



# EGG FARMING LEARNING PACKAGE

An "Eggs-traordinary" Adventure brought to you by the  
Egg Farmers of Ontario and Ontario Agri-Food Education Inc.



EGG FARMERS  
Ontario.ca



For Grades  
1 2 3





# EGG FARMING LEARNING PACKAGE

## Note to Teachers:

This learning package was developed by Egg Farmers of Ontario (EFO) in partnership with Ontario Agri-Food Education Inc. (OAFE) for grades 1, 2, and 3. The lessons and activities explore life on an egg farm, the needs of animals and humans, the story of the egg from farm to table, and eggs and healthy eating. Linked to the Ontario Ministry of Education curriculum expectations, it provides cross-curricular opportunities in Science and Technology, 2007; Social Studies, 2004; Language, 2006; and Mathematics, 2005.

In addition to a teacher guide, this resource includes:

- A poster of an Ontario egg farm with activities on the reverse;
- Two videos featuring interviews with a chicken veterinarian, professional egg farmers and a farm child; and
- Age-appropriate egg recipes as well as additional resources and references.

## Acknowledgements:

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# LESSON 1 - LIFE ON AN EGG FARM

*Students will identify the similarities and differences between living in rural and urban environments and the interdependence between the two types of communities.*

## **Curriculum Expectations: Grades 1, 2 and 3**

### **Language: Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

### **Writing**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

## **Grade 1**

### **Science and Technology: Understanding Life Systems - Needs and Characteristics of Living Things**

1. assess the role of humans in maintaining a healthy environment;
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

### **Social Studies: Canada and World Connections - The Local Community**

- recognize that communities consist of various physical features and community facilities that meet human needs;
- describe how people in the community interact with each other and the physical environment to meet human needs.

## **Grade 2**

### **Science and Technology: Understanding Life Systems - Growth and Changes in Animals**

1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.

### Grade 3

## Social Studies: Canada and World Connections - Urban and Rural Communities

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

### Planning Notes:

1. Photocopy journal page. (Appendix 1-1)
2. Arrange for DVD player or Internet connection to show *Life on an Egg Farm* video.
3. Photocopy Venn Diagram template. (Appendix 1-2)
4. Photocopy Mind Map. (Appendix 1-3)

### Teaching and Learning Strategies:

1. Teacher asks students to describe what routines they follow on a typical school day. Survey the class to see if any of the students live on a farm. Ask those students to identify ways in which their days may differ from an urban student's day. Ask the class if any of the students have visited a farm and have them describe what they saw.
2. Have students complete the journal page. (Appendix 1-1) Ask the students to describe their daily routines.
3. Show video *Life on an Egg Farm* to the class. Afterwards, have students discuss the similarities and differences between their life and the farm child's life. Instruct students to record the results of their discussion by completing the *Farm vs. City* Venn Diagram. (Appendix 1-2)
4. Show class the Egg Farm Poster. Have them complete the *What's on the Farm* activity on the back of the poster.
5. Have students work in groups to complete mind map about *My Life on an Egg Farm*. (Appendix 1-3). Share the results with the rest of the class. Discuss components of communities that are similar and those that are different and how there is a need for both and how they are interdependent.

### Assessment:

- Students are able to identify the similarities and differences between urban and rural communities. (Completion of Appendices 1-2, 1-3).

### Enrichment:

1. Students complete the same mind maps but this time for *My Life in the City*. Compare results from first mind map.
2. Read the children's book, *Town Mouse, Country Mouse* with the students. There are many authors available who have adapted their own version from the original Aesop fable.
3. As a class, make a City poster and a Country poster. On each poster make a column for advantages and disadvantages for both the city and the country. Students can either write about which they prefer and why, or debate the topic.
4. On a large sheet of paper, draw a map dividing it in the centre. Have students illustrate the left side of the paper with scenes or things associated with the country. On the right have them repeat the exercise with things from the city. Closer to the line, have them fill in the space with things that represent the transition between city and country (e.g. more/less buildings, more/less open spaces, green space, etc.)



## LESSON 2 - MEETING THE NEEDS OF ANIMALS AND HUMANS

*Students will be able to identify the factors that contribute to healthy human and animal development.*

### Curriculum Expectations: Grades 1, 2 and 3

#### Health and Physical Education: Healthy Living

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

#### Language: Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

#### Media Literacy

3. create a variety of media texts for different purposes and audiences using appropriate forms, conventions, and techniques.

### Grade 1

#### Science and Technology: Understanding Life Systems - Needs and Characteristics of Living Things

1. assess the role of humans in maintaining a healthy environment;
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

**Grade 2****Science and Technology: Understanding Life Systems - Growth and Changes in Animals**

1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;
2. demonstrate an understanding that animals grow and change and have distinct characteristics.

**Planning Notes:**

1. Photocopy Appendix 2-1, *Meeting the Needs of Animals and Humans*. Create a Master copy of this worksheet to use in front of the class - e.g. computer generated (projector, whiteboard).
2. Arrange for a DVD player to show the *How Egg Farmers Care for their Hens* video.
3. Provide samples of human breakfast cereal (e.g. Cheerios) to compare student breakfast with what chickens eat.
4. Visit [www.eggfarmersofontario.ca](http://www.eggfarmersofontario.ca) for more information about Ontario egg farmers.

**Teaching and Learning Strategies:**

1. Ask the students if any of them have a pet at home. Have the students describe what the pet is and describe the ways that they take care of the pet. Generate a list of needs of pets and determine if the ways in which they care for their pets meet the pet's needs. Ask students to compare how this might be different if you had to look after 100 animals.
2. Brainstorm with the students to generate a list of everything that they need to stay healthy. Sort this list into the categories shown on Appendix 2-1 *Meeting the Needs of Animals and Humans*. Based on their answers, ask the students to fill in the first column in the table for Appendix 2-1.
3. Discuss what needs pets have and how the students care for their pets. Fill in the second column on Appendix 2-1.
4. Ask the students what individuals in their lives help them to stay healthy (doctor, nurse, dentist, etc.) Ask them who helps their pet stay healthy. Discuss what a veterinarian is and the role they play in helping farm animals stay healthy.
5. Show the video *How Egg Farmers Care for their Hens*. Generate a list of words for the classroom word wall from terms used in the video. As a class, fill in the third column of Appendix 2-1 based on the information about how egg farmers and vets help the hens to stay healthy. Once Appendix 2-1 has been completed, compare the similarities and differences in the needs of humans, household pets and hens.
6. Activity - Survey class to determine how many students ate cereal for breakfast. Discuss what ingredients make up breakfast cereals (grains such as corn, oats, wheat, rice). Point out that hens eat food that is comprised of cereal grains as well. Have students bring in nutrient and ingredient labels from cereal packages. Have students read the ingredient labels, picking out any additives to the cereal. Point out that there are no additives, other than vitamins in the hen feed. Have the students read the nutrient labels and ask them to identify the key nutrients in breakfast cereals. Have students research what these nutrients do in their bodies. Explain that these are the same nutrients in the hen feed and that they fill the same purposes for the hens.
7. Based on information in the video, discuss the different ways that laying hens might be housed on an egg farm. Have students draw pictures of the different options available for housing hens and explain the value of each style.
8. Students review the information learned on the *How Egg Farmers Care for their Hens* video. Ask them to write a letter to an egg farmer outlining what chickens need to be healthy.

**Assessment:**

- Students complete the chart in Appendix 2-1 and are able to identify similarities and differences in the needs of humans and animals. (*Appendix 2-1, drawings*)
- Students understand the role a farmer plays in keeping hens healthy. (*Letter to farmer*)

## Enrichment Activities:

1. Have the students write a letter to an egg farmer asking what measures they take to ensure that their hens stay healthy. Do they grow any of the grains that are used to feed the hens? Ask the farmer why visitors to the farm are required to wear special clothing. Ask why visitors to the farm are monitored.
2. Farmers make up about 2% of Canada's population and grow the food for the rest of the population. In order to accommodate this need, farms have grown larger and have added technology to their daily routines. Have the students investigate how farming has changed and how technology today is being used to increase productivity on the farm.
3. Hens lay approximately 320 eggs in a year. As a class, calculate how many dozens of eggs that would be. Have students bring in empty egg cartons. Stack the corresponding number of egg cartons to indicate the number of eggs a hen would produce in one year.



## LESSON 3 - STORY OF THE EGG - FROM FARM TO TABLE

*Students will be able to identify the process that takes an egg from the farm to their homes.*

### Curriculum Expectations: Grades 1, 2 and 3

#### Language: Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

#### Media Literacy

3. create a variety of media texts for different purposes and audiences using appropriate forms, conventions, and techniques.

### Grade 1

#### Science and Technology: Understanding Life Systems - Needs and Characteristics of Living Things

1. assess the role of humans in maintaining a healthy environment.

#### Social Studies: Canada and World Connections - The Local Community

- recognize that communities consist of various physical features and community facilities that meet human needs;
- describe how people in the community interact with each other and the physical environment to meet human needs.

### Grade 3

#### Social Studies: Canada and World Connections - Urban and Rural Communities

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

## Planning Notes:

1. Review the **Background Teacher Notes** to become familiar with the steps that eggs undergo from the time they leave the farm to when they get to the table.
2. Photocopy Appendix 3-1, 3-2. Assemble materials needed to complete the activities on these pages (coloured markers, crayons, pencils).
3. Assemble weigh scales, raisins, examples of eggs in each of the various sizes to complete Learning Strategy # 2.
4. Bring in an egg carton to use as an example for Learning Strategy # 5.

## Teaching and Learning Strategies:

1. Ask two students to come to the front of the class. Ask the class to identify obvious differences between the two students (i.e. - hair colour, height, eye colour, colour of shirt). Then ask students if they can tell whether these two students would look the same or different on the inside. How could they tell?

Show students a brown egg and a white egg. Ask how they are different (colour). Explain that the colour of an egg is determined by the breed of the hen that lays the egg. Ask whether they think the eggs would be the same or different on the inside. Ask how farmers/egg graders might tell what an egg looks like on the inside without breaking it open (introduce process of egg candling). Ask students why and when someone would want to check the inside of an egg (answer: for grading purposes). Explain that candling is just one of the processes at the egg grading station.

2. Explain that eggs are sized and sold by weight. Eggs in a carton might not be the same size, but they will be within the following weight ranges:

Jumbo (often double yolk)	70+ g
Extra Large	64-69 g
Large	56-63 g
Medium	49-55 g
Small	42-48 g
Pee wee	less than 42 g

Using a scale and some raisins, weigh out the number of raisins that would equal each of the weights for the various egg sizes listed above. (Variation of activity: using a balance scale, place one egg at a time on one side of the scale and add raisins to balance with the weight of each size of egg. Repeat for each size of egg.) For each of these activities, have students record the results in chart form.

3. Have students complete Appendix 3-1, *Mini Egg Story Book*. Assemble, read and colour the mini-story book.
4. Have students complete Appendix 3-2, *The Egg Story* according to directions.
5. Eggs are protected during transport by being shipped in either flats or cartons with their pointed end down. Discuss with students how this special packaging protects the eggs. Ask students how else eggs are protected during the trip from the farm to their home (Answer: refrigeration). How is this need met? (Answer: refrigerated storage at the grading station, during shipping, at the store, at home).

## Assessment:

- Students can identify the steps that eggs take from the farm to the table in their homes. (*Completion of Appendices 3-1, 3-2*)

## Enrichment:

1. Have the students write an article for the local newspaper (on the computer, if available) to educate readers about the steps involved in eggs reaching their local grocery store. They should include details related to the storage of eggs, special packaging used, the grading and candling processes.
2. Have a class discussion about how food packages are often designed for specific purposes. Brainstorm with the students to come up with some examples - egg cartons, cookie packages, deli meat re-sealable packages, milk cartons with pouring spouts, etc. Identify what purpose the details of the various packages serve. Discuss how eggs need to be protected during shipping, storing, etc. Have students design their own egg packages and present their ideas to the class.
3. Brainstorm with the class to determine all the jobs (careers) involved in bringing eggs from the farm to their table.

## Background Teacher Notes

### Laying

Eggs come from an egg farm. There are lots of hens that are kept in a large barn on the egg farm. Almost every day, each of the hens lay an egg. Some hens lay brown eggs and some lay white eggs. This depends on the breed of the hen. The hens on the egg farm lay eggs that you eat, not eggs that hatch into baby chicks.

### Collecting

Every day the eggs are gathered and stored in a cold room so they stay fresh. A special truck comes to the farm to transfer the eggs to the grading station. At the grading station, the eggs are picked up by large rubber suction cups and placed on a conveyor belt.

### Washing

This is where the eggs are washed, weighed, and checked to make sure they aren't cracked.

### Candling

The insides of the eggs are checked to make sure they are top quality. To do this, a trained operator will put the eggs over a very bright light so that they can see the insides of the egg. This process is called "candling."

### Sorting and packaging

The best eggs are called grade "A" and are put into a carton. The most common size of carton holds one dozen eggs - that's 12 eggs. The grade "A" eggs are sorted into different sizes. These sizes can be jumbo, extra large, large, medium, small and pee-wee. Eggs that don't make the grade "A" standard are broken by special machines at the grading station, they are further processed, and then packaged and sold to bakeries and restaurants and other places that use eggs.

### Shipping

The eggs are then shipped in big trucks to grocery stores.

### Selling and storing

They are put into a refrigerated compartment in the store for people to buy. At the store, shoppers should look for a "Best Before" date. This tells you how fresh the eggs are. Then the eggs are bought and taken home for families to eat for breakfast, lunch and dinner. Eggs are stored in the refrigerator at home to keep them fresher. Eggs taste great and are very good for you. They have protein and vitamins which help you to grow, stay healthy and give you energy.



## LESSON 4 – EGGS & EATING HEALTHY

*Students will learn how to make wise choices concerning healthy eating.  
Students will learn the role that eggs play in a healthy diet.  
Students will learn that eggs are versatile and easy to prepare.*

### Curriculum Expectations: Grades 1, 2 and 3

#### Health and Physical Education: Healthy Living

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

#### Language:

##### Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

##### Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

##### Media Literacy

3. create a variety of media texts for different purposes and audiences using appropriate forms, conventions, and techniques.

### Grade 1

#### Science and Technology: Understanding Life Systems - Needs and Characteristics of Living Things

1. assess the role of humans in maintaining a healthy environment.
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

## Planning Notes:

1. Check Health Canada's website ([www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)) for current information on *Eating Well with Canada's Food Guide*, or obtain information on *Canada's Food Guide* from your local Regional Health Unit.
2. Provide students with copies of *Canada's Food Guide*.
3. Photocopy handout *My Favourite Way to Eat Eggs*. (Appendix 4-1)
4. Provide food pictures of eggs ( <http://www.eggfarmersofontario.ca> )
5. Photocopy *Egg Recipes* to share with students. (Appendix 4-2)
6. Photocopy *Cooking Checklist*. (Appendix 4-3)

## Teaching and Learning Strategies:

1. As a class, discuss the benefits of healthy food choices and healthy bodies.
2. Distribute copies of *Eating Well with Canada's Food Guide* to students. Describe how the food groups in *Canada's Food Guide* (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices.
3. Look at the Food Guide and the recommended Food Guide servings for your students' age group, highlighting the four food groups. Teacher prompt: "*Canada's Food Guide provides information that can help you make healthy food choices. What does the food guide tell you that can help you decide what foods to eat regularly and what foods to limit?*" Students may draw or cut out pictures that illustrate foods from each of Canada's Food Guide food groups. They should then paste them onto a page according to the food groups they belong to. Students label each of the food groups.
4. Discuss how eggs fit into the meat and alternatives group.
5. Explain why people need food to have healthy bodies. (e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components) Have students cut out pictures of people who are healthy.
6. Teacher leads a class discussion on nutrients - asking students, "*What is a nutrient?*" There are many nutrients found in foods and each has a specific function in keeping our bodies healthy. Eggs are a good source of several of these nutrients. The main nutrient provided by eggs is protein. Protein helps us to grow and to have strong bones and teeth. They also provide us with vitamins and minerals which keep us healthy.
7. Teacher prompt: "*Just as some toys need batteries to run, we need healthy foods to be active and to grow. How does eating a healthy breakfast every day help you learn?*" Discuss the value of eating eggs as part of a healthy breakfast. What other foods could the students eat to make a complete meal (using at least 2 other food groups from Canada's Food Guide)? Use Canada's Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development. Have students suggest ways that eggs could be prepared for breakfast.
8. Survey students as to their favourite way to eat eggs. Have them fill in the graph (Appendix 4-1) to assess the popularity of each way.
9. Discuss how to make healthy food choices for meals and snacks, considering the factors they can and cannot control. Have students generate ways in which they might be able to prepare eggs themselves (with an adult's assistance). (Optional): Select an egg recipe from Appendix 4-2 to prepare with your students in the class.
10. If preparing food in the classroom, please review the rules of *Cooking Checklist*. (Appendix 4-3)

## Assessment:

- Students learn that *Canada's Food Guide* can be used to plan healthy meals and where eggs can fit into this plan.
- Students learn how eggs can be prepared in a variety of ways as a source of nutrition.

## Enrichment:

1. Have students think of advertisements for food that they have seen on television, in magazines, on billboards or heard on the radio. Have them design one for eggs. Have them think of a slogan and then explain what it means and how they are encouraging others to buy the product.
2. Invite students to gather the same survey information on *My Favourite Way to Eat Eggs* from family members. Create a second graph and compare the data to the class graph. How was the data similar? How was it different?

## Resources - Websites for Teachers and Students

BC Egg Marketing Board	<a href="http://www.bcegg.com/files/simply-like-eggs.php">http://www.bcegg.com/files/simply-like-eggs.php</a>
Egg Farmers of Alberta	<a href="http://eggs.ab.ca/">http://eggs.ab.ca/</a>
Egg Farmers of Canada	<a href="http://www.eggs.ca/">http://www.eggs.ca/</a>
Egg Farmers of Ontario	<a href="http://www.eggfarmersofontario.ca/">http://www.eggfarmersofontario.ca/</a>
Egg Nutrition Centre	<a href="http://www.enc-online.org/">http://www.enc-online.org/</a>
Egg Producers of Newfoundland and Labrador	<a href="http://www.nleggs.ca/">http://www.nleggs.ca/</a>
Incredible Edible Egg	<a href="http://www.incredibleegg.org/">http://www.incredibleegg.org/</a>
Manitoba Egg Farmers	<a href="http://www.mbeegg.mb.ca/index.html">http://www.mbeegg.mb.ca/index.html</a>
Nova Scotia Egg Producers	<a href="http://www.nsegg.ca/">http://www.nsegg.ca/</a>
New Brunswick Egg Producers	<a href="http://www.nbeegg.ca/">http://www.nbeegg.ca/</a>
Quebec Egg Producers	<a href="http://www.oeuf.ca/">http://www.oeuf.ca/</a>
Saskatchewan Egg Producers	<a href="http://www.saskegg.ca/index.php">http://www.saskegg.ca/index.php</a>
Think Egg	<a href="http://www.thinkegg.com/">http://www.thinkegg.com/</a>



## APPENDICES & CULMINATING ACTIVITIES



# A DAY IN MY LIFE

Write about your day. You could talk about any tools that you have used, the animals in your life, your daily routine or what your outside play area looks like. Use the space at the top of the page to draw a picture of something that you liked about your day.

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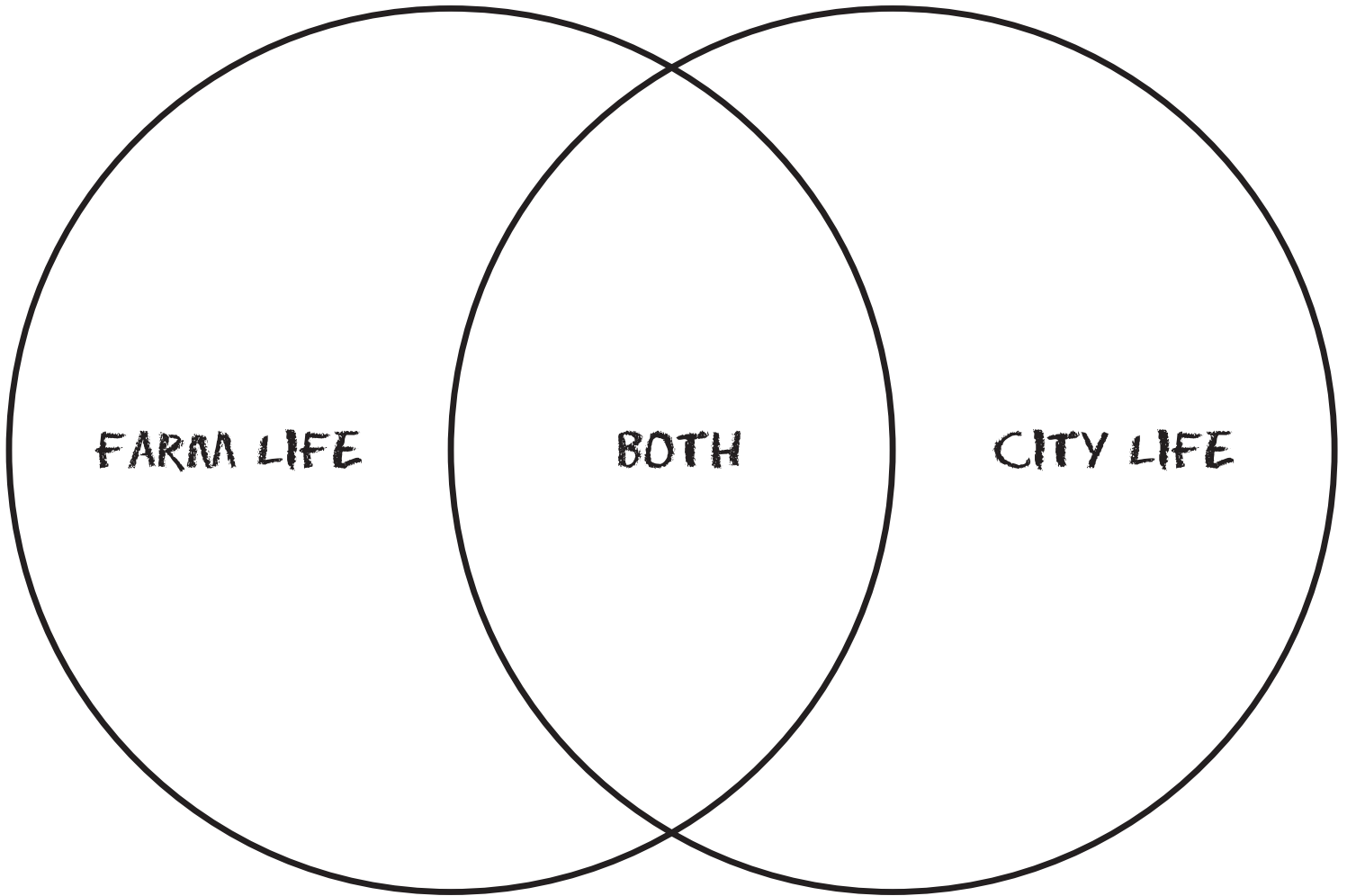
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# FARM vs CITY VENN DIAGRAM

A Venn diagram helps you compare two things. Compare a farm child's life to a city child's life. In the outer circles, write things about them that are different. In the centre circle, write things that are similar. Summarize the similarities and differences on the lines below.



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**MY LIFE ON AN EGG FARM**

Complete this mind map as if you lived on an egg farm.  
What would it be like?

**Family chores I do on the farm**

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**Animals in my life**

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**My morning routine**

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**Things in my backyard**

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**Where I like to play**

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**Where our food comes from**

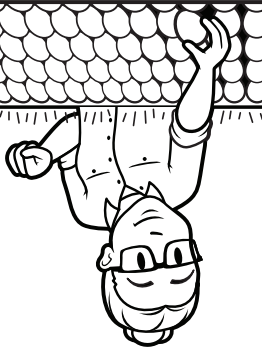
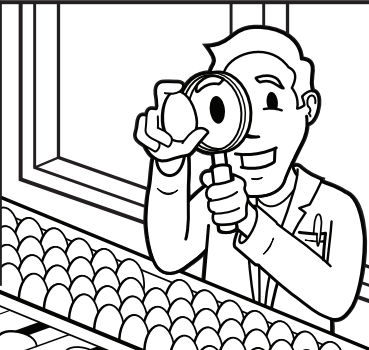


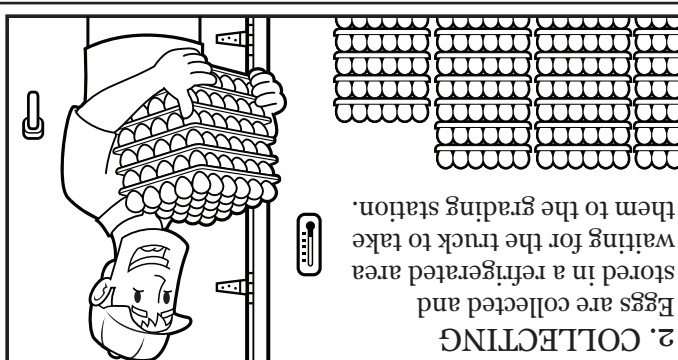



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# MEETING THE NEEDS OF ANIMALS & HUMANS

Need	People	Pets	Hens
Shelter			
Food			
Water			
Health Care			
Air			
Environment			

# MINI EGG STORY BOOK

This mini accordion style flip book shows you how an egg gets from the farm to your table. After you colour the pictures, cut along the outside dotted line. Next, fold the paper in half lengthwise so the pictures are on the outside. Then fold the paper in half again horizontally so numbers 7 and 8 face one another. Then fold number 2 toward number 3 and fold number 5 toward number 6. You now have a small book to read and flip through starting with page 1.

 <p><b>4. CANDLING</b> During candling, the egg passes over a strong light which lets us see the inside of the egg. Only the best eggs are sent to be sold in the store.</p>	 <p><b>5. GRADING</b> An automatic grader divides the eggs into 3 groups, Grades A, B, C depending on their quality.</p>
 <p><b>3. WASHING</b> At the grading station, the eggs are washed and gently scrubbed.</p>	 <p><b>6. PACKING</b> Eggs are packed into cartons with the wide end up to keep their yolks in the centre of the egg.</p>
 <p><b>2. COLLECTING</b> Eggs are collected and stored in a refrigerated area waiting for the truck to take them to the grading station.</p>	 <p><b>7. SHIPPING</b> Eggs are loaded carefully into temperature-controlled trucks and brought to grocery stores and restaurants.</p>
 <p><b>1. LAYING</b> The egg's journey begins at the farm. Farmers take great care to ensure that their eggs are of the highest quality.</p>	 <p><b>8. SELLING</b> At the stores, the eggs are kept in the refrigerated dairy compartment and they all have a best before date. Only Grade A eggs are sold in the grocery store.</p>



# THE EGG STORY

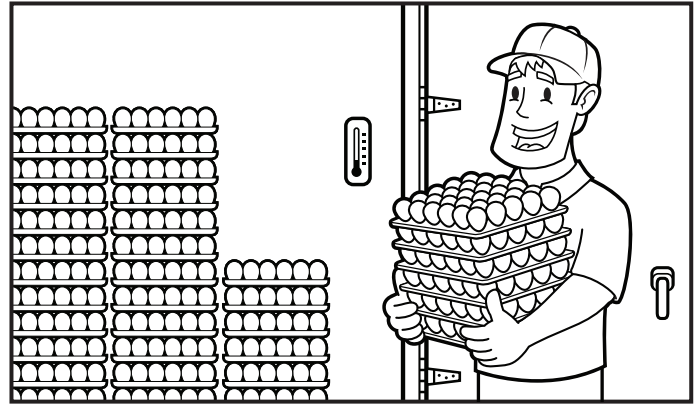
This is the story of how eggs get from the farm to your home. Use words from the Word List to complete the sentences below each box. Colour the pictures.

## WORD LIST

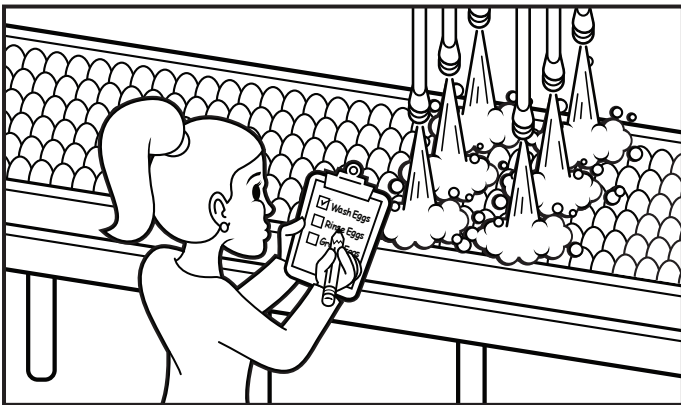
A	grading station	store
cartons	large	trays
cool	refrigerator	weighed
eggs		



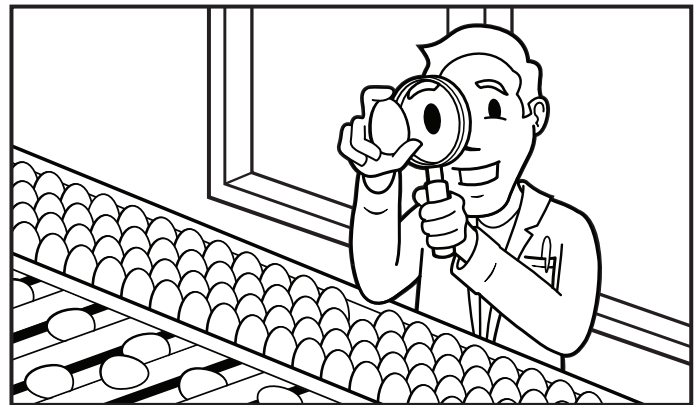
1. Hens live on a farm where they lay \_\_\_\_\_ for us to eat.



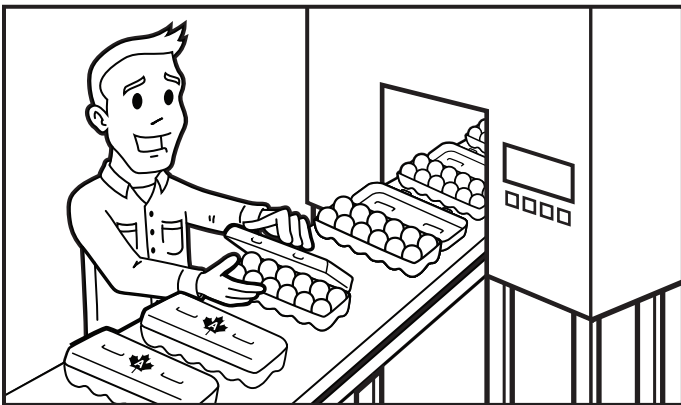
2. The eggs are collected, packed into \_\_\_\_\_ with the \_\_\_\_\_ end up, and kept in a \_\_\_\_\_ place.



3. The eggs are taken to a \_\_\_\_\_ where they are washed and rinsed.



4. The eggs are inspected inside and out, then given a grade of quality. Grade “\_\_\_\_\_” eggs are the best.



5. The eggs are \_\_\_\_\_ and packed into \_\_\_\_\_. The cartons are stamped with a “Best Before” date.

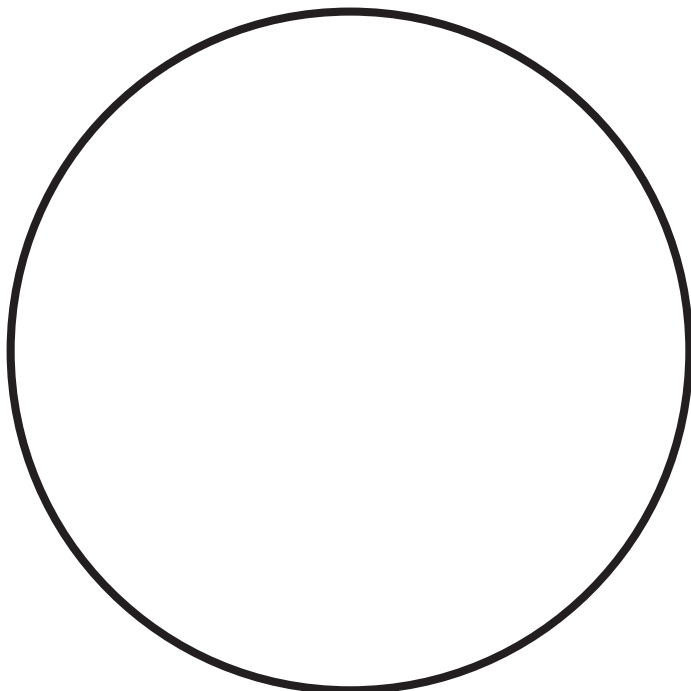


6. Trucks take the eggs to the \_\_\_\_\_ where they are kept in coolers. At home, eggs should be stored in their carton in the \_\_\_\_\_.

# MY FAVOURITE WAY TO EAT EGGS

Survey your classmates to find out how they like their eggs cooked.

Scrambled	Fried	Hard-Boiled	Other
Total:	Total:	Total:	Total:



Construct a pie graph from the results of your class survey for an easy way to view the results.

- ☐ Scrambled
- ☐ Fried
- ☐ Hard-Boiled
- ☐ Other



## EGG & TUNA SCHOONERS



## EGG FLOWERS



## EGG CREATURES





# EGG & TUNA SCHOONERS

Preparation Time: 20 minutes  
Cooking time: 10 minutes  
Yield: 10 servings

- 5 hard-cooked eggs, peeled
- 1 can (170 g) tuna (water-packed), drained
- 3 tbsp (45 mL) low-calorie mayonnaise or salad dressing
- 2 tbsp (30 mL) finely chopped celery
- Salt, to taste
- 10 tortilla chips (triangle-shaped)

1. Cut eggs in half lengthwise. Scoop out the yolks; set whites aside. Mash yolks with a fork.
2. Break up tuna with a fork. Add egg yolks, mayonnaise or salad dressing, celery, and salt to taste.
3. Fill the egg white halves with tuna salad mixture.
4. To make each "sailboat", place a tortilla chip in the tuna mixture to resemble sail.

## Tips

Don't feel like tuna? You could also use salmon, chicken, crab or egg salad filling or devilled eggs to make these sailboats.

Nutrients per Serving (per ½ egg): 80 Calories, 4 g Fat, 160 mg Sodium, 2 g Carbohydrate, 0 g Fibre, 8 g Protein

# EGG FLOWERS

Preparation Time: 10 minutes  
Cooking time: 20 minutes  
Yield: 1 serving

- 2 hard-cooked eggs, peeled
- 1 small cucumber, cut into 10 slices
- 1 1-inch (2.5 cm) piece of string cheese
- 2 cherry tomatoes
- 1 tsp (5 mL) low-calorie Ranch salad dressing or your favourite dressing or dip
- 1 1-inch piece of yellow sweet pepper, cut into strips
- 1 3-inch (8 cm) piece of celery, cut into 3 strips
- 1 3-inch (8 cm) long and 1-inch (2.5 cm) wide strip of green pepper, cut into 2 leaf shapes
- 2 broccoli florets
- 2 tsp (10 mL) prepared hummus (or additional Ranch salad dressing)
- 1 tbsp (15 mL) sprouts

1. Use an egg slicer to cut the hard-cooked eggs into even slices quickly and easily.
2. Place the slices on a plate or platter in a circle to form flowers.
3. Add sliced cucumber to create additional flower petals. Use string cheese, sprouts, cucumber, cherry tomatoes or sweet peppers and veggie dip or hummus as the centre of the flowers.
4. Add celery sticks for the flower stems and green peppers and broccoli for the leaves. At the base of the flowers, place a dollop of your child's favourite dip or hummus and sprinkle with sprouts to resemble grass.

Nutrients per Serving: 230 Calories, 13 g Fat, 350 mg Sodium, 11 g Carbohydrate, 2 g Fibre, 18 g Protein

# EGG SALAD CREATURES

Preparation Time: 20 minutes  
Cooking time: 10 minutes  
Yield: 2 servings

- 4 hard-cooked eggs, peeled
- 1 ½ tbsp (25 mL) low-calorie mayonnaise or salad dressing
- 1 tsp (5 mL) prepared yellow mustard
- Salt, to taste
- 1 small cucumber, cut into 10 slices
- 2 cherry tomatoes
- 1 baby carrot, cut into thin matchstick pieces
- 1 1-inch (2.5 cm) piece of string cheese
- 2 raisins
- 2 slices of gherkin or small pickle
- 2 slices of olive

1. Peel and finely chop all 4 hard-cooked eggs and place in a large mixing bowl.
2. Combine eggs with mayonnaise or salad dressing, mustard, and salt to taste; stir gently together until combined.
3. Using a large serving spoon, mound the egg salad in two round scoops on individual plates. Using slices, pieces or wedges of vegetables, cheese, olives, pickles, etc., make features or body parts, create silly creatures or faces.
4. To make the creature and face in the photo, use cucumber slices for ears or body scales; a wedge of cherry tomato for the mouth; pieces of carrot for whiskers or a tail; a piece of string cheese for a tuft of hair; raisins and sliced gherkins or olives for eyes; and a cherry tomato or small piece of cucumber for the nose.
5. Serve with crackers.

**Mouth:** Wedge of cherry tomato, carrot or celery stick or piece of cheese

**Ears:** Cherry tomato or sliced cucumber

**Whiskers or antennae:** Carrot or celery sticks or sweet pepper strips

**Hair:** Grate or string cheese, grated carrots, sprouts or curly lettuce

**Eyes:** Olives, cucumber, pickle slices or raisins

**Nose:** Slice of gherkin, pickle, pieces of carrot

Nutrients per Serving: 200 Calories, 13 g Fat, 300 mg Sodium, 7 g Carbohydrate, 1 g Fibre, 14 g Protein



# COOKING CHECKLIST

Things to remember before starting to cook.

Make sure you:

- Ask an adult for permission before you start.
- Wash your hands with soap and water before touching the food.
- Make sure your work surface is clean.
- Read the recipe from start to finish and get out all the ingredients and equipment you will need.
- Read all the instructions first - prepare the ingredients so they match the instructions, e.g. if it says grated cheese or chopped mushrooms, do that first and then measure the ingredients.
- Ask for help when using sharp tools like knives.
- Make sure you have pot holders to use and an adult to help when you are handling hot dishes.
- Wipe up any spills with a wet cloth as you go along.
- After you have finished cooking, wash, dry and put away your tools and put away all your ingredients.
- Clean up your workspace.

# EGG FARM JEOPARDY GAME

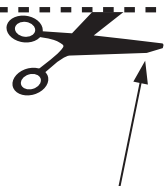
EGG FARM JEOPARDY GAME				
	100 Points	200 Points	300 Points	400 Points
Where they come from	<b>Who lays eggs?</b> 1. Dogs 2. Cats 3. Chickens	<b>Where do egg farmers live?</b> 1. Farm 2. City 3. Beach	<b>How many eggs does a hen usually lay in one day?</b> 1. One 2. Five 3. Ten	<b>How do eggs get from the farm to the store?</b> 1. Truck 2. Motorcycle 3. Airplane
Care of hens	<b>Who takes care of hens?</b> 1. Nurse 2. Teacher 3. Farmer	<b>What do laying hens eat?</b> 1. Spinach 2. Special grains 3. Roast beef	<b>Which hens lay the largest eggs?</b> 1. Oldest 2. Youngest 3. Age Doesn't Matter	<b>How do farmers keep their hens from getting sick?</b> 1. They wear special clothing in the barn. 2. They brush their teeth. 3. The chickens wear boots to keep their feet dry.
Egg Production	<b>How are eggs sorted at the grading station?</b> 1. Size 2. Shape 3. Weight	<b>What is not an official size of egg?</b> 1. Miniature 2. Extra large 3. Pee Wee	<b>What is the first thing that happens when the eggs reach the grading station?</b> 1. Eggs are graded. 2. Eggs are washed. 3. Eggs are put into cartons for the store.	<b>The process which checks eggs with a strong light is called:</b> 1. Flashlighting 2. Shining 3. Candling
Eggs and Me	<b>Which eggs are more nutritious?</b> 1. White Eggs 2. Brown Eggs 3. They are both the same.	<b>How are eggs packaged in the store?</b> 1. Cartons 2. Paper bags 3. Plastic Pails	<b>Eggs are part of what food group?</b> 1. Grains 2. Meat & Alternatives 3. Vegetables & Fruit	<b>Where is the best place to store your eggs at home?</b> 1. Fridge 2. Kitchen cupboard 3. Bedroom closet

# EGG FARM JEOPARDY GAME - ANSWERS

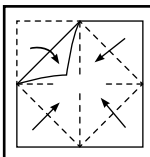
100 Points					200 Points		300 Points		400 Points	
Where they come from	Who lays eggs? <b>3. Chickens</b>	Where do egg farmers live? <b>1. Farm</b>	How many eggs does a hen usually lay in one day? <b>1. One</b>	How do eggs get from the farm to the store? <b>1. Truck</b>						
Care of hens	Who takes care of hens? <b>3. Farmer</b>	What do laying hens eat? <b>2. Special grains</b>	Which hens lay the largest eggs? <b>1. Oldest</b>	How does the farmer keep his hens from getting sick? <b>1. They wear special clothing in the barn.</b>						
Egg Production	How are eggs sorted at the grading station? <b>3. Weight</b>	What is not an official size of egg? <b>1. Miniature</b>	What is the first thing that happens when the eggs reach the grading station? <b>2. Eggs are washed</b>	The process which checks eggs with a strong light is called? <b>3. Candling</b>						
Eggs and Me	Which eggs are more nutritious? <b>3. They are both the same.</b>	How are eggs packaged in the store? <b>1. Cartons</b>	Eggs are part of what food group? <b>2. Meat &amp; Alternatives</b>	Where is the best place to store your eggs at home? <b>1. Fridge</b>						



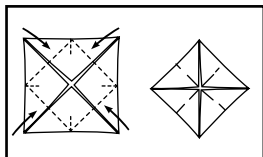
<p><b>Q:</b> Besides temperature, what else is monitored in a chicken barn?</p> <p><b>Answer:</b> Feed and fresh water</p>	<p><b>Q:</b> How are eggs sized?</p> <p><b>Answer:</b> By weight</p>	<p><b>Q:</b> What determines the colour of egg that a hen lays?</p> <p><b>Answer:</b> The colour of the hen</p>	<p><b>Q:</b> What process is used at the egg grading station to determine the quality of egg?</p> <p><b>Answer:</b> Candling</p>
<p><b>Q:</b> What kind of doctor helps farmers keep their hens healthy?</p> <p><b>Answer:</b> Veterinarian</p>	<p><b>Q:</b> How many eggs a day does a hen lay?</p> <p><b>Answer:</b> 1</p>	<p><b>Q:</b> Where does a farmer store their eggs to keep them fresh while waiting for the egg truck?</p> <p><b>Answer:</b> Refrigerated Room</p>	<p><b>Q:</b> How many eggs are there in a dozen?</p> <p><b>Answer:</b> 12</p>



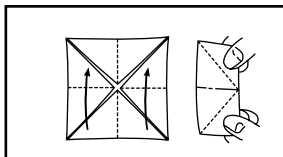
Cut here to make your paper square.



Start on plain side. Fold outside corners in to middle. This will reveal numbers 1-9.



Turn square over. Fold new outside corners in to the middle. This will reveal the numbers again.



Fold top edge to bottom edge. Crease along middle. Open Back up. Fold one side to other side. Crease along middle. Open back up.



Turn square over to plain side. Put your thumbs and pointer fingers into the four pockets on back. Colour and then play the game.

#### How To Play:

- Pick a friend to play. Ask his or her age. Open and close the pop-up that number of times.
- Have the player pick a number revealed within the pop-up. Open and close the pop-up that number of times.
- Have the player pick one last number. Flip open that number chosen and give the quiz!

# EGG TAC TOE

Choose your own assignment. You must choose at least three activities in a tic-tac toe design. Put an "X" in each box as you complete each assignment.

Compose a song or poem about an egg. Include at least 4 things that you have learned about how eggs are produced.	Make an egg web of at least 10 facts about egg farmers.	Create a time-line that shows the path that eggs follow as they travel from the farm to your table.
Make an egg puppet and use it to tell the story about how eggs get from the farm to your plate.	Choose 3 egg recipes that you might prepare for your family with the help of a parent or older brother or sister. Arrange these in a cookbook. Decorate the cover for this book.	Write a letter to an egg farm family to ask them ways in which they care for their hens and how they keep them healthy. Include at least 3 questions.
Make a collage of at least 10 pictures showing ways to eat eggs and/or foods that contain eggs. Be sure to add at least 5 words to your collage that tell how eggs make us healthy.	Draw pictures of the important events in the journey of an egg from farm to table.	Draw a picture of what you would find in an egg barn that provides hens with a healthy environment. Label as many items in the barn as you can.







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