

# FIRST THE EGG

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Grades PreK-1; Ages: 2-5

Themes: Growth and Change, Science, Creativity

Running Time: 5 minutes

## SUMMARY

The age-old question – Which came first, the chicken or the egg? – comes to life in this vibrant and simple film. Young children will enjoy the pattern of life depicted using various familiar animals and plants. Students will also see the relationship between the beginning of biological life and the beginning of the life of a story or picture.

## OBJECTIVES

- Students will learn about the life cycle of plants and flowers.
- Students will differentiate between things that grow from seeds, things that grow from eggs, and things that grow in their mothers.
- Students will use “seed” or “egg” ideas to create stories and pictures.

## BEFORE VIEWING ACTIVITIES

Discuss the beginnings of life with students. Guiding questions:

- Where do chickens come from?
- Where do frogs come from?
- Where do plants come from?
- Where do butterflies come from?
- Where do human babies grow?
- How are all living things similar? How are they different?

Bring a sample of various dry seeds for the students to observe. The children should draw each seed and, if possible, write down any observations that they have of the seed. Then, have students guess what the seed will grow to become. Give them some examples that are easy to identify such as corn, beans, and peas. Also bring some examples of flower seeds, which tend to be more difficult to identify. Be sure to save the seed packets so that you don't forget! These seeds can be used for the next Before Viewing Activity.

Brainstorm with students what things seeds need to grow. Make a list of all the students' ideas and then narrow it down to 4 essential components: warmth, water, nutrients (food), and air. Plant the seeds in Styrofoam cups, egg cartons, or small plastic planters, and watch them grow.

## AFTER VIEWING ACTIVITIES

Create a “Beginnings” sorting game. Make cards with animals that come from their mothers, animals that come from eggs, and plants that come from seeds. Then, make a three-column chart on poster board. One column should be labeled “Mother” with a picture of a human mother, one column should be labeled “Egg” with a picture of a chicken egg, and the last column labeled “Seed” with a picture of a seed. Model for students how to sort the cards into the appropriate columns. Keep this activity set up in the classroom as a center or independent work activity.

Make a lifecycle matching game. On index cards, draw the stages of a butterfly's lifecycle. On separate cards, write simple sentences that describe each picture. Attach pieces of Velcro to the back of each card. Then, draw a large circular flowchart on a piece of poster board or chart paper. For each stage of the lifecycle, draw a space for the picture card and description card. Attach a piece of Velcro in each spot, so that the index cards can be stuck onto the appropriate parts. To play:

- Students turn all cards face down.
- The first student selects a card, he or she reads it or shows it to the group and together they decide where to place it on the lifecycle chart.
- The process is repeated, each student taking a turn, until the lifecycle chart is complete with picture and description cards matching in the correct spaces.

Teach the life cycle of a plant. Begin with guiding questions:

- Where do seeds come from?
- What do seeds make?
- What happens to seeds when they are given the things that plants need to live? (Refer to the list generated in the Before Viewing Activity.)

- How do seeds grow?

Next, make a poster with the students that shows the life cycle of a plant. Beans are a good example because most students have seen green beans and the seeds inside of the pods. The poster should list the steps of the life cycle and have an illustration accompanying each step. The steps for a bean plant are:

1. A plant begins as a seed.
2. The seed sprouts.
3. The seed grows roots.
4. The sprout grows into a plant.
5. The plant grows a fruit.
6. The fruit holds the new seeds inside.
7. The seeds are dropped and the cycle starts over.

This poster can be reproduced into cards that the students can color, cut out, and glue onto their own poster.

Guide students through a shared writing or drawing activity. Introduce the concept of a “seed” or “egg” idea, as an idea that can start a story or drawing. Model for students using a word or shape as the “seed” or “egg”. For example, model using the word “birthday” to tell a story about a wonderful birthday or party that you had. Alternatively, model using a shape to create a picture around it. Provide students with “seed” or “egg” words and shapes to start their own stories and pictures.

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