

# Teacher Resource Guide:

# Egg



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The lessons and activities in this guide are driven by the **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010)** which help ensure that all students are college and career ready in literacy no later than the end of high school. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

# Before the Show

## ABOUT THE COMPANY

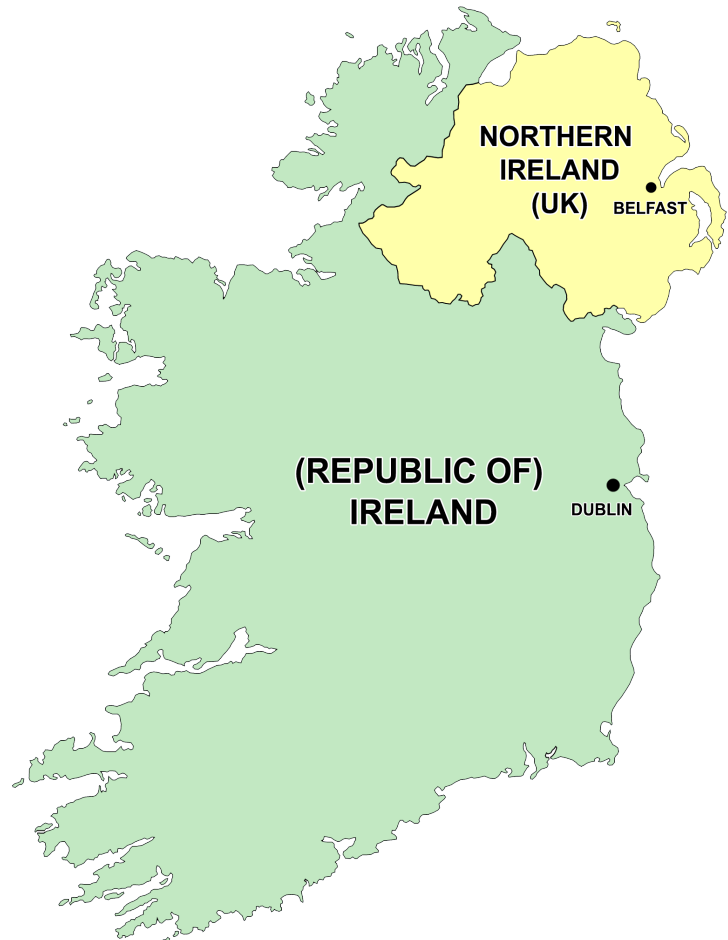
Cahoots NI is a professional children's touring theater company based in Belfast, Northern Ireland. The company was formed in 2001 by Paul Bosco McEneaney and Zoe Seaton. The company combines the visual potential of theater with music, magic and illusion to create entertaining and inspiring theater for children. Each production is at the center of a body of outreach work designed to maximize artistic potential, customize the individual theater experience and extend the imaginative life of the piece beyond the actual event. [cahootsni.com](http://cahootsni.com)



## ABOUT THE SHOW

*Egg* is told through the medium of physical theater, illusion and music. It is a sad, funny and delightful tale exploring the theme of flying the nest. This is a theme which resonates as strongly with the adults in the audience as it does with the children and this fact gives *Egg* its real emotional power. The production is a magical experience, which draws children in close to the life of the little bird characters in their nest and telling them a story of friendship and wonder and tender loving care. A tale of three birds....and an egg!

This is a production with no words. The story is told through movement, music, sounds, magic and illusion.



## Coming to the Theater

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ performances and events each year. Playhouse Square thus acts as a catalyst for economic growth and vitality within the region. When you visit, be sure to note the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between coming to the theater and watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few points to start the discussion:

- ◆ Students are led into the theater and seated by an usher.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you; the performers can too.
- ◆ Appropriate responses such as laughing or applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.
- ◆ There is no food, drink or gum permitted in the theater.
- ◆ Photography and videotaping of performances is not permitted.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, you will be dismissed by bus number. Check around your seat to make sure you have all of your personal belongings.

*An exciting destination for field trips and more!*



## Pre-Show Activities

### An Egg Extravaganza

Gathering eggs is just the start of this egg investigation! To prepare, copy the egg patterns onto white and brown construction paper, making sure you have more eggs than students. Cut out the egg shapes and place the cutouts around the classroom in plain sight. When it's time to gather eggs, set a basket in your group time area. Encourage each student to find one egg and place it in the basket. As they look for eggs, recite the following chant and encourage everyone to join in:

"We're going on an egg hunt, yes sirree! Eggs must be handled carefully!"

Next, seat students in a circle. Take the basket around the circle and have each student remove one egg and lay it on the floor in front of them. Guide them to compare their eggs to their classmates' eggs by asking questions such as:

- ◆ "Are all the eggs the same color?"
- ◆ "Are all the eggs the same size?"
- ◆ "Are all the eggs the same shape?"

Tell students that different kinds of hens lay eggs of different sizes and shell colors, but that doesn't mean the eggs look different on the inside. Explain that what is on the inside of the shell is very good for their bodies! Lastly, have students sort the eggs by color and then by size. Or help them use the eggs to make and extend patterns.

### Ask Me About Eggs!

When students carry home this craft, plenty of egg-related conversations are sure to follow!

#### Materials for one:

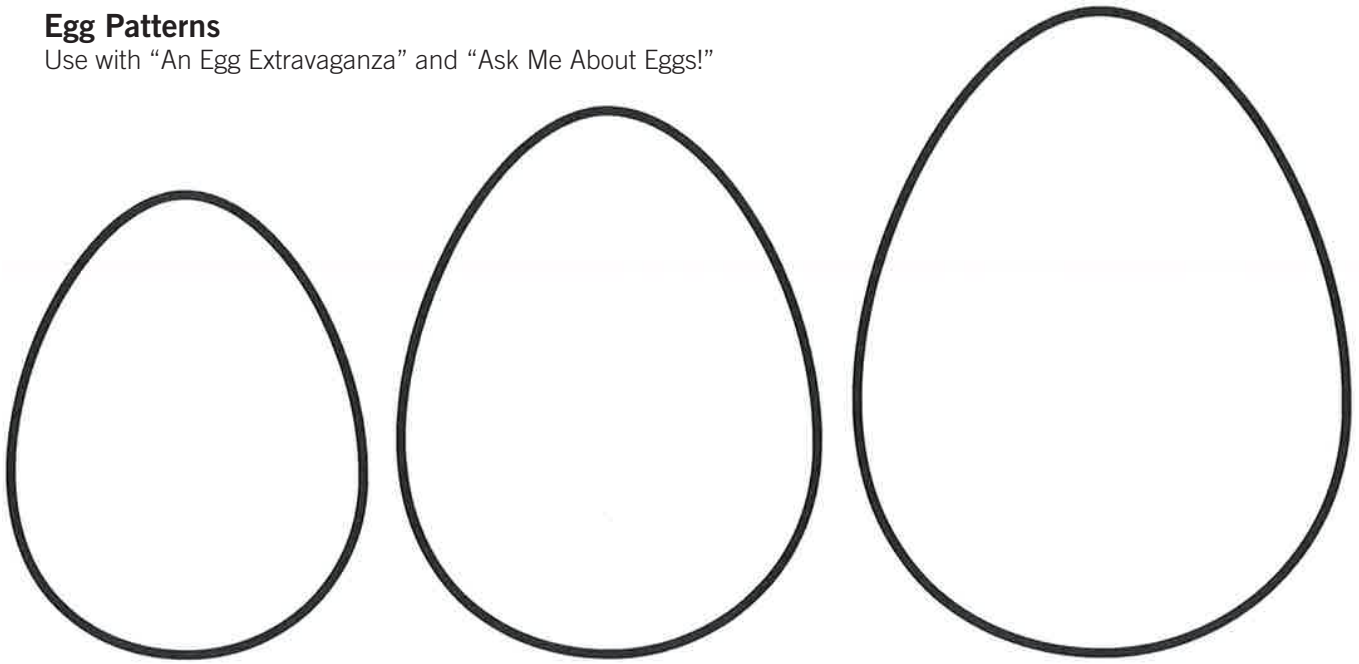
- ◆ copy of the hen pattern
- ◆ egg cutout
- ◆ paper plate
- ◆ yellow paper strips
- ◆ finger paint
- ◆ crayons
- ◆ glue
- ◆ scissors

#### Steps:

1. Finger paint the inside of the paper plate. Set it aside to dry.
2. Color the hen pattern and cut it out.
3. Color the egg cutout if you like.
4. Tear and crumple several yellow paper strips.
5. Glue the strips and egg cutout to the painted plate to make a nest.
6. Glue the hen on the nest.

## Egg Patterns

Use with "An Egg Extravaganza" and "Ask Me About Eggs!"



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## Hen Pattern

Use with "Ask Me About Eggs!"



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## Physical Eggivities

### Ohio Early Learning and Development Standards

#### Domain: Cognition and General Knowledge

#### Sub-Domain: Science

#### Strand: Life Science

#### Topic: Explorations of Living Things

#### Pre-Kindergarten (3-5 years)

- With modeling and support, identify physical characteristics and simple behaviors of living things.
- With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).
- With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
- With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).
- With modeling and support, recognize similarities and differences between people and other living things.

### KINDERGARTEN LIFE SCIENCE (LS)

#### Topic: Physical and Behavioral Traits of Living Things

*This topic focuses on observing, exploring, describing and comparing living things in Ohio.*

#### CONTENT STATEMENT

**Living things are different from nonliving things.**

### GRADE 1 LIFE SCIENCE (LS)

#### Topic: Basic Needs of Living Things

*This topic focuses on the physical needs of living things in Ohio. Energy from the sun or food, nutrients, water, shelter and air are some of the physical needs of living things.*

#### CONTENT STATEMENT

**Living things have basic needs, which are met by obtaining materials from the physical environment.**

*Egg is told through the medium of physical theater. Physical theater uses our bodies rather than using props, scenery or even sound effects!*

#### Activity 1: Movement

The first activity will be an exploration of making movements. As a class, move to make a circle in the middle of the room. Each person says their name with a movement to accompany it, then the group copies – speaking the last person's name and movement. This carries round the circle until each group member has had a turn. The activity can then move on to the next stage when one person does the action of his or her own name and follows with the action of someone else.

#### Activity 2: Setting the Scene

In an empty space ask the students to walk around the room and explore their surroundings. Ask them to imagine they are young birds in their own giant nest. Imagine the sights, smells and sounds. Ask the students to move around the nest as birds going about their daily routine, like brushing their teeth, combing their hair, collecting twigs and fixing up the nest. Ask for volunteers to demonstrate some of their activities in front of the rest of the class and ask the others to guess what they are doing.

#### Activity 3: Sounds of the nest!

Discuss and, if possible, listen to sound clips of bird sounds and the countryside. Choose five or six different sounds and split the class into groups, allocating each group a sound.

Ask each group to come up with a way of creating their sound using just themselves like clapping, whistling, using their voices or tapping their feet. If you have musical instruments to hand out you could introduce these. Conduct the group as a soundscape. Bring in group 1, then 2, then 3 and so on. Use your hands to indicate volume, raising your hand to increase volume and lowering your hand to decrease volume.

Experiment with pace and tempo, creating suspense and tension. To develop this exercise, a child could be the conductor.

## Post-Show Activities

### Writing Eggivities

#### College and Career Readiness Anchor Standards

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.K.2, W.1.2, W.2.2**

#### Activity 1: Design a Poster

Design a poster for *Egg* and create a display of everyone's work.

#### Activity 2: Feelings

- Why do you think the first bird left the nest? How do you think the two remaining birds felt?
- Draw a picture of the bad bird. What did the birds feel when they first heard the bad bird?
- How do you think the last bird felt when he was all alone in the nest? What did he find that made him happy again? What makes you happy? What makes you sad?

### More Physical Eggivities

#### Topic: Explorations of Living Things

##### Pre-Kindergarten (3-5 years)

- With modeling and support, identify physical characteristics and simple behaviors of living things.
- With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).
- With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
- With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).
- With modeling and support, recognize similarities and differences between people and other living things.

#### KINDERGARTEN LIFE SCIENCE (LS)

##### Topic: Physical and Behavioral Traits of Living Things

This topic focuses on observing, exploring, describing and comparing living things in Ohio.

#### CONTENT STATEMENT

Living things are different from nonliving things.

#### GRADE 1 LIFE SCIENCE (LS)

##### Topic: Basic Needs of Living Things

This topic focuses on the physical needs of living things in Ohio. Energy from the sun or food, nutrients, water, shelter and air are some of the physical needs of living things.

#### CONTENT STATEMENT

Living things have basic needs, which are met by obtaining materials from the physical environment.

#### Activity 1: Friendship

There were 4 birds in the production:

- Discuss what they looked like: costumes, movement etc.
- What was each of the birds like? Dominant? Happy or sad? Angry?
- What makes a good friend?
- Were there any examples of good friendship in the show?

In pairs, discuss three things that make a good friend. Act out a short scene of a friend doing a good deed like helping an old person cross the road, helping with a problem, playing together fairly or sharing. Discuss if the bad bird would make a good friend and if not, why not.

#### Activity 2: Freeze Frames

In groups create a series of five freeze frames that best represent the five most important scenes throughout the play. Ask students to present their five freeze frames to the rest of the class and challenge the rest of the class to recognize the moments from the play.

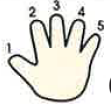
**Extended activity:** bring the frames to life and act out the scene adding movement and sound.

#### Activity 3: Suitcases/Leaving home

What items did the birds have in their home? Can you remember any of them? Each of the birds left the nest. Imagine you are a bird leaving the nest and you can bring only one suitcase with you. Discuss what you would bring. Place a suitcase in the center of the room that contains various objects. Ask each student to pick an object and create a memory/story around that object. Where did it come from? Who owns it? Why is it important enough to bring in the suitcase? Where are you going on your journey? Are you excited? Nervous?

Name \_\_\_\_\_ Writing numbers (K.CC.A.3)

## Count on Hen!



Count.



Write the missing numbers.

It takes me about 24 hours to make an egg and lay it. That's one day!



3	4	_____	_____	_____	_____
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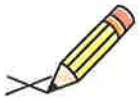
9	_____	_____	12	_____	_____
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15	_____	_____	_____	_____	20
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**Bonus:** Count from 0 to 20. Write each number as you say it.

Name \_\_\_\_\_ Subtraction to 5 (K.OA.A.2)

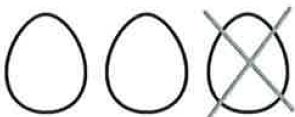
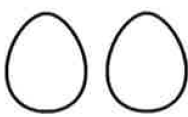
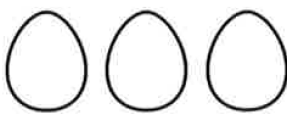
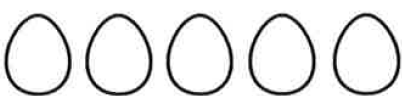
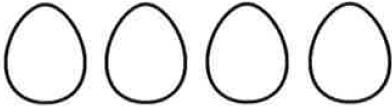
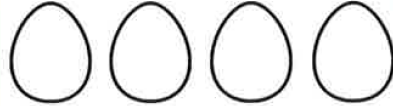
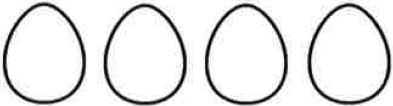

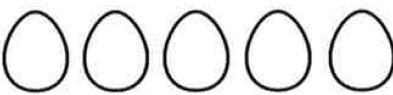
## Yolk, White or Both?

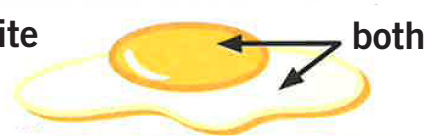


Subtract.  
Cross out the eggs to help.  
If the answer is 2, color the box yellow.

What is good for you – an egg yolk, an egg white or both? Following the yellow path to find out.



 $3 - 1 = \underline{2}$	 $2 - 0 = \underline{\quad}$	 $3 - 3 = \underline{\quad}$
 $5 - 1 = \underline{\quad}$	 $4 - 2 = \underline{\quad}$	 $4 - 0 = \underline{\quad}$
 $4 - 3 = \underline{\quad}$	 $2 - 1 = \underline{\quad}$	 $5 - 3 = \underline{\quad}$





## Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical response questions:

1. What is *Egg* about (what is the main idea)?
2. Who are the characters?
3. What is the setting of this show? How do you know?
4. What was your favorite part of the show? Why?
5. What was your least favorite part of the show? Why?
6. If you could be a character in the show, who would you be and why?
7. What did it look like the characters were doing when you saw bubbles and fog?
8. If you could ask one of the characters three questions, what would your questions be? Who would you ask? Why did you pick that character?
9. Have you ever wished that you could fly? What do you think it would be like?





# RESOURCES

## Books

**Backyard Birding for Kids** by Fran Lee. Gibbs Smith Publishing, 2005.

**Birds, Nests & Eggs** (Take Along Guides) by Mel Boring. Cooper Square Publishing, 1998.

**Beginning Birdwatcher's Book** by Sy Barlowe. Dover Publications; Trade Paperback Edition, 2000.

**Fifty Favorite Birds Coloring Book** by Lisa Bonforte. Dover Publications; Dover Nature Coloring Book, 1982.

**Flip, Flap, Fly!: A Book for Babies Everywhere** by Phyllis Root (Author) and David Walker (Illustrator). Candlewick Publisher; Board Book, 2011.

**Good Egg** by Barney Saltzberg. Workman Publishing Company, 2009.

**The Pinkish, Purplish, Bluish Egg** by Bill Peet. Sandpiper Books, 1984.

**Terry Treetop and the Lost Egg:** (Animal habitats) by Tali Carmi. Kindle Edition/Amazon Digital Services, 2014.

## Read Alouds

**Green Eggs and Ham** by Dr. Seuss. Dr. Seuss turns 50 easy words into magic in this time-honored classic in which Sam-I-Am mounts a determined campaign to convince another Seuss character to eat a plate of green eggs and ham. (Be sure to check out teacher Paula White's [Dr. Seuss Booktable](#) for classroom follow-up activities for this book, *Horton Hatches the Egg*, *Scrambled Eggs Super* and other Dr. Seuss books!)

**Rechenka's Eggs** by Patricia Polacco. Babushka, known for her exquisite hand-painted eggs, finds Rechenka, a wounded goose, and takes her home. When she's ready to try her wings again, Rechenka accidentally breaks all of Babushka's lovingly crafted eggs. But the next morning Babushka awakens to a miraculous surprise.

**The Enormous Egg** by Oliver Butterworth, illustrated by Louise Darling. Nate, a 12-year-old boy living in New Hampshire, takes over the care of an enormous egg laid by one of the family's hens, and the last thing he expects to hatch from it is a triceratops!

## Web Sites

### American Egg Board

<http://www.aeb.org/>

### Eggimals (make your own eggimal zoo)

<http://web.archive.org/web/19990225133150/http://www.canadaegg.ca/english/child/eggimal.html>

### Hatching Chickens

<http://sciencenetlinks.com/lessons/hatching-chickens/>

### Egg Science Unit of Study for K-2

<http://crystalandcomp.com/egg-science-unit-study-elementary/>

### Where Do Eggs Come From?

<http://www.peta.org/teachkind/lesson-plans-activities/eggs-come-kindergarten-5th-grade/>

### U.S. Poultry & Egg Association

[http://www.uspoultry.org/t\\_resources/index.cfm](http://www.uspoultry.org/t_resources/index.cfm)