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Celebrate!



100 Days of School, 100 Agricultural Activities!

This booklet celebrates the 100th day of school with 100 cross-curricular agriculturally-related activities.

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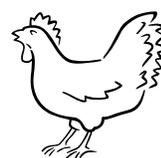
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Celebrate 100 Days of School

100th Day festivities have been celebrated throughout schools since the school year of 1981-1982. Lynn Taylor introduced the 100th Day of School idea in the Center for Innovation in Education newsletter. Early celebrations focused on developing number sense for young children. Today, preschool children through elementary students celebrate their 100th Day of School with many cross-curricular activities. In keeping with tradition, Illinois Agriculture in the Classroom created this booklet with engaging, hands-on activities related to agriculture for students to do on the 100th Day of School.

A visual key has been created and used with each activity to indicate its subject area. The topics include: hands-on, science, health and nutrition, reading, math, social studies, writing, and art.



Activity Reference Guide

Subject Area

Activity Number



1, 5, 21, 33, 45, 51, 52, 57, 59, 76, 86, 94, 97



9, 16, 17, 19, 20, 41, 65, 93



4, 13, 37, 38, 85, 96



14, 31, 34, 36, 44, 46, 62, 70, 77, 80, 82, 92



2, 3, 7, 8, 10, 15, 18, 22, 23, 40, 42, 48, 50, 54, 55, 69, 72, 73, 74, 78, 81, 87, 89, 90, 91, 99



24, 25, 26, 27, 29, 30, 32, 39, 56, 58, 60, 61, 63, 64, 66, 67, 68, 71, 79, 88



6, 28, 47, 49, 53, 83, 84, 98, 100



11, 12, 35, 43, 75, 95

1

Tallest, Free-Standing, Agriculturally Related Structure

Activity:

Set a timer for 5 minutes and tell students to build the tallest, free-standing, agriculturally related structure they can think of using 100 Corn Packing Peanuts. After time is up, have each student share what they constructed and how it is related to agriculture. Measure each structure and give the winner an ag-themed prize. Read the Corn Ag Mag.



2

Agriculture is Everywhere

Activity:

Divide students into several groups. Tape a large piece of paper in the front of the room. Students will look through magazines and newspapers to find people or items related to agriculture. As a class, find 100 items in all. Have students keep a class tally on the board of how many items they add. Stop every few minutes and have students count the tally marks aloud and subtract the total from 100 to see how many more items they need to find. Once there are a hundred items on the paper, talk about the objects and how they relate to agriculture. Hang the finished piece outside the classroom to remind everyone that Agriculture is Everywhere!



3

Feed Sacks

Activity:

Refer to www.agintheclassroom.org under Lessons and Activities for ingredients and instructions for Pork Feed Sacks. In a large bowl mix 100 items of each ingredient. Students can fill a plastic snack bag using the ingredients in the bowl to create their own feed sack. Read the Pork Ag Mag and discuss the different nutritional needs between humans and pigs while your students enjoy their feed sack.



4

Snack Time

Activity:

Eating the right snacks throughout the day is very important for students' nutrition. Have students come up with 100 different snacks that they would like to eat throughout the day. Compile one large list and have students categorize their snacks into healthy and non-healthy snacks. Have students compile a list of 100 nutritious snacks. For snack that day, provide apples as a nutritious snack and have students read the Horse Ag Mag. Discuss a horse's eating habits and why they enjoy apples as a treat.



5

100 Facts About Agriculture

Activity:

Challenge students to list 100 facts they know about agriculture. Then, prepare 100 paper slips using a variety of colors. Have each student write a fact on a slip of paper and construct a paper chain. Hang the paper chain in the classroom to show off your class's Ag knowledge.



6

Farm Animals

Activity:

On a piece of paper have each student list as many farm animals as they can in 100 seconds. Discuss the animals we raise in Illinois. Read the Beef, Pork and Poultry Ag Mag, and talk about the byproducts and how we use these animals.



7

Estimate

Activity:

Ask students how much space 100 kernels of popcorn will take up in a glass jar. Mark estimates with a marker. Pour in popcorn kernels and discuss the differences between their estimates and the actual measurement. Ask students to share if their measurements were greater than, less than, or equal to the actual measurement.



8

Estimate

Activity:

Using the glass jar and popcorn kernels from the above activity, ask students how many popcorn kernels will pop; record estimates. Pop the popcorn and give each student a handful to count. Add up all students popcorn. Did all 100 pieces pop? If not, how many pieces of popcorn did pop out of the 100 kernels? Then, have students count any kernels that are left after popping. Does the number of kernels match the number that is left over after the subtraction problem? Students can eat their popcorn while reading the



9

The Water Test

Activity:

Divide students into several small groups. Each group needs a small glass, an eye dropper, and a small bowl of water. Have students predict the water level of 100 drops by drawing a line on the glass and initialing it. Have students take turns putting single drops into the glass until they reach 100. Each group can determine who was the closest. Take each group's glass and measure the amount of water using measuring spoons. Talk about any differences in the amounts of water in each group. Read the Water Ag Mag. (Use food coloring to make the water blue so it is easier for the students to see.)



10

Can You Eat 100 Pieces of Popcorn?

Activity:

Have students guess if they can eat 100 pieces of popcorn. Graph responses. Have each student count out 100 pieces of popcorn. Can they eat all 100 pieces? Graph results and compare the two graphs. Read the Corn Ag Mag.



11

Pumpkin Patch

Activity:

Make a pumpkin thumbprint patch using orange finger paint. Have students make enough thumbprints to equal 100. Tie activity to math by making 5 rows of 10, or 3 rows of 5. Read the Pumpkin Ag Mag.



12



100 Legs!

Activity:

Ask students what a cow would look like with 100 legs. What about a pig, or a horse? Have each student draw a farm animal with 100 legs. Ask students what insect really has 100 legs. Talk about the centipede and how it is important for killing unwanted pests in the garden.

10 Different Exercises for a Healthy Heart

13



Activity:

In the gym, set up 10 stations with activities to do 10 times each. Example activities include: 10 shots with the floor hockey puck, 10 sit-ups, 10 jumping jacks, 10 ball bounces, 10 skips with a rope, 10 throws with beanbags into a container, 10 shots with a basketball, 10 circles with a hoola hoop, 10 bounces on the small trampoline, and 10 juggles with scarves. Change activity type based on the availability of different materials. Check out the Nutrition Ag Mag for more information on health and nutrition. (This Ag Mag is available on the IAITC website under Ag Mags.)

14



One Watermelon Seed

Activity:

Read One Watermelon Seed by Celia Barker Lottridge to students. Talk about planting seeds and what they need to grow. Ask students what they would do with 10 watermelons, 20 pumpkins, and so on. Create a class garden out of construction paper and have students create ten watermelons, twenty pumpkins, and so on, up to 100 ears of corn.

One Watermelon Seed

15



Activity:

Discuss the multiples of 10 mentioned in One Watermelon Seed by Celia Barker Lottridge. Give each student a tens multiplication table and go over the multiplication facts. Have students compare different groups of tens using the words greater than and less than.

One Watermelon Seed

16



Activity:

Plant 100 seeds (ten each of ten different types). Experiment with the plants by giving one plant too much water, one not enough water, put one plant in sand, put one plant by the light, give one plant no light, etc. Have students predict which plant will grow the best and why.

One Watermelon Seed

17



Activity:

Create a ten-column graph (one column for each type of seed) and color in a square for each plant that sprouts. Discuss why some plants sprouted and did not. Based on results, have students create a list of what they think a plant needs to grow.

18

Which Weighs More?

Activity:

Ask students which weighs more: 100 kernels of popcorn or 100 pieces of popcorn? Have students count out 100 kernels of corn and put them in a brown paper bag. Have students count out 100 pieces of popcorn and put them in a brown paper bag. Let students guess what bag contains the kernels and what bag contains the popcorn. Use a scale to find the weight of each bag. Compare estimates with actual findings. Read the Corn Ag Mag.



19

Apple Prints

Activity:

Cut several apples in half. Divide students into small groups and have them explore the inside of an apple. Provide students with microscopes or a magnifying glass. Talk about the skin, flesh, core, and seeds and the purpose of each. Have students share what they observe. Using paint, make 100 apple prints. Read the Apple Ag Mag together as a class.



20

Apple Facts

Activity:

After reading the Apple Ag Mag have students list 100 apple facts. Put each fact on an apple cut out and add to your 100 apple prints from the above activity to make an apple display for a bulletin board.



21

Spots on a Cow

Activity:

Read the Dairy Ag Mag. Use the cow print on page 22. Trace the cow print onto a large piece of paper using an overhead. Have each student bring in a milk cap. With black paint, have students put 100 spots on the cow using their milk cap. List cow characteristics and dairy facts on the paper around the cow. Hang your display in the hallway.



22

What's Inside a Pumpkin?

Activity:

Explore the inside of a pumpkin. Count all of the seeds. How many groups of 100 can be made out of the seeds? Use 100 seeds, glue, and construction paper to make an autumn picture. Read the Pumpkin Ag Mag.



23

Answer = 100

Activity:

Problem: You are a dairy farmer and you have 20 dairy cows. Twice a day (morning and night) you must milk each cow. At each milking, each cow gives 2 1/2 gallons of milk. How many gallons of milk will you have at the end of one day? Read the Dairy Ag Mag



Problem: You have 5 hens. Each hen lays 2 eggs a day. How many eggs will you have in 10 days? Read the Poultry Ag Mag.

24



Where Does All That Corn Go?

Activity:

Read the Corn Ag Mag. Using a wall size map, have students track 100 places where corn goes from Illinois. Ask students if they have visited any of these places before.

Get to Know Illinois

25



Activity:

List 100 different cities or towns in Illinois. Have students locate these places on a map, and ask students if they know at least one person in each town or city. As a class, can you come up with 100 people? Have students write 100 letters to send to 100 people in Illinois.

26



Can You Name All 50?

Activity:

Have students list the 50 states and their 50 capitals. Ask students how many states they have visited. Then, have the students write a 100 word summary about the time they spent in that state. Have students name the states that surround Illinois.

27



Counties in Illinois

Activity:

Instruct students to list the 102 counties in Illinois. Have students locate their own county on a state map. Students can write their county and list five counties that surround their county. Have students list significant physical characteristics of their county.

28



“On 100 Acres I Would...”

Activity:

Write “On 100 acres, I would...” on the board and have students write a paragraph telling what they would do with 100 acres. Talk about the size of an acre (An acre is about the size of a football field, without the end zones) and what a farmer can do with 100 acres. On one acre a farmer can plant 11,600 pounds of sweet corn.

29



Earth: 100 Years From Now

Activity:

Read the Earth Day Ag Mag and explore the different components of the Earth. Provide each student with paper, markers, and crayons. Ask them to use their imagination to draw a picture of what the Earth will look like 100 years from now.

30



Collection

Activity:

Have students collect 100 postcards, letters, or e-mails from different places in Illinois. Use push pins to post them on a large map of Illinois. Read the Illinois Ag Mag.

31



Beef or Dairy

Activity:

Read the Beef and Dairy Ag Mag to learn more about the similarities and differences between the two types of cows. Have students make a list of 100 cow facts. For an extended activity, organize your facts in a Venn Diagram.

32



Scavenger Hunt

Activity:

Make a list of 100 locations in Illinois. Give students a state map of Illinois and have them locate the 100 places on the map. Give students clues such as northeast part of the state or near the southern border. Have students list physical characteristics that are associated with a specific place.

33



Ag Mosaic

Activity:

Give each student 100 kernels of corn, 100 soybeans, 100 pumpkin seeds, and 100 sunflower seeds, and a copy of the state of Illinois map on page 23. Have students glue their seeds to the paper to create an Ag Mosaic. Glue paper down on a piece of cardboard to hang around the room. Discuss how these are Illinois agricultural products and read the corresponding Ag Mags.

34



10 Apples Up on Top

Activity:

Read 10 Apples Up on Top by Dr. Seuss. Count the animals and apples aloud with students. Read the Apple Ag Mag and talk about apple production in Illinois.

35



10 Apples Up on Top

Activity:

After reading 10 Apples Up on Top, have students draw ten animals at the bottom of a piece of paper (length wise). Then have students use red paint and half an apple to stamp 10 apples on top of each animal.

36



Wolf's Chicken Stew

Activity:

Read Wolf's Chicken Stew by Keiko Kasza. Ask students: "What does the wolf bake?" To fatten the chicken up, Wolf bakes 100 pancakes, 100 donuts, and a 100-pound cake. Then, complete activities 53-54 that are related to this book.

37



How Long Does It Take To Burn 100 Calories?

Activity:

Ask students how long they would have to exercise to burn 100 calories? Look up how many jumping jacks a student would have to do to burn 100 calories. Have students try completing that many jumping jacks (or which ever exercise you choose). Read the Nutrition Ag Mag.

38



How Long Will It Take Me To Do 100...

Activity:

Have students estimate how long it will take them to do 100 jumping jacks, hops, sit-ups, spins, etc and graph their responses. Have students perform each exercise, time how long it takes, and graph results. Compare the two graphs. Read the Nutrition Ag Mag.

39



100 Reasons to Live in Illinois

Activity:

Instruct each student to create a list of 100 reasons to live in Illinois. Have students find pictures or images that relate to their reasons. Provide students with a variety of art materials such as poster board, magazines, markers, etc. Using the list and images, students can create a Illinois themed-display to hang in or outside of the classroom. This activity would be a great addition to any Illinois-related study. Encourage students to use IAITC’s Ag Mags for additional resources.

40



The 100 Ice Cube Challenge

Activity:

In advance, prepare 300 ice cubes. Place 100 ice cubes outside, 100 ice cubes in the center of the classroom, and 100 ice cubes next to the heater. Then, have students measure how long it takes for the 100 ice cubes to melt. Use three timers to measure the length of time it takes for the ice cubes to melt. Start the stop watches when the ice cubes are placed in their location and stop the timers when the ice is completely melted. Ask students to record the time for each location.

41



Graphing the Melting Times

Activity:

Instruct students to graph the melting time results for three different locations. Why is there a difference in the melting times? Then, students can read the Water Ag Mag to learn more about ice’s melting point. Ask students: How does melting and freezing relate to weather? Why do farmers care about the weather?

42



Multiplication Rows of Seeds

Activity:

Use soybeans, kernels of corn, pumpkin seeds, or sunflower seeds to make multiplication rows. Have students count seeds and glue them down on a piece of paper in rows. For example: 5 rows of 20, 4 rows of 25, or 10 rows of 10.

43



100

Activity:

Using a black marker, have each student write the number “100” on a piece of paper. Students will use their imagination to create something new and agriculturally related out of the number 100. (For example an ear of corn out of the 1 and a tractor with wheels out of the 00.)

44



100th Day Worries

Activity:

Read 100th Day Worries by Margery Cuyler. Discuss with students what they worry about. Ask students what they think farmers worry about? Encourage students to provide explanations for their answers.

45



Egg Hunt

Activity:

Compile a list of 100 poultry facts from the Poultry Ag Mag. Fill 100 plastic eggs with a different poultry fact. Place eggs around the room or around the school. Invite students to go on an egg hunt. Once all 100 eggs are collected count aloud as a class to make sure you have found all of the eggs. Give each student a Poultry Ag Mag. Each student will use a highlighter to highlight their poultry fact from their plastic eggs in their ag mag. Have students share each fact they found with the rest of the class.

46



What Would You Share on the 100th Day of School?

Activity:

Read Henry's 100 Days of Kindergarten by Nancy Carlson. Ask students what 100 things they would bring to share on the 100th Day of School.

47



Four Seasons

Activity:

After reading Henry's 100 Days of Kindergarten by Nancy Carlson write the four different seasons on the board. Talk about each season and have students share what they know about that season. Brainstorm with students to come up with 25 activities to do for each season. Your students will then have a list of 100 ideas for the school year.

48



100 Jelly Beans

Activity:

After reading Henry's 100 Days of Kindergarten by Nancy Carlson, fill your own jar up with 100 jelly beans. Ask students how many jelly beans Ms. Bradley had in her jar on the 100th Day of School. Ask your students how many students Ms. Bradley had in her class and how many jelly beans each student received. Have students find how many jelly beans they will each receive out of your jar of jelly beans.

49



Agriculture Word Wall

Activity:

After reading Henry's 100 Days of Kindergarten by Nancy Carlson have each student write 100 ag-related words. Compile all lists and cross off any words used more than once. Use the class list of 100 ag-related words for a word wall or spelling words.

50



M&M Fractions

Activity:

Provide each student with 100 M&Ms of different colors. Instruct students to divide their M&Ms by color and write the color amounts in fractions. Have each student report back on how many of each color they received. Students can then calculate percentages for the total amount of each color. Ask students to graph these results.

51

Food and Agriculture

Activity:

Instruct students to bring in 100 empty cereal boxes. Have students read the ingredients listed in the different kinds of cereal. Discuss the different agricultural products such as corn and corn syrup used to make the cereals. Read the Corn Ag Mag.



52

Food Fun Necklaces

Activity:

Now that students have learned what ingredients are in their cereal, have them practice their fine motor skills by making a necklace out of Cheerios, Fruit Loops, or Apple Jacks. Then, ask students to share with their family members where many of the ingredients in cereals come from.



53

I Would Bake 100...

Activity:

Ask students to complete this sentence: I would bake 100... and draw a picture for their sentence. Collect the pictures and create a classroom book entitled, (Insert Teacher's Name and Class's Grade) Chicken Stew. For example, Ms. Smith's 2nd Grade Chicken Stew.



54

The Chicken Hunt

Activity:

Prepare 100 paper chick cutouts and hide them around the classroom or gymnasium for students to find. Give students 4 minutes to find the chicks. Every 45 seconds, have the students stop and count the chicks. Ask students: How many have we found? How many do we have left to find? When the Chick Hunt is complete, have students read the Poultry Ag Mag to learn more about chicks and chickens.



55

100 Hungry Ants

Activity:

Read One Hundred Hungry Ants by Elinor J. Pinczes. Have students point out the multiples of 100 mentioned in the story. Ask students: What other multiples of 100 can you think of? For younger students, have them recreate the ants' rows using raisins as counters.



56

Transporting Food

Activity:

Discuss how the One Hundred Hungry Ants planned to transport their food. Ask students: Why wasn't there any food left for the ants? Then, discuss the different ways used to transport food from the farm to the grocery store. For more information on this topic, check out the Water Ag Mag.



57



Rock and Roll Ice Cream

Activity:

After reading the Dairy Ag Mag, make Rock and Roll Ice Cream. Have students count as they shake the coffee can 100 times. The recipe for Rock and Roll Ice Cream is available in the Dairy Ag Mag.

58



From the Farm to the Pizza Parlor

Activity:

Read the Pizza Ag Mag and explore where students' favorite pizza toppings come from. They will be surprised to learn that everything on their pizza started at a farm. Then, challenge students to list 100 different pizza toppings. Some of the toppings might be silly, but ask students to explain how their topping can be traced back to the farm.

59



100 Day Pizza

Activity

Make pizza using 100 pepperonis or have students shape pizza dough into the number 100. To save money, ask for parent donations for these items. While eating, review with students where the pizza ingredients came from.

60



Farmers Are Stewards of the Earth, Are You?

Activity:

Read both the Earth Day and Water Ag Mags to explore how farmers are stewards of the Earth. Then, ask students to list 100 ways they can keep our Earth clean. Have students bring in 1 or 2 recyclable items from home. Use this list and these items to create an Earth Day display.

61



100 Earth Day Bracelets, 100 Ways

Activity:

As a class, make 100 Earth Day bracelets and discuss what each bead stands for. Divide the bracelets evenly amongst students. Each student will have 3 or 4 bracelets. Then, have students give a bracelet to a friend or family member and share one way we can keep the Earth clean. Students can use the 100 Ways list from Activity 60 for a reference. Directions for the Earth Day bracelet available in the Earth Day Ag Mag.

62



Century Farm

Activity:

Read Century Farm: One Hundred Years on a Family Farm by Cris Peterson and explore what it was like to farm 100 years ago. What are the similarities between farming 100 years ago and farming today? What are the differences between farming 100 years ago and farming today? This book is a great springboard for Activities 63-67.

63



Farming 100 Years From Now

Activity:

Have students make predictions about what it will be like to farm 100 years from now. What are the potential similarities between farming today and farming 100 years from now? What are the potential differences? Record these predictions on a large sheet of paper.

64



The Century Farmer Mural

Activity:

Prepare a large sheet of paper by dividing it into three sections and label the sections with the following: Past, Present, and Future. Then, have students create drawings to show farming in each time period.

65



A Future Farming Invention

Activity:

After the 100 years discussions, challenge students to create and draw an invention farmers will use 100 years from now. In a large group, have students share their inventions and explain how and why farmers might use it.

66



A Century is 100 Years

Activity:

A century lasts 100 years. A decade is 10 years. Have students find one fact about each decade of the 20th Century that relates to agriculture or Illinois. Students can then construct a timeline on poster board and present their timeline to the class.

67



100 Years Ago in Illinois

Activity:

Using Internet resources and local newspaper archives, ask students to explore what happened on this date in Illinois history 100 years ago. A great question to ask students: How has this event impacted your life today? Ask students to predict what might happen in Illinois 100 years from now.

68



cAndy

Activity:

The "A" in the word candy stands for agriculture. Explore the agricultural products included in students' favorite candy. More candy information and activities available from the IAITC website under the Candy, Culture, and Creativity booklet. During your exploration, have students list 100 different types of candy. Then, sample a few types and examine their labels. What agricultural products are included in the ingredients list?

69



100 Pieces of Candy

Activity:

After exploring candy’s connection to agriculture, hide 100 pieces of candy throughout the classroom or other large space. Give students 1 minute to search for the candy. Then, have each student report back how many pieces of candy they found. As each student reports, have the class add up the amount of candy in order to find the total amount of candy found. Did your class find all 100 pieces? If not, have students calculate how many more pieces they need to find.

70



Ms. Bindergarten Celebrates the 100th Day of Kindergarten

Activity:

Read Ms. Bindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate and explore the different objects each student collects. While reading, ask students: Are these items related to agriculture? If so, how? Then, complete Activities 71-76.

71



100 Agriculturally Related Items

Activity:

Have students collect 100 of an agriculturally related item. For example, 100 corn kernels, 100 M & Ms, or 100 soy coloring crayons. Have each student present their items to the class and share how it relates to agriculture.

72



In My Bag, I Have...

Activity:

Compare the bags of 100 agriculturally-related items and discuss the differences in volume. Discuss what, if any, part of their agriculturally-related item might come from Illinois. Read the Illinois Ag Mag.

73



Comparing 100 Items

Activity:

Students should use their 100 agriculturally related items for this activity. Have students make 20 groups of 5, 10 groups of 10, and 2 groups of 50 for each item. This is a hands-on way for students to learn multiples of 100.

74



Weighing 100 Items

Activity:

Students should use their 100 agriculturally related items for this activity. Create a 100 row chart with 3 columns. Label the columns: Item, Estimated Weight, and Actual Weight. As a class, predict the weight for each set of items. Write the predictions starting from most to least in the prepared chart. Then, weigh each set of items and put the results in the chart. Here are some discussion questions for after the activity: Were the predictions accurate? For which items did you over guess the weight? For which items did you under guess the weight? Were you surprised by any of the results?

75



Creative Display for 100th Day

Activity:

Have students create a display of their 100 items such as a design, collage, or poster. Provide students with a variety of art materials: crayons, markers, glue, poster board, colored paper, and small boxes. In their display, have students write a brief summary about how their item relates to agriculture.

76



100th Day of Agriculture Museum

Activity:

Create a 100th Day of Agriculture Museum. Organize and place the displays throughout the classroom or gymnasium. Invite other classes to see students' displays, so they can learn that "Agriculture is Everywhere!" Have students share information about their displays.

77



100 Snowflakes and a Farmer

Activity:

Read Snowflake Bentley by Jacqueline Briggs Martin and discuss how Wilson Bentley photographed snowflakes. Bentley's snowflake pictures are available at: <http://snowflakebentley.com/snowflakes.htm> Using these pictures as a reference, have students create 100 snowflakes with corn packing peanuts. Then, read the Water Ag Mag to explore more about the Water Cycle. Ask students: Why is snow important for farmers?

78



Eating Popcorn

Activity:

Divide students into small groups and set out bowls of popcorn. Have students guess how many pieces of popcorn they can grab in one handful. Then have students grab a handful and count how many they were actually able to grab. Find the difference. How many handfuls would they have to grab to get 100 pieces of popcorn? Students can eat their popcorn while reading the Corn Ag Mag.

79



Illinois Product Brainstorm

Activity:

Divide a large piece of paper into five columns. Label the columns: soybeans, corn, cattle, pigs, and specialty crops. Challenge students to list 20 foods or items made from each one of these Illinois commodities. This activity would be great before or after reading the corresponding Ag Mags.

80



Giant Ice Cream Cone

Activity:

Have students read the Dairy Ag Mag. As a class, read From Cow to Ice Cream by Bertram Knight. Discuss ice cream production with your students. Ask each student to research ice cream facts and write a different fact on a colored paper plate. Challenge students to make a 100 scoop ice cream cone or 10 ice cream cones with 10 scoops each. Staple paper plates together to make a giant ice cream cone. Use brown construction paper to make an ice cream cone. Staple the cone to the ice cream scoops. Display the giant ice cream cone in the classroom to show off your class's "cool" ice cream knowledge.

81



100 Ice Cream Flavors

Activity:

Ask students to list 100 different flavors of ice cream. Hold a classroom vote and allow each student to vote on which of the 100 flavors is their favorite. Graph these results. To celebrate, provide students with a small sample of the most popular flavor.

82



Careers in Agriculture

Activity:

Explore different agriculturally related careers by reading the Careers Ag Mag. How many different careers are mentioned? (The Careers Ag Mag is available on the IAITC website in the Ag Mags section.)

83



100 Careers in Agriculture

Activity:

Now that students know more about careers in Agriculture, challenge them to create a list of 100 agriculturally related careers. Next, have students select a career that they might be interested in and research more information about what the career involves. Ask students to present or write about what they have learned.

84



If I had 100 dollars, I would...

Activity:

In advance, photocopy a \$100 dollar bill, one for each student. If needed, use your Internet search engine to find a clip art image. Then, use the copied 100 dollar bill as a story starter. Ask students to complete this sentence: If I had 100 dollars, I would... Instruct students to think of something that they could do with their 100 dollars that relates to agriculture.

85



100 Ways to Stay Healthy

Activity:

Have students read the Nutrition Ag Mag. Then, ask students to create a list of 100 ways they can stay healthy. Make a display out of this list and ask students to draw pictures to match the ideas they listed.

86



Dirt

Activity:

Read the Soil Ag Mag. Use the recipe on the back of the ag mag to make edible dirt. Pass out 100 gummy worms to your students. Have students add their gummy worms to the edible dirt as they share information they learned from reading the Soil Ag Mag. Stir all ingredients in large bowl, pass out servings, and enjoy!

87



100 Pennies

Activity:

Have students collect and bring 100 pennies to school. This activity will be a great way to practice counting skills. The collected pennies can be used for Activities 88-91.

88



Celebrate Abraham Lincoln on 100 Days

Activity:

After bringing their pennies to school, allow students to closely study one of their pennies. Ask students: Who is on the penny? Why? Then, highlight Abraham Lincoln’s connections to both Illinois and agriculture. See the Penny Facts handout on page 20 for more information. Then, ask students to design their own penny. Have students write a brief paragraph answering who they would feature on their penny and why.

89



What Is The Weight of 100 Pennies?

Activity:

Have students estimate how much their 100 pennies weigh. Using a scale, have students weigh their 100 pennies. Ask students: Was your estimate correct? If not, did you overestimate or underestimate? By how much?

90



What is the Weight of 200 Pennies? 400 Pennies? 600 Pennies?

Activity:

Using the weight measured for 100 pennies, have students calculate how much 200, 400, and 600 hundred pennies weigh. Then, place students in groups of 6. Using their pennies, have students weigh 200, 400, and 600 pennies and record their measurements. Was there a difference between the calculated amount and the actual weights?

91



Heads or Tails?

Activity:

Divide students into groups of two. Have one student flip a penny 100 times, while the other student records whether the coin landed heads or tails. Then, have students create a graph showing their results.

92



One Hundred is Family

Activity:

Read One Hundred is Family by Pam Muñoz Ryan. Then, ask students to share how many people are in their family. Record these numbers on the board. Have students add up the total number of family members in the classroom. Is this number greater than or less than 100?

93



Farm Families

Activity:

After reading One Hundred is Family, explore different farm animal families. There are different names for male, female, and infant animals. Have students complete the Farm Families activity on page 21.

94

Farm Pictionary

Activity:

Ask students to brainstorm a list of Ag-themed pictionary clues. Possible prompts for this list could include: farm animals, objects found on a farm, agricultural careers, and common farm phrases. Write all the clues on paper and fold them up. Then, divide students into teams of 3 or 4. Have each team create their own Ag-themed team name. The teams then take turns selecting a clue, having someone draw, and guess the drawn item. Give students 100 seconds to draw their clue. If a team cannot guess the drawn item, other teams can “steal” their turn by raising their hand and providing a guess. Each correct response earns a team one point. The team with the highest amount of points wins!



95

100 Sticky Dots

Activity:

For each student, prepare 10 sheets of 10 dot stickers. Provide students with black construction paper and have them use the dots to create something that relates to agriculture. Then, ask students to write a short paragraph describing what the object is and how it relates to agriculture. Use the artwork and paragraphs to create a display titled “The Art of Agriculture.”



96

The Five Food Groups

Activity:

Review the main five food groups: dairy, meats, fruits, vegetables, and grains. Then, divide students into teams and ask them to list 20 foods in each of the five food groups, totaling 100 food items. Using this list, have students plan their meals for the day according to the suggested serving amounts. Finish up this activity by reading the Nutrition Ag Mag, available from the IAITC website under Ag Mags.



97

100 Mini Marshmallows and 100 Toothpicks

Activity:

Have students create an Ag-related structure out of 100 mini-marshmallows and 100 toothpicks. Discuss how marshmallows contain corn-syrup. Read the Corn Ag Mag and talk about Illinois corn production.



98

100 Words from Agriculture

Activity:

Provide students with the phrase “AGRICULTURE FEEDS THE WORLD.” Then, challenge students to create 100 words using only the letters in this phrase. How many of these words are related to agriculture?



99

The Patterns of Agriculture

Activity:

Provide students with pumpkin seeds, soybeans, corn, popcorn kernels, and other agricultural items. Ask students to make a 100 long pattern using these items. Then, have students share their pattern with the class: AB pattern/AA-BB pattern/ABCD pattern. This activity will help familiarize students with different agricultural items they may not see on a day-to-day basis.



100

Activity:

Read the poem *100 Is a Lot!* to your students.



100 is a Lot!

100 corn cobs grow on 100 corn stalks,
100 soybeans and 100 rows to walk.
100 calves and 100 cows,
100 piglets with their 100 sows.
100 flowers to be pollinated by 100 bees,
100 apples grow on 100 trees.
100 tractors to plow 100 fields,
100 acres and 100 yields.
100 girls and 100 boys,
100 counties, but 102 in Illinois.
100 pumpkins to use in 100 pies,
Used to feed 100 girls and 100 guys.
100 crops and 100 farmers,
Means 100 products for 100 consumers.
Count them, it's not absurd,
This poem about Illinois has 100 words!

Have students count the words in the poem. Then, have students complete this rhyme to make a mini-poem about 100:

*100 girls, 100 boys,
100 _____, 100 _____.*

Have students construct their own 100 word poem and display them around the room.

Activity idea from "100 Is a Lot" by Meish Goldish.



Penny Facts: The Illinois and Agriculture Connections to Abraham Lincoln

Lincoln's Illinois Connections

- Lincoln's family established a family farm along the Sangamon River in Macon County in 1830.
- In 1831, Lincoln moved to New Salem, IL to live on his own for the first time. He then joined the Volunteers in the 31st Regiment, Illinois Militia. Lincoln traveled throughout northern IL during his 4 month service in the Black Hawk War.
- In 1832, Lincoln invested in a New Salem store with William Berry as his partner.
- Lincoln was appointed postmaster of New Salem in 1833.
- Lincoln served in the Illinois General Assembly as member of the Whig party from 1834 to 1840.
- Lincoln combined efforts with other legislators to secure transfer of the Illinois capital from Vandalia to Springfield.
- While in Springfield, Lincoln began studying law. He received his law license in 1836.
- Lincoln worked as a lawyer on the 8th Judicial Circuit. He traveled through nine counties in central and eastern Illinois. Following this, Lincoln practiced law in the Springfield area.
- Lincoln was elected to the U.S. House of Representatives in 1846.
- In 1849, Lincoln returned to Springfield Illinois and resumed working in the 8th Judicial Circuit. During this time, Lincoln gained the nickname "Honest Abe," which matched his reputation as an outstanding lawyer.
- Lincoln helped organize the new Republican party of Illinois.
- In 1857, Lincoln spoke against the Dred Scott decision in Springfield.
- In 1858, Lincoln was nominated to be the Republican senator from Illinois. He ran against Democrat Stephen Douglas. Lincoln engages in a series of seven debates with Douglas. In this same year, Lincoln gives his "House Divided" speech at a Springfield convention. Lincoln lost the U.S. Senate seat to Douglas.
- In 1860, Lincoln is nominated to be the Republican candidate for President of the United States. In November 1860, Lincoln is elected as the 16th President of the United States.
- Lincoln gives a farewell speech to his friends and supporters in Springfield and leaves for Washington D.C. by train.

Lincoln's Contributions to Agriculture as the 16th President of the United States: 1861-1865

1861: Lincoln established the U.S. Department of Agriculture

1862: Lincoln passed the Morrill Land Grant College Act, which donated land for colleges of agriculture.

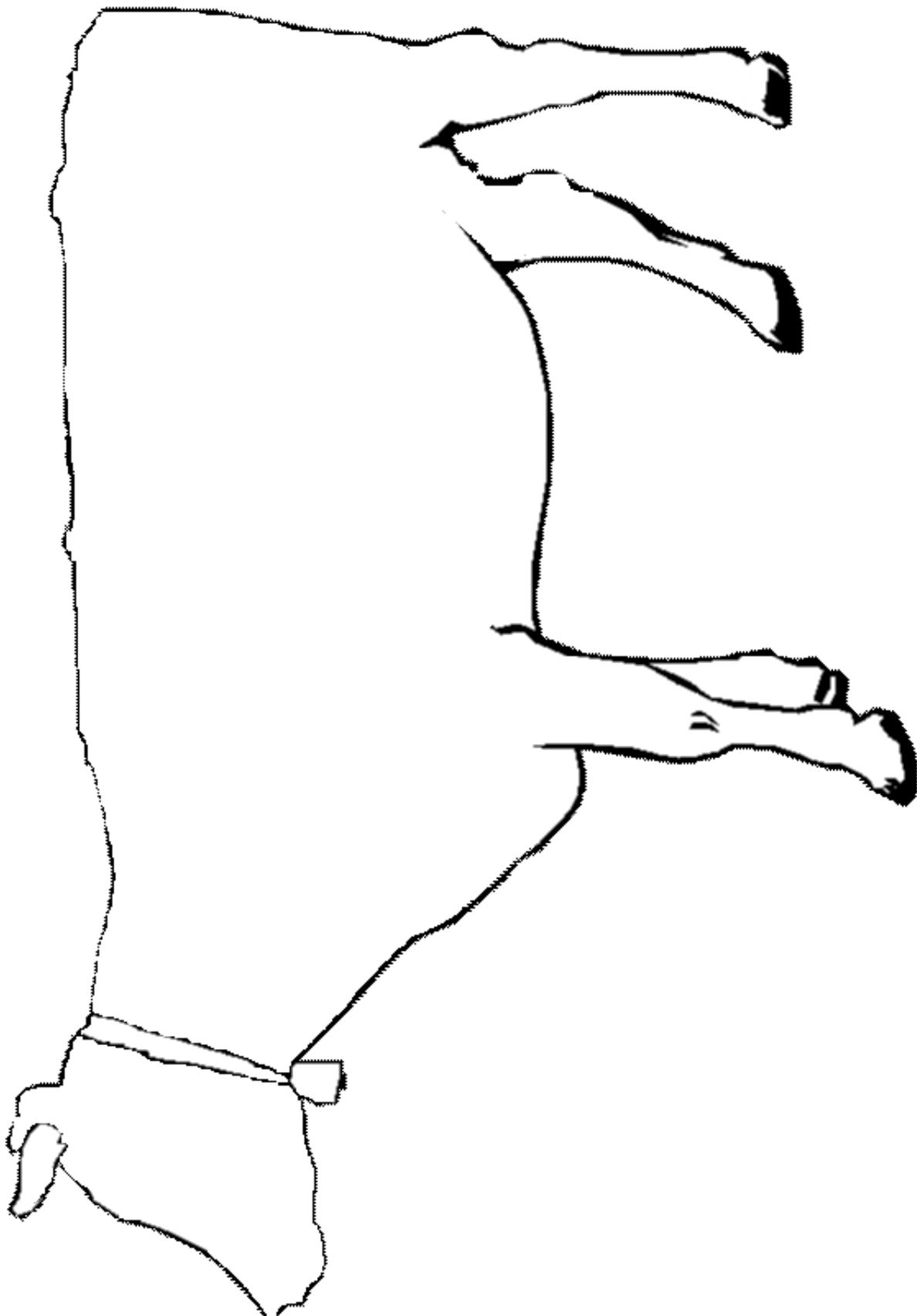
FARM FAMILIES

ANIMAL	FATHER'S NAME	MOTHER'S NAME	BABY'S NAME
bison	bull	cow	calf
cattle	bull	cow	calf
chicken	rooster	hen	chick
goat	billy	nanny	kid
goose	gander	goose	gosling
horse	stallion	mare	foal
rabbit	buck	doe	bunny
sheep	ram	ewe	lamb
swine	boar	sow	piglet
turkey	tom	hen	poult

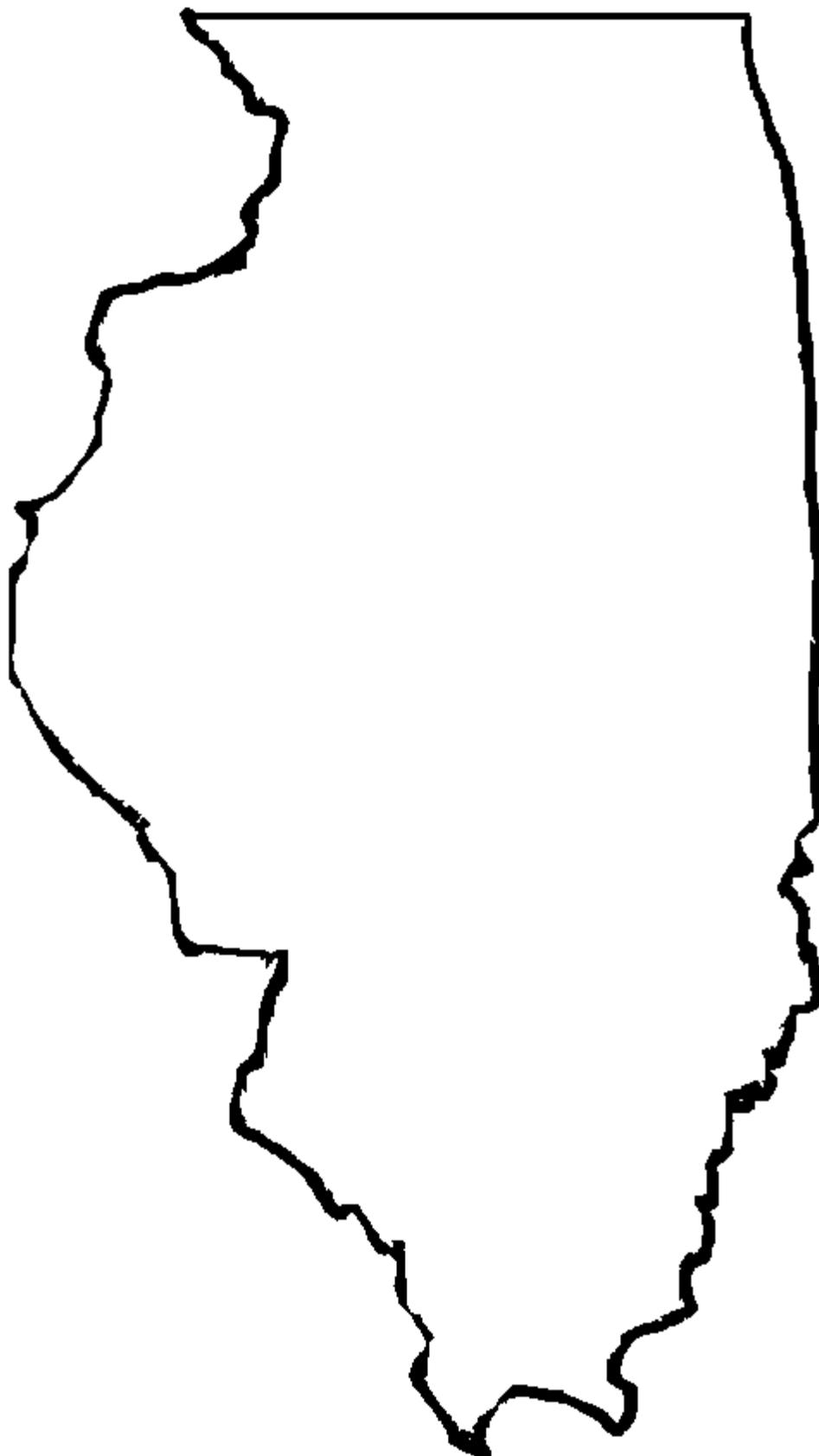
1. Using the chart above, review the animal names with students.
2. Write the names of mother and father animals on strips of paper in one color and the names of the baby animals on strips of paper in another color.
3. Then, divide the class in half. Distribute the mother/father names to half the students and the baby names to the other half.
4. Designate a location in the classroom to be the barn. Have all of the “mothers” and “fathers” gather there.
5. Explain that when you call out “The barn is open,” all the babies should scatter to various spots in the room.
6. To get back to the barn safely, the baby animals must correctly say the names of their mothers and fathers. The baby must then find its mother and father in the barn.
7. Have students switch roles so that each student has a chance to be the baby animal.
8. After this activity, read the Pork, Poultry, and Beef Ag Mags. Students can learn more about each Illinois commodity.

** Activity idea from Oklahoma Agriculture in the Classroom.*

To be used with Activity #21.



To be used with Activity #33.



Illinois State Learning Standards

1	Tallest, Free-Standing Agriculturally Related Structure	4.A.1c; 26.B.1d
2	Agriculture is Everywhere	4.B.1b; 5.B.1a; 10.A.1a
3	Feed Sacks	22.A.1b; 22.B.1
4	Snack Time	22.A.1b; 22.B.1
5	100 Facts About Agriculture	3.C.1a
6	Farm Animals	1.B.1a; 1.C.1c; 4.B.1b
7	Estimate	6.A.1a; 7.A.1a
8	Estimate	6.B.1
9	The Water Test	4.A.1c; 7.A.1a; 7.B.1b; 11.A.1f
10	Can You Eat 100 Pieces of Popcorn?	10.A.1a
11	Pumpkin Patch	26.B.1d
12	100 Legs!	26.B.1d
13	10 Different Exercises for a Healthy Heart	19.A.1
14	<u>One Watermelon Seed</u>	1.B.1a; 1.C.1a; 4.B.1b
15	<u>One Watermelon Seed</u>	6.A.1a
16	<u>One Watermelon Seed</u>	11.A.1a
17	<u>One Watermelon Seed</u>	11.A.1a; 11.A.1e; 11.A.1f
18	Which Weighs More?	6.B.1
19	Apple Prints	11.A.1a; 11.A.1c; 11.A.1f
20	Apple Facts	1.B.1a; 3.C.1a; 5.B.1a; 5.C.1b
21	Spots on a Cow	5.B.1a; 5.C.1b
22	What's Inside a Pumpkin?	6.B.1
23	Answer = 100	6.B.1; 6.C.1a

Illinois State Learning Standards

24	Where Does All That Corn Go?	4.B.1b; 17.A.1b
25	Get to Know Illinois	3.A.1; 3.B.1b; 3.C.1a; 17.A.1b
26	Can You Name All 50?	3.A.1; 3.B.1b; 3.C.1a
27	Counties in Illinois	17.A.1a; 17.A.1b
28	“On 100 Acres, I Would...”	3.A.1; 3.C.1a
29	Earth: 100 Years From Now	16.A.1a; 26.B.1d
30	Collection	17.A.1b
31	Beef or Dairy	1.C.1c; 3.C.1a; 4.B.1b; 5.A.1b; 5.B.1a; 5.C.1b
32	Scavenger Hunt	4.A.1c; 17.A.1a
33	Ag Mosaic	26.B.1d
34	<u>10 Apples Up on Top</u>	1.B.1c; 1.C.1b; 4.A.1a; 4.A.1b
35	<u>10 Apples Up on Top</u>	26.B.1d
36	<u>Wolf’s Chicken Stew</u>	5.A.1b; 5.B.1a; 2.A.1a
37	How Long Does It Take To Burn 100 Calories?	19.A.1
38	How Long Will It Take Me To Do 100...	19.A.1
39	100 Reasons to Live in Illinois	26.B.1d
40	The 100 Ice Cube Challenge	7.A.1b; 10.B.1c; 11.A.1a; 11.A.1f
41	Graphing Melting Times	7.A.1b; 10.A.1a; 10.A.1b; 11.A.1a; 11.A.1c; 12.E.1a
42	Multiplication Rows of Seeds	6.C.1a
43	100	26.B.1d
44	<u>100th Day Worries</u>	1.B.1a; 1.C.1a; 2.B.1a; 4.B.1b
45	Egg Hunt	1.B.1a; 1.B.1d;
46	What Would You Share on the 100 th Day of School?	2.B.1a; 4.B.1b

Illinois State Learning Standards

47	Four Seasons	2.B.1a; 4.B.1b
48	100 Jelly Beans	4.B.1b; 6.B.1; 6.C.1a
49	Agriculture Word Wall	6.A.1b; 10.a.1a
50	M&M Fractions	6.A.1a; 6.B.1; 6.C.1a; 6.D.1; 10.A.1a
51	Food Fun Necklaces	15.C.1a; 17.C.1a
52	Food And Agriculture	5.A.1b; 5.B.1a
53	I Would Bake 100...	3.A.1; 3.B.1b
54	The Chicken Hunt	6.B.1; 6.C.1a
55	<u>100 Hungry Ants</u>	6.B.1; 6.C.1a; 6.C.1b
56	Transporting Food	15.A.1a; 17.A.1a
57	Rock and Roll Ice Cream	15.C.1a; 17.C.1a
58	From the Farm to the Pizza Parlor	15.C.1a; 17.C.1a
59	100 Day Pizza	7.A.1a; 15.C.1a; 17.C.1a
60	Farmers Are Stewards of the Earth, Are You?	13.B.1e
61	100 Earth Day Bracelets, 100 Ways	13.B.1e
62	<u>Century Farmer</u>	1.B.1a; 13.b.1d
63	Farming 100 Years From Now	1.B.1a; 13.B.1d
64	The Century Farmer Mural	13.B.1d; 26.B.1d
65	A Future Farming Invention	11.B.1b; 13.B.1d; 26.B.1d
66	A Century is 100 Years	5.A.1b; 5.B.1a; 5.C.1a; 5.C.1b; 16.A.1a; 16.D.1
67	100 Years Ago in Illinois	1.B.1a; 5.A.1b; 5.C.1b; 16.A.1b; 16.D.1
68	cAndy	15.C.1a; 17.C.1a
69	100 Pieces of Candy	6.B.1; 6.C.1a

Illinois State Learning Standards

70	<u>Ms. Bindergarten Celebrates the 100th Day of Kindergarten</u>	1.B.1a; 15.C.1a
71	100 Agriculturally Related Items	15.C.1a
72	In My Bag, I Have...	6.D.1
73	Comparing 100 Items	6.A.1a; 6.B.1; 6.D.1
74	Weighing 100 Items	7.A.1a; 7.B.1a; 7.b.1b
75	Creative Display for the 100 th Day	3.A.1; 3.B.1b; 15.C.1a; 17.C.1a
76	100 th Day of Agriculture Museum	4.B.1a
77	100 Snowflakes and a Farmer	12.E.1a; 12.E.1b
78	Eating Popcorn	6.A.1a; 6.B.1
79	Illinois Product Brainstorm	4.B.1b
80	Giant Ice Cream Cone	3.A.1; 3.c.1a; 5.A.1b; 15.C.1a; 17.C.1a
81	100 Ice Cream Flavors	10.A.1a
82	Careers in Agriculture	1.B.1d
83	100 Careers in Agriculture	1.C.1b; 3.A.1; 3.B.1b; 3.C.1a; 4.B.1a; 5.A.1b; 5.B.1a; 5.C.1a
84	If I had 100 Dollars, I Would...	3.A.1; 3.B.1b; 3.C.1a
85	100 Ways to Stay Healthy	1.B.1d; 20.A.1a; 22.A.1b; 22.B.1; 23.B.1
86	Dirt	1.B.1d; 7.A.1a
87	100 Pennies	6.B.1
88	Celebrate Abraham Lincoln on 100 Days	3.A.1; 3.B.1b; 16.B.1b(US); 16.B.1(W)
89	What is the Weight of 100 Pennies?	7.A.1a; 7.B.1b
90	What is the Weight of 200 Pennies? 400 Pennies? 600 Pennies?	6.B.1; 7.A.1a; 7.B.1b
91	Heads or Tails?	10.A.1a; 10.B.1b; 10.C.1b
92	<u>One Hundred is Family</u>	6.A.1a

Illinois State Learning Standards		
93	Farm Families	12.A.2a
94	Farm Pictionary	17.C.1a
95	100 Sticky Dots	25.A.1d; 26.B.1d
96	The Five Food Groups	22.A.1b; 23.B.1
97	100 Mini Marshmallows and 100 Toothpicks	15.C.1a; 17.C.1a; 26.B.1d
98	100 Words from Agriculture	3.A.1
99	The Patterns of Agriculture	8.A.1a
100	100 is a Lot!	3.C.1a

You can order Ag Mags through your local county Ag Lit Coordinator or online at www.agintheclassroom.org.

Book Reference

Century Farm: One Hundred Years on a Family Farm - ISBN 1563977109

From Cow to Ice Cream - ISBN 0516207067

Fresh & Fun 100th Day of School - ISBN 0439206308

Henry's 100 Days of Kindergarten - ISBN 9780142407585

Miss Bindergarten Celebrates the 100th Day of Kindergarten - ISBN 0142500054

One Hundred Hungry Ants - ISBN 0395971233

One Hundred is Family - ISBN 078680405X

One Watermelon Seed - ISBN 195407350

Snowflake Bentley - ISBN 0439130484

Wolf's Chicken Stew - ISBN 0399214003

10 Apples Up on Top - ISBN 0394800192

100th Day Worries - ISBN 0439188075

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