and wattles; they make a different sound.)
8. *Inferential* How are chickens like other birds that you might see outside? (have feathers, wings, beaks, make nests, lay eggs, etc.) How are they different? (can't fly, domesticated, etc.)
9. *Evaluative* Why do farmers raise chickens? (for eggs, for meat) Do you like to eat eggs and/or chicken meat? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* What is the most interesting fact that you learned about chickens? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Collects

5 minutes

1. In the read-aloud you heard, "On some farms, the farmer *collects* the eggs from the chickens' nests each morning and evening."
2. Say the word *collects* with me.
3. If a person collects things, he or she brings them together and saves them.
4. My grandfather collects old coins.
5. Is there something that you collect, or do you know someone who collects things? Try to use the word *collects* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My sister collects stuffed animals."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to describe situations that are examples of a person collecting things. For each example I want you to tell me what is being collected, and by whom. Try to answer in complete sentences. Begin your responses with “_____ collects _____.”

1. Steve picks up lots of shells at the beach and puts them in his pail. (Steve collects shells.)
2. Gina has friends and family send her postcards, which she keeps in a box. (Gina collects postcards.)
3. Sue keeps all of her favorite rocks that she has found in a pail. (Sue collects rocks.)
4. Juan has more than fifty baseball trading cards in his desk. (Juan collects baseball trading cards.)
5. The squirrel hides dozens of acorns to eat during the winter. (The squirrel collects acorns.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

Sayings and Phrases: The Early Bird Gets the Worm

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that in the read-aloud they heard the saying, “the early bird gets the worm.” Have students repeat the saying. Explain that worms are something birds like to eat; a bird would be happy if it found a worm because it could eat it! Repeat the saying one more time. Ask students why the early bird would get the worm. (It gets there first to see the worm before other birds do.) What would happen to a bird that came after the early bird? Would it get the worm?

Explain that this saying can also be true for people. People probably aren’t interested in getting a worm when they’re early, but there are other rewards they can get. Give students an example, such as getting up early gives students time to do things they need to do before school—like combing their hair, eating a good breakfast, and brushing their teeth; arriving early for the movies allows enough time to get a ticket, a snack (if desired), and a preferred seat before the movie. You may also want to explain that some businesses benefit from an early start (for employees as well as customers), such as a bakery or bagel shop. Ask students if they can think of other good things or rewards that come from being early.

Try to find opportunities to use this saying when it applies to situations in the classroom.

- ✈ Above and Beyond: You may also have students illustrate the literal and figurative meanings of this saying, or just the figurative meaning.

↔ **Multiple Meaning Word Activity**

Associated Phrase: Feed

1. [Show Poster 2M: Feed.] In the read-aloud you heard, “The farmer feeds [chickens] special pellets, called chicken *feed*, or he can *feed* them dried corn, wheat, or oats.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning. Note that this sentence uses both definitions of feed. Specify that you are talking about the food that some animals, like chickens, eat.]
2. With your neighbor, talk about what you think of when you see this kind of feed. I will call on a few of you to share your response. Try to answer in complete sentences. (When I see this kind of feed, I think of chickens, pellets, farms, Old MacDonald’s chickens, etc.) [Call on three or four students to share their answers.]
3. *Feed* also means something else. *Feed* means to give to food to, like the mother cow feeds her calf milk when it’s hungry. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, talk about what you think of when you see this picture of feed. I will call on a few of you to share your response. Try to answer in complete sentences. (This picture of feed makes me think of my mother, my favorite food, hunger, dinnertime, snacks, etc.) [Call on three or four students to share their answers.]