



<b>Name of Lesson Plan</b>	Dear Mama Chick...
<b>Grade</b>	4 <sup>th</sup>
<b>Subject/Courses</b>	Life Science, Writing

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<b>State</b>	Indiana
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**REQUIREMENTS** | [View an example lesson plan](#)

- Must be appropriate for grades 3-8
- Merges two disciplines in a meaningful way
- Addresses at least 2 real learning standards
- Must include at least 1 Kids Discover resource
- Fits into a single lesson period or is broken down into realistic and appropriate lesson/work periods

**\*\*** [For detailed instructions, requirements and judging criteria click here](#) **\*\***



### Big Idea

*The one high-level concept that is driving this lesson within the unit:*

Offspring are very much, but not exactly, like their parents or one another; their differences may include physical characteristics among individuals that function to support survival, growth, behavior, and reproduction in different ecosystems.

*Where does your lesson fit into the Big Idea?*

Students will take the role as a newly hatched chick from our embryology study, and communicate to an audience (whether it be peers or their own "Mama Chick") about their cycle of development and growth.

### Acquisition of Knowledge and/or Skills

*Students will know... (Facts):*

1. ...birds are born from eggs and their developmental process takes place inside the egg.
2. ...the basic steps of embryotic development inside the egg.
3. ...what first person narrative is, whether writing or reading.
4. ...narrative writing is formatted as a story, but can include facts or nonfiction aspects.
5. ...what sequential order is.
6. ...the format of both letter writing and script writing.

*Students will be skilled at... (Actions):*

1. ...using embryotic reference materials provided in class to collect details about the developmental process of a bird inside of an egg.
2. ...researching and drafting in the writing process.
3. ...determining their best representation of knowledge (whether individual or in a group).

### Learning Standards Addressed

*Must contain/include/be based upon at least 2 different disciplines:*

#### **(Indiana State Standards)**

#### **Life Science (LS)**

**4.LS.1** Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.

**4.LS.3** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.

#### **Writing**

**W.3.3** Write narrative compositions in a variety of forms that –

- a. Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- b. Organize events that unfold naturally, using meaningful paragraphing and transitional words



and phrases.

- c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- d. Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- e. Provide an ending that follows the narrated experiences or events.

### **(Common Core Standards)**

#### **Life Science (LS)**

##### **LS1.A: Structure and Function**

Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

##### **LS1.D: Information Processing**

Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

#### **Writing**

##### **CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

##### **CCSS.ELA-LITERACY.W.4.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

##### **CCSS.ELA-LITERACY.W.4.3.B**

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

##### **CCSS.ELA-LITERACY.W.4.3.C**

Use a variety of transitional words and phrases to manage the sequence of events.

##### **CCSS.ELA-LITERACY.W.4.3.D**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

##### **CCSS.ELA-LITERACY.W.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

### **Evidence of Learning/Means of Giving Meaningful Feedback**

*What will students **do** to afford meaningful learning and the construction of understanding?*

Students will write either a letter to their "Mama Chick" or a short play/script with a group to explain the process they just "completed" as a chick that has hatched from their egg.

### **Resources Needed**

*Must include one Kids Discover Resource:*

- Kids Discover "Birds" Edition
- <https://online.kidsdiscover.com/unit/birds>
- Vocabulary provided during unit (both in Kids Discovery and through 4-H)



- Science textbook
- Any notes taken or resources provided during the embryology unit
- Access to observe newly hatched chicks both in incubator and moved into brooder

### Learning Plan

*The breakdown of the specifics for what you will do in class. Creativity counts! (Recommend 250-500 Words)*

**Background:** This lesson comes at the culmination of our embryology unit, where we have incubated eggs from the 4-H for 21 days. Students will have taken care of keeping the temperature at the right level, as well as light and moisture. They will have helped me set up the brooder, and as chicks have hatched, they will help put them into the brooder. I introduce this lesson as soon as we have 1-2 chickens hatched, and possibly have more still pipping in the incubator. This allows students to continue to be hands on to the process, as they are thinking about what their chicks have been through in the development process.

**Hook:** (I dress up as a “Momma Chick”) – Invite the students to join you at the incubator/brooder set up in your classroom.

**Sample Script:** “Thank you so much for helping me hatch my newest chicks! I knew I could count on you to do the research and walk through the steps needed to care for my eggs to the point that my babies were ready to pip and hatch. Unfortunately, I still have more work to do around the farm, and I’ll need you all to help me a little longer.”

“As my babies hatch, I know they’ll still need a little guidance into their new lives. They’ll have so many questions about what just happened and why they are here instead of on the farm with me. I need you to be available for all of those questions and hear what they have to say! To help you think through this, I’d like you to take on the role of one of my chicks. Your teacher will give you insight on how I’d like for you to “walk in their shoes” and show that you’re ready to watch after them.”

**Directions shared with student:** You are a baby chick that has just hatched. You are now fluffy and dry, and wondering where your Mama is. You look up out of your brooder and notice a class of wide-eyed fourth graders staring at you. You strike up a conversation – eventually you end up explaining to them your development over the last few weeks. You teach them about the process, as two or three



of them continue to ask questions. They are very interested to know what your accommodations and activities were like inside the egg. Many are asking how you've changed and grown in the past 21 days; also be sure to tell them what it was like "breaking out."

Chicks are very social creatures. If you would like to pair up with 2-3 other students and create a skit, where you can act out the information you would share as a baby chick as siblings, that is an option. If you would prefer to write your Mama a letter, so you can leave it for her to share with them after you head to the farm that is ok, too.

Continue to care for the chicks that are still pipping, hatching, and being moved into the brooder. Be sure to include all the important terms and stages of development you learned through the unit, as well as experiences you had while taking care of the eggs in the incubator. Be prepared to act out your skit for the class or share your letter with an interested fourth-grader.

**Activity: (Approx. timeline is 2-3 days, depending on schedule)**

1. Research steps of growth and draft notes about the sequence of events prior to the chicken hatching.
2. Use resources and texts provided to include details and visual explanation, correct use of vocabulary and accurate description of the process.
3. Draft a letter (individual) or script (small group) from the point of view of the chick, explaining the process.

**Assessments/Checks for Understanding**

*What will you assess - formally and/or informally- to check for learning throughout and/or after your lesson:*

Students will be assessed using rubrics (Formal) – whether they chose to write a letter individually or a skit with a small group, the concept focus is:

- Correct stages of chick development in the egg
- Correct use of embryology vocabulary
- Narrative style writing used in letter or script – written from a first person point of view
- Revision and editing is apparent in their final product

During the creation process – research, drafting and editing - I will be hosting small groups for writing and working through the revision with both the letter writers and scriptwriters. (Informal)

