



Excellent Eggs:

Activity ideas to support the Online Field Trip

LESSON ACTIVITY PLANS

Age group: 5-7 years



**Farm to Fork
Online Field Trips**

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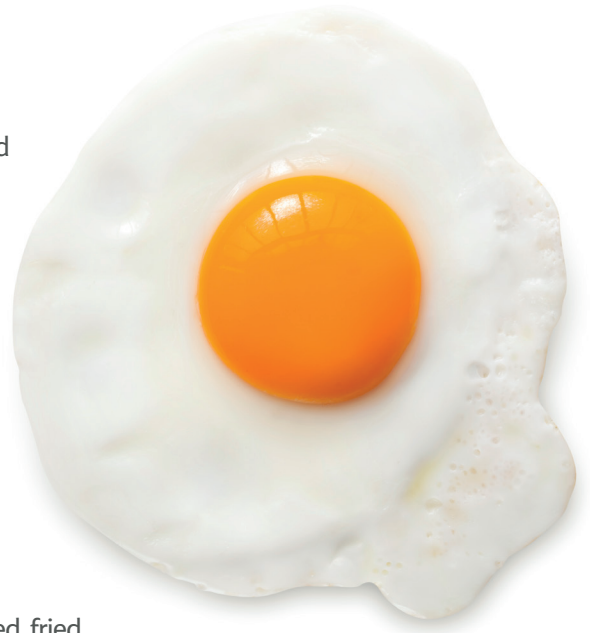
Age 5-7 Activity ideas to support the Online Field Trip for eggs.

Activities

Here is a set of activities to use alongside the Online Field Trip about eggs. The intention is to provide a range of activities that span the curriculum and motivate children to have an interest in eggs – where they come from, the different types and sizes, and the wide variety of ways in which we use them. After the introduction, the activities are listed in a structured order to progress children through the topic. They end with some extension ideas. Feel free to select the activities that suit the needs of your children.

Ensure parental/guardian permission has been sought prior to tasting any egg products and that you are aware of any allergies or intolerances.

Following extensive research it has been shown there is no issue with eating eggs and cholesterol, so eggs can happily be eaten every day.



Key Words

Egg carton, quail, eggshell, membrane, chalazae, yolk, egg white, scrambled, fried, poached, hard boiled, pigment, breed, small, medium, large, extra large, dozen, half a dozen, free range, raw, oval

Introducing Eggs

- Show the children a variety of packaged eggs in cardboard and plastic egg boxes. Have examples of boxes containing a dozen eggs and also half a dozen. Discuss the egg boxes and ask the children if they know the numbers in which eggs are generally sold. Invite comments on why the eggs are packaged in the way they are, with each egg sitting in a little ‘cup’ of its own inside the egg box. Do they think the plastic or the cardboard egg boxes offer the best protection for the eggs?
- Ask the children where eggs come from. Most of them should say that eggs come from chickens. You can mention here that there are other eggs we may eat, including duck’s eggs, but that chicken’s eggs are the most popular. Play the ‘Cracking Egg Quiz’ game [**Excellent Eggs - cracking egg quiz 5-7**] with the children to introduce lots of interesting facts about eggs. Explain that, on each card, there are two false statements about eggs and one true fact. Without giving anything away when you read out each statement, ask the children to spot the true ‘cracking fact’ on the card and to identify the two ‘smashers’ (false statements). The cards may be used in any order.

Anatomy of a chicken’s egg

- Provide each child with an egg and a plastic bowl. Discuss the best way to crack the egg and see what is inside. If the children have never cracked an egg before you may get some interesting answers! Ask for opinions on how strong the eggshell might be. Do the children think they could break it by squeezing it? Ask them to try.
- When it is established that the egg will need to be cracked by hitting it against something, ask the children to tap their egg against the side of their bowl and drop the contents of the egg inside. It doesn’t matter if pieces of the eggshell end up in the bowl too.
- Discuss what is inside the egg. Point out the egg white and explain that it looks clear until it is heated, when it will turn white. Point out the yolk and discuss the orangey-yellow colour. Explain that most of the vitamins and nutrients of the egg, such as vitamin D and protein, are found in the yolk.
- See if the children can spot the stringy white chalazae, which are like little ropes that keep the yolk in the centre of the white. The more chalazae there are, the fresher the egg is.
- Sometimes there is a little red blood spot on the yolk. If any of these are noticed, explain that it is normal, and that it is sometimes called a meat spot.
- Encourage the children to touch and describe the egg white and the yolk. Tell them they can break the yolk and watch what happens.
- Ask the children to look inside the shell and spot the white outer membrane. See if they can peel it off. Explain that the membrane sticks to the eggshell and is there to help protect the egg from bacteria.
- Show the children the Anatomy of an Egg worksheet and review all the parts of the egg [**Excellent Eggs - anatomy of an egg 5-7**]. Ask the children to label the parts of the egg correctly and to answer the other questions on the sheet, using adjectives to describe the different parts.

Eggs of many colours

- Show the children a range of different chicken's eggs from various breeds so that they can see the difference between brown, white and blue eggshells (these are the most likely colours to find in the shops). Ask the children for ideas about why the shells are different colours. Do they think that, if the shell is a different colour, the inside of the egg is different too?
- Investigate this by cracking open a brown, a white and a blue chicken's egg. Invite comments from the children. They should reach the conclusion that the egg inside is the same, no matter what colour the shell is.
- Explain to the children that the colour of the shell changes depending on the breed of chicken. All eggs are formed as white eggs inside the chicken, but in some breeds a colour pigment is added to the outside of the shell just before the chicken lays the egg. The colour stays on the outside of the shell and does not change the inside of the egg at all.
- Show the children the Egg Colour information cards [**Excellent Eggs - eggs of many colours 5-7**].



Consider the following information:

- 1 Hens that lay white eggs include the following breeds: Leghorn, Ancona, Hamburg, Polish, Silie and Icelandic. Many white-egg-laying chickens tend to have white earlobes.
 - 2 Hens that lay brown eggs include the following breeds: Basque Hen, New Hampshire, Australorp, Cochin, Wyandotte and Plymouth Rock. Many brown-egg-laying chickens tend to have red earlobes.
 - 3 Hens that lay blue eggs include the following breeds: Araucana, Ameraucana and Cream Legbar. Many blue-egg-laying chickens tend to have a pea comb. Explain that this is the red fleshy comb that domestic chickens have on their heads; a pea comb has three frilled rows.
 - 4 Hens that lay green or olive eggs include the following breeds: Isbar, Easter Egger and Olive Egger. Chicken breeders mix blue-egg-laying breeds with brown-egg-laying breeds to produce green or olive eggs.
- Tell the children that they can have fun adding different colours to eggshells, and that this is a little like what happens inside the hen! Eggshells can be marbled relatively easily; make sure the children wear aprons as the food colouring will stain. It is easier to carry out this activity with hard-boiled eggs than with uncooked ones.
 - Demonstrate what to do. Make a marbling mixture in a small, shallow bowl using a large cup of warm water, a tablespoon of vinegar and several drops of food colouring (the more food colouring you use, the stronger the colour will be). Roll an egg in the marbling mixture until it is covered. Take it out and pat it dry with a piece of kitchen towel.
 - Make another marbling mixture of a different colour, but this time add a tablespoon of cooking oil and stir it with a fork to make swirls on top of the liquid. Roll the egg once in this mixture, take it out and pat it dry with kitchen paper. The egg should have a swirly pattern on it.
 - Encourage the children to experiment with different colour combinations.

Size matters

- Look again at some egg box packaging, including packaging for duck's eggs, together. Ask the children to look at the packaging for information about the sizes of the eggs. They should spot that various egg boxes are marked as 'small', 'medium', 'large', 'extra large' and occasionally 'mixed sizes'.
- Discuss the different factors that may affect the size of egg that a chicken produces and take the children's comments. Suggest that breed, diet and the age of a chicken may all be factors.
- Investigate the difference in size between a small chicken egg and an extra large chicken egg. You can use standard or non-standard units to measure the eggs from top to bottom. The easiest way is probably by laying a ruler, or whatever you are using to measure, flat on a table and placing the egg carefully alongside it. Share your findings.
- Now investigate the difference in size between a chicken egg and a duck egg. Duck eggs are generally larger. Use a ribbon to measure round the centre of the eggs and compare the circumference.



We love eggs

- Ask the children to talk about which type of eggs they prefer – boiled eggs with soldiers, or fried, scrambled or poached eggs. Some children may say Easter eggs! This can lead to a discussion about eggs being used as a symbol at Easter time because they mean new life.
- Ask the children for suggestions of other ways in which we use eggs. Sometimes people throw them at someone because they are not happy about something. Eggs are often used on stage in a pantomime or circus for comedy value. We also sometimes use eggs in our school sports day. Eggs are fun because they can be smashed!
- Read the poem 'The Egg and Spoon Race' together. Copies are available to download [Excellent Eggs - the egg and spoon race_5-7].
- Ask the children to recount what happened in the poem. What do they think about what the child in the poem did? Encourage them to spot the pattern of rhyme and repeat the rhyming words.
- If you are able, hold an egg and spoon race of your own outside using real or pretend eggs.



Eggs for lunch

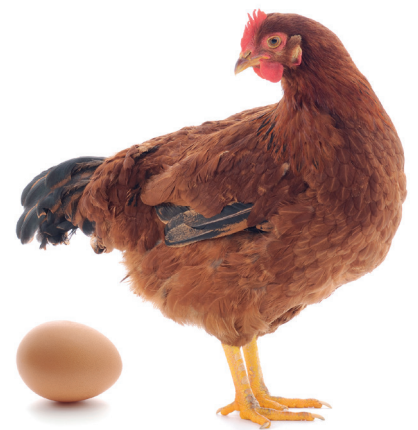
- Invite the children to make some egg mayonnaise and cress sandwiches for lunch. Explain that the eggs have to be hard boiled first and that it can be hard to judge the exact time to boil an egg for. How long you leave it in the water depends on the size of the egg.
- Before you begin, explain the dangers of boiling water and make sure you have appropriate safety measures in place.
- Use the Egg Mayonnaise Sandwiches recipe card [Excellent Eggs - egg mayonnaise sandwiches 5-7]. Follow the instructions in the recipe, making sure you are clear about what size eggs you are using before you start.

Ingredients:

- 2 slices of wholemeal bread • Butter or margarine spread
- 1 egg • 1 tablespoon of mayonnaise • Some watercress

Method:

- Place your egg carefully in a saucepan and cover it with 2cm of cold water.
- Heat the water until it starts to boil.
- Take the pan off the heat, place a lid on the pan and leave the egg to stand in the hot water – approximately 9 minutes for a small egg and 12 minutes for a large egg.
- Drain the water from the pan and run the egg under cold water.
- When the egg is cold, gently tap the bottom of it to crack the shell, and then rub the egg between your hands to loosen it. Start peeling the shell off from the bottom.
- When all the shell is removed, place the egg in a bowl with the mayonnaise and gently mash with a fork.
- Butter the bread.
- Spread the egg mayonnaise mixture evenly over one of the slices of bread.
- Sprinkle some cress over the egg mayonnaise and place the other slice of bread on top.
- Enjoy your sandwich!

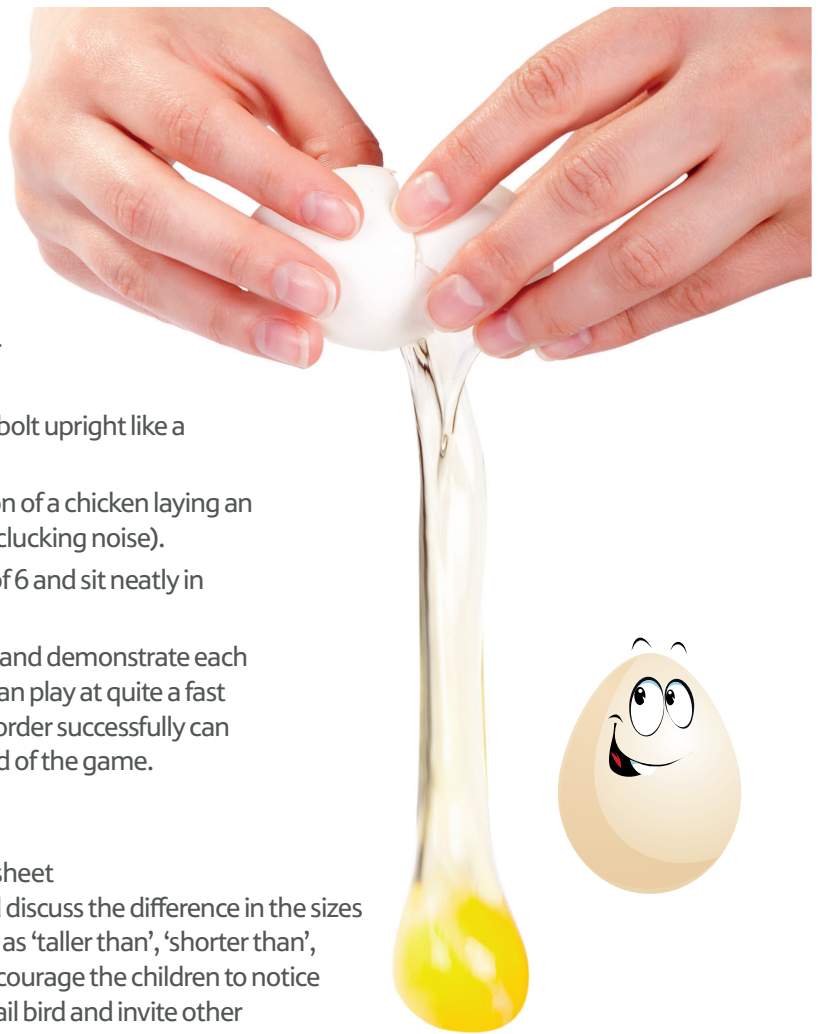


Exciting eggs

- Play an egg-inspired game in your PE lesson. This game may be played inside or out and involves the children reacting quickly to your called instructions.
- Firstly, allocate four corners to four types of eggs: boiled, poached, fried and scrambled. Whichever one you call, the children must remember which corner to run to.
- If you call 'egg and soldiers!', the children must stand bolt upright like a soldier, salute and shout 'Attention!'
- If you call 'chicken', the children must do an impression of a chicken laying an egg (knees bent, elbows out and flapping, making a clucking noise).
- If you call 'egg box', the children must make a group of 6 and sit neatly in rows of 2, as if in an egg box.
- Go through all of these instructions before you begin and demonstrate each one. The children will soon remember them, so you can play at quite a fast pace. If you choose, the last person to carry out each order successfully can be out each time, leaving you with a winner at the end of the game.

Bird and egg sizes

- Show the children the bird and egg size information sheet [[Excellent Eggs - eggs of many colours 5-7.pdf](#)] and discuss the difference in the sizes of the birds and the eggs they lay. Use language such as 'taller than', 'shorter than', 'larger than', 'smaller than', 'tallest' and 'smallest'. Encourage the children to notice that the egg an ostrich lays is the same size as the quail bird and invite other comments on the sizes.
- Explain to the children that birds don't always lay exactly the same size of egg each time they lay, but that we can talk about the average size and weight of egg a bird lays. Share these weight facts with the children:
 - 1 The average weight of an ostrich egg is 1400g
 - 2 The average weight of a goose egg is 144g
 - 3 The average weight of a duck egg is 70g
 - 4 The average weight of a chicken egg is 50g
 - 5 The average weight of a quail egg is 9g
- Make six signs that contain the following phrases: 'is heavier than', 'is lighter than', 'is shorter than', 'is longer than', 'is larger than', 'is smaller than'. Make five more signs than contain the following phrases: 'the ostrich egg', 'the goose egg', 'the duck egg', 'the chicken egg', 'the quail egg'. As a whole class activity, mix the signs up on a table top and ask the children to come out and select three signs that they can put together in the correct order to make a complete, and correct, phrase such as 'the ostrich egg – is heavier than – the chicken egg' or 'the quail egg – is shorter than – the duck egg'.
- Use some modeling clay or plasticine and a set of scales to find the equivalent weight of each bird's egg. When the children have a piece of clay the same weight as the bird's egg, ask them to use their hands to shape it into an oval and use a ruler to try to make it the correct length (refer to the information sheet). When they have a set of modeling clay eggs, you can have lots of fun comparing the weights with a set of scales. How many chicken eggs do you need to match the weight of one ostrich egg? How many quail eggs do you need to match the weight of one goose egg?
- Ask the children to create their own height-measuring chart for the different eggs. They can start by using a ruler to draw a measuring guide along the left side of the page and marking each centimeter (up to 15cm). Then they can use any craft material to indicate the different heights of each egg, including string, ribbon or even fingerprints. Remind them to label each egg's measurement clearly so they can see which one is which.



Spoken language

ENGLAND

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

SCOTLAND

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

WALES

Listen and respond appropriately and effectively with growing attention and concentration.

Extend their vocabulary through activities that encourage their interest in words.

NORTHERN IRELAND

Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.

Present ideas and information with some structure and sequence.

Devise and ask questions to find information in social situations and across the curriculum.

Mathematics

Measure and begin to record lengths and heights.

Choose and use appropriate standard units to estimate and measure length/height in any direction.

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.

Use uniform non-standard units for comparison, and see the need for standard units of measure; use standard metric units of length, mass and capacity.

Choose and use simple measuring instruments, reading and interpreting them with reasonable accuracy.

Art & Design

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

Explore and experiment with a variety of techniques and materials.

Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas.

Science

Identify and name a variety of common animals including birds.

Describe and compare the structure of a variety of common animals.

I can distinguish between living and non-living things.

I can sort living things into groups and explain my decisions.

Observe differences between animals and plants, different animals, and different plants in order to group them.

How place influences plant and animal life.

Physical education

Take part in outdoor and adventurous activity challenges, both individually and within a team.

I am developing my movement skills through practice and energetic play.

Practicing different types of games play.

Develop the skills relevant to games, including running, stopping, jumping and skipping.

Design and technology

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

I experience a sense of enjoyment and achievement when preparing simple healthy food and drinks.

I explore and discover where foods come from as I choose, prepare and taste different foods.

