

Kindergarten Garden Based Curriculum

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Chicken Observation

Lesson 1~ Chicken Observation

Teacher:
Author: Aide Silva

Grade Level: Kindergarten

Date:

Common Core Standard:	<p>K.W. 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Enduring Understanding:	<p>Interconnectedness (being joined or related): Organisms and their environments are interconnected; changes in one part of the system will affect other parts of the system. Essential Questions: How are a region's culture and climate interconnected?</p> <p>Effective writing is the result of multi-stage, reflective processes in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>
Content Objective:	<p>Writing: With teacher support, students will observe chickens, write down their observations, and will share their insights with the class.</p> <p>Through this shared writing experience, kindergarten students will be use oral and written skills to share ideas they have about chickens and information they've collected through direct observation.</p>
Language Objective:	

Vocabulary	Materials
chicken, coop, eggs, nesting boxes, feeding trays, hay, net, red, nest, lay, color, feathers, beak, legs, walk, eat, tools	Teacher: Writing chart paper, different color markers, Anchor Charts, Alphabet charts and other phonics visuals teacher already uses in class to develop Phonological Awareness

Seasonality (If more specificity is required, please note date/time range under season)

<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
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Guiding Questions:				

What do we know about Chickens? What do we want to learn about Chickens?

Anticipatory Set:

Ask students: Today we will go to the chicken coop and will observe Manzo's chickens. What are some things you think you might see? Think about it for a minute and be ready to share.

Activity/Investigation: Guided writing Sharing the Pen

1. For the next few weeks and that they will draw pictures of what they see and write sentences about their observations and the many questions they will want to investigate. Tell them that before they go outside today, you will teach them important things writers and scientist do to record their ideas down for other to read.

2. At this point of the Guided Writing lesson, everyone is sitting on the rug and you are by an easel or the board. **Refer to Kindergarten Chicken Coop Investigation #1**

Supporting Teaching Materials for suggested Guided Lesson:

Guided Lesson:

Teacher: "Boys and girls, there are many exciting and interesting things always going on at our school. We have a vegetable garden, we have a greenhouse were we grow lots and lots of basil, we grow mint too (have some basil and mint for student to smell and taste). And did you know we also grow tilapia fish? We sure do!" We will have many opportunities to visit all those wonderful spaces this year. Today we are going to take a trip around our school. We are going on a nature hunt. We are going to use all of our senses to collect information. Today you will be scientists. Scientists like to study nature. Anyone has an idea about one way a scientist might study nature?"

3. **Prediction Chart:** After the writing lesson, quickly record some predictions in **What We Think We Will See/What We Saw chart**. As a class, you will go back to their predictions later in the lesson.

4. **Gallinero Observations.** Walk class to Manzo's *gallinero*.

First: Allow students to quietly observe what the chickens. Have them notice what they look like: Feather colors, beak, feet, comb, eyes, etc... what they do, how they move about inside the coop. What they eat, how they eat.

Next: Have them draw a sketch of what they see. Initially, students might need a lot of support in recording down their observations. This time just have them draw one or 2 things.

5. Back in class, have them add color to their sketches. Walk around the room and support as necessary encouraging students to add more details.

6. Language Experience Chart. Gather them on the run. You will be recoding on a chart their observations and as you do so, you will be the scribe modeling for and reinforcing these concepts about print: **Good Writers:**

- **Write their ideas down**
- **Start at the top left corner**
- **Stretch out sounds**
- **Use Alphabet chart to find the right letters**
- **Leave spaces between their words**
- **Use the Word Wall to find word they need.**
- **Re-read their story to make sure their story makes sense.**
- **End their sentences with a period.**

7. Wrapping up the investigation: Tell students they will be studying Manzo's chickens for the next few weeks and that they will investigate the answers to the many questions they have about chickens.

Closure:

Think about our visit to the chicken coop today. Look at your drawings. What are 2 things you noticed about chickens today?

Teacher Reflection:

Chicken Observation

Lesson 2~ Chicken Feather Observation

Teacher:
Author: Aide Silva

Grade Level: Kindergarten

Date:

Common Core Standard:	<p>K.W. 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Enduring Understanding:	<p>Interconnectedness (being joined or related): Organisms and their environments are interconnected; changes in one part of the system will affect other parts of the system. Essential Questions: How are a region's culture and climate interconnected?</p> <p>Effective writing is the result of multi-stage, reflective processes in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>
Content Objective:	<p>Writing: With teacher support, students will observe chickens, write down their observations, and will share their insights with the class.</p> <p>Through this shared writing experience, kindergarten students will be use oral and written skills to share ideas they have about chickens and information they've collected through direct observation.</p>
Language Objective:	

Vocabulary	Materials
Chicken, coop, feathers, body, fluffy,	<p>Teacher: Writing chart paper, different color markers, anchor charts, alphabet charts and other phonics visuals teacher already uses in class to develop phonological awareness, one feather for each student, magnifying lenses</p>

Seasonality				
Monsoon	Autumn	Winter	Spring	Dry Summer

July-Sept.	Oct.-Nov.	Dec- Feb.	Mar.-Apr.	May-June
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Guiding Questions:
 What do we know about Chickens? What do we want to learn about Chickens?

Anticipatory Set:

Tell students: Yesterday we observed chickens at the chicken coop. What is one thing you are still thinking about our chickens? Share with your neighbor.

Activity/Investigation: Chicken Feather Observation.

1. Tell class today they will be scientists and that they will use a special tool to observe a chicken’s feather. Model for them how to appropriately use the magnifying lens, but don’t tell them that a magnifying lens make things look bigger. Let them discover that through the next activity.
2. **Free Exploration before the investigation:** Allow a few minutes for students to explore looking at things with the magnifying lens. After a few minutes gather them on the floor and ask them what they noticed. Record their responses on a chart titled: Magnifying Lenses.
3. **Feather Exploration:** Have students seat at their tables. Feather, magnifying lenses. Have them observe and talk about what they noticed. After a few minutes of observations and lively discussions, tell them you want to record some of their insights and wondering about those feathers on a chart.
4. **Record their observations and wondering.**

<u>Magnifying Lenses</u>

<u>Chicken Feather Observations</u>	<u>We Wonder.....</u>
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5. **Drawing feather observations:** Tell class scientists can write down their observations in words and in pictures. Model for them how you can record through a drawing what you notice about your feather. Next, ask one student what she notices about her feather and ask her/him: How can you draw that on your Feather Observation page? What color will you add? How big will you make that? It is a curvy line or a straight line you will draw? (etc.)
6. **Wrapping up the investigation:** Gather up students on the rug. Praise them for being such great chicken feather scientists. Tell them that as they study chickens they will learn a lot of interesting information which will answers some of their wonderings you recorded in the chart today.
7. **Creating Interest and Anticipation leading into Next Investigation:**
Ask: Class why do you think chickens need feathers? I want you to think about this really hard in your head and be ready to share your ideas tomorrow in our next investigation!

Closure:

What are 3 interesting things you noticed about your chicken feather? Share with an elbow partner.

Teacher Reflection:

