

GP3033

Squeakin' Squawkin™ Chicken (Pk/50)

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Kit may contain silicone gel packets, which should be removed before use.

Reorder Number

GP3033

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Squeakin' Squawkin'™ Chicken (Pk/50)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Glue
- Wiggly Eyes
- Tissue Paper
- Sponge Sheet
- Plastic Cups
- Felt
- String

YOU WILL NEED:

- Flat Work Surface
- Scissors
- Ruler
- 1-2 Push Pins
- Embroidery Needle (optional)

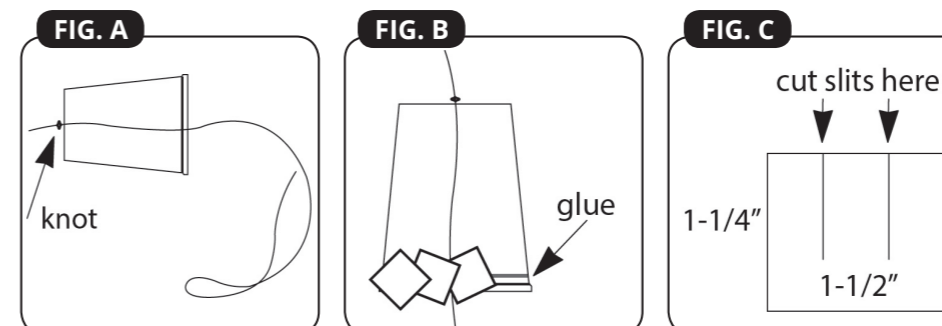
EACH PERSON SHOULD HAVE:

- A Cup
- 1 Yard String
- 1 Piece Red Felt
- 1 triangle of Orange Felt
- 1 Sponge Piece
- The glue and tissue paper will be shared among the group.

AGE GROUP: 7 and up

PROJECT TIME: 45 minutes

(FIGURES FOR REFERENCE)



PREPARATION INSTRUCTIONS:

If you have younger kids in your group, we recommend you do this prep work ahead of time. You can have older kids do their own prep work.

1. Dampen the sponge sheet and wring the water out. Cut sponge sheet 1/2" x 1" pieces.
2. Cut pieces of red felt approximately 1-1/4" x 1-1/2". Cut two-three slits in the square as shown in Figure C.
3. Cut a small triangle of orange felt (to use as the beak)
2. Use the push pins to poke a small hole in the bottom of each cup.
3. Cut a 1 yard length piece of string and feed it through the hole in the bottom of the cup. Pull the string until only a couple of inches hang from the bottom of the cup. Tie a knot so the string does not fall out of the hole (see Figure A).

Optional: Thread the embroidery needle and tie knot on one end of string. Push needle through the pin hole in the bottom of the cup. Pull needle/string out through the cup. Repeat this step as needed for additional cups/projects.

INSTRUCTIONS:

With the cup bottom facing up:

1. Apply a thin ring of glue around the outside rim of the cup.
2. Tear pieces of tissue paper (about 1-2" each – does not need to be a perfect shape) and scrunch up paper slightly and press the paper on the cup (see Figure B).
3. Apply more glue and tissue paper and work your way around the cup until it is covered with tissue.
4. Roll the red felt into a tube so that the fringe comes out one end. Glue the roll, fringe side up, to the bottom of the cup. Hold in place a couple minutes until the glue sets a bit.
5. Glue on two wiggle eyes and the orange triangle. Refer to finished sample photo as needed.
6. Tie the end of the string in the middle of a piece of dampened sponge. Wrap the sponge around the string and pull down to make the squawkin' noise. Keep wrapping and pulling until you make your chicken squawk!

MATH

OBJECTIVE: Students will create a chart demonstrating the popularity of farm animals.

SUGGESTED TIME FRAME: 30 Minutes

PROCEDURE: Prior to the lesson, create a chart on a large piece of paper. Write FAVORITE FARM ANIMALS as the title across the top of the chart and draw a vertical line down the left hand side of the paper and a horizontal line across the bottom of the paper. Label the horizontal line KINDS OF ANIMALS and the vertical line NUMBER OF STUDENTS. Discuss with your class the different kinds of animals that might live on a farm. Then, vote to choose the five most popular farm animals and write their names on the chart. Then have each student come up to the chart and color in a box above their favorite farm animal. Discuss the completed chart. Some questions you may want to ask include: What is the most/least popular farm animal? How many more students like "horses" than "rabbits"? How many student like "goats" and "chickens"?

		FAVORITE FARM ANIMALS				
# OF STUDENTS						
		HORSE	CHICKEN	GOAT	RABBIT	COW
		KINDS OF ANIMALS				

SCIENCE/SOCIAL STUDIES

OBJECTIVE: Students will find facts about chicken eggs and other animals' eggs.

SUGGESTED TIME FRAME: 50 Minutes

PROCEDURE: Talk with students about animals that lay eggs and write their comments on the board. Some animals you may wish to include in your discussion are chickens, doves, penguins, snails, frogs, ostriches and hummingbirds. Instruct students to work with a partner to research the egg of a specific animal. Assign an animal to each pair of students. Give each pair a piece of poster board, markers and research materials such as an encyclopedia or a non-fiction book about the animal

they are researching. Tell the students to find facts about their animal's egg such as size, shape, color, contents, length of time animal is in an egg, how the egg is kept warm and how an egg is made. Have them write the name of their animal in large letters on the poster board. Then have them write the egg facts they have discovered and add illustrations. When finished, the posters can be displayed in the classroom.

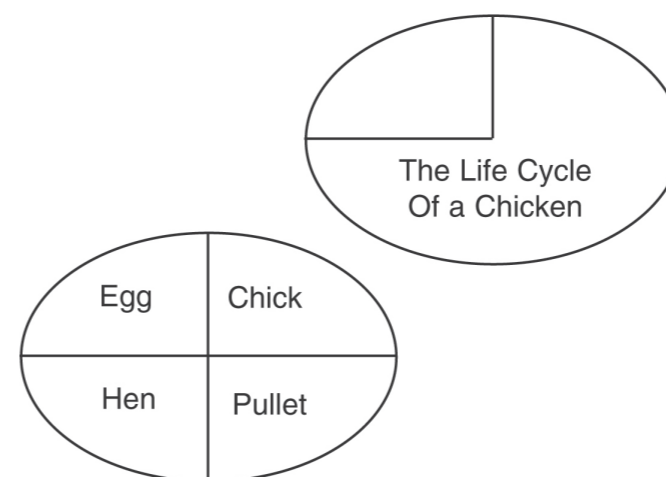
SCIENCE

OBJECTIVE: Students will illustrate and write about the life cycle of a chicken.

SUGGESTED TIME FRAME: 40 Minutes

ADDITIONAL MATERIALS: Paper plates (two per student), brads, crayons, scissors, ruler.

PROCEDURE: Discuss with students what they know about a chicken's life cycle and write their ideas on the board. Explain that an egg is formed and kept warm for twenty-one days until it hatches and a baby chick is born. A female chick is called a pullet until it is one year old and then it is called a hen. A male is called a cock or rooster. Additional information can be found in an encyclopedia or in books such as "The Life Cycle of Chickens" (1974 - Grosset Publishing). Give each student two paper plates and a ruler. Ask them to use the ruler to divide both plates into four quarters. Have them cut out one quarter of the plate. On the remaining three fourths of the plate have them write the title: THE LIFE CYCLE OF A CHICKEN. On the second plate, have them write the names used to describe the life cycle in each of the four quarters (egg, chick, pullet, and hen). After they have finished, students can draw a picture to go along with the word or write a fact that they learned related to the chicken's life cycle. Have them place the cut plate over the written, colored plate and connect in the center with a brad.



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LANGUAGE ARTS

OBJECTIVE: Students will write a fictional story about SQUEAKIN' SQUAWKIN'™ CHICKEN.

SUGGESTED TIME FRAME: 40 Minutes

ADDITIONAL MATERIALS: writing paper, drawing, paper, colored pencils, crayons.

PROCEDURE: On the board, write SQUEAKIN' SQUAWKIN'™ CHICKEN, ask students what they think of when they read those words and discuss their ideas. Announce that everyone is going to write a fictional story about a SQUEAKIN' SQUAWKIN'™ CHICKEN. Some story suggestions could include SQUEAKIN' SQUAWKIN'™ CHICKEN'S life on the farm of how SQUEAKIN' SQUAWKIN'™ CHICKEN got its name. Have students outline their stories prior to writing so that a clear beginning, middle and end can be established. Upon completion, students can illustrate their stories and share them with the class.

SCIENCE

OBJECTIVE: Students will work in cooperative groups to create posters about different types of farms.

SUGGESTED TIME FRAME: 35 Minutes

ADDITIONAL MATERIALS: Poster board (one piece per group), markers.

PROCEDURE: Discuss with students different types of farms and write their comments on the board. Some types of farms include dairy, vegetable or cattle farms. List each type of farm and write what is special about that farm. After students have discussed different types of farms, divide them into small groups and assign each group a specific farm. Give each group a piece of poster board and markers and have them write their farm type on the poster board. Then have students write about and draw things they might see, hear and/or do at the farm. When finished, have them share their posters with the class.

Buckets	Farmers	Lots of Mooing
Brown and white cows	Dairy Farm	Milk Machines
	Tall Grass	Refrigerated Vehicles