

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Hatching Chicks in the Classroom

 Number of Lessons: 5

 Time (in weeks): 4
Name: Tanya Blackall

 Subject(s): Science

 Grade(s): 1

Rationale

Observing eggs hatch provides a hands-on, experiential learning opportunity that sparks curiosity and encourages careful observation. Students learn to predict, record, and analyze changes over time, fostering critical thinking. The unit is inclusive for students with varied abilities: drawing, cut/paste, and scaffolded writing options allow participation for all learners. High-level readers can engage with extension questions, while sentence starters and visual supports help students with ADHD or developing literacy skills. Teacher-led discussions maintain engagement and structure, avoiding off-task chatter.

Overview:

This unit gives students the opportunity to observe the life cycle of chickens firsthand, from eggs in an incubator to newly hatched chicks. Over four weeks, students will record their observations, learn about egg and chick development, compare different types of animal reproduction, and engage in art to creatively represent their learning. Students will develop scientific observation skills, sequencing ability, fine motor skills, responsibility, and empathy, while making connections to literacy, math, art, and SEL.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Collaborating <i>Working collectively</i> <ul style="list-style-type: none"> • Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects. 	Critical Thinking & Reflective Thinking <i>Questioning & investigating</i> <ul style="list-style-type: none"> • Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a 	Personal Awareness & Responsibility <i>Self-regulating</i> <ul style="list-style-type: none"> • Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.

	<p>simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.</p>	<p>Positive Personal and Cultural Identity Recognizing personal values and choices</p> <ul style="list-style-type: none"> Students define who they are by what they value. They understand how what they value has been influenced by their life experiences. They identify how their values help to shape their choices, in all contexts of their lives.
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Science 1	Subject Name: ELA 1	Subject Name: PHE (Social Emotional Learning) 1
<ul style="list-style-type: none"> Living things have features and behaviours that help them survive in their environment. 	<ul style="list-style-type: none"> Curiosity and wonder lead us to new discoveries about ourselves and the world around us. 	<ul style="list-style-type: none"> Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

LEARNING STANDARDS

Curricular Competencies	Content
<p>Planning & conducting</p> <ul style="list-style-type: none"> Make and record observations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> Compare observations with predictions through discussion <p>Evaluating</p> <ul style="list-style-type: none"> Compare observations with those of others <p>Communicating</p> <ul style="list-style-type: none"> Communicate observations and ideas using oral or written language, drawing, or role-play 	<ul style="list-style-type: none"> Structural features of living things in the local environment Behavioural adaptations of animals in the local environment

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Follow simple multi-step instructions Draw or write simple observations Use scissors, glue, and pencils safely Understand basic needs of living things Participate in structured group activities

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
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Lesson 1	<ul style="list-style-type: none"> • Fertilized chicken eggs • Incubator • Print a copy of the Observation Journal pages needed & staple for each student • Set-up laptop • Set-up magnifier • Turn on projector • Pictures – Egg to chick
Lesson 2	<ul style="list-style-type: none"> • Gather Observation Journals • Set-up laptop • Turn on the projector • Set-up the magnifier • Bring the book about chicks or eggs
Lesson 3	<ul style="list-style-type: none"> • Draw or print a simple chick hatching picture and cover it with 3–4 sticky notes or pieces of paper (covering different parts) • Print the chicken Life Cycle sheets (cut and paste) • Gather the Observation Journals • Gather the writing journals • Do or find/print life cycle images
Lesson 4	<ul style="list-style-type: none"> • Print the Oviparous and Viviparous cut-and-paste activity • Draw out a large visual chart on whiteboard with egg-laying/live-birth headings • Find & print out several different animal pictures • Set-up laptop • Set-up magnifier • Turn on projector
Lesson 5	<ul style="list-style-type: none"> • Set up newly hatched chicks in a brooder box or safe container • Make sure chicks have chick feed and water • Set-up the heat lamp or warming source • Gather the Observation Journals • Set-up the laptop • Turn on the projector • Set-up the magnifier • Make a visual rule chart: Gentle hands, quiet voices, & sit while holding

Cross-Curricular Connections:

ELA: Observational writing, sequencing, vocabulary development (chick, egg, hatch, embryo)

Math: Counting eggs, tracking incubation days, measuring temperature

Arts Education: Mixed-media chick project

PHE (SEL): Responsibility, empathy, teamwork

Aboriginal Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and on a sense of place): Learning, especially in the areas of science, is generally always reflective and experiential. In this unit, students will learn how to handle very delicate organisms, how to gently handle them, and how to care for them. Learning their lifecycle will give the students a glance into how organisms form and grow while developing both before and after birth.

Universal Design for Learning (UDL)

Multiple Means of Representation:

- Pictures
- Diagrams
- Videos
- Cut/paste activities

Multiple Means of Action/Expression:

- Drawing
- Cutting/pasting
- Scaffolded writing
- Oral explanations

Multiple Means of Engagement:

- Hands-on activities
- Choice in expression
- Visual schedules

Differentiated Instructions (DI)

For Silas: Step-by-step instructions, extra time, visual schedules, optional extension questions, work at own pace

For Bowen: Sentence starters, scaffolded writing, short tasks with frequent breaks, hands-on engagement

For all other learners: Cut/paste, drawing, scaffolded writing, optional extension prompts

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	April 8: Introducing Eggs and the Incubator – 45 minutes
Learning Standards: Curricular Competencies	<p>Planning & conducting</p> <ul style="list-style-type: none"> • Make and record observations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Compare observations with predictions through discussion <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others <p>Communicating</p> <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Identify that eggs need warmth and care to hatch • Describe (or show through drawing/writing) what they think is inside an egg • Participate in setting up the incubator and handling eggs safely • Record a prediction using drawing and/or writing
Assessment:	<p>Observation</p> <ul style="list-style-type: none"> • Participation during discussion and egg placement • Ability to follow safety instructions • Safe and respectful behavior around the eggs <p>Product (journal entry)</p> <ul style="list-style-type: none"> • Student made a prediction (drawing and/or writing) • Effort and engagement
Teaching Strategies:	<ul style="list-style-type: none"> • Direct Instruction: Clearly explain incubation (warmth, turning, protection) using simple language • Modeling: Demonstrate how to gently handle eggs and how to complete a journal entry • Guided Practice: Support students as they make predictions and begin journaling

	<ul style="list-style-type: none"> • Visual Supports: Use diagrams and real objects (eggs, incubator) to support understanding • Chunking: Break the lesson into short, manageable steps to support attention (especially for Bowen) • Extension Opportunities: Provide higher-level questioning for advanced learners • Scaffolded Writing: Provide sentence starters for students who need support
Materials:	<ul style="list-style-type: none"> • Fertilized chicken eggs • Incubator • Thermometer (if not on incubator) • Observation Journal copies • Pencils, crayons, erasers • Whiteboard (for recording class ideas) • Dry erase markers • Laptop • Magnifier • Projector • Pictures egg → chick
Lesson Activities:	
Introduction/Hook:	<p>Hook & Introduction (5 minutes) Gather students at the carpet or meeting area. Show the eggs and ask:</p> <ul style="list-style-type: none"> • “What do you think is inside these eggs?” • “How do you think chicks are born?” <p>Record a few student ideas on chart paper (simple words or drawings). Introduce the incubator and explain that it helps eggs hatch by keeping them warm—like a mother hen.</p> <p>Explore (10 minutes) Carefully show students how to handle eggs safely (gentle hands, no shaking). Select a few students to help place eggs into the incubator or place the teacher does it. Draw attention to the incubator temperature and explain why warmth is important. Once the incubator is plugged in, get students to go to their table spots (picking up their supply bins on their way if they do not already have them).</p>
Body:	<p>Explain (10 minutes) Clearly explain & show pictures: Eggs need warmth, time, and gentle care to hatch A chick grows slowly inside the egg Use a simple visual picture to show egg → chick Reinforce key vocabulary: egg, chick, hatch, incubator</p> <p>Elaborate (15 minutes) Students will complete their first journal entry – “What do you see?”</p> <ul style="list-style-type: none"> • Draw and write what they think is inside the egg <p>Provide sentence starters on the board: “I think inside the egg there is...” “The chick might look like...”</p>

Closure:	Share & Closure (5 minutes) Invite a few students to share their drawings or ideas with the class Reinforce excitement: "We will watch these eggs every week to see what changes!"
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Lesson 2

Name & Time (Minutes Allotted):	April 13: Observing Egg Changes – 45 minutes
Learning Standards: Curricular Competencies	Planning & conducting <ul style="list-style-type: none"> • Make and record observations Processing and analyzing data and information <ul style="list-style-type: none"> • Compare observations with predictions through discussion Evaluating <ul style="list-style-type: none"> • Compare observations with those of others Communicating <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Observe the eggs carefully and describe features • Record observations using drawing and/or simple writing • Understand that chicks are growing inside the egg over time • Listen to a story and connect it to real-life observations
Assessment:	Observation: <ul style="list-style-type: none"> • Participation during observation and read-aloud • Ability to make connections between book and real eggs Product: <ul style="list-style-type: none"> • Journal entry (drawing and writing)
Teaching Strategies:	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided observation • Read-aloud with questioning • Chunking information • Scaffolded writing • Visual supports • Whole-class sharing
Materials:	<ul style="list-style-type: none"> • Incubator with eggs • Observation Journals • Pencils, crayons, & erasers • Whiteboard • Dry erase markers • Laptop • Projector • Magnifier • Read-aloud book about chicks or eggs
Lesson Activities:	
Introduction/Hook:	Engage (5 minutes) Review Lesson 1: <ul style="list-style-type: none"> • Ask: "What did we think was inside the egg?" Introduce the goal:

	<ul style="list-style-type: none"> • “Today we are going to be scientists and observe our eggs again.” <p>Explore – Observation (10 minutes) Students observe eggs quickly in a line Teacher explains what to look for (color, size, cracks, changes)</p>
Body:	<p>Read-Aloud (10 minutes) Gather students back to their table spots and read a chick/egg book During reading, pause to ask simple, focused questions:</p> <ul style="list-style-type: none"> • “What is happening inside the egg?” • “Does this look like our eggs?” <p>After reading, make a clear connection:</p> <ul style="list-style-type: none"> • “Just like in the story, our chicks are growing inside the eggs right now.” • “We may not see big changes yet but inside the egg, there is a lot happening that we cannot see.” <p>Journal Work (10 minutes) Students will complete a page in their observation journal</p> <ul style="list-style-type: none"> • Draw what they see • Add writing using sentence starters: <ul style="list-style-type: none"> ○ “I see...” ○ “The egg looks...” ○ “Today the egg is...”
Closure:	<p>Share & Closure (10 minutes) Students will all share one observation Preview: “Next time we will learn the steps of how a chick grows.”</p>

Lesson 3

Name & Time (Minutes Allotted):	April 16: Chick Life Cycle – 45 minutes
Learning Standards: Curricular Competencies	<p>Planning & conducting</p> <ul style="list-style-type: none"> • Make and record observations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Compare observations with predictions through discussion <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others <p>Communicating</p> <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Identify and sequence the stages of a chick’s life cycle (egg → embryo → hatching → chick) • Demonstrate understanding through a cut-and-paste activity • Represent the life cycle through drawing and/or writing • Use simple sequencing language (first, next, then, last)
Assessment:	<p>Observation:</p> <ul style="list-style-type: none"> • Participation in sequencing discussion <p>Products:</p> <ul style="list-style-type: none"> • Cut & paste sequencing accuracy

	<ul style="list-style-type: none"> • Journal entry (drawing + label/sentence)
Teaching Strategies:	<ul style="list-style-type: none"> • Direct Instruction: Clear, explicit teaching of each stage • Modeling: Show exactly how to sequence and complete tasks • Guided Practice: Students help the teacher order images step-by-step • Visual Supports: Large images kept visible throughout lesson • Chunking: One step at a time (look → decide → place → check) • Choral Response: Whole class answers together to maintain control • Scaffolded Writing: Sentence starters for support • Extension Opportunities: For students ready to go deeper
Materials:	<ul style="list-style-type: none"> • Chicken Life Cycle sheets (cut and paste) • Observation Journals • Writing journals • Scissors, glue • Pencils, crayons, & erasers • Whiteboard • Dry erase markers • Pre-drawn or printed large life cycle images (or teacher-drawn) • Draw or print a simple chick hatching picture and cover it with 3–4 sticky notes or pieces of paper (covering different parts)
Lesson Activities:	
Introduction/Hook:	<p>“Mystery Picture Reveal” Hook (3 min)</p> <p>Show the covered picture to the class on the magnifier:</p> <ul style="list-style-type: none"> ○ “I have a mystery picture. It is something that is happening inside our eggs right now.” <p>Slowly uncover one small part:</p> <ul style="list-style-type: none"> ○ “What do you think this could be?” <p>Reveal another part:</p> <ul style="list-style-type: none"> ○ “What do you notice now?” <p>Continue until most of the picture is visible: Guide them toward: chick, egg, hatching</p> <p>Final reveal:</p> <ul style="list-style-type: none"> ○ “This is a chick hatching out of an egg!”
Body:	<p>Guided Visual Sequencing (10 minutes)</p> <ul style="list-style-type: none"> • Place 4 life cycle pictures on the magnifier out of order • Say: <ul style="list-style-type: none"> ○ “These are the steps of a chick’s life, but they are mixed up. We are going to fix them together.” • One at a time: <ul style="list-style-type: none"> ○ Point to a picture ○ Ask: <ul style="list-style-type: none"> ▪ “Is this first, next, then, or last?” • Place the picture in correct order • Repeat until all 4 are ordered • Once complete: <ul style="list-style-type: none"> ○ Point and say together: <ul style="list-style-type: none"> ▪ “First... Next... Then... Last...” <p>Explain – Life Cycle (8 minutes)</p> <p>Go through each stage clearly showing visuals:</p>

	<ul style="list-style-type: none"> • Egg: "The chick starts inside the egg." • Embryo: "The chick grows inside." • Hatching: "The chick breaks the shell." • Chick: "The chick comes out." <p>Have students repeat key vocabulary together</p> <p>Explore – Cut & Paste Activity (10 minutes) Show the cut & paste activity sheet Explain what they are doing with it Remind them to add their name to their sheet Distribute the cut & paste sheet</p>
Closure:	<p>Elaborate – Focus on ONE Stage (10 minutes) Students choose ONE stage of the life cycle to focus on and:</p> <ul style="list-style-type: none"> • Draw it in their writing journal • Label it • Add a sentence <p>Add sentence starters on the board for the 4 cycles:</p> <ul style="list-style-type: none"> • Sentence Starters (on board): <ul style="list-style-type: none"> ○ "This is the ____." ○ "The chick is ____." ○ "The chick is growing..." ○ "The chick is hatching..." <p>Share & Closure (4 minutes) Students share which stage they chose Reinforce: <ul style="list-style-type: none"> ○ "Each part is important for the chick to grow." </p>

Lesson 4

Name & Time (Minutes Allotted):	April 20: Oviparous and Viviparous Animals – 45 minutes
Learning Standards: Curricular Competencies	Planning & conducting <ul style="list-style-type: none"> • Make and record observations Processing and analyzing data and information <ul style="list-style-type: none"> • Compare observations with predictions through discussion Evaluating <ul style="list-style-type: none"> • Compare observations with those of others Communicating <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Identify and distinguish between oviparous (egg-laying) and viviparous (live-birth) animals • Sort animals into categories using pictures • Demonstrate understanding through a cut-and-paste activity (Appendix G) • Use simple language to describe how different animals are born
Assessment:	Observation: <ul style="list-style-type: none"> • Accuracy of sorting pictures • Participation in discussion Product:

	<ul style="list-style-type: none"> • Cut & paste activity for different animals
Teaching Strategies:	<ul style="list-style-type: none"> • Direct instruction and modeling • Guided sorting activity • Chunking tasks into small steps • Visual support (charts, pictures) • Scaffolded writing with sentence starters • Extension opportunities for advanced learners
Materials:	<ul style="list-style-type: none"> • Oviparous and Viviparous cut-and-paste activity • Large visual chart on whiteboard with egg-laying/live-birth headings • Scissors, glue • Pencils, crayons, & erasers • Animal pictures • Laptop • Magnifier • Projector
Lesson Activities:	
Introduction/Hook:	<p>Engage (Hook) – 5 minutes</p> <p>“Mystery Animal” Hook</p> <ul style="list-style-type: none"> • Show students a picture of a baby animal • Ask: <ul style="list-style-type: none"> ○ “Do you think this animal came from an egg or was born alive?” • Show a few more • Say: <ul style="list-style-type: none"> ○ “Today we are going to learn about animals that lay eggs and animals that are born alive.” <p>Introduce – Oviparous vs. Viviparous (10 minutes)</p> <p>Introduce the terms using visuals:</p> <ul style="list-style-type: none"> • Oviparous: lays eggs (e.g., chick, frog, fish) • Viviparous: live birth (e.g., dog, cat, human) <p>Model sorting a few examples on the board</p> <p>Use simple language and repetition. Get students to use a choral response:</p> <ul style="list-style-type: none"> • “Egg → Oviparous” • “Live birth → Viviparous”
Body:	<p>Guided Practice – Sorting Activity (10 minutes)</p> <ul style="list-style-type: none"> • Teacher models first: cut one picture, decide, place it correctly <p>Distribute worksheet:</p> <ul style="list-style-type: none"> • Students cut out pictures and sort into oviparous and viviparous <p>Animal Journal Reflection (10 minutes)</p> <p>Students pick one animal from <u>each</u> category</p> <ul style="list-style-type: none"> • Draw the animal in journal • Write a simple sentence using sentence starters: “ This animal lays eggs. It is a ____.” “ This animal is born alive. It is a ____.”
Closure:	<p>Share & Closure (5 minutes)</p> <p>Ask a few students to share:</p> <ul style="list-style-type: none"> • “My egg-laying animal is ____.” • “My live-birth animal is ____.” <p>Reinforce:</p>

	<ul style="list-style-type: none"> • “Some animals hatch from eggs and some are born alive. Both are amazing!” <p>Preview next lesson:</p> <ul style="list-style-type: none"> • “Next time we will see our chicks hatch and learn how to take care of them!”
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Lesson 5

Name & Time (Minutes Allotted):	April 29: Caring for Chicks – 45 minutes
Learning Standards: Curricular Competencies	<p>Planning & conducting</p> <ul style="list-style-type: none"> • Make and record observations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Compare observations with predictions through discussion <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others <p>Communicating</p> <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • Identify basic needs of chicks (food, water, warmth, gentle handling) • Demonstrate safe and respectful handling of chicks • Describe how to care for chicks using drawing and/or writing • Understand that chicks are living animals that require responsibility and care
Assessment:	<p>Observation:</p> <ul style="list-style-type: none"> • Safe handling of chicks • Ability to follow rules <p>Product (Journal Entry):</p> <ul style="list-style-type: none"> • Understanding of chick care (drawing and/or writing)
Teaching Strategies:	<ul style="list-style-type: none"> • Direct Instruction: Clear expectations for safety and care • Modeling: Demonstrate exactly how to hold and care for chicks • Guided Practice: Students practice handling under close supervision • Visual Supports: Rules chart kept visible throughout • Chunking: Break lesson into small, controlled parts • Structured Turn-Taking: Prevent chaos during chick interaction • Scaffolded Writing: Sentence starters for support • Extension Opportunities: Deeper explanation for advanced learners
Materials:	<ul style="list-style-type: none"> • Newly hatched chicks • Brooder box or safe container • Chick feed and water • Heat lamp or warming source • Observation Journals • Pencils, crayons, & erasers • Whiteboard • Dry erase markers • Laptop • Projector

	<ul style="list-style-type: none"> • Magnifier • Simple visual rules chart (teacher-made): Gentle hands, quiet voices, & sit while holding
Lesson Activities:	
Introduction/Hook:	<p>“Silent Observation” Hook – 5 min Bring students to the carpet quietly Say: <ul style="list-style-type: none"> • “Today we have something very special to observe. We are going to be calm and quiet.” Reveal the chicks slowly (or bring attention to brooder box) Give 30–60 seconds of quiet watching Then ask: <ul style="list-style-type: none"> • “What do you notice?” Introduce – Safety & Care (10 minutes) Say: <ul style="list-style-type: none"> • “These chicks are alive, and it is our job to keep them safe.” Go over clear rules (post visually): <ul style="list-style-type: none"> • Gentle hands • Quiet voices • Sit while holding Teach chick needs: <ul style="list-style-type: none"> • Food • Water • Warmth Model carefully: How to pick up a chick How to hold it safely How to put it back</p>
Body:	<p>Guided Practice – Handling Chicks (15 minutes) Call students one at a time or with their big buddies <ul style="list-style-type: none"> • Student sits • Teacher hands chick to student • Student holds briefly • Student returns the chick safely Journal Work (10 minutes) Students record how to care for chicks in their journal <ul style="list-style-type: none"> • Draw a chick • Show one or more ways to care for it • Add a sentence to support their drawing of how they can care for the chicks • Give sentence starters on the board: “Chicks need...” “We take care of chicks by...” “I hold the chick...” “The chick needs...” </p>
Closure:	<p>Share & Closure (5 minutes) Invite a few students to share: <ul style="list-style-type: none"> • One way to care for chicks Reinforce:</p>

	<p>"We are responsible for keeping our chicks safe and healthy." Celebrate:</p> <ul style="list-style-type: none">• "We watched eggs turn into chicks!"
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Resources:

Chick art: https://www.fantasticfunandlearning.com/fork-painted-spring-chick-art-project.html
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Extensions to Unit:

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| <ul style="list-style-type: none">• Big buddies may be joining in to handle the chicks so that lesson might get changed quite a bit• Students can always be asked to add more sentences in their journal writing and could do more worksheets etc. related to chicks, their development, & their life cycle |
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Reflections and Revisions