

Chicken and eggs

Mathematics learning objectives

Framework:

- **U&A:** Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures.
- **U&A:** Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures.

NC: Ma2, 1a-c; Ma2, 1g; Ma2, 5a-b

Science learning objectives (NC)

- **Sc2, 1a:** Know the differences between things that are living and things that have never been alive.
- **Sc2, 1b:** Understand that animals, including humans, move, feed, grow, use their senses and reproduce.
- **Sc2, 1c:** Relate life processes to animals and plants found in the local environment.

Vocabulary

Count, greatest, least, list, pictogram

Resources

- Toy chicken, plastic eggs
- **CD-ROM slideshow:**
 - Activity sheets: 'Eggs every day', 'Our chicken and eggs' (also p17), 'Feed the ducks' and 'Our class birthdays' (enlarged to A2)
 - Image: 'Hen with eggs'
 - Pictogram tool
 - Interactive table: 'Eggs data collection' (enlarged to A3)
 - Word® file: 'Our class birthdays'

Introduction

Begin this work on a Monday. Display the image 'Hen with eggs' from the CD-ROM; ask the children if they have seen hens lay their eggs and discuss. Introduce the toy chicken. Before the children arrive each morning, decide how many eggs the chicken has 'laid', between 0 and 6. Display the chicken with that many eggs beside her. As the children come into the classroom, ask them to go to the chicken and count the eggs for that day. Once they are sitting down ask:

- How many eggs are there today?
- (From Tuesday) Is that more or fewer than yesterday?
- How many eggs do you think the chicken will lay tomorrow?

On Tuesday morning put out a different number of eggs. Use the children's counting ability to determine the range of counts of eggs across the week. Show the children the interactive table 'Eggs data collection'. Explain that they will record the number of eggs laid each day.

Children's task

Provide each child with a copy of the activity sheet 'Eggs every day'. Each morning after the children have counted the eggs they complete that day's pictogram column to show the number of eggs. Ask:

- How many eggs were there yesterday?
- Did the chicken lay more/fewer eggs today or yesterday?

Differentiation

More confident: Challenge the children to keep a running total of how many eggs the chicken has laid. Encourage them to count on from the previous day's total in order to find the running total. Provide counting materials if they struggle with the count.

Less confident: Suggest to the children that they touch, count and move each egg, coordinating the touch and saying the number name.

Review

On Friday, after the eggs are counted, complete the interactive table 'Eggs data collection' and ask each child to complete their pictogram. Now introduce the pictogram tool. With the children's help make a pictogram of the number of eggs laid each day, using the egg icon or coloured counters to represent the eggs. Ask questions such as:

- How many eggs did we count on Wednesday?
- On which day was there the greatest number of eggs? How many eggs was that?
- On which day was there the least number of eggs? How many eggs was that?
- Which day had more/less than three eggs?

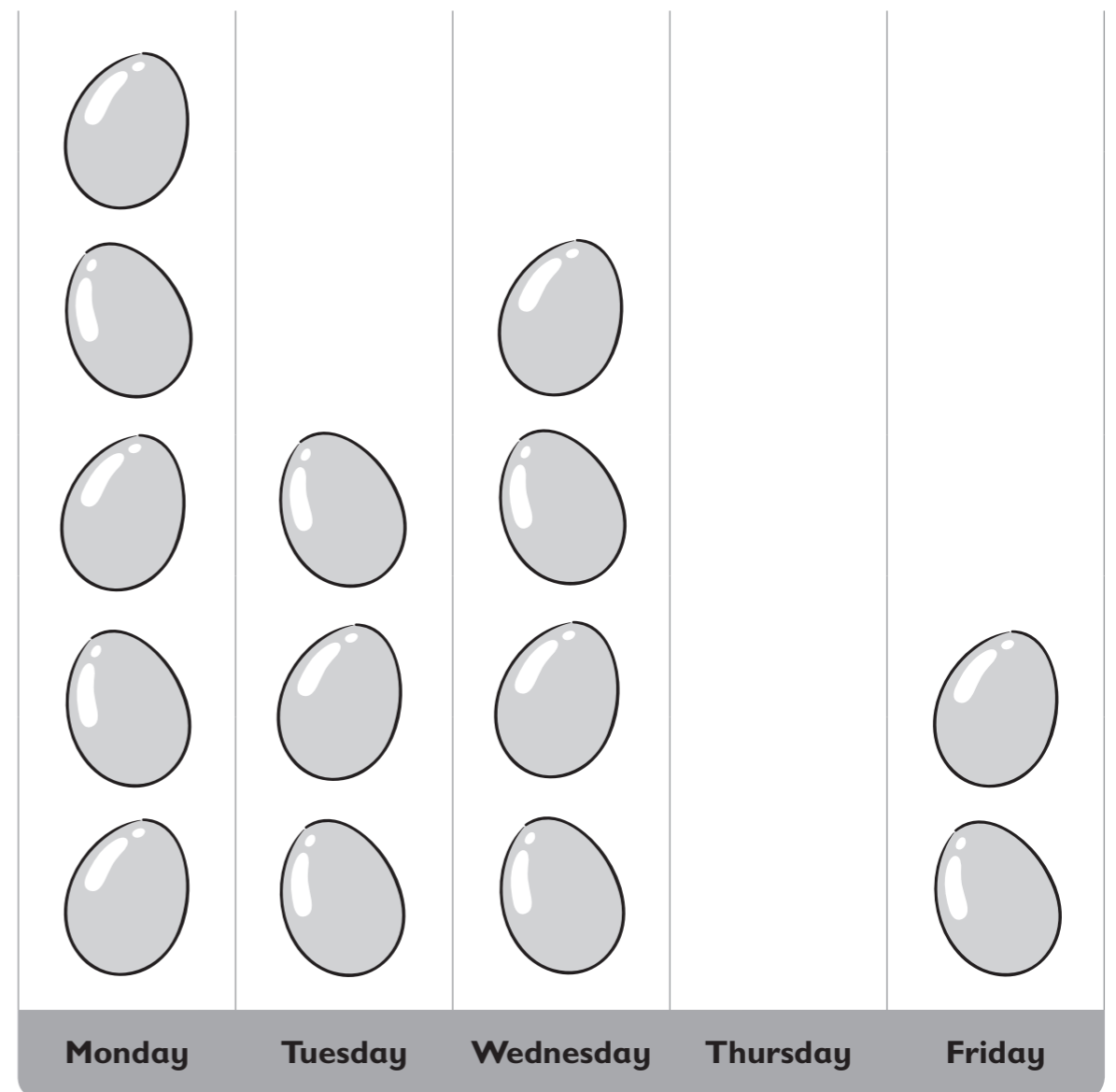
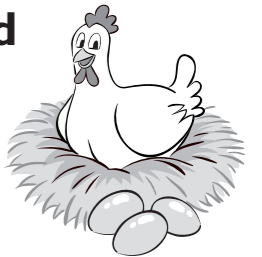
Display the activity sheet 'Our chicken and eggs' and discuss the questions with the children.

Now try this...

Ask the children to count how many eggs they eat in one week. Make a class pictogram of the results.

Our chicken and eggs

This is how many eggs our chicken laid



1. Is this pictogram the same as yours?
2. Why do you think that is?
3. How many more eggs were there on Monday than on Wednesday?
4. What do you think happened to the chicken on Thursday?



CD-ROM follow-up material

There are further sheets on the CD-ROM for the children to use: 'Feed the ducks' and 'Our class birthdays'. Adapt your questions to suit these pictograms.