

HOW TO CARE FOR OUR PET HEN

Situation: One child told the class of a hen which he had at home and expressed a desire to have them see her. Another child suggested that he bring it to school. The question with the children then was:

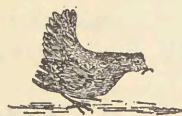
"We are going to have a visitor. What shall we do to make her happy while she is here?"


I. *What the Children Will Do:*

- A. They will provide for the chicken a wire pen, a house, shady outside roost, bowl for water, and proper food.
- B. They will observe the hen and also visit hens owned by members of the group.
- C. They will set up these problems after their observations:
 1. What the hen eats
 2. How the hen secures her food
 3. How the hen eats
 4. What the hen wears
 5. How the hen cares for her clothes
 6. How the hen changes her clothes
 7. How the hen talks
 8. How the hen sleeps
 9. How the hen helps us
 10. How we can help the hen
- D. They will enrich their first-hand observations of the hen through:
 1. Listening to stories and poems
 2. Reading stories and poems
 3. Composing stories and poems
 4. Dramatizing stories and poems
 5. Singing songs
 6. Learning to know good pictures
- E. They will make a notebook for their class library consisting of:
 1. Copies of the group compositions
 2. Copies of their favorite poems
 3. Prints of the masterpieces studied
 4. Pictures made by the class

II. *What the Children Will Learn About the Hen:*

- A. What the hen eats



1. She eats corn, mash, insects, worms, seeds, greens, scraps, berries, and water as food.
 2. She eats gravel which will help grind the food in her gizzard.
- B. How she secures her food
1. She scratches and digs up her food with her feet and legs; the horny scales, claws, and webbed toes aid her in getting food.
 2. She stretches her long neck to reach food that is high up on bushes or low on the ground
- C. How the hen eats
1. Her beak serves for both teeth and lips in pecking and pulling food apart; it serves as a nose since she smells the food through the nostril holes in it
 2. She has no muscles in her throat, so she stretches her neck to allow the water and food to flow down
- D. What the hen wears
1. She wears feathers that aid in flight. These are her tail feathers which are long, narrow, powerful and overlapping and open and shut like a fan 
 2. She wears feathers that give warmth. These soft, downy feathers keep the eggs warm; they are the hen's underclothes; they are covered with short, overlapping feathers for further protection
 3. She wears feathers that protect from rain. These are all the long, powerful, closely locked feathers such as the back and wing ones. They overlap like shingles and fit so closely together that rain will run off their oiled surface and leave the hen dry; they are her raincoat.
 4. She wears a red comb on her head for an ornament

E. How the hen cares for her clothes

1. She smooths her feathers out with her beak; she ruffles them up to shake the dust off; she droops her tail and oils her feathers to make them waterproof
2. She squeezes the oil gland at the base of her tail and oils the feathers by rubbing them through her beak



F. How the hen changes her clothes

Once every year the hen looks cross and sulky. This is when she is changing her clothes. New feathers grow in place of the old ones and then our pet hen acts very pleased over her new dress. This changing of clothes is called "moulting."

G. How the hen talks

She gives a little series of clucks to her chicks when there is danger or she has found food; she screams and squaks when badly frightened; she clucks low greetings to other hens.



H. How the hen sleeps

1. She perches on the roost, using her back toe as a prop
2. She tucks her head under her wing, closing her eyes by bringing up the lower lid, since she has no upper one
3. She sleeps lightly; the slightest noise easily disturbs her because her hearing is very acute

I. How the hen helps us

She lays eggs for us; she furnishes meat; she gives feathers for pillows; she eats weed seeds and harmful insects; she affords us pleasure by her actions

J. How we can help the hen

We can provide a sanitary, comfortable home for her; we can provide food and water; we can help her protect herself against dogs, snakes, hawks, and other enemies

K. Other interesting facts about the hen

1. Her eyes are placed well back on the sides of her head, so that an object cannot be seen with both eyes at once
2. Her eyes are white, red, blue, green, gray, pink, brown, purple, or green; the pupils are always black
3. She breathes through her mouth because the nostril holes end in a blind sac and serve as the organ for smell
4. She has no outer ear; a little hole, covered with feathers on either side of her head, corresponds to our ears



III. Skills Selected for Emphasis

- A. In reading they will develop the ability to pick out the main point from the story; they will read to find specific answers to their questions.
- B. In arithmetic they will measure the hen house, outdoor roost, and runway; they will also measure the hen's step and spread of wings. They will learn number combinations through keeping an account of the food eaten and its cost.
- C. In preparing their book they will learn the proper spacing and placing of a story on a page. They will learn to write neatly because the book is to be saved in the school library. They will have to learn about the table of contents, fly leaf, and other outstanding features of a book before they can make their own.

IV. Bibliography for the Children

A. Stories:

- *1. "Little Red Hen," *Happy Home*

Reader, Book II. F. A. Owen
Pub. Co., Dansville, N. Y.

2. "The Hen that Helped Peter,"
Peter and Polly in Winter, by
Rose Lucia. American Book Co.,
N. Y.
3. "Feeding the Chickens," *Good
Times on the Farm*, by Ethel Cox
Dietz. Newson and Co., N. Y.
4. "The Old Brown Hen," *Bobby of
Cloverfield Farm*, by Helen Ful-
ler Orton. Stokes Pub. Co., N.
Y.
- *5. "Two Little Roosters," from
Under the Story Tree, by La
Rue. Macmillan, N. Y.
- *6. "The Robbers," from *Under the
Story Tree*, by La Rue. Macmil-
lan, N. Y.
7. "Woman and Her Hen," *Æsop's
Fables*, Ginn & Co., N. Y.
8. "The Hen and the Swallow,"
Æsop's Fables, Ginn & Co., N. Y.
9. *Chicken World*, G. P. Putnam's
Sons, N. Y.
10. "The Wonderful Shiny Egg,"
Among the Farmyard People, by
C. D. Pierson. E. P. Dutton &
Co., 31 West 23 Street, N. Y.
- *11. "The Chicken Who Wouldn't Eat
Gravel," *Among the Farmyard
People*, Dutton, N. Y.

B. Poems:

1. *The Clucking Hen*, Lloyd Adams,
Noble Pub. Co., N. Y.
2. *Mother Hen's Mistake*, Lloyd
Adams, Noble Pub. Co., N. Y.
3. *The Weathercock's Complaint*,
Lloyd Adams, Noble Pub. Co.,
N. Y.
4. *The Wren and the Hen*, Lloyd
Adams, Noble Pub. Co., N. Y.

C. Songs:

1. *My Chicken*—Book III. Church-
ill, Grindell Co. Song Book,
Plattsville, Wis.

D. Pictures:

1. *Feeding the Hens*—Millet. No.
520. Perry Picture Co.
2. *You're No Chicken*—Paton. No.
6980. Perry Picture Co.
3. *Feeding the Birds*—Millet. No.
521. Perry Picture Co.
Perry Picture Co., Malden, Mass.

IV. Bibliography for the teacher:

- A. Comstock, A. B. *Handbook of Na-
ture Study*, Comstock Pub. Co.,
Ithaca, N. Y.

The book is in two divisions; the
first is a guide to the teaching of na-
ture study, the second is a source of
valuable information in every phase of
nature study. The book is well il-
lustrated and has a bibliography at the
end of each chapter.

- B. Downing, E. R. *A Source Book of
Biological Nature Study*. University
of Chicago Press, Chicago.

Excellent source material on ani-
mals, insects, birds, flowers, trees, and
seeds. Instructions which can easily
be adapted for work in any grade.
Complete bibliography at the end of
each chapter.

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During the past five years North Carolina
has spent \$35,537,403 in the construction of
new school buildings or additions having
five or more standard classrooms. Of these,
647 were for white and 77 for colored chil-
dren. The average cost per city classroom
was \$8,274 for white and \$4,381 for colored
pupils. The average cost per rural school-
room was \$3,831 for whites, and \$1,742 for
colored pupils.—*School Life*.

Parent-teacher associations have more
than trebled their membership in South
Carolina in two years. An important un-
dertaking of the State branch is the eradi-
cation of illiteracy in the State by 1930.

*Indicates best references.