Read to the Rhythm

Where books and music meet...

Activities to Complement the 2015 iRead Summer Reading Program:
Table of Contents

Farm it Maybe ............................................................................................................. 3

Making Rain .................................................................................................................. 7

Corn Shakers .............................................................................................................. 8

Making Music With Water ........................................................................................... 9

Three Sisters Harmony Tambourine ........................................................................... 10

Vegetable Instruments ............................................................................................... 11

Take Me Out to the Barnyard ....................................................................................... 12

Grow a Musical Instrument ........................................................................................ 13

All Around the Farm .................................................................................................... 14
Farm it Maybe?

Objective: Students will watch the “Farm it Maybe” video and read the lyrics. They will learn new vocabulary terms and pick out context clues within the text.

Common Core:  
CCSS.ELA-Literacy.CCRA.L.3; RI.3.1; RI.3.8; SL.3.1

Suggested Reading:  
Video: [https://www.youtube.com/watch?v=e3kwdue5XS0](https://www.youtube.com/watch?v=e3kwdue5XS0)

Materials Needed:  
1. Lyrics found on pages 5-6  
2. Access to YouTube to watch the video

Vocabulary Terms:  
Calf: cattle less than one year old  
Cow: a female cow that has given birth to a calf  
Dairy: food group containing milk and milk products  
Hay: grass, clover or alfalfa that is cut, dried and baled, and fed to cattle  
Heifer: female cattle that have not had a calf  
Parlor: a room in or attached to a barn on a modern dairy farm maintained exclusively for the mechanical milking of cows  
Silo: a structure for storing bulk materials. Silos are used in agriculture to store grain or fermented feed known as silage.

Procedure:  
1. Watch the video as a class and give each student a copy of the lyrics. While the students watch the video, they can follow along with the lyrics and find words that are unfamiliar to them. Most of these words are in the vocabulary section.  
2. Have the students apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
3. To extend this activity, complete the dairy lesson found on page 4.  
4. Discuss family farms with the students. Did you know about 97% of all U.S. dairy farms are family-owned and operated? There are about 51,000 dairy farms in the United States. Dairy farmers work hard each day to provide safe, wholesome, nutrient-rich milk to the public, while caring for their animals, land and communities.
Milk and So Much More

Objective: Students will learn about everything found in milk, as well as nutrition, while incorporating language arts, mathematics and science.

Common Core:
Language Arts: CCSS.ELA-Literacy.RI.4.3; RI.4.4; RI.4.5; RF.4.3a
Mathematics: CCSS.Math.Content.4.MD.A.2; 4.MD.B.4

Suggested Reading:

Next Generation Science Standards:
Structure & Properties of Matter: 5-PS1-1; 5-PS1-2; 5-PS1-3; 5-PS1-4

Introduction:
Milk is mostly water but it also contains vitamins, minerals, proteins and tiny droplets of fat suspended in solution. Fats and proteins are sensitive to changes in the surrounding solution (the milk). When you add soap, the weak chemical bonds that hold the proteins in the solution are altered. It becomes a free-for-all! The molecules of protein and fat bend, roll, twist and contort in all directions. The food coloring molecules are bumped and shoved everywhere, providing an easy way to observe all the invisible activity. At the same time, soap molecules combine to form a micelle, or cluster of soap molecules. These micelles distribute the fat in the milk. This rapidly mixing fat and soap causes swirling and churning where a micelle meets a fat droplet. Milk is mostly water and it has surface tension like water. The drops of food coloring floating on the surface tend to stay put. Liquid soap wrecks the surface tension by breaking the cohesive bonds between water molecules and allowing the colors to zing throughout the milk.

Materials Needed:
1. Milk (whole or 2%)
2. Dinner plate
3. Cotton swabs
4. Food coloring (red, yellow, green, blue)
5. Dish-washing soap (Dawn brand works well)

Procedure:
1. Pour enough milk in the dinner plate to completely cover the bottom. Allow the milk to settle. There should be no ripples in the milk before starting this activity.
2. Add one drop of each of the four colors of food coloring - red, yellow, blue, and green to the milk. Keep the drops close together in the center of the plate of milk.
3. Find a clean cotton swab for the next part of the experiment. Predict what will happen when you touch the tip of the cotton swab to the center of the milk. It's important not to stir the mix. Just touch it with the tip of the cotton swab.
4. Now, place a drop of liquid dish soap on the other end of the cotton swab. Place the soapy end of the cotton swab back in the middle of the milk and hold it there for 10 to 15 seconds.
5. Add another drop of soap to the tip of the cotton swab and try it again. Experiment with placing the cotton swab at different places in the milk.
Woke up at quarter to 6
See what the weather predicts
Slip on my really cool kicks
Time to go to work

Made my way to the barn
On my family owned farm
Got some hay in each arm
Gotta get to work

My Crops are growin'
Ripped jeans, knees are showin'
In the parlor, milk’s a flowin’
Where you think you’re going baby

Hey, I just milked you
This cow is crazy
But here’s her udder
So milk her, maybe?

Yeah, I’m a Farm Boy
And here’s my Holstein
It’s just a heifer
It has no baby

Hey, there’s a silo
It’s filled with grain
Food for the cattle
Tastes kind of plain?

And all the other cows
Are getting cranky
So let’s go feed them
Yeah, just maybe

The milk truck comes in the morn
At noon we harvest the corn
At night the new calf is born
And that’s the average day

Wagon’s hitched in the rear
Then I kick it in gear
Yeah, you know it’s John Deere
Cause it’s the farming way
Yeah, flowers growin’
Hot day, sun’s a glowin’
Check out Grandma mowin’
Where does she, think she’s goin’

Hey, I just fed you
These cows are crazy
We fill the bottle
And feed the baby

Yeah, I’m a farm boy
And where’s my tractor
Oh I found it
In the pasture

Hey, drink this milk
It’ll keep ya healthy
And make the farmers
Nice and wealthy

Cause owning a cow
Can be pricey
Just don’t be mean
Treat em’ nicely

I’ve been living on a farm
I love it so much
I love it so much
I love it so, so much

You cannot beat the farmin’ life
I love it so much
Just to letcha’ know that
I love it so, so much

Milk will make your bones
Grow big and strong
That’s how I keep working
All day long

Hey, I just milked you
These cows are crazy
To be a farmer
You can’t be lazy

And all the other farms
Are just as charming
What can I say?
That’s dairy farming

I was born into farm life
I love it so much
I love it so much
I love it so, so much

These cows are my entire life
I love them so much
And you should know that

So farm it, Maybe?
Making Rain

Objective: Students will follow directions, working within a group to make the sounds of a rainstorm. They will also learn more about rain and storms.

Common Core:
CCSS.ELA-Literacy.RI.3.1; RI.3.7; SL.3.1

Suggested Reading:
Video of a choir “making rain”: https://www.youtube.com/watch?v=29qaN0M0o0s
Water Ag Mag: agintheclassroom.org

Procedure:
Arrange children so they are all facing you. Tell them to imitate what you are doing whenever you walk in front of them and have them keep doing it until you come by again doing something else. Each time you begin making a different sound, you will start on one side and then return to the starting point to start the next sound. Tell the children that they will first hear the wind, then drizzle, hard rain, thunder and then the storm as it gradually blows away.

Your sequence of sound-making activities should go like this:

1. Rub your hands together gently.
2. Snap your fingers (for little children clucking with their tongue works also).
3. Slap your hands on your thighs.
4. Keep slapping your hands on thighs and stamp feet.
5. Return to just slapping hands on thighs.
7. Rub hands.
8. Stop all movements.

Lesson Extender:
After reading the suggested books, have a class discussion about water, rain, clouds and storms by reading through the Water Ag Mag. Also check out Ag in the Classroom’s website for water activities such as the water cycle bracelet and water cycle in a bag!
Corn Shakers

Objective: Students will create a musical instrument while learning more about corn and where corn comes from.

Common Core:
CCSS.ELA-Literacy.RI.3.1; RI.3.7

Suggested Reading:
Awesome Agriculture: Corn an A-to-Z Book by Susan Anderson & JoAnne Buggey
Corn Ag Mag: agintheclassroom.org

Materials Needed:
1. Bubble Wrap
2. Red and Yellow Acrylic Paint
3. Paint Brushes
4. Masking Tape
5. Corn Kernels
6. Empty Pringles Containers
7. White Computer Paper
8. School Glue
9. Cookie sheet or Plastic Tray
10. Hot Glue Gun
11. Googley Eyes
12. Sharpie Permanent Marker

Procedure:
1. Roll out the bubble wrap onto the table.
2. Squirt red and yellow paint onto the bubble wrap.
3. Have the students use their paintbrush to paint over the bubble wrap.
4. Take a piece of white computer paper and place over the bubble wrap and press down to transfer the paint to the paper.
5. Once the paint on the paper dries, squirt glue on the back of the white painted paper.
6. Wrap the painted paper around the Pringles can until you feel it’s firmly attached.
7. They can attach the googley eyes and draw a nose and mouth on with the permanent marker.
8. Lastly, they will put the corn kernels in the Pringles can to make music!
9. Once the corn shaker is complete, read through the corn books and the Corn Ag Mag to learn more about all the different types of corn and where they come from.

Adapted from: Sowsproutplay.com
Making Music With Water

Objective: Students will experiment with making their own special music by turning glasses of water into instruments. They will also learn about how water is used in agriculture.

Common Core:  
CCSS.ELA-Literacy.RI.3.1; RI.3.7; SL.3.1

Suggested Reading:  
Water Ag Mag: agintheclassroom.org

Materials Needed:  
1. 5 or more drinking glasses or glass bottles  
2. Water  
3. Wooden stick such as a pencil

Procedure:  
1. Line the glasses up next to each other and fill them with different amounts of water. The first should have just a little water while the last should be almost full. The ones in between should have slightly more than the previous glass.  
2. Hit the glass with the least amount of water and observe the sound. Then, hit the glass with the most water. Which makes the higher sounds?  
3. Hit the other glasses and see what noise they make, see if you can get a tune going by hitting the glasses in a certain order.

Class Discussion:  
Each of the glasses will have a different tone when hit with the pencil. The glass with the most water will have the lowest tone while the glass with the least water will have the highest. Small vibrations are made when you hit the glass. This creates sound waves which travel through the water. More water means slower vibrations and a deeper tone. After discussing why the glasses give different tones, discuss more about water by reading the books provided and the Water Ag Mag.
Three Sisters Harmony Tambourine

Objective: The students will learn that planting a Native American Three Sisters Garden benefits three plants: corn, beans & squash. The corn stalk serves as a pole for the beans, the beans help to add the nitrogen to the soil that the corn needs, and the squash provides a ground cover of shade that helps the soil retain moisture. They will create a tambourine to celebrate their harmony.

Common Core:
CCSS.ELA-Literacy.RI.3.1; RI.3.7; RI.3.8

Suggested Reading:
Corn Ag Mag: agintheclassroom.org
Soybean Ag Mag: agintheclassroom.org
Soil Ag Mag: agintheclassroom.org

Materials Needed:
1. 2 white paper plates
2. Stapler and staples
3. Markers
4. Corn, beans, and squash seeds

Procedure:
1. Have the students staple the two paper plates together leaving an opening to insert the seeds. Once the seeds are inserted, staple the plates closed. The staples need to be close so the seeds do not fall out.
2. Have the students write “Three Sisters Harmony Tambourine” on the plate.
3. Have the students draw pictures of corn, squash, and beans on the plate.
4. Now your tambourine is complete. You may want to plant a Three Sisters Garden at your school or home. You can learn how at http://www.nativetech.org/cornhusk/threesisters.html.
Vegetable Instruments

Objective: The students will use vegetables to create an instrument. Before making the instrument, they will learn about each specialty crop.

Common Core: CCSS.ELA-Literacy.RI.3.1; RI.3.7; RI.3.8

Suggested Reading:
- Specialty Crop Ag Mag: agintheclassroom.org

Materials Needed:
1. Many different varieties of vegetables
2. Needles and thread
3. Knives and/or scissors
4. Any other tool that can be used to make instruments from the vegetables

Procedure:
1. Have the group of students make a plan for their instrument including materials they will need and how the instrument will work (be sure to have them use key terms about sound!)
2. Have the group present their ideas to the teacher before they begin creating their instrument.
3. Have them make their instrument with their group members.
4. The students will play their instruments and write down their observations.
5. Have the students listen to another group play their instruments and make observations.
6. The students will write a one page paper explaining how they created their instruments and what changes (if any) they had to make to their instruments. Here are some sample questions they can use to write about in their one page paper:
   - What type of instrument did your group make?
   - Before you played your instrument, what were your observations? What does it look like?
   - How did you think it would sound?
   - Did you hear different pitches? Why?

Adapted from Kevin Atterberg
“Take Me Out to the Barnyard!”

Take Me Out to the Barnyard (Sung to: “Take Me Out to the Ball Game”)

Take me out to the barnyard
Take me out there right now
Show me the cows, pigs and horses too.
I hear an oink and a neigh and a moo
There are chickens laying their eggs
If they don’t lay, it’s a shame
Oh, it’s one, two, three eggs today,
And I’m glad I came!

Farm Sounds (Sung to: “Wheels on the Bus”)

The cow in the barn goes moo, moo, moo,
Moo, moo, moo. Moo, moo, moo,
Repeat
All around the farm.
The pig in the pen goes oink, oink, oink,…
The hens in the coop go cluck…
The lambs on the hill go baa…
The ducks on the pond go quack…
The geese on the farm go honk…
The turkeys in the pen go gobble…
Grow a Musical Instrument

**Objective:** Students will make a shekere from a gourd to make music while learning about the planting and growth of gourds.

**Background Information:** The shekere is an instrument from Africa made out of a hollow gourd. Outside the gourd is a netting that holds seeds or bead so the instrument makes a wonderful rattling when played. How do you play it? This is the best part of this instrument. It gets to jump between your hands and into the air. Of course, you try to catch it and shake it in the rhythm to your song and that makes for lots of fun.

**Common Core:**
CCSS.ELA-Literacy.RI.3.5; RI.3.7; RL.3.10; W.3.2; W.3.4; W.3.5; W.3.6; W.3.7

**Suggested Reading:**
*Honey...Honey...Lion!* by Jan Brett ISBN-13: 0439891981
Specialty Crop Ag Mag: agintheclassroom.org

**Materials Needed:**
1. Hollow Gourd
2. String
3. Beads

**Procedure:**
1. First, plant the gourd seeds and follow the steps found on “The Garden Helper” [http://www.thegardenhelper.com/gourds.htm](http://www.thegardenhelper.com/gourds.htm). If your school does not have a garden area, then bring in hollow gourds for the students to complete the activity.
2. Before beginning, teach the students the process of planting, growing and taking care of a gourd.
3. Help the students string beads onto pieces of string and attach the string of beads to the gourds.
4. Now it is time to play the shekere! Shake and shimmy the shekere and toss it gently from hand to hand. If the students work in groups, have them shake it and pass it to a classmate. Try playing the gourds to music from Africa.

**Lesson Extender:**
Have the students in groups or as a class research Africa and the shekeres. Find music that they used while they played their shekeres. Lastly, find out why they called them shekeres. Once the students have researched Africa, have them work in groups to write a short paper about Africa and the shekeres. Another writing idea would be to research the process for planting and growing gourds and write the different steps.

Adapted from: Daria Marmaluk-Hajoannou
All Around the Barn

Objective: Students will learn all about the farm, nutrition, music and rhythm.

Common Core:
CCSS.ELA-Literacy.RI.3.5; RI.3.7; W.3.1; W.3.2;

Suggested Reading:
EIEIO: How Old MacDonalad Got His Farm with a Little Help From a Hen by Judy Sierra ISBN-13: 978076363660437

Materials Needed:
1. Scissors
2. Glue
3. Crayons or markers
4. Red paper and white paper (both 8 1/2 x 11)
5. Copy of page 15 for each student

Procedure:
1. Take the red cover sheet and a plain white sheet of paper (both 8 1/2 x 11) and separately hamburger fold each of them.
2. Lay the red cover sheet directly on top of the plain white sheet and cut out the roof shape for the barns.
3. Mark both folds 1 inch from the outer edges.
4. On the red cover page cut up from the top and bottom edge to the marked spot on both sides.
5. On the white folded sheet, start at one of the marked spots and cut out the fold between the two marks. Do not cut into the fold too deeply, just shave it off.
**For the younger student, mark an index card at the 1 inch distance on both sides. The student can then lay the index card on top of the folds to mark the proper distance.
6. Take the red cover sheet and burrito roll it. Place the burrito through the cut out in the white sheet and then open the burrito. Now fold the pages in half to form your barn book.
7. Use page 15 for ideas to complete the barn book.
All Around the Barn

Barn Book Ideas

1. **Alphabet Activities** — Create a page for each letter of the alphabet. Have students find items related to the farm that begin with each letter of the alphabet. Students can illustrate each page by drawing, coloring, writing or gluing pictures of each object.

2. **Seasons** — The farm is busy all year long. Talk about each of the seasons and what might be happening on the farm during that time of year. What crops are harvested in the summer? Which in the fall? When does planting occur? What is the weather like during each of the seasons? Have students dedicate a page for each season. They can color pictures, cut pictures out of a magazine or write about the different seasons.

3. **Planting and Growth** — Things grow on the farm all year long. Complete the Beanie Baby activity (found on IAITC’s website, agintheclassroom.org) to talk about germination. Have students keep a journal of what is happening with their Beanie Baby. Transplant the soybeans after germination and keep a log of the growth process.

4. **Nutrition** — Farmers work hard to feed their animals nutritious meals. They also take special care to make sure the food they produce for human consumption is safe, abundant and affordable. Have the students pick their favorite foods and describe how they come from the farm. What ingredients are used and where did they come from?

5. **Music & Rhythm** — Have the students read EIEIO: How Old MacDonald Got His Farm with a Little Help From a Hen. Have them find the different rhythm’s throughout the story while learning all about the farm. The students will fill in the pages with the different animals from the book with 2-3 facts that they have learned about each.
Illinois Agriculture in the Classroom

1701 Towanda Ave.
Bloomington, IL 61701
Phone: 309-557-3334
Fax: 309-557-2098

www.agintheclassroom.org

Illinois Agriculture in the Classroom Ag Mags are four-page colorful agricultural magazines for kids. They contain information about agriculture, classroom activities, career interviews and bright pictures.

To place your order for this FREE resource, visit www.agintheclassroom.org to find your county contact information.