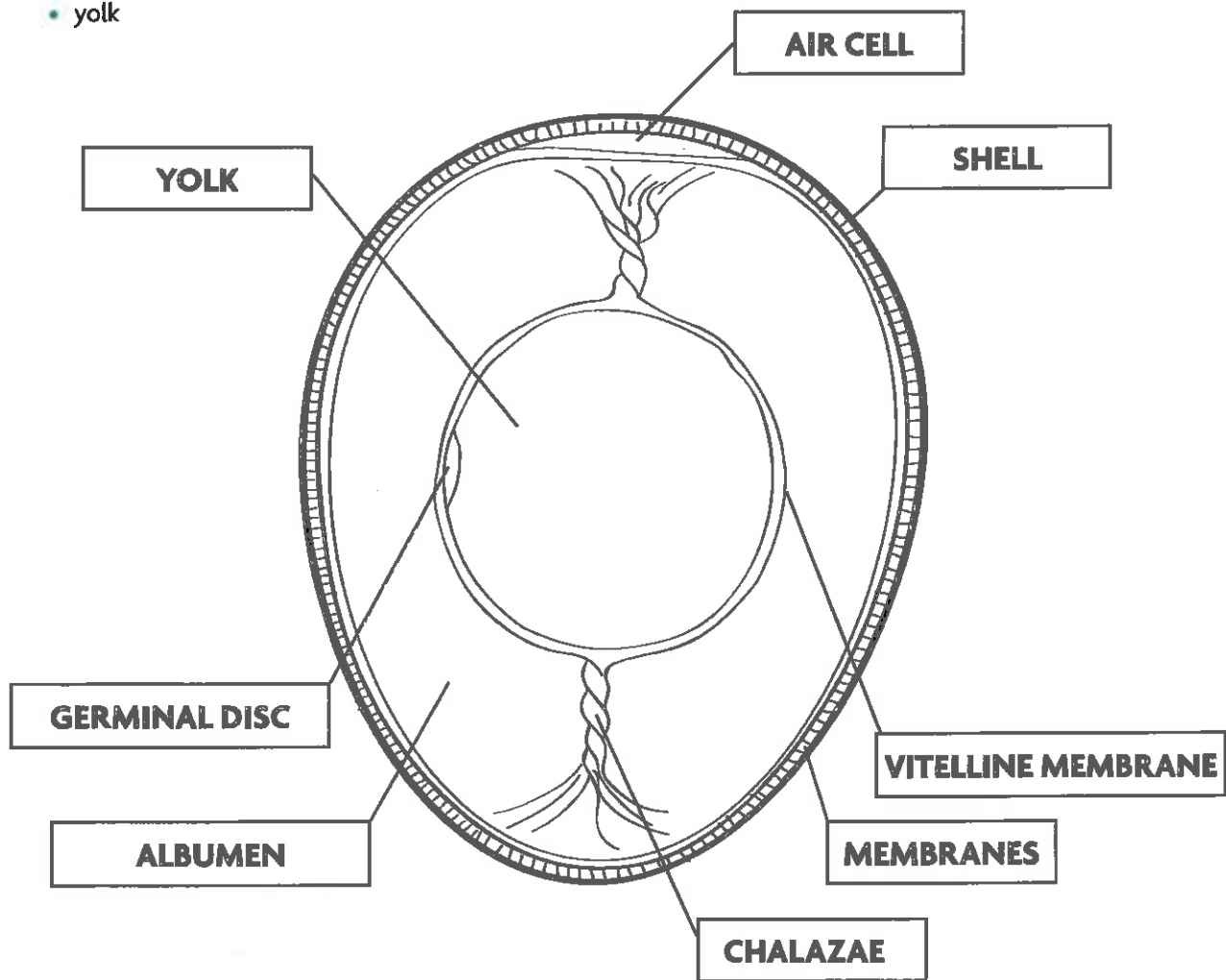


EGG PARTS ANSWER KEY

DIRECTIONS: Color each part of the egg a different color and label each part of the egg.

USE EACH WORD ONLY ONCE:

- air cell
- albumen or white
- chalazae
- germinal disc
- membranes
- shell
- vitelline membrane
- yolk



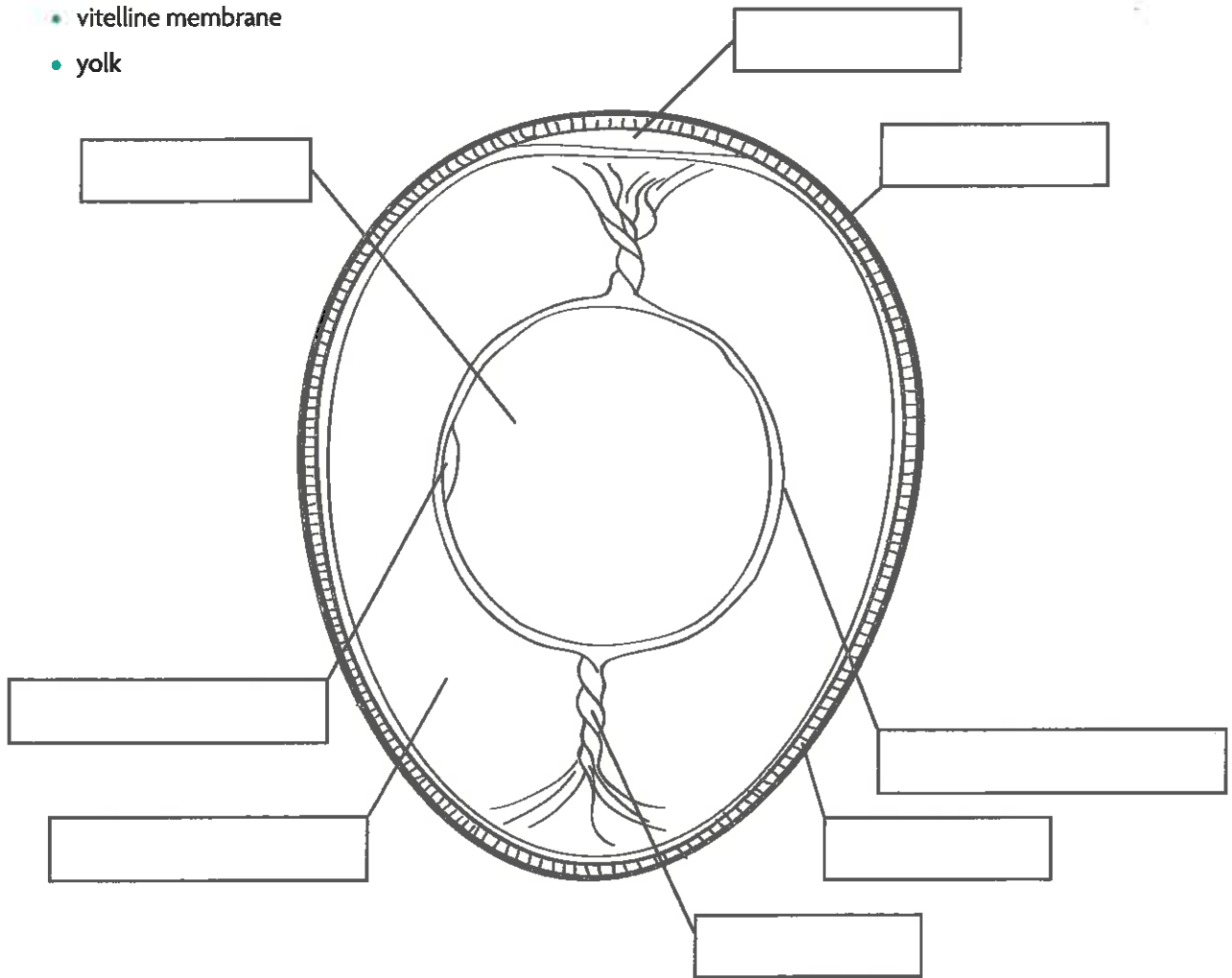
EGG PARTS WORKSHEET

NAME _____

DIRECTIONS: Color each part of the egg a different color and label each part of the egg.

USE EACH WORD ONLY ONCE:

- air cell
- albumen or white
- chalazae
- germinal disc
- membranes
- shell
- vitelline membrane
- yolk



EGG PRODUCTION

TIME: 20 minutes

SUNSHINE STATE/COMMON CORE STANDARDS:

SS.3.G.1.1—Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

OBJECTIVES:

The student will be able to locate the top 10 egg producing states on a given map and explain why chicken egg production is located in the top 10 egg producing states.

MATERIALS:

A map of the United States for the whole class to view, sticky notes (numbered 1–10), copies of “Map of the United States” handout

LIFE SKILLS:

Critical thinking, geographical/spatial skills

ACTIVITY/EXPERIENCE:

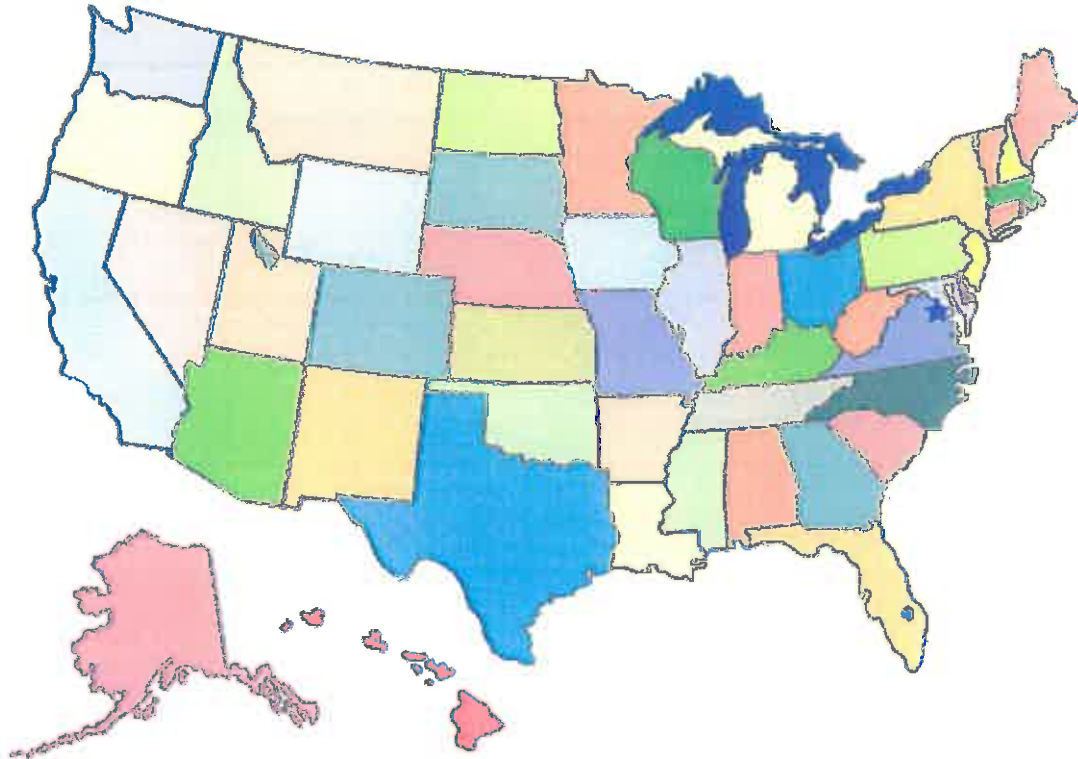
Egg Layer Production

- Ask students the following questions: “Where do the eggs we get from the grocery store come from?” (Answer: Farms.) “That’s right, but where are the farms that the eggs come from located?”
- “Let’s find out.” Share the map of the United States. Share the list of the top 10 egg-layer producing states in the United States for the year 2012 (see below—you can update this by going to http://www.nass.usda.gov/Charts_and_Maps/Poultry/eggmap.asp).
- Ask students to raise their hands when a state is called out and give them a sticky note with a number that represents how many layers (egg-producing chickens) there are per state. Have students place the sticky notes on the class’s United States map.
- Ask students to mark on their own maps (the “Map of the United States” handout) by writing the ranking number next to the state. Say, “We will start at number 10, which produces the least out of the 10. I’ll call out the states.”
 - Georgia: 8,492,000 layers
 - Nebraska: 9,245,000 layers
 - Minnesota: 9,359,00 layers
 - Michigan: 12,188,000 layers
 - Texas: 14,671,000 layers
 - California: 19,092,000 layers
 - Pennsylvania: 23,683,000 layers
 - Indiana: 25,802,000 layers
 - Ohio: 27,944,000 layers
 - Iowa: 51,504,000 layers

EGG PRODUCTION WORKSHEET

NAME _____

Map of United States



TOP 10 EGG-LAYER STATES

Why do you think that some states produce more egg-laying chickens than others? Why is/isn't our state on this list?

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

THE MAGIC EGG

TIME: 35 minutes

WRITING

SUNSHINE STATE/COMMON CORE STANDARDS:

LACC.3.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVES:

The student will be able to write a narrative story with details, transitional words, and in proper five-paragraph format.

MATERIALS:

Journal

LIFE SKILLS:

Critical thinking, relating

ACTIVITY:

Writing Prompt: The Magic Egg

1. Tell students the following:



You have received a mysterious package from a friend. Inside is a very unusual egg.

Write a story about what happens next. What does the egg look like? Does the egg hatch? What is inside it?

Prompt and image from <http://www.k12reader.com>.

Provide a small illustration at the end.

EGGCITING FRACTIONS

TIME: 30 minutes

MATHEMATICS

SUNSHINE STATE/COMMON CORE STANDARD:

CCSS.Math.Content.3.NF.A.1—Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

OBJECTIVE:

The student will be able to make predictions on a worksheet after classroom discussion about hatching percentages by using fractions to see what the possible outcome could be.

MATERIALS:

White board, “Eggciting Fractions” worksheet, dry erase markers

LIFE SKILLS:

Critical thinking, problem solving

ACTIVITY/EXPERIENCE:

Fractions With Eggs

1. Share with students:

“We know that fractions are parts of totals. For example, if we have 6 apples and 3 are red apples and 3 are green apples, we know that 3 out of 6 apples are either red or green.”

(This can also be taken further to say the $3/6$ is equivalent to $1/2$, if the material has already been learned.)

“Let’s think about what is in our incubators, if we have 26 eggs in our incubator and 18 have a baby chick in them what is the fraction?” (Answer: $18/26$.)

2. Provide additional examples of numbers on the board. Here are some examples:

- 12 out of 15 eggs hatched
- 16 out of 20 chicks hatched on the 20th day
- 7 out of 10 eggs had a chick inside when candled
2 out of 12 eggs were dropped

3. Have students work on their Eggciting Fractions worksheets and then compare answers.

Adapted from The Ohio State University Extension (2000).

EGGCITING FRACTIONS ANSWER KEY

DIRECTIONS:

Write the fraction in the egg provided to the right.

Example: 5 eggs are cracked out of the 10 eggs in the incubator. What is the fraction? $5/10$

$5/10$

1. Out of 20 eggs, 15 eggs hatched and 5 eggs did not hatch. What is the fraction of chicks that hatched?

Answer: $5/15$

$5/15$

2. A total of 22 eggs are in an incubator. If 19 of the eggs hatch, what is the fraction?

Answer: $19/22$

$19/22$

3. 3 out of 10 eggs are cracked and did not hatch. What is the fraction?

Answer: $3/10$

$3/10$

4. Ms. Davis accidentally dropped 4 eggs when she was candling them. There were a total of 17 eggs in the incubator to start. What is the fraction?

Answer: $4/17$

$4/17$

5. 18 eggs hatched into chicks on the 20th day, and those chicks are now in the brooder box, 7 have started hatching, but are not out yet. What is the fraction?

Answer: $18+7=25$; 7 out of 25 have not hatched. $7/25$

$7/25$

MAKING PREDICTIONS:

How many eggs are in your incubator?

How many do you think will hatch? What is the fraction?

How many do you think will not hatch? What is the fraction?

EGGCITING FRACTIONS WORKSHEET

NAME _____

DIRECTIONS: Write the fraction in the egg provided to the right.**EXAMPLE:** 5 eggs are cracked out of the 10 eggs in the incubator. What is the fraction? $5/10$ $5/10$

1. Out of 20 eggs, 15 eggs hatched and 5 eggs did not hatch. What is the fraction of chicks that hatched?
2. A total of 22 eggs are in an incubator. If 19 of the eggs hatch, what is the fraction?
3. 3 out of 10 eggs are cracked and did not hatch. What is the fraction?
4. Ms. Davis accidentally dropped 4 eggs when she was candling them. There were a total of 17 eggs in the incubator to start. What is the fraction?
5. 18 eggs hatched into chicks on the 20th day, and those chicks are now in the brooder box, 7 have started hatching, but are not out yet. What is the fraction?

MAKING PREDICTIONS:**How many eggs are in your incubator?**

How many _____

How many do you think will hatch? What is the fraction?

How many _____ Fraction _____

How many do you think will not hatch? What is the fraction?

How many _____ Fraction _____

WHAT IS THE TEMPERATURE?

TIME: 25–30 minutes

SCIENCE AND MATH

SUNSHINE STATE/COMMON CORE STANDARDS:

SC.3.P.8.1—Measure and compare temperatures of various samples of solids and liquids.

MACC.K12.MP.5.1—Use appropriate tools strategically.

OBJECTIVE:

The student will be able to measure temperature by using a thermometer in a variety of settings.

MATERIALS:

Thermometers, journals, cups of water, incubators

LIFE SKILLS:

Critical thinking, compare/contrast

ACTIVITY:

What Is Temperature?

1. Share with students that temperature is the measure of how hot or cold something is. Say, “When you are sick you use a thermometer to tell your temperature—how much of a fever you have, or how hot your body is. The incubators have to be a certain temperature to keep the chicks in the eggs developing. Who can tell me what that temperature is?” (Answer: 100 degrees Fahrenheit.)
2. Say, “In the United States we use Fahrenheit to measure temperature for weather, cooking, and for body temperature. However, in the other parts of the world and in science, Celsius is used to measure temperature.”

3. Tell students, “Let’s check the temperature in the incubator and record our data on our “How Hot or Cold Is It?” worksheet. Let’s also check some other areas in the classroom. We could see how hot the hot water out of the bathroom faucet is, how cold the cold water coming out of the water fountain is, how cold or hot our classroom is, and if the temperature in the incubator changes, or fluctuates.”

IN CASE THEY ASK...

Fahrenheit, created by German scientist Daniel Gabriel Fahrenheit, used salt water as his 0 degree point. That means that when salt water freezes, a mercury thermometer will read 0 degrees. Thirty-two degrees is when freshwater freezes and 212 degrees is when water boils. Celsius, invented by Swedish astronomer Anders Celsius, is based on freshwater freezing at 0 degrees and water boiling at 100 degrees.

HOW COLD OR HOT IS IT?

NAME _____

Directions: Using a thermometer, measure items in your school to find out how hot or how cold they are. If you can think of more to measure, fill them in in the bottom rows.

For example, the classroom measures 75°F.

OBJECT BEING TESTED	TEMPERATURE OF OBJECT
EXAMPLE CLASSROOM	75°
MY CLASSROOM	
INCUBATOR FIRST TIME	
HOT FAUCET WATER	
COLD FAUCET WATER	
WATER FROM DRINKING FOUNTAIN	
INCUBATOR SECOND TIME	

Why did you choose the other areas to measure the temperature? Did any item or area surprise you with how hot or cold it is?

EGG WORD SEARCH

TIME: 30–45 minutes

LANGUAGE ARTS

SUNSHINE STATE/COMMON CORE STANDARDS:

LACC.K12.L.3.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

OBJECTIVE:

The student will be able to recognize words that are specific to chickens through a word search.

MATERIALS:

“All About Eggs” word search

LIFE SKILLS:

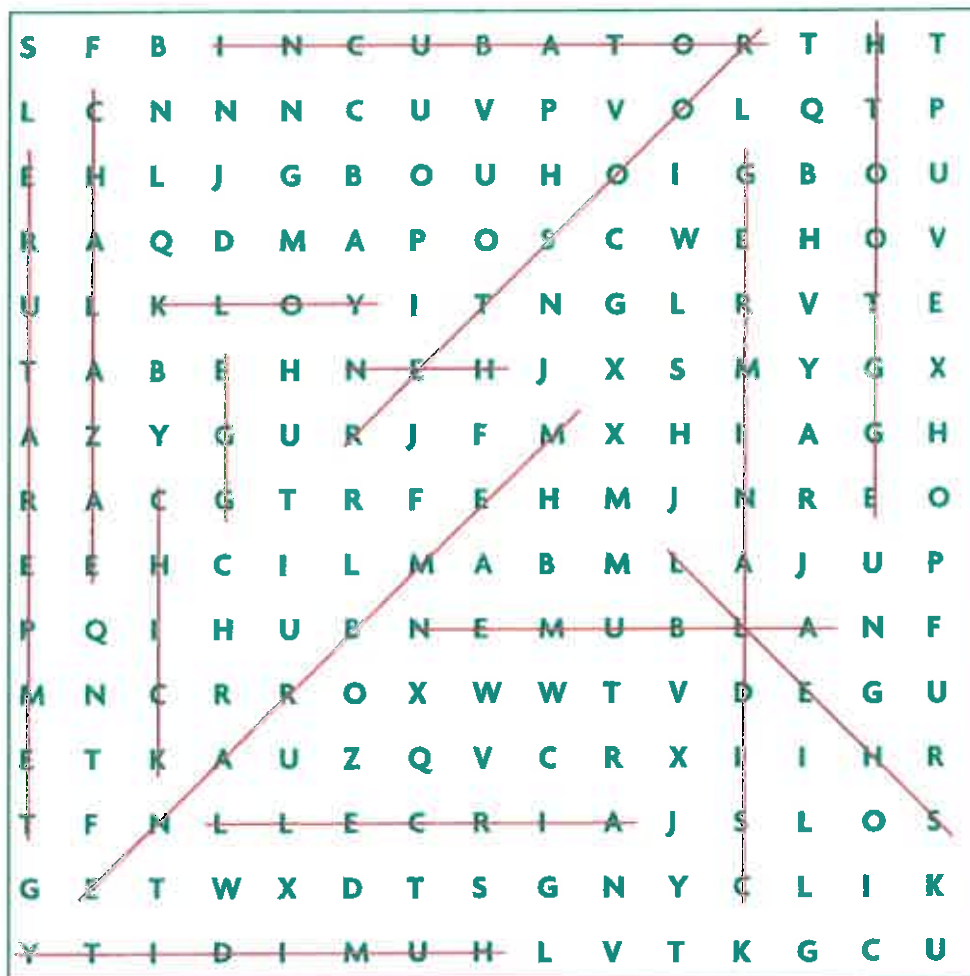
Critical thinking, recollection of knowledge

ACTIVITIES:

Word Search

1. Hand out copies of the “All About Eggs” word search.
2. Say, “Using the words we have learned so far about embryology, solve the word search.”

ALL ABOUT EGGS WORD SEARCH ANSWER KEY



CHALAZAE

GERMINAL DISC

SHELL

MEMBRANE

YOLK

ALBUMEN

CHICK

EGG

AIRCELL

INCUBATOR

HUMIDITY

TEMPERATURE

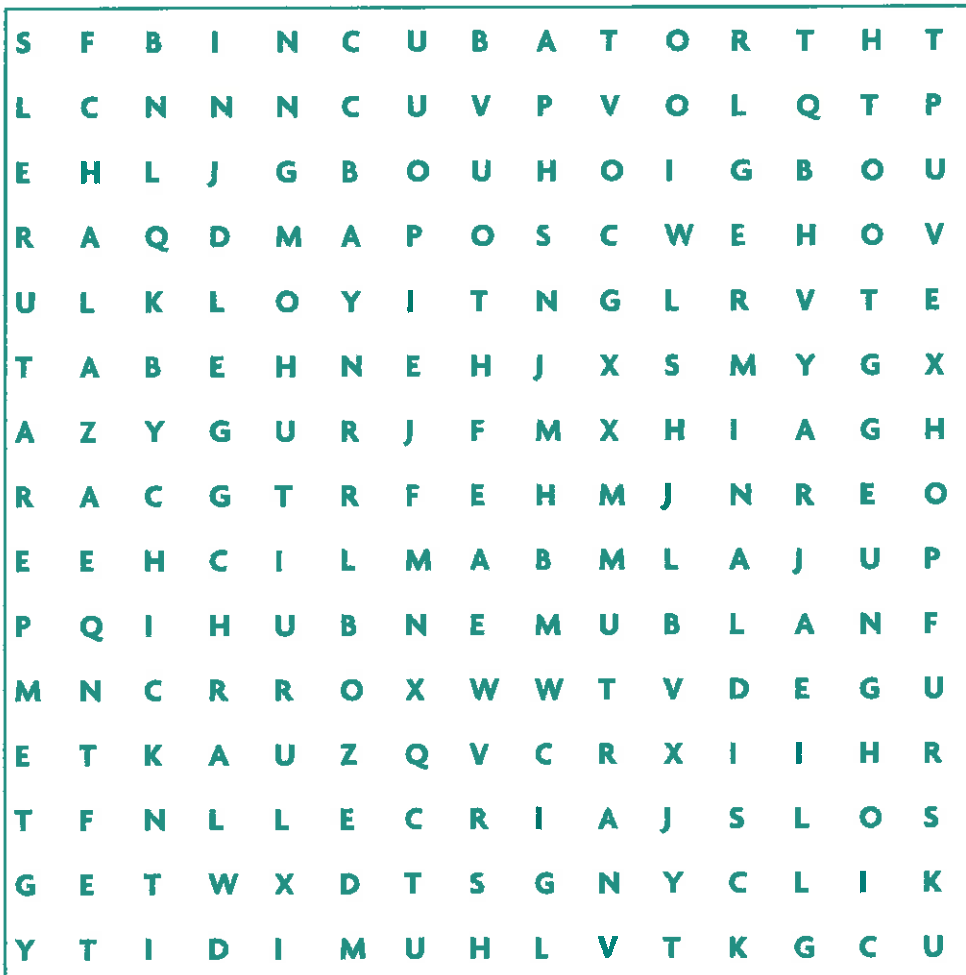
HEN

ROOSTER

EGGTOOTH

ALL ABOUT EGGS WORD SEARCH WORKSHEET

NAME _____



CHALAZAE

GERMINAL DISC

SHELL

MEMBRANE

YOLK

ALBUMEN

CHICK

EGG

AIRCELL

INCUBATOR

HUMIDITY

TEMPERATURE

HEN

ROOSTER

EGGTOOTH

EGGCEPTIONAL PRODUCTS

TIME: 25–30 minutes

MATHEMATICS

SUNSHINE STATE/Common Core Standards:

MACC.3.OA.1.3—Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

OBJECTIVE:

The student will be able to multiply rows and columns of eggs in an incubator and in egg cartons to get a final product.

MATERIALS:

Egg cartons, plastic Easter eggs (or whatever else may suffice), “Eggceptional Products” worksheet

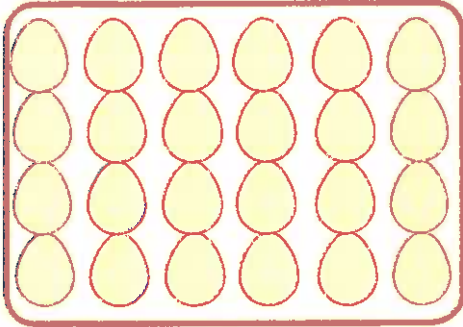
ACTIVITIES:

“Eggceptional Products” Worksheet

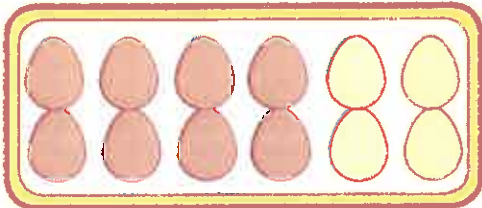
1. Have the students make physical arrays with the egg cartons and Easter eggs. Different sizes of egg cartons can make it more challenging.
2. Have students complete the worksheets. Then discuss the following questions with them:
 - How many eggs do we have in the incubator?
 - How did you know how many are in there? Did you count them? How did you count them? One by one?
 - Did you multiply one row of eggs by a column of eggs?

EGGCEPTIONAL EGGS ANSWER KEY

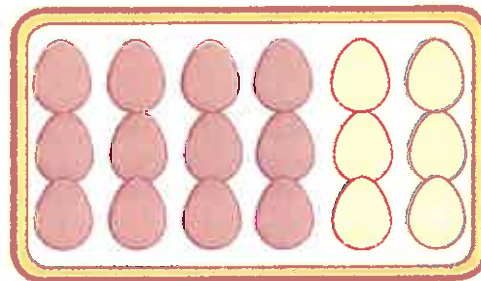
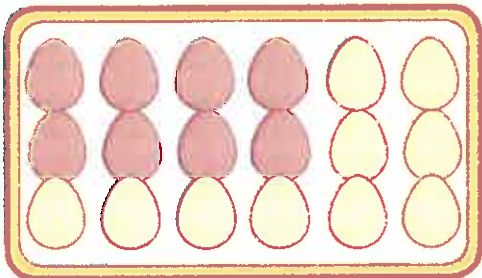
1. There are four rows of eggs with six eggs in each row in the incubator. How many eggs are there? Draw an array of the 4 rows of 6 eggs. Draw your array in the incubator as eggs.



2. If there are 8 eggs in an egg carton, what array can be made in an egg carton? Fill in the empty holes in the carton.



3. If there are 12 eggs in the carton, how many different arrays can you make? Fill in the cartons to show your arrays.



4. Can you set the eggs in any other different arrays? If so, draw one on the back of your sheet.

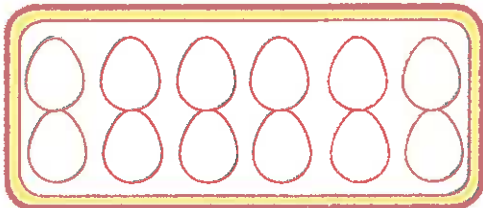
EGGCEPTIONAL PRODUCTS WORKSHEET

NAME _____

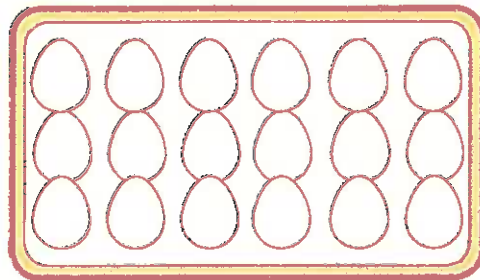
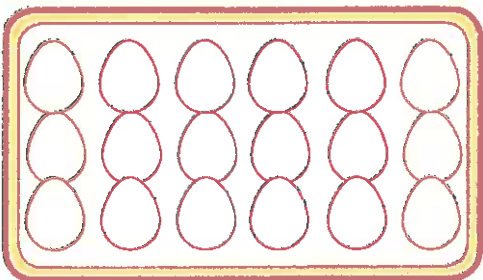
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3. If there are 12 eggs in the carton, how many different arrays can you make? Fill in the cartons to show your arrays.



4. Can you set the eggs in any other different arrays? If so, draw one on the back of your sheet.

EGGCITING CRISS-CROSS PUZZLE

TIME: 25–30 minutes

LANGUAGE ARTS

SUNSHINE STATE/COMMON CORE STANDARDS:

LACC.3.RL.2.4—Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

OBJECTIVE:

The student will be able to solve the crossword puzzle made of words learned in class.

MATERIALS:

“Eggciting Criss-Cross Words!” puzzle

LIFE SKILLS:

Critical thinking, recollection of knowledge

ACTIVITY/EXPERIENCE:

Vocabulary Crossword Puzzle

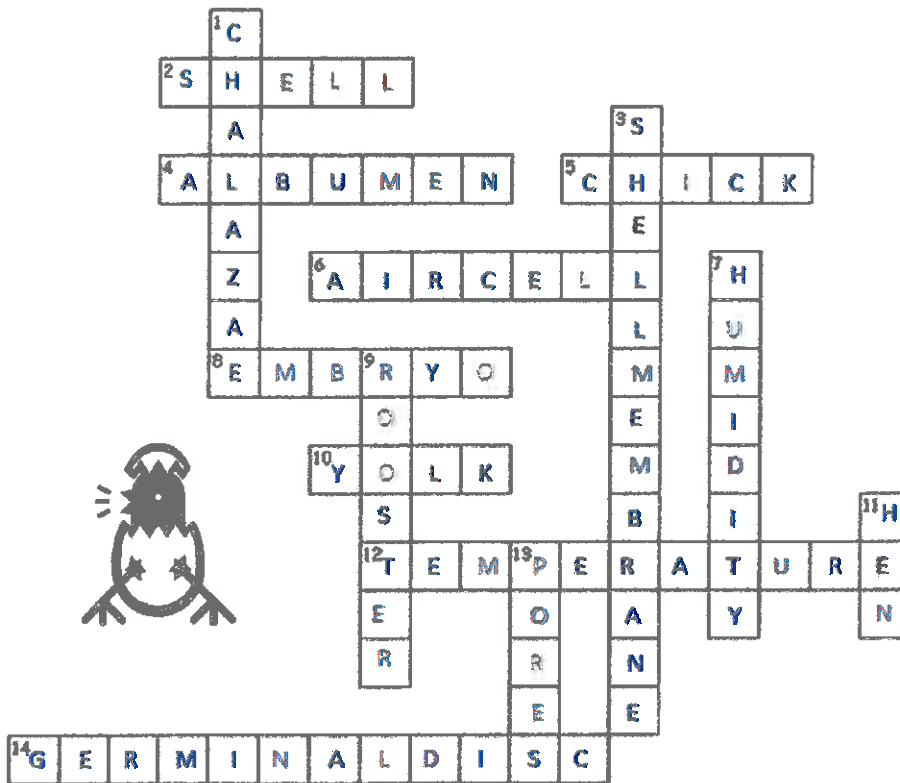
1. Have students fill out the crossword puzzle.

Say, “Using the words we have learned so far about embryology, solve the crossword puzzle. Your journal activities could help solve some of the clues.”

Using their chick journals, they should be able to solve the clues of the words. Depending on level, partnering up may be better for them to work together to solve the puzzle.

EGGCITING CRISS-CROSS WORDS! ANSWER KEY

DIRECTIONS: Use the clues to fill in the blanks with words related to embryology



ACROSS

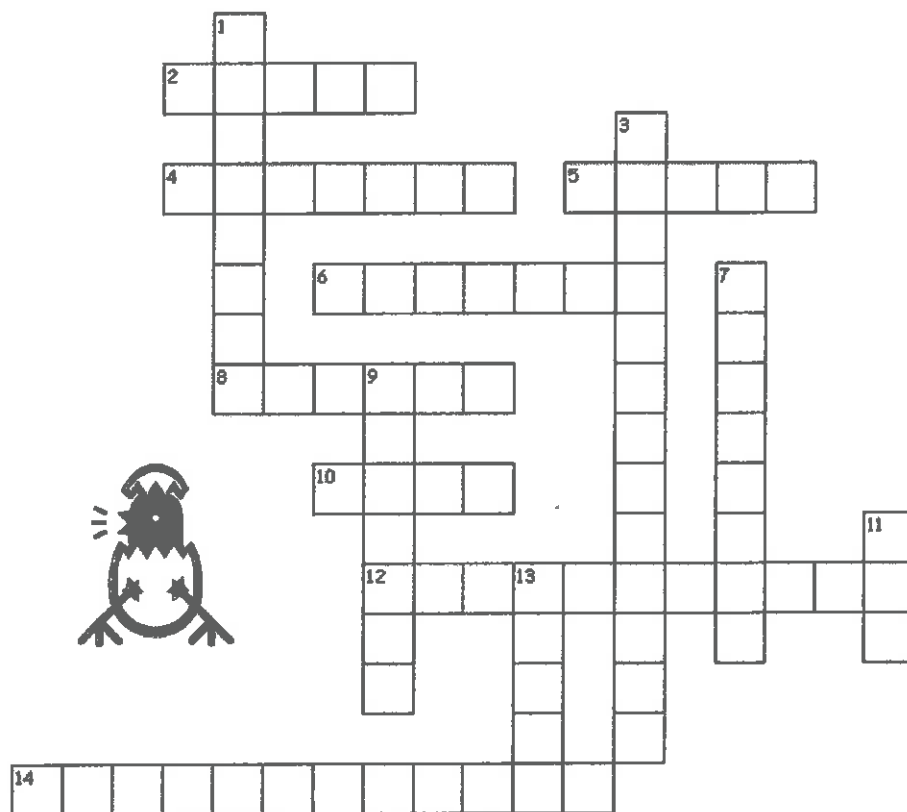
2. Hard protective outer covering of an egg
4. White of an egg, supplies the embryo with food and water
5. Baby chicken
6. Pocket of air at the large end of the egg
8. Earliest stage of growth/development of an organism
10. Yellow of the egg, the primary food source for the embryo
12. How hot or how cold something is
14. "White spot" on the yolk where the embryo develops

DOWN

1. Two twisted cords at each end of the yolk
3. Two thin layers inside of the shell
7. Water in the air
9. Male chicken
11. Female chicken
13. Tiny holes that let air and water in and out of the egg

EGGCITING CRISS-CROSS WORDS! WORKSHEET

NAME _____

DIRECTIONS: Use the clues to fill in the blanks with words related to embryology**ACROSS**

2. Hard protective outer covering of an egg
4. White of an egg, supplies the embryo with food and water
5. Baby chicken
6. Pocket of air at the large end of the egg
8. Earliest stage of growth/development of an organism
10. Yellow of the egg, the primary food source for the embryo
12. How hot or how cold something is
14. "White spot" on the yolk where the embryo develops

DOWN

1. Two twisted cords at each end of the yolk
3. Two thin layers inside of the shell
7. Water in the air
9. Male chicken
11. Female chicken
13. Tiny holes that let air and water in and out of the egg

MAKE-A-WORD

TIME: 30–45 minutes

LANGUAGE ARTS

SUNSHINE STATE/COMMON CORE STANDARDS:

LACC.K12.L.3.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

OBJECTIVE:

The student will be able to recognize words that can be made out of other words.

MATERIALS:

“Make-a-Word” worksheet

ACTIVITY:

Make a Word

1. Have students make words from the words “chicken” and “hatching.”

Say, “This worksheet is a little difficult, but it is also fun. You will be given a word, and then you have to see how many words you can make from that one word.

“For example, if you are given the word ‘wonderful,’ how many words can you make from it?” (Answers will vary.)

“Some words that I think of are ‘flower,’ ‘found,’ ‘fun,’ ‘red,’ ‘run,’ and ‘folder.’ There are plenty other words, too.” Answers will vary. The answers provided on the answer key are only examples.

MAKE-A-WORD ANSWER KEY

DIRECTIONS: How many words can you make from the words “chicken” and “hatching”?

Print one word on each line.

CHICKEN

1. check
2. nice
3. neck
4. hike
5. chin
6. chick
7. ice
8. inch
9. hen
10. ink

HATCHING

1. chat
2. hat
3. cat
4. act
5. ha
6. at
7. chain
8. giant
9. night
10. thing

Can you think of more than 10 words for “chicken” and “hatching”?

MAKE-A-WORD WORKSHEET

NAME _____

DIRECTIONS: How many words can you make from the words “chicken” and “hatching”?

Print one word on each line.

CHICKEN

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

HATCHING

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Can you think of more than 10 words for “chicken” and “hatching”?

EGGS-TRAORDINARY FRACTIONS

TIME: 25–30 minutes

MATHEMATICS

SUNSHINE STATE/COMMON CORE STANDARDS:

MACC.3.NF.1.3—Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

OBJECTIVE:

The student will be able to add and subtract fractions that look like eggs.

MATERIALS:

“Eggs-traordinary Fractions” worksheet

LIFE SKILLS:

Problem solving, critical thinking

ACTIVITY/EXPERIENCE:

Eggs-traordinary Fractions

1. Have students fill out the “Eggs-traordinary Fractions” worksheet.

Tell students, “We know how to add fractions of things together to make a whole item or more than or less than a whole item. Use the pieces of egg to see what fractions they make.”

EGGS-TRAORDINARY FRACTIONS ANSWER KEY

DIRECTIONS: Add or subtract the eggs, or pieces of eggs to find the sum or difference.

1.




$$\frac{1}{2} + \frac{1}{2} = 1$$

2.



$$1 + \frac{1}{2} = 1\frac{1}{2}$$

3.



$$\frac{1}{2} + 1 + \frac{1}{2} = 2$$

4.



$$1 - \frac{1}{2} = \frac{1}{2}$$

5.



$$\frac{1}{2} + 1 - \frac{1}{2} = 1$$

EGGS-TRAORDINARY FRACTIONS WORKSHEET

NAME _____

DIRECTIONS: Add or subtract the eggs, or pieces of eggs to find the sum or difference.

1.



2.



3.



4.



5.



EGGCELLENT VOCABULARY

TIME: 25–30 minutes

LANGUAGE ARTS

SUNSHINE STATE/COMMON CORE STANDARDS:

LACC.3.RL.2.4—Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

OBJECTIVE:

The student will be able to research the definitions and write the word from embryology in a sentence.

MATERIALS:

Journals, dictionaries

LIFE SKILLS:

Critical thinking, recollection of knowledge, research

ACTIVITY:

Vocabulary Assignment

Define the following vocabulary words and then write each one in a sentence.

1. Incubator
2. Pores
3. Embryo
4. Hen
5. Humidity
6. Temperature
7. Fertilize
8. Egg Tooth
9. Rooster
10. Hatch

Significant 4-H Life Skill Outcomes

Life Skill Areas	Targeted Lessons			
	1	2	3	4
Learning to Learn				
Developing intellectual curiosity	✓			
Learning through experience	✓	✓	✓	✓
Learning by using the five senses				✓
Leading Self and Others				
Working on a team	✓		✓	✓
Identifying one's own competencies			✓	
Relating to Others				
Trusting one's self and others	✓			
Accepting diversity	✓		✓	✓
Communicating with Others				
Disagreeing and refusing	✓			
Speaking before a group		✓	✓	✓
Creative expression			✓	
Planning and Organizing				
Setting short-term goals		✓		



The Incredible Egg

4-H Chick Embryology Program—Biological Science

The 4-H Incredible Egg program is available through your county Extension office. It involves learning more about the egg than just how offspring are produced. Classes have the option of seeing firsthand how baby chicks are hatched. (Incubators are available through the Extension office.)

Planning Format

Grade Level 4th–5th grade

Goal Cluster or Program Goals	Program Objectives	Subject Area/ Objectives	Activities
The students will develop skills in asking scientific questions and/or making predictions that can be investigated through reading and observation. (5.0*)	<ul style="list-style-type: none"> The students will recognize and be able to describe parts of the egg 	Science/Language Arts <ul style="list-style-type: none"> Identify and name the parts of an egg 	<ul style="list-style-type: none"> Identify the parts of the egg Explain the functions of the parts of the egg
Lesson Two The students will understand and apply unifying concepts and processes; i.e., how to order a group of objects; to comprehend the role of parts within a system, and identify interactions among those parts; the use of scientific models to explain observations; and the measurement and recording of properties associated with an object or event. (1.0*)	<ul style="list-style-type: none"> The students will recognize in which food group eggs belong The students will understand the nutritional value of an egg 	Science/Health/Math <ul style="list-style-type: none"> Identify the food group in which eggs belong Understand the nutritional value of eggs and realize how many foods use eggs as an ingredient 	<ul style="list-style-type: none"> Identify in which food group the egg belongs Explain the nutritional value of eggs Record all food eaten in a 2-day period Identify which foods eaten contain eggs

* Content Standards, Science (draft), Division of Curriculum, Instruction and Field Services, Oregon Department of Education, March 1996.

Goal Cluster or Program Goals

Lesson Three

The students will understand the structures and functions of living organisms and their interactions with the environment; i.e., describe how adaptation helps an organism survive in its environment. (3.0*)

Program Objectives

- The students will recognize how eggs are hatched
- The students will recognize ideal incubator conditions in hatching eggs

Subject Area/ Objectives

Science/Language/Arts/Math

- Identify the two ways in which eggs are hatched
- Describe the incubator conditions necessary for a healthy chick to hatch
- Explain why these conditions are necessary

Activities

- Describe conditions necessary for proper incubation
- Observe the developing embryo
- Take egg weights during incubation

Lesson Four

The students will develop the skills needed to draw conclusions and make inferences from results of investigations. (5.3*)

Science

- The students will recognize the scientific method
- The students will draw conclusions on experiments
- Use the scientific method of observing and recording during an experiment
- Draw conclusions after the experiment

- Record the difference between a raw and hard-cooked egg
- Observe and describe the physical aspects of the egg

* Content Standards, Science (draft), Division of Curriculum, Instruction and Field Services, Oregon Department of Education, March 1996.





A Natural Wonder

Name _____

- Outer covering of egg, composed of calcium carbonate
- Color does not affect quality, cooking characteristics, or nutritional value

- Color varies with feed of the hen, but doesn't indicate nutritional content
- Major source of vitamins, minerals, and fat

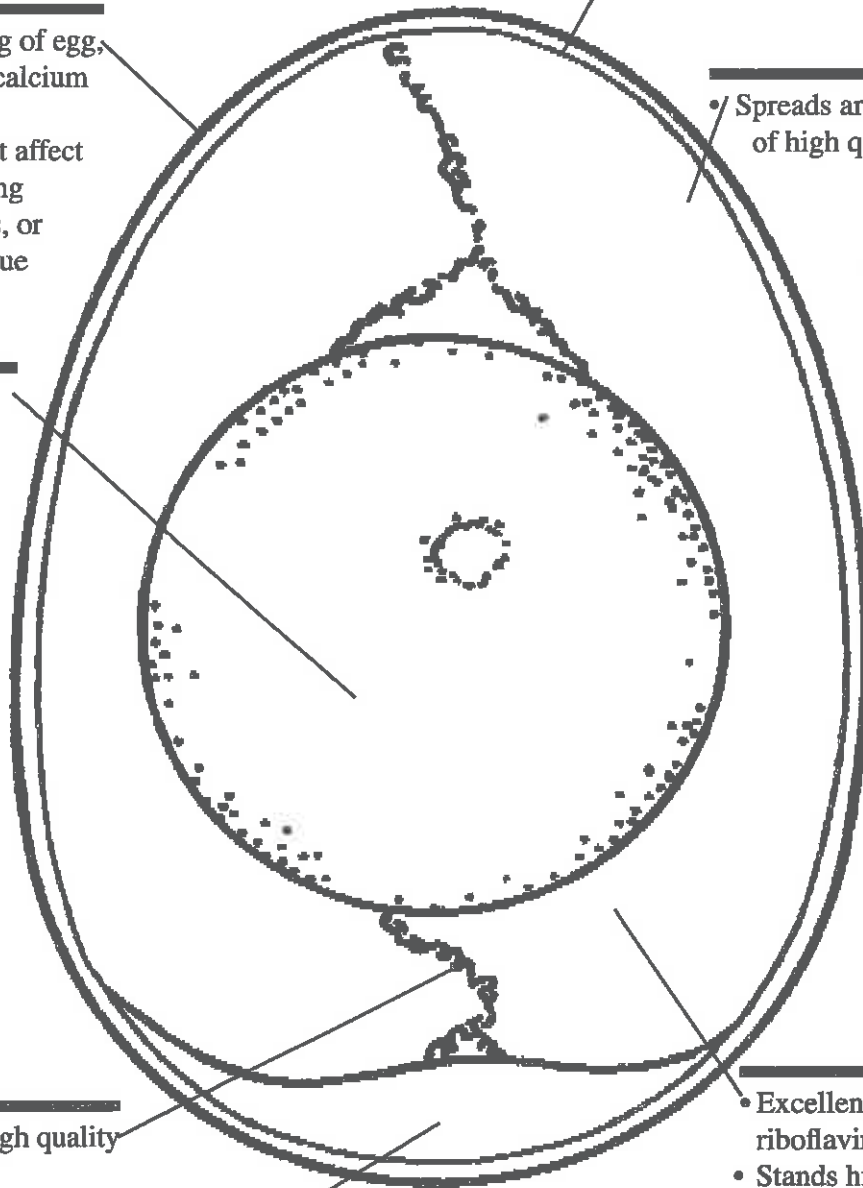
- Indicator of high quality

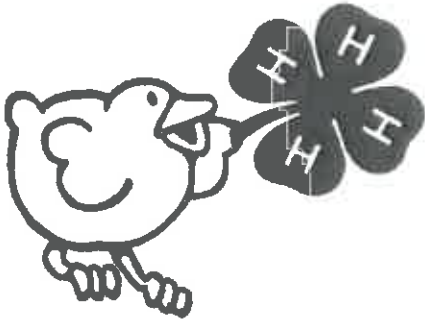
- Increases in size with age

- Provide protective barrier against bacteria

- Spreads around thick white of high quality egg

- Excellent source of riboflavin and protein
- Stands higher and spreads less than thin white in high quality eggs
- Thins and becomes indistinguishable from thin white in low-quality eggs





Eggstra Math

Name _____

Read each problem carefully. Show your work below the crack in the shell. Remember to label your answers.

There are
12 eggs in a dozen.
How many eggs
are in 2 dozen?
3 dozen?
 $4\frac{1}{2}$ dozen?

If medium
eggs are on sale
for 49 cents a
dozen, how much
will 3 dozen
eggs cost?

Safeway sold
1,488 eggs on
Wednesday and
1,548 eggs on Friday.
How many more did
they sell on Friday?

How many
dozen eggs can
Andrew buy if they
sell for 66 cents a dozen
and he has \$2? Will
he receive any change
back? If so, how much?



Eggstra Math

Name ANSWER KEY

Read each problem carefully. Show your work below the crack in the shell. Remember to label your answers.

There are 12 eggs in a dozen. How many eggs are in

2 dozen? **24**
3 dozen? **36**
4¹/₂ dozen? **54**

$$\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$$
$$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$$
$$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \\ + 6 \\ \hline 54 \end{array}$$

If medium eggs are on sale for 49 cents a dozen, how much will 3 dozen eggs cost?

$$\begin{array}{r} \$0.49 \\ \times 3 \\ \hline \$1.47 \end{array}$$

Safeway sold 1,488 eggs on Wednesday and 1,548 eggs on Friday. How many more did they sell on Friday?

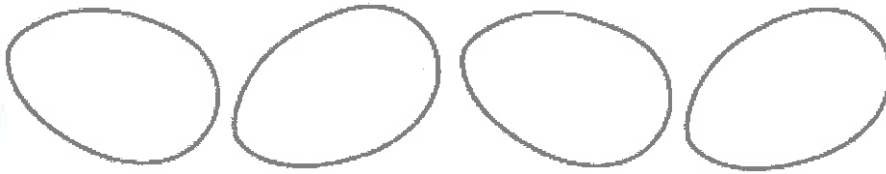
$$\begin{array}{r} 1548 \\ - 1488 \\ \hline 60 \text{ EGGS} \end{array}$$

How many dozen eggs can Andrew buy if they sell for 66 cents a dozen and he has \$2? Will he receive any change back? If so, how much?

$$\begin{array}{r} \$0.66 \\ \times 3 \\ \hline \$1.98 \end{array}$$

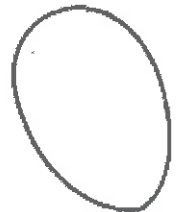
3 DOZEN

$$\begin{array}{r} \$2.00 \\ - 1.98 \\ \hline \text{YES} - 2\text{¢} \end{array}$$

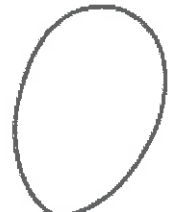


The Egg-ceptional Award

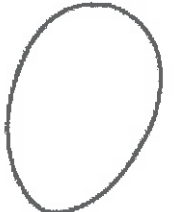
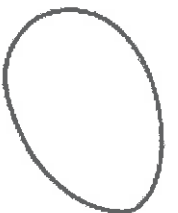
Presented To



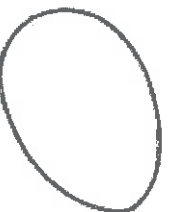
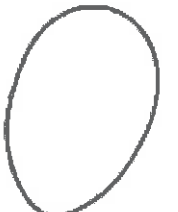
On This Day

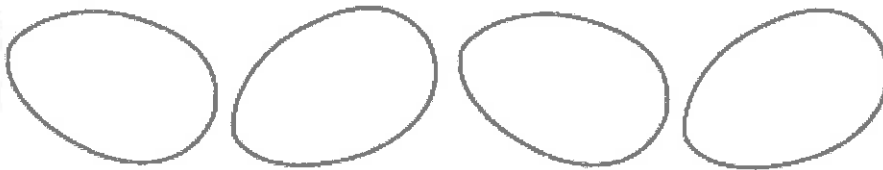


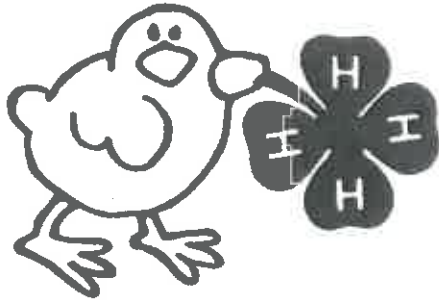
For



Teacher







Scrambled Eggs

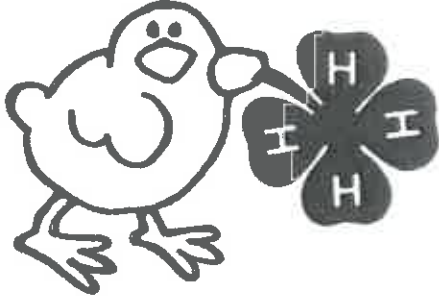
Name _____

Unscramble the words below and you'll have the seven parts of an egg.

1. LHLSES _____
2. KOLY _____
3. LELC RIA _____
4. BULANME _____
5. BAMRMEEN LLSHEL _____
6. ZLAAAACH _____
7. TOPS RMEG _____

More Egg-citement. Circle the correct answer.

8. Eggs are hatched in an _____ .
 - a. inqubator
 - b. incubator
 - c. incubater
9. Growing chicks require plenty of _____ for a healthy start.
 - a. oxyjen
 - b. oxigen
 - c. oxygen
10. Eggs hatch at either 100.5° _____ or 38° _____.
 - a. Fairenheight and Selcious
 - b. Fahrenheit and Celsius
 - c. Fahrenheight and Cellcious
11. Temperature is measured using a _____.
 - a. thermometer
 - b. thermmeter
 - c. thermomater
12. A science that deals with the growth and development of a chick is called _____.
 - a. embriology
 - b. embryolgy
 - c. embryology



Scrambled Eggs

Name ANSWER KEY

Unscramble the words below and you'll have the seven parts of an egg.

- | | |
|--------------------|-----------------------|
| 1. LHLES | <u>SHELL</u> |
| 2. KOLY | <u>YOLK</u> |
| 3. LELC RIA | <u>AIR CELL</u> |
| 4. BULANME | <u>ALBUMEN</u> |
| 5. BAMRMEEN LLSHEL | <u>SHELL MEMBRANE</u> |
| 6. ZLAAAECH | <u>CHALAZAE</u> |
| 7. TOPS RMEG | <u>GERM SPOT</u> |

More Egg-citement. Circle the correct answer.

8. Eggs are hatched in an _____.
- a. inqubator
 - b. incubator
 - c. incubater
9. Growing chicks require plenty of _____ for a healthy start.
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