



# All About Eggs!


This series of lessons provides  
an interdisciplinary K-3  
thematic unit about eggs

Primary Kit Grades K-3



**BC** Learning  
**egg** **Egg**ventures

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# Curriculum Connections

## English Language Arts

**BIG IDEAS:** Through listening and speaking, we connect with others and share our world.  
 Curiosity and wonder lead us to new discoveries about ourselves and the world around us.  
 Stories and other texts can be shared through pictures and words.  
 Stories and other texts help us learn about ourselves, our families, and our communities.

Kindergarten	Grade One	Grade Two	Grade Three
Use sources of information and prior knowledge to make meaning	Use sources of information and prior knowledge to make meaning	Use sources of information and prior knowledge to make meaning	Use sources of information and prior knowledge to make meaning
Use developmentally appropriate reading, listening, and viewing strategies to make meaning	Use developmentally appropriate reading, listening, and viewing strategies to make meaning	Use developmentally appropriate reading, listening, and viewing strategies to make meaning	Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	Recognize how different text structures reflect different purposes	Make connections between ideas from a variety of sources and prior knowledge to build understanding
Exchange ideas and perspectives to build shared understanding	Exchange ideas and perspectives to build shared understanding	Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	Recognize how different texts reflect different purposes.
	Identify, organize, and present ideas in a variety of forms	Demonstrate awareness of the role that story plays in personal, family, and community identity	Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
	Create stories and other texts to deepen awareness of self, family, and community	Use personal experience and knowledge to connect to stories and other texts to make meaning	Explain the role that story plays in personal, family, and community identity
	Plan and create a variety of communication forms for different purposes and audiences	Exchange ideas and perspectives to build shared understanding	Use personal experience and knowledge to connect to text and make meaning
		Create stories and other texts to deepen awareness of self, family, and community	Exchange ideas and perspectives to build shared understanding
		Plan and create a variety of communication forms for different purposes and audience	Create stories and other texts to deepen awareness of self, family, and community
			Plan and create a variety of communication forms for different purposes and audiences



# Curriculum Connections

## Science

**BIG IDEAS:** Plants and animals have observable features.  
 Daily and seasonal changes affect all living things.  
 Living things have life cycles adapted to their environment.  
 Living things are diverse, can be grouped, and interact in their ecosystems.

Kindergarten	Grade One	Grade Two	Grade Three
Demonstrate curiosity and a sense of wonder about the world	Demonstrate curiosity and a sense of wonder about the world	Demonstrate curiosity and a sense of wonder about the world	Demonstrate curiosity about the natural world
Observe objects and events in familiar contexts	Observe objects and events in familiar contexts	Observe objects and events in familiar contexts	Observe objects and events in familiar contexts
Ask simple questions about familiar objects and events	Ask questions about familiar objects and events	Ask questions about familiar objects and events	Identify questions about familiar objects and events that can be investigated scientifically
Share observations and ideas orally	Communicate observations and ideas using oral or written language, drawing, or role-play	Communicate observations and ideas using oral or written language, drawing, or role-play	Make observations about living and non-living things in the local environment
<b>Content:</b> basic needs of plants and animals  adaptations of local plants and animals	<b>Content:</b> classification of living and non-living things  names of local plants and animals	<b>Content:</b> metamorphic and non-metamorphic life cycles of different organisms  similarities and differences between offspring and parent	<b>Content:</b> biodiversity in the local environment

## Mathematics

**BIG IDEAS:** Repeating elements in patterns can be identified.  
 Objects have attributes that can be described, measured, and compared.

Kindergarten	Grade One	Grade Two	Grade Three
repeating patterns with two or three elements	repeating patterns with multiple elements and attributes	repeating and increasing patterns	pattern rules using words and numbers, based on concrete experiences
direct comparative measurement (e.g., linear, mass, capacity)	direct measurement with non-standard units (non-uniform and uniform)		measurement, using standard units (linear, mass, and capacity)

# Curriculum Connections

## Social Studies

**BIG IDEAS:** Our communities are diverse and made of individuals who have a lot in common. Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Our rights, roles, and responsibilities are important for building strong communities. Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Canada is made up of many diverse regions and communities.

Kindergarten	Grade One	Grade Two	Grade Three
<p>Acknowledge different perspectives on people, places, issues, or events in their lives</p> <p><b>Content:</b></p> <p>needs and wants of individuals and families</p> <p>people, places, and events in the local community, and in local First Peoples communities</p>	<p><b>Content:</b></p> <p>natural and human-made features of the local environment</p>	<p><b>Content:</b></p> <p>diverse features of the environment in other parts of Canada and the world</p>	<p>relationship between humans and their environment</p>

## Physical Health and Education

**BIG IDEAS:** Knowing about our bodies and making healthy choices helps us look after ourselves. Good health comprises physical, mental, and emotional well-being. Adopting healthy personal practices and safety strategies protects ourselves and others. Our physical, emotional, and mental health are interconnected.

Kindergarten	Grade One	Grade Two	Grade Three
<p>Identify and explore a variety of foods and describe how they contribute to health</p> <p><b>Content:</b></p> <p>relationships between food, hydration, and health</p> <p>practices that promote health and well-being</p>	<p>Identify and explore a variety of foods and describe how they contribute to health</p> <p><b>Content:</b></p> <p>relationships between food, hydration, and health</p> <p>practices that promote health and well-being</p>	<p>Explore strategies for making healthy eating choices</p> <p><b>Content:</b></p> <p>practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention</p>	<p>Explore and describe strategies for making healthy eating choices in a variety of settings</p> <p><b>Content:</b></p> <p>nutrition and hydration choices to support different activities and overall health</p>

# Teacher Background

Eggs are produced by hens (female chickens) and, in British Columbia, they are all laid on family run farms. Hens begin laying eggs when they are 19 weeks old and a laying hen will produce approximately 320-340 eggs per year—almost 1 per day. Chickens are domestic fowl, as are turkeys, ducks and geese. All species of poultry lay eggs. In Canada the average person consumes 257 chicken eggs per year!

BC HAS MORE  
**CAGE-FREE**  
HENS THAN ANY  
OTHER PROVINCE.

**ONE LARGE**  
EGG CONTAINS 6.5 GRAMS  
OF PROTEIN AND ALL NINE  
ESSENTIAL AMINO ACIDS.

THERE ARE  
**154**  
EGG FARMS  
IN BC.

IN 2023, BC EGG  
FARMS PRODUCED  
**84.6**  
**MILLION**  
DOZEN EGGS.

**ALL**  
BC EGG  
FARMS ARE  
FAMILY  
OWNED.

**BC egg DONATES EGGS**  
AND FUNDING TO A NUMBER OF ORGANIZATIONS  
PROMOTING NUTRITION, AGRI-EDUCATION,  
AND FOOD SECURITY, INCLUDING FOOD BANKS  
BC, EASTER SEALS, BC AGRICULTURE IN THE  
CLASSROOM, AND MORE.

NUTRITIONALLY, WHITE  
AND BROWN EGGS ARE  
**THE SAME.**  
WHITE HENS LAY WHITE  
EGGS AND BROWN HENS  
LAY BROWN EGGS.

Eggs come in various shell colours but the most common colours you'll see in the grocery store are white and brown. There is no nutritional difference between white and brown eggs. The shell colour depends on the skin colour of the chicken which can be seen on their ear lobes. The hen's feathers may be a different colour than her skin as well. So, eggs can be white, tan, pale pink or even a light shade of green – it simply depends on the breed.

Chickens can be raised on a large or small scale. In BC, a few chickens can be raised in a backyard to provide eggs as a backyard flock producer, or farmers with 100-399 chickens are called Small Lot Producers. When farms have more than 399 hens, they can apply to become a registered producer. Eggs that are sold at grocery stores or used in restaurants are all farmed by registered producers. Eggs are collected daily and refrigerated on farm before being graded.

On registered farms, hens live in 5 different types of housing systems in British Columbia: conventional, enriched, organic, free run and free range. These terms also apply to the types of eggs each hen produces, so they will also be seen on egg cartons. There are specific standards for each housing type, managed by BC Egg. Farmers want to keep their hens happy and healthy and exhibiting natural behaviours. These natural behaviours include perching, dustbathing, and scratching.

Hens are fed a healthy diet of corn, wheat, soy (for protein), healthy fats, limestone for calcium and vitamins and minerals. Their feed is formulated with help from poultry nutritionists and is tailored to the age of the hens and the season.



Hen Housing Systems

Eggs that are produced for the purpose of eating will never develop into a chick because there are only hens in the barns. Without a rooster, no fertilization takes place.

After the eggs are collected, they then go to the grading station where they are washed, checked for cracks and abnormalities, sorted according to weight and then packaged. The contents of an egg can be seen by a method called candling (holding it up to a light). If an egg has an abnormal shape or appearance, it is sent to the breaking plant and the remaining eggs are packaged into cartons. Eggs sent to the breaking plant are turned into frozen, liquid or dried egg products. Packaged eggs leave the grading stations in refrigerated trucks which deliver them to retail grocery stores where they are sold to consumers.

Depending on the weight of the egg, it will automatically be packaged as either peewee, small, medium, large, extra-large or jumbo. Egg size depends on the age of the hen; when a hen is young there will be variety in the size of her eggs. As her body becomes used to laying, her egg size will become more uniform. She will then settle into a regular production size (medium, large or extra-large), depending on how much protein she eats.

Eggs are an important part of our diet because they are a great source of protein. One large 80 calorie egg contains 6.5 grams of high-quality protein and 14 key nutrients that help maintain healthy bones, teeth, skin and eyes. All eggs, white or brown, raised in any of the five different housing systems have the same nutritional value! Eating 20-40 grams of protein per day from foods like eggs, promotes muscle recovery following exercise and helps preserve muscle during aging. Egg yolks contain lutein and zeaxanthin, carotenoids that can support eye health as you age. Research shows that dietary cholesterol (say from eggs) does not negatively impact blood cholesterol and may even increase good cholesterol.

<b>Nutrition Facts</b>	
<b>Valeur nutritive</b>	
Per 2 large eggs (105 g) pour 2 gros oeufs (105 g)	
<b>Calories 160 kcal</b>	<b>% Daily Value*</b>
	<b>% valeur quotidienne*</b>
<b>Total Fat / Lipides 11 g</b>	<b>15 %</b>
Saturated / saturés 3.5 g	18 %
+ Trans / trans 0 g	
Polyunsaturated / polyinsaturés 2 g	
Omega-6 / omega-6 1.5 g	
Omega-3 / omega-3 0.2 g	
Monounsaturated / monoinsaturés 5 g	
<b>Total Carbohydrate / Glucides 1 g</b>	
Dietary Fibre / Fibres alimentaires 0 g	0 %
Sugars / Sucres 0 g	0 %
<b>Protein / Protéines 13 g</b>	
<b>Cholesterol / Cholestérol 400 mg</b>	
<b>Sodium 130 mg</b>	<b>6 %</b>
Potassium 125 mg	4 %
Calcium 50 mg	4 %
Iron / Fer 1.75 mg	10 %
Vitamin A / Vitamine A 200 ug	22 %
Vitamin C / Vitamine C 0 mg	0 %
Vitamin D / Vitamine D 1.5 ug	8 %
Vitamin E / Vitamine E 4 mg	27 %
Thiamine 0.1 mg	8 %
Riboflavin / Riboflavine 0.5 mg	38 %
Niacin / Niacine 0.1 mg	1 %
Folate 70 ug	18 %
Vitamin B <sub>6</sub> / Vitamine B <sub>6</sub> 0.075 mg	4 %
Vitamin B <sub>12</sub> / Vitamine B <sub>12</sub> 1.55 ug	65 %
Biotin / Biotine 40 ug	133 %
Pantothenate / Panthothénate 2.2 mg	44 %
Choline 410 mg	75 %
Phosphorous / Phospore 150 mg	12 %
Iodide / Iodure 45 ug	30 %
Magnesium / Magnésium 10 mg	2 %
Zinc 1.25 mg	11 %
Selenium / Sélénium 31 ug	56 %
Copper / Cuivre 0.08 mg	9 %
Manganese / Manganèse 0.02 mg	1 %

\* 5% or less is **a little**, 15% or more is **a lot**  
\* 5% ou moins c'est **peu**, 15% ou plus c'est **beaucoup**



# The Activities

This kit includes classroom activities based in the following structure:

Activity 1: Who Lays the Eggs We Eat?

Activity 2: Home Sweet Home: Where do Hens Live?

Activity 3: What do Hens Eat?

Activity 4: Eggs are Egg-cellent

Activity 5: Pee Wees to Double Yolkers

Activity 6: How do Eggs Get to your Plate?



# Activity 1

## Who Lays the Eggs that We Eat?



### TEACHER BACKGROUND

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In this lesson students will be introduced to the names and differences of chickens. They will learn that female chickens (hens) lay eggs for us to eat, and the names for chickens in various stages of their life.

### MATERIALS

---

- |                                      |   |   |
|--------------------------------------|---|---|
| o Whiteboard/chart paper             | o Round white stickers<br>(enough for half of the<br>class) | o Pencils   |
| o Projector                          | o Scissors  | o Crayons   |
| o Computer with internet<br>access   | o Glue sticks   | o Student Handout:<br><i>Life Cycle of Laying Hen</i><br>Folding Activity |
| o <i>Name That Chicken</i><br>Poster |   |   |

### PROCEDURE

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1. Write CHICKEN in the middle of a whiteboard/piece of chart paper. Ask students to raise their hands and share anything they know about chickens. Group any like answers together.
2. If students mention any words from the poster (chick, hen, pullet, rooster, egg, flock) underline or circle the word.
3. Show students the *Name that Chicken* Poster and go over the definitions.
4. Who Lays the Eggs we Eat Activity:
  - a. Break class into two groups.
  - b. The students in one group will be given a sticker to put on their hand. They will be instructed to say, "hen" when a student without a sticker asks them the question.
  - c. Instruct students without stickers to ask students with stickers this question: "Who lays the eggs that we eat?" Ask students to ask as many students as possible with stickers that they can.
  - d. If time allows, they can switch roles.
5. Provide students with a copy of the *Life Cycle of a Laying Hen* Folding Activity and give them time to complete it.
6. Have students share their completed activity with another class.

### EXTENSION

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- o Watch hens in action on the farm through a BC Egg *Meet the Farmer* video.
- o Label *Parts of a Chicken* activity.





All chickens hatch from eggs.  
**Egg**

# Name that **Chicken**

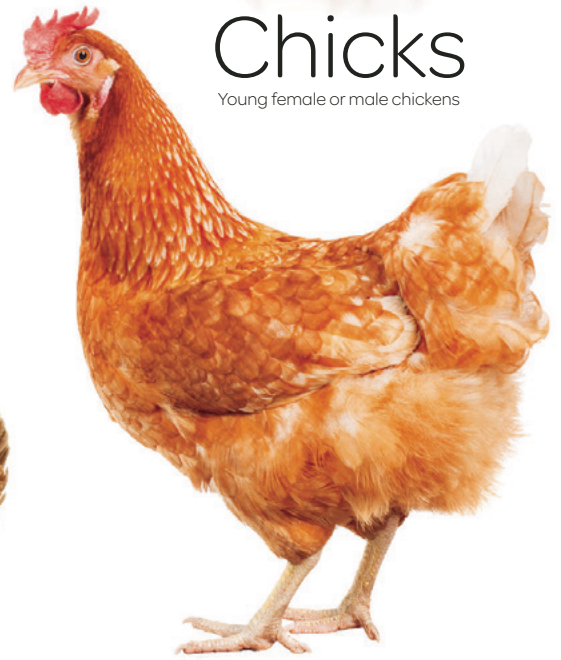
**Pullet**

A young female chicken  
who has not started laying eggs.



**Chicks**

Young female or male chickens



**Flock**

Chickens like to live in flocks

**Hen**

An female adult chicken.  
Only hens lay eggs.

A rooster is an adult male chicken.  
They do not live on BC Egg farms



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# The Life Cycle of a Laying Hen

Name: .....

## INSTRUCTIONS

Colour the hen and the stages of her life cycle

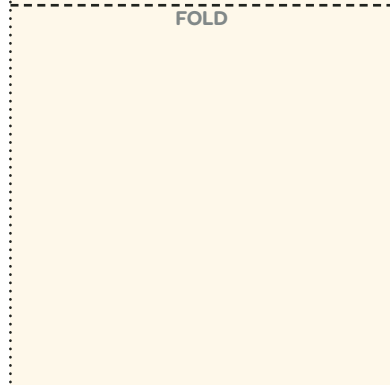
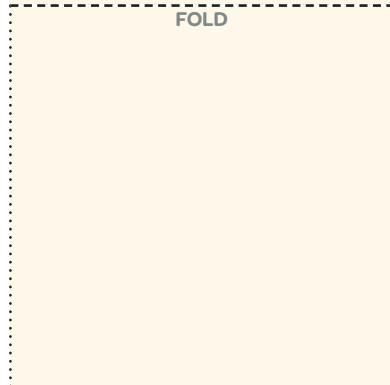
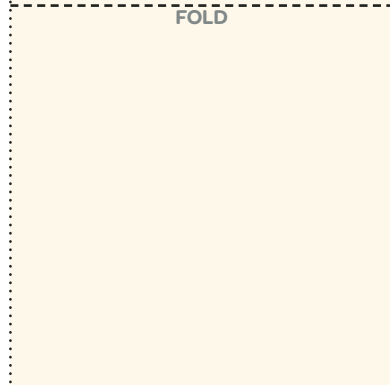
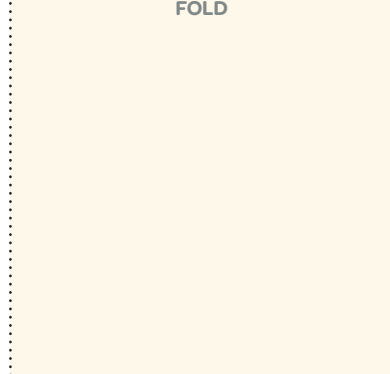
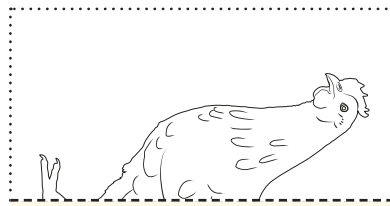
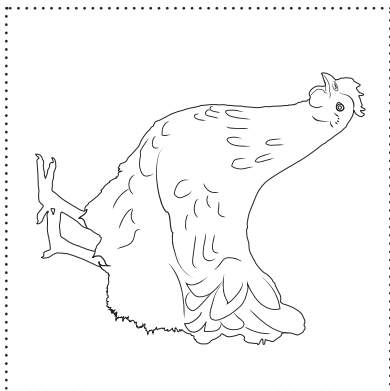
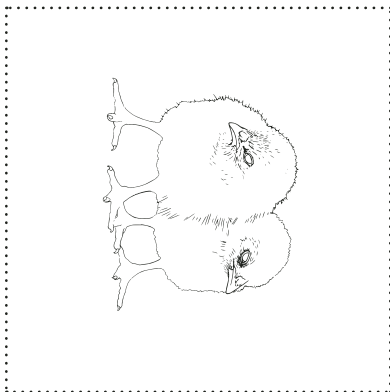
Cut out the lifecycle stages

Glue them in order onto the hen template

Cut out the hen template

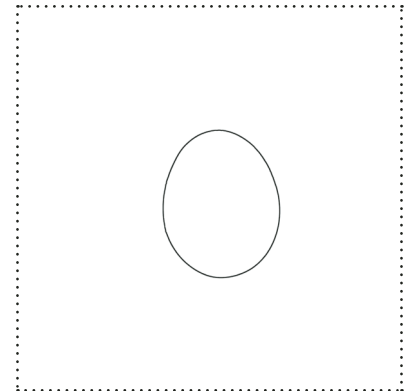
Use the guide to help you fold along the dashed lines

Fold the ends together so that when A and B meet – you see a hen. Open the ends to see the whole life cycle.



A

B





# Activity 2

## Home Sweet Home: Where Do Hens Live?



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### TEACHER BACKGROUND

In British Columbia all eggs sold in stores are produced on family run farms. These farms are all different in size, and in the way that they house their happy, healthy hens. Farmers in British Columbia have five different ways that they house their birds, each with their advantages. Over a quarter of farms in BC are Free Range, Free Run or Organic, and over a quarter are Enriched. The rest are being transitioned out of Conventional housing. BC is ahead of schedule to finish the transition by 2036. In this lesson, students will understand what hens need in their homes to be safe and healthy.

---

### MATERIALS

- |                          |                                 |  |
|--------------------------|---------------------------------|--|
| o Whiteboard/chart paper | o Computer with internet access | o Crayons  |
| o Projector              | o Pencils                       | o Student Handout:<br><i>Home Sweet Home Handout</i> |

---

### PROCEDURE

1. Ask students to share with a partner 5 things they have in their homes.
2. Then write the question: "What do hens need in their homes?" at the top of a piece of chart paper or on the whiteboard.

3. Tell students that before brainstorming we are going to watch a video about hens and what they need and have in their homes.
4. Show students *BC Egg Farm: Free Range Barn Tour Video*
5. After watching, talk to students about:
  - How hens have different feet than us, and they like to curl their feet around perches and don't mind walking on wire/slatted floors.
  - How hens like to live in flocks, so they like being cozy.
  - How hens don't use a designated washroom, so farmers must have a way in their barns to keep the manure away from them and their eggs.
6. Have students brainstorm and add to the list things hens need including:
  - Water that is easy to reach
  - Food made especially for them
  - Perches to relax and sleep
  - A private place to lay their eggs
  - Fans and ventilation for air flow and the correct temperature
  - Manure scraper or belt system to keep eggs clean and hens healthy
7. Watch *BC Egg Farm: Enriched Barn Tour*. As students are watching circle any items you discussed on the "What do hens need in their homes list"?
8. After viewing, review the list and hand out *Home Sweet Home Handout* to students. Give students time to draw a barn for their hens and ensure they include items off the list in their barn. Encourage them to think of the items hens need because of the way their bodies are designed.
9. Have students put up their *Home Sweet Home Handouts* around the class and do a gallery walk of their hen home designs.



#### EXTENSION

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- o Watch a virtual barn tour of a BC Egg farm
- o Watch the *Great Canadian Farm* tour video of a BC Egg farm
- o Register for a Virtual Egg Barn Tour



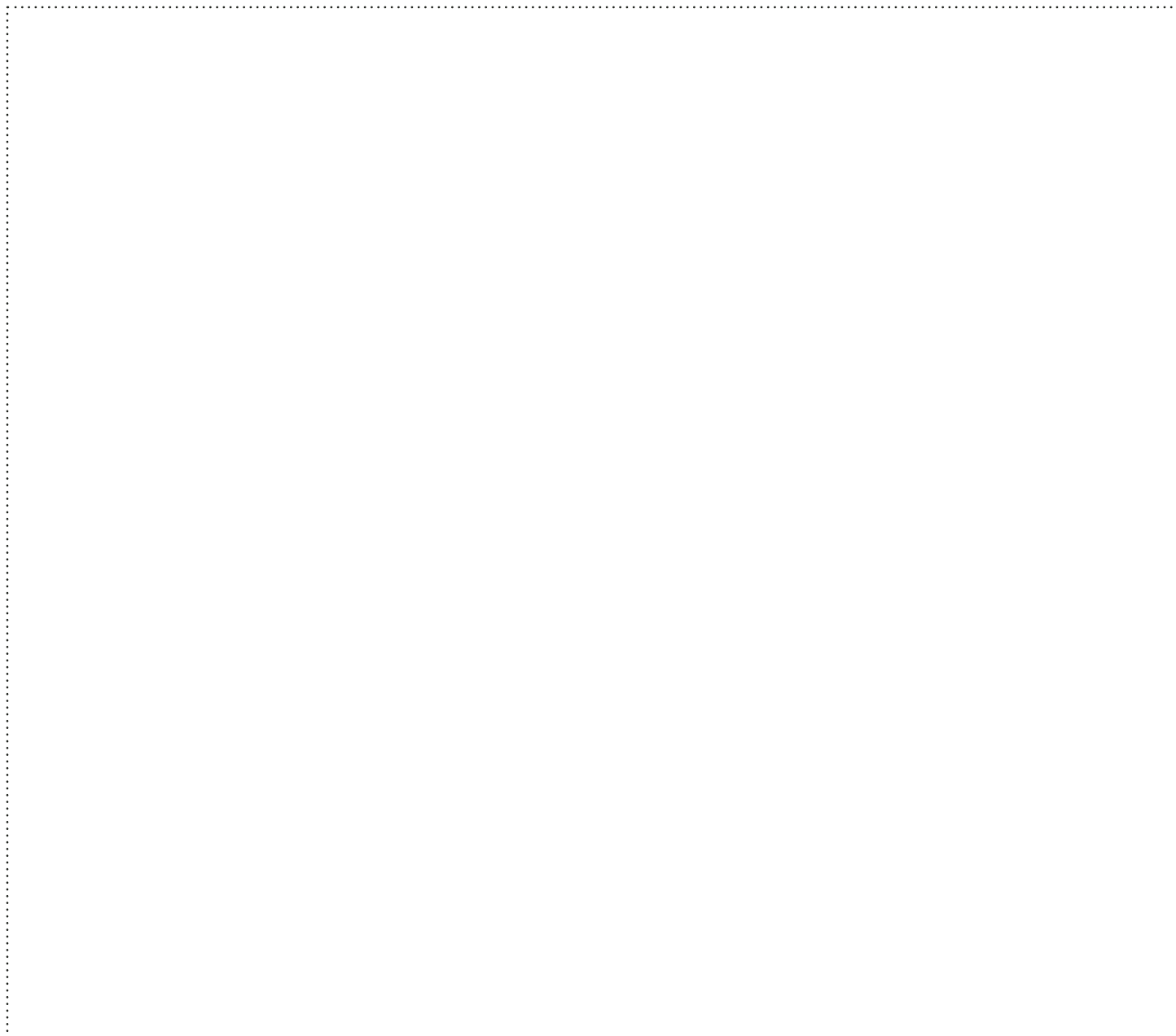
Virtual Egg Barn Tour



# Home Sweet Home Handout

*Write your name here*

## Egg Barn



*Draw a picture of your egg barn.*

*Design it using the items brainstormed and label all of the items hens need!*

*Make sure you include places for perching and laying eggs.*

# Activity 3

## What Do Hens Eat?



---

### TEACHER BACKGROUND

Egg farmers in British Columbia adjust their hens' feed to ensure they are getting the proper nutrition that they need based on their age, the time of year, and the health of the flock. For example, if a farmer notices that the eggshells from the flock are weak or cracking, they'll ask the feed company to increase the calcium in their next feed shipment. Hens' diets consist of grains, proteins, fats, vitamins, and minerals. On Free Range and Organic egg farms, hens forage in the field in addition to being provided a balanced feed. Hens also always have access to fresh water. A balanced diet is vital to maintaining a hen's health and contributes to the quality of the egg produced. Egg yolk colour is a characteristic that changes based on what the hen is fed. A darker coloured yolk means that the hen has eaten more corn, and a lighter yellow means that the hen has eaten more wheat—but the nutritional value is the same.

Canadian egg farmers follow regulations for feed set by the Canadian Food Inspection Agency. Steroids and hormones have been banned for all Canadian poultry since the 1960s. Students will learn about what hens eat in this lesson and complete a reading comprehension culminating activity.

---

### MATERIALS

- |                                    |                                 |   |
|------------------------------------|---------------------------------|---|
| o Whiteboard/chart paper           | o Computer with internet access | o Crayons   |
| o Projector                        |                                 | o Student Handout: <i>What Do Hens Eat?</i> Handout |
| o <i>What Do Hens Eat?</i> poster* | o Pencils                       |   |

---

### PROCEDURE

1. Give each student a piece of paper and ask them to draw several items that they eat.
2. Then ask them to turn the paper over and ask them to draw anything that they think hens eat.
3. Show students *What Do Hens Eat?* Poster, and then have them share with a partner any items they drew that were the same, or any they were surprised by. Highlight how hens are different than ours so their bodies need different things!
4. Distribute *What Do Hens Eat?* Handout to students. Have them read through the information (individually or in partners), and then answer the questions. You can also read together as a whole class and then support students with answering the questions.

\* To download a tabloid sized *What Do Hens Eat?* Poster, go to [bcaitc.ca](http://bcaitc.ca)

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### EXTENSION

- o Students can make their own *What Do Hens Eat?* poster and share them with a buddy class.
- o Watch *The Journey of the Egg Video*: What do farmers feed their hens?

## Protein

Soybean Meal  
Insects



## Fats

Fish oil, Flax seed oil  
and Canola oil



# What do Hens Eat?

## Grains

Wheat and Corn



## Vitamins and Minerals

Salt, Limestone and Vitamin D

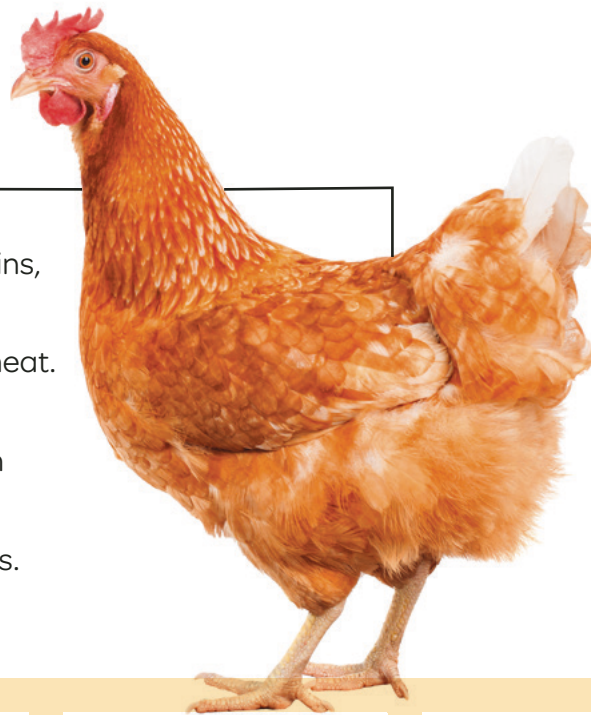




# What do Hens Eat?

Name: .....

Read through the information and answer the questions below



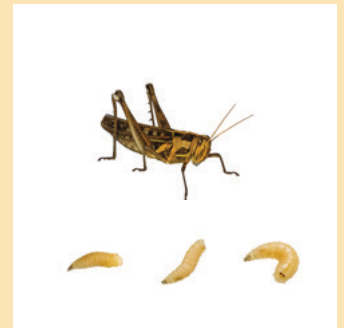
Hens eat a varied diet of proteins, fats, vitamins, and minerals.

Examples of grains hens eat are corn and wheat.

Hens get protein from soy meal. Organic and free-range hens also eat insects they scratch for outside.

All eggs have the same nutrients and vitamins.

Healthy hens produce healthy eggs.



Answer the following questions by circling YES or NO

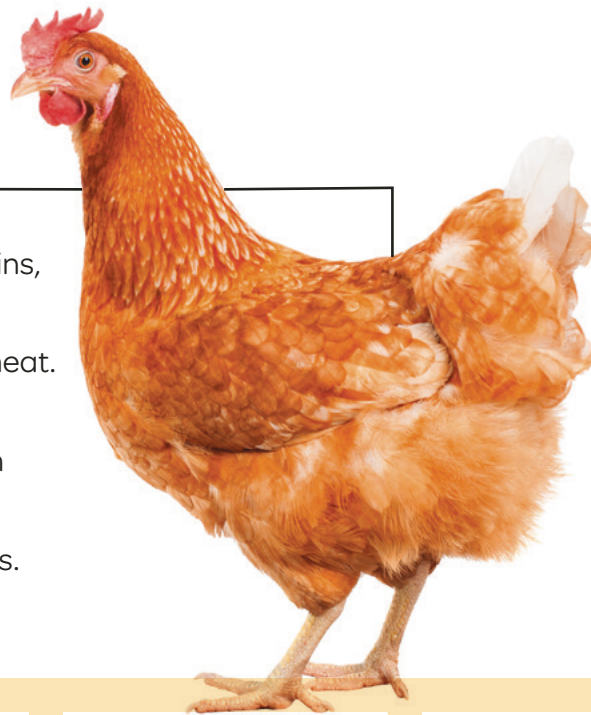
Do hens eat corn? YES NO

Do hens get protein from drinking milk? YES NO

Do healthy hens produce healthy eggs? YES NO

# What do Hens Eat?

Read through the information and answer the questions below



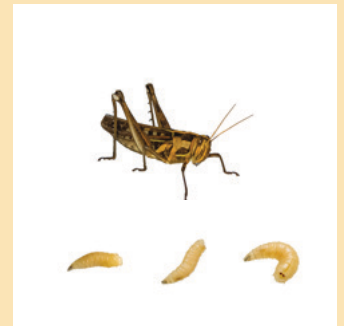
Hens eat a varied diet of proteins, fats, vitamins, and minerals.

Examples of grains hens eat are corn and wheat.

Hens get protein from soy meal. Organic and free-range hens also eat insects they scratch for outside.

All eggs have the same nutrients and vitamins.

Healthy hens produce healthy eggs.



Answer the following questions by circling YES or NO

Do hens eat corn?

YES  NO

Do hens get protein from drinking milk?

YES  NO

Do healthy hens produce healthy eggs?

YES  NO

# Activity 4

## Eggs are Egg-cellent



### TEACHER BACKGROUND

Eggs are good for the body— inside and out. They contain 14 key nutrients and are full of high-quality protein which fuels the body. They naturally nourish the body with just 80 calories per egg. A serving of eggs (2) contains 13 grams of protein. They fuel the heart with healthy fats and help build brains as egg yolks contain choline which is vital for brain health. They also boost eye health! All eggs regardless of colour or how they are raised have the same vitamins and nutrients. Eggs are known as the ideal fuel for the body, and in this lesson students will get to taste their delicious benefits.

### MATERIALS

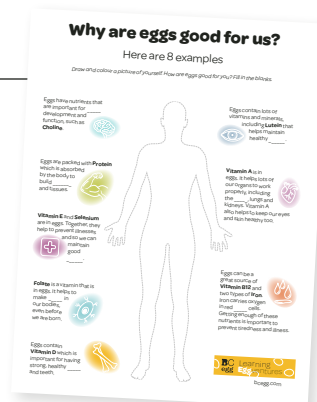
- o Computer with internet access
- o Projector
- o Egg Dippers Recipe Ingredients
  - One hard boiled egg per student
  - Pretzel sticks
  - Ranch dip
  - Spoons
- Selection of toppings such as: Bacon bits, sesame seeds, poppyseeds, grated carrots, grated cheese, finely chopped cucumber/herbs/pickles

### PROCEDURE

1. Ask students what are some things that our bodies need? (protein, food, vitamins, minerals).
2. Talk about how eggs are a great source of protein and that we need protein to fuel our body.
3. Watch *How Eating an Egg Impacts Your Health*: [https://www.incredibleegg.org/nutrition/nutrition\[1\]education-materials/](https://www.incredibleegg.org/nutrition/nutrition[1]education-materials/). Ask a student to help read the text or read aloud the text for students.
4. Have students make Egg Dippers.
  - a. Give each student a pre-peeled hard boiled egg.
  - b. Let students select a pretzel stick and have them insert it into the larger end of the egg.
  - c. Have students dip the end of their egg into the ranch dip and then they can choose from the different toppings and sprinkle them onto the dip to make it stick.
  - d. Tell students that once they dip again after biting their egg sometimes the yolk will fall out, so they can use a spoon to add more dip and toppings to the egg.
5. Ask students to share what their favourite way to eat eggs is with three others in the class.

### EXTENSION

- o Explore the Egg-Venture Zone
- o BC Egg's Handout: *Why are Eggs Good for us?*





# Activity 5

## Peewees to Double Yolkers



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### TEACHER BACKGROUND

Egg size depends on the age of the hen; when a hen is young there can be a lot of variety in the size of her eggs. As her body gets more used to laying, her egg size will become more uniform. She will then settle into a regular production size (medium, large or extra-large), depending on how much protein she eats.

In Canada, all Grade A eggs are categorized by weight, so sometimes eggs in the same carton may appear to be different sizes but their weight will always be in a similar range. Peewee is less than 42 grams, small is at least 42 grams, medium is at least 49 grams, large is at least 56 grams, extra large is at least 63 grams and jumbo is 70 grams or more. Most recipes are written using large eggs. Students will explore the different sizes of eggs by participating in a variety of math stations which focus on sorting, patterning and measuring.

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### MATERIALS

Activate	Patterning Station	Measurement Station	Sorting Station
<ul style="list-style-type: none"><li>o <i>Egg Sizes</i> Handout cut (one set per group)</li><li>o Envelopes (one per group)</li></ul>	<ul style="list-style-type: none"><li>o <i>Egg Patterns</i> Handout</li><li>o Markers/crayons</li></ul>	<ul style="list-style-type: none"><li>o Classroom scales</li><li>o <i>Egg Measurement</i> Handout</li><li>o pencils</li><li>o Various classroom items (pencil, glue sticks, paper clip, eraser, scissors)</li></ul>	<ul style="list-style-type: none"><li>o <i>Egg Sorting</i> Handout</li><li>o Scissors</li><li>o Glue sticks</li></ul>

---

### PROCEDURE

#### 1. Activate

- Tell students that in Canada eggs are sold in the grocery store by size, and there are six sizes from peewee to jumbo.
- Break students into small groups and give them each an envelope (that has the *Egg Sizes* Handout cut up inside).
- Ask groups to sort the egg sizes in order from smallest to largest. Then they can do largest to smallest. You can also ask them to sort them in two groups of more than 50 grams and less than 50 grams.

## PROCEDURE

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2. **Math Stations** – set up the three stations in the classroom and have students rotate through.
  - a. **Egg Patterns Station**
    - i. Set out *Egg Patterns* Handout and markers/crayons
    - ii. Ask students to complete the various patterns using the materials.
  - b. **Egg Measurement Station**
    - i. Put out classroom scales and various items from the classroom at the station.
    - ii. Students use the *Egg Measurement* Handout to compare the weights of classroom items to the weights of eggs.
  - c. **Egg Sorting Station**
    - i. Set out *Egg Sorting* Handout, scissors and glue sticks.
    - ii. Students will complete the sort and glue to the paper length.
3. Show students BC Egg's How Eggs Are Graded Video: *Inside a Grading Station* and have them make note of how eggs are weighed and sorted before they are purchased at the store.

## EXTENSION

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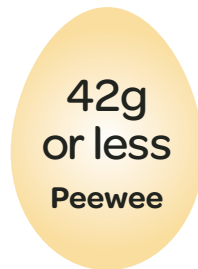
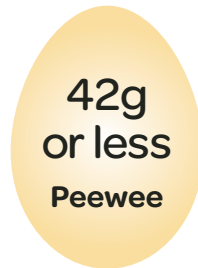
- o Explore the Egg-Venture Zone



Egg-Venture Zone

# Egg Sizes Handout

*Cut out the eggs below and put them into an envelope for activate activity*

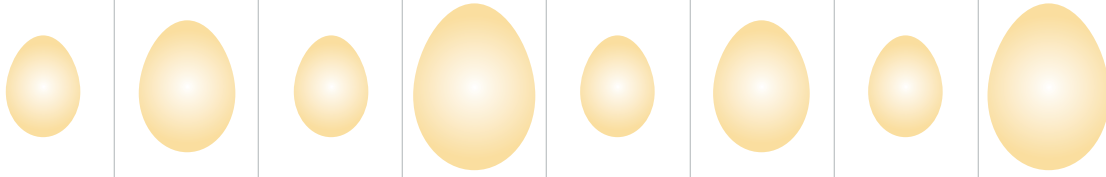




# Egg Patterns Handout

Name: .....

Do you recognize this **pattern**?



**1** Make an **AB** Pattern

--	--	--	--	--	--	--	--	--	--

**2** Make an **ABA** Pattern

--	--	--	--	--	--	--	--	--	--

**3** Make an **ABC** Pattern

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**4** Make an **AABB** Pattern

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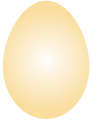
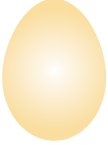
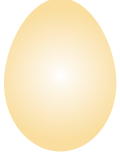
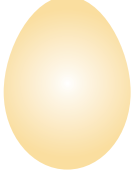
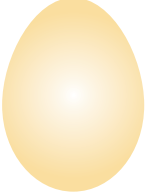
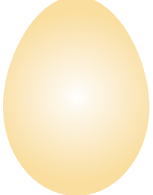
**5** Make **your own** Pattern

--	--	--	--	--	--	--	--	--	--

# Egg Measurement Handout

Name: .....

Using a classroom scale, find several small items from around the classroom and weigh them. Compare and categorize them to the corresponding egg size.

<b>Egg categories</b> (BY WEIGHT)	<b>Classroom Items that weigh the same</b>
<b>Peewee</b> under 42g 	..... ..... ..... .....
<b>Small</b> 42g-48g 	..... ..... ..... .....
<b>Medium</b> 49g-55g 	..... ..... ..... .....
<b>Large</b> 56g-62g 	..... ..... ..... .....
<b>Extra Large</b> 63g-69g 	..... ..... ..... .....
<b>Jumbo</b> 70g or more 	..... ..... ..... .....

# Egg Sorting Handout

Cut out the eggs below and order them from smallest to largest.

Glue them in their sorted positions in the space below.

1	2	3	4
5	6	7	8





# Activity 6

## How do Eggs Get to your Plate?

### TEACHER BACKGROUND

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The journey of a BC egg from the farm to your plate takes less than a week. Eggs are collected daily and stored in a cooling room until a refrigerated truck comes to pick them up. The truck takes them to a local grading station where they are cleaned and inspected. They are washed, candled and sized before being packed into the appropriate cartons and are ready for distribution to stores. Here they are purchased by consumers for consumption! Students will learn about the journey by sorting images and then completing a mini book.

### MATERIALS

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- o 6 *Journey of a BC Egg* Reference Panels (3 pages) printed and separated
- o Tape
- o 8.5" x 11" blank white paper, one piece per student
- o Computer with access to the internet
- o Projector
- o *Journey of a BC Egg Mini Book* Handout
- o Scissors
- o Pencils, crayons, markers

### PROCEDURE

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1. Ask for 6 volunteers and give each of them a picture from the *Journey of a BC Egg* Reference Panels to hold up. Have them stand at the front of the class, in a random order.
2. Have the class work together to put the pictures of a Journey of a BC Egg in order, from farm to table.
3. After the pictures are in order, tape them up they can be seen and ask volunteers to sit down.
4. Go over the steps of a *BC Egg Journey from Farm to Table* and correct any steps if placed in the wrong order.
5. Handout a blank piece of 8.5 x 11 paper to each student. Watch *How Make a Mini Book* video or go over instructions with students on how to fold and cut the paper into a Mini Book.
6. Distribute *Journey of a BC Egg Mini Book* Handout. Ask students to colour and, if they can, add a description below each picture. Then they can cut out the rectangles and glue onto the pages of their folded mini book in the correct order.
7. Have the students share their books with a buddy class or read it with someone at home.

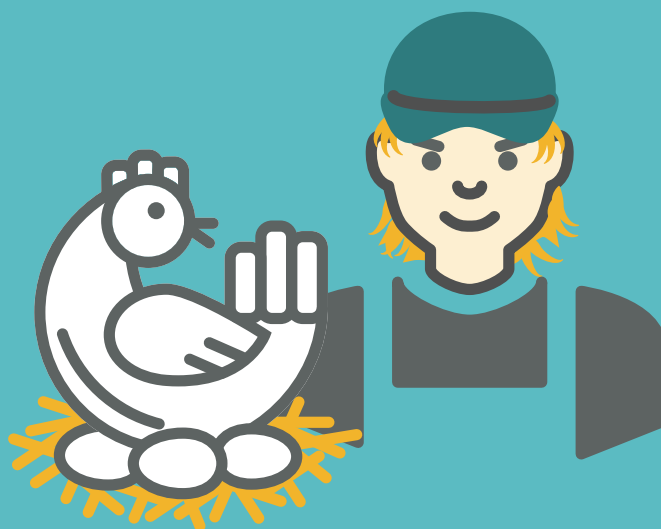
\* To download the letter sized *Journey of a BC Egg Mini Book* handout, go to [bcaitc.ca](http://bcaitc.ca)

### EXTENSION

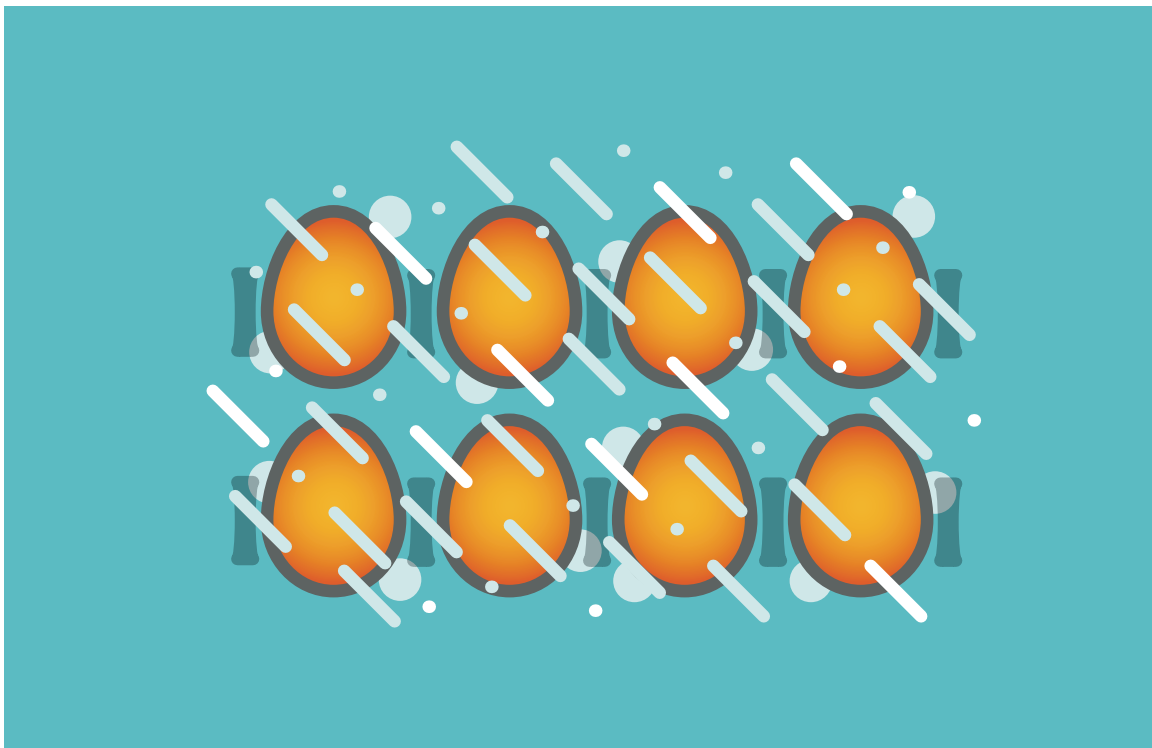
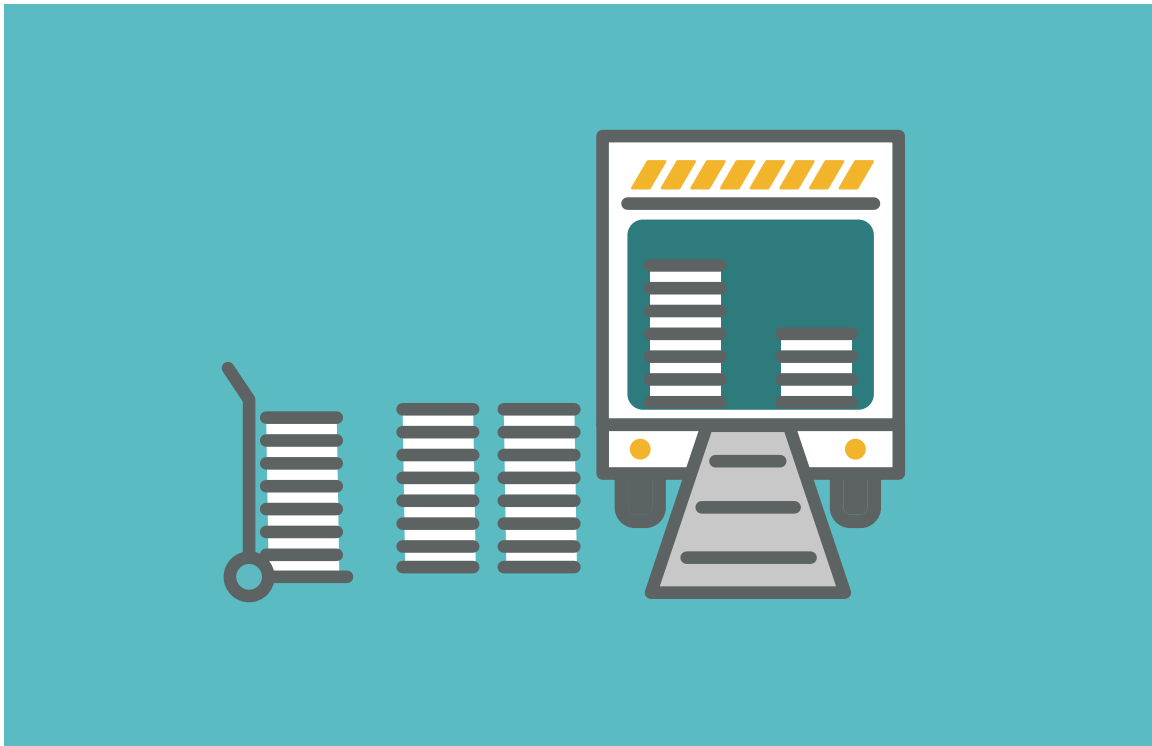
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- o Have students make a placemat highlighting the BC Egg's Journey similar to this.

# Journey *of a BC* Egg

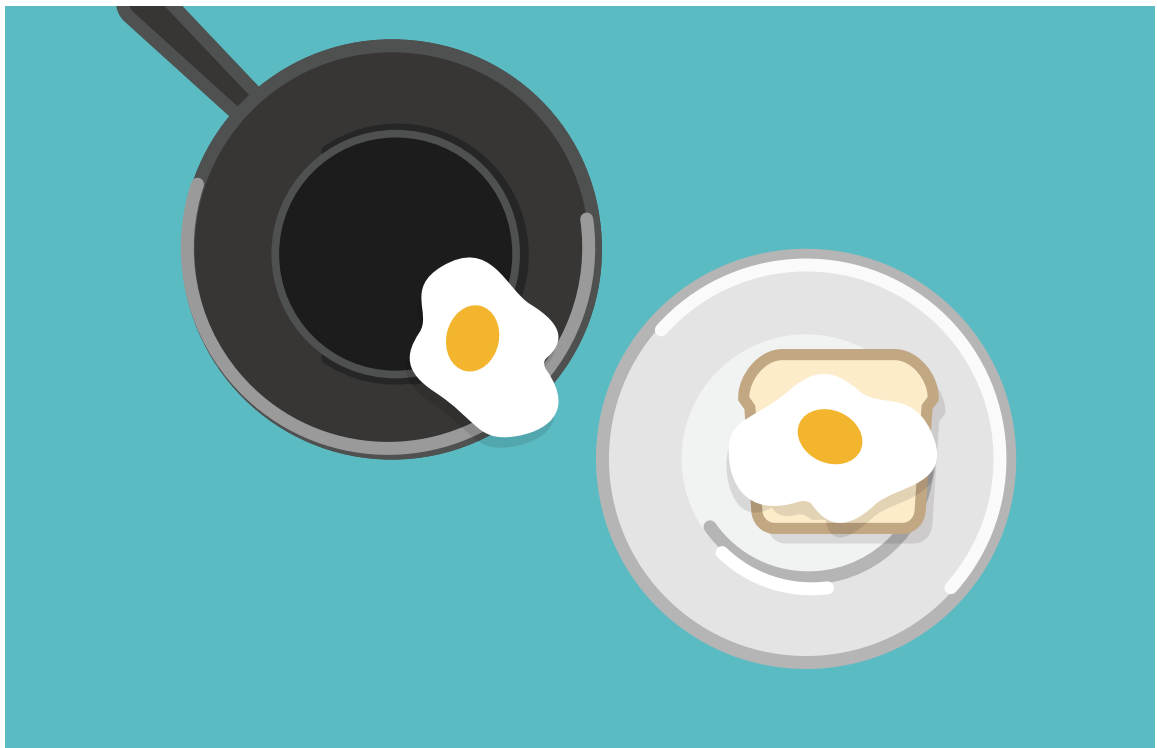
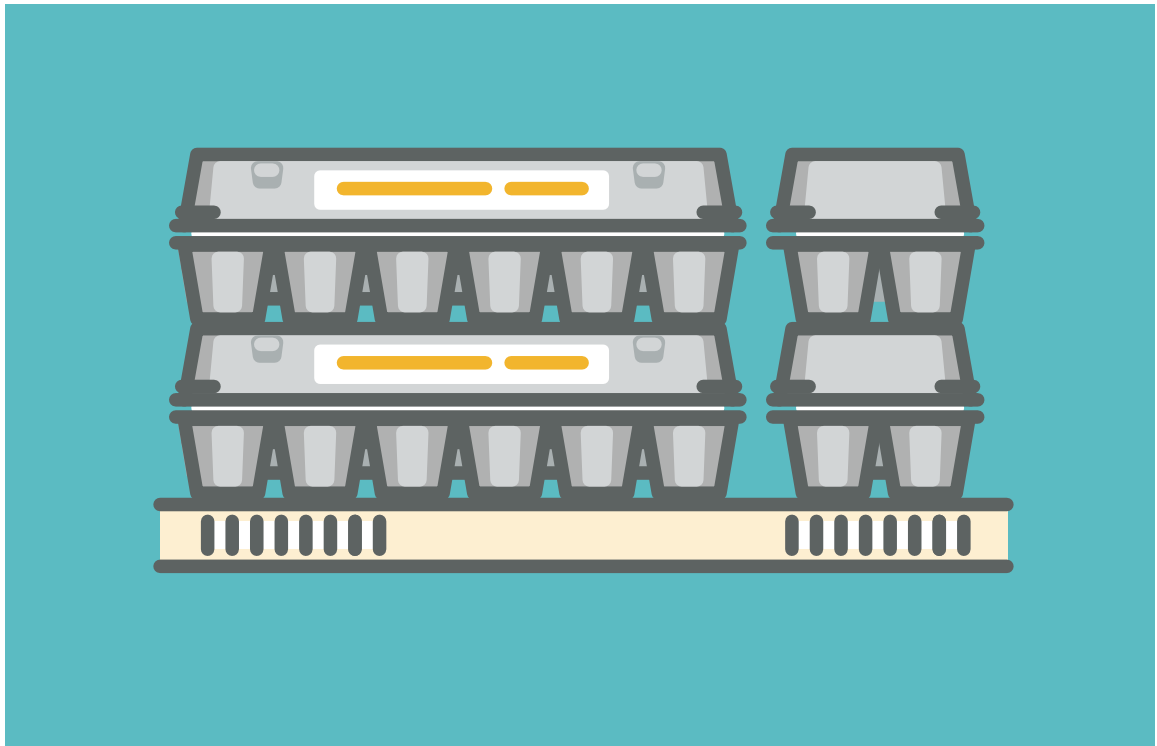


# Journey of a BC Egg Reference Panels

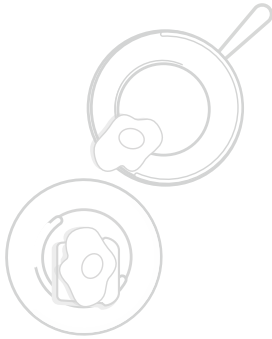

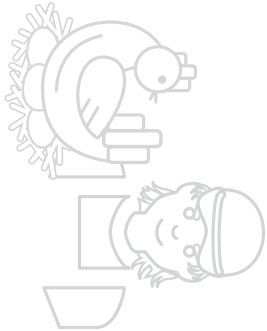
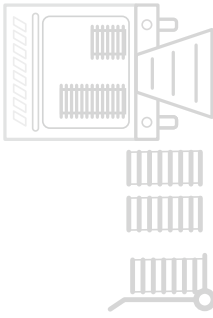
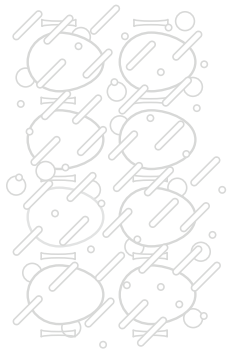





# Journey of a BC Egg Reference Panels



# Journey of a BC Egg Mini Book Handout

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			<p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			<p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		<p>Cut on dashed lines</p>	<p>My favourite way to eat BC Eggs is...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p>	<p>Colouring and Assembly by</p> <h1>Journey of a BC Egg</h1>		 <p>bcegg.com</p>

# Links

**BC Egg Meet the Farmer Videos:** <https://bcegg.com/meet-the-farmer/>

**Label the Parts of Chicken Worksheet:** <https://saskatchewanchicken.ca/isl/uploads/2020/03/chickenparts.pdf>

**BC Egg Farm: Free Range Barn Tour Video:** <https://www.youtube.com/watch?v=JR4SrNNkMtQ&t=177s>

**BC Egg Farm: Enriched Barn Tour Video:** <https://www.youtube.com/watch?v=KfFSHKktaro&t=192s>

**BC Egg Farm Tour Video:**

<https://www.bcaitc.ca/resources/spotlight-eggs-bc-egg-farm-tour>

**Great Canadian Farm Tour Egg Farm Tour:** <https://www.youtube.com/watch?v=aCR5d2zG3lg>

**Journey of the Egg Video: What do Hens Eat?:**

<https://www.youtube.com/watch?v=xJQAd7mgSZE&t=38s>

**Explore the Egg-Venture Zone:** [https://bcegg.com/egg-venture\\_zone/#cooking-egg-ventures](https://bcegg.com/egg-venture_zone/#cooking-egg-ventures)

**Why are Eggs Good for Us?:**

<https://bcegg.com/wp-content/uploads/2021/09/BCE-Why-are-Eggs-good-Eggventure-FINAL.pdf>

**BC Egg's How Eggs Are Graded Video: Inside a Grading Station:**

[https://bcegg.com/egg-venture\\_zone/#Grading\\_Station](https://bcegg.com/egg-venture_zone/#Grading_Station)

**BC Egg Farm to Table:** <https://bcegg.com/on-the-farm/farm-to-table/>

**How to Make a Mini Book Video:** <https://www.youtube.com/watch?v=21qi9ZcQVto>

**Farm to Table Placemat from Egg Farmers of Ontario:**

<https://www.getcracking.ca/sites/default/files/media/document/Farm-To-Table-Placemat.pdf>