



Eggs



For this activity you'll want to refer to the "All About B.C. Eggs" posters and slides from the [Feed BC in K-12](#) website.



Draw a circle on the map showing where you live in B.C.



After learning more about B.C. eggs, draw an egg where our featured farmer is located! Then, shade or colour in where the majority of eggs are produced in the province.

3) There are so many different ways to cook with eggs! **Draw a picture below of a meal featuring eggs.** Use the lines below to describe it.

2) Draw an arrow to match each word to the correct part of the chicken egg.

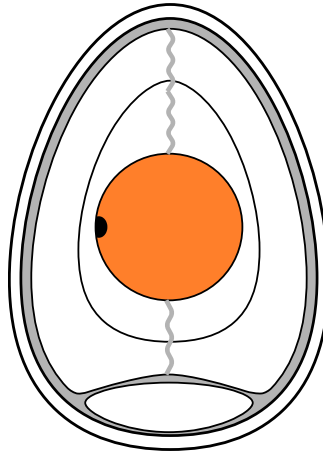


Shell

Air cell

Albumen

Vitelline membrane



Yolk

Chalazae

Inner membrane

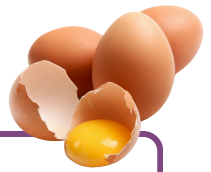
Outer membrane

Germinal Disk

1) Many Coastal Indigenous communities gather herring eggs in late winter and early spring. Chickens aren't the only animals that lay edible eggs!

Can you name or draw 3 animals (besides chickens) whose eggs people eat?

All about B.C. Eggs - Teacher Resources

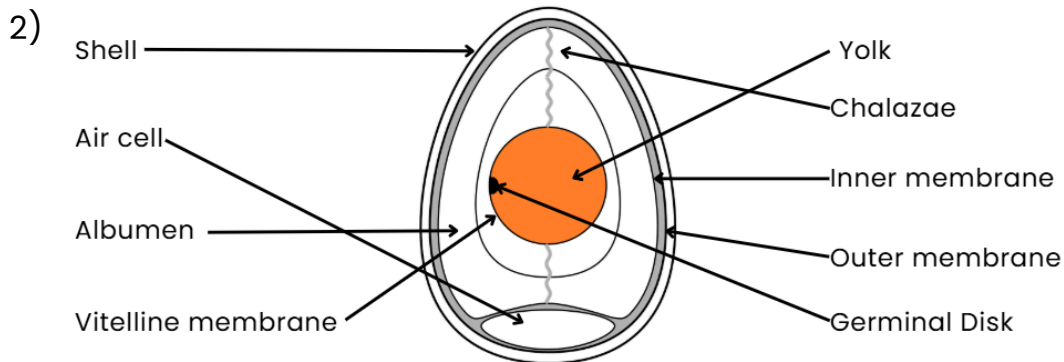


Background Information:

- [All About B.C. Eggs Poster](#)
- [All About B.C. Eggs Scrolling Slideshow](#)
- [Buy BC Eggs](#)
- [Get Egg-ucated! - BC Egg](#)
- [Virtual Barn Tours - BC Egg](#)
- [Farm & Food Care - Free Run Housing Egg Farm 360](#)
- [Egg Farmers of Canada](#)

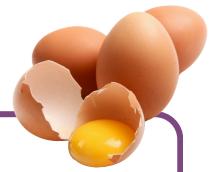
Answer Key:

1) People eat eggs from a variety of animals, including ducks, quails, turkeys, geese, ostriches, emus, and several types of fish like salmon, herring, and sturgeon (which produce caviar).



3) Answers will vary.

All about B.C. Eggs - Teacher Resources



Curriculum Connections - Elementary

Applied Design, Skills and Technologies - Food Studies

- Basic food handling and simple preparation techniques and equipment (6,7)
- Generate ideas from their experiences and interests (K-3)
- Identify and use sources of information (6,7)

Science

- Adaptations of local plants and animals (K)
- Structural features of living things in the local environment (1)
- Names of local plants and animals (1)
- Local First Peoples uses of plants and animals and knowledge of seasonal changes (K)
- Local First Peoples knowledge of the local landscape, plants and animals (1)
- Transfer and apply learning to new situations (K-8)
- Express and reflect on personal, shared, or others' experiences of place (K-6)

Social Studies

- Relationships between people and the environment in different communities (1-2)
- Ask questions, make/corroborate inferences, and draw conclusions about the content and features/origins of different types of sources (K-6)

Physical Health and Education

- Relationships between food, hydration, and health (K-1)
- Identify and explore a variety of foods and describe how they contribute to health (K-1)
- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (2)
- Explore strategies for making healthy eating choices (2,3)
- Explore and plan food choices to support personal health and well-being (6)
- Identify factors that influence healthy choices (4) and explain their potential health effects (7)

English Language Arts

- Strategies and processes; reading strategies; oral language strategies; writing strategies (K-5)
- Use sources of information and prior knowledge to make meaning (K-3)
- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding (4- 6)
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. (3-5)
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world (K-5)
- Respond to text in personal and creative ways (K-7)