ILLINOIS LIVESTOCK

Lessons to Explore Illinois Livestock Farming

Created by Illinois Agriculture in the Classroom
When your students think about Illinois agriculture they probably automatically think corn and soybeans. That is the logical response because crops are such a large part of Illinois farming, however Illinois offers a wide array of agricultural commodities. This booklet along with the *Illinois Livestock Ag Mag* will help your students investigate the livestock aspect of Illinois farming. Livestock farming is a vital component in Illinois agriculture, it contributes about a billion dollars to our state’s revenue. The livestock that is covered in this lesson booklet are: beef, dairy, pigs, poultry, sheep and equine.

This booklet is designed with the student audience in mind. These activities are intended to be used in the classroom as supplemental learning material. Each lesson is correlated to the Illinois State Learning Standards and Assessment Framework. The answer sheet for each activity is provided at the end of this booklet.

This booklet covers only a few of the lessons offered relating to livestock farming. Teachers are highly encouraged to visit the IAITC website ([http://www.agintheclassroom.org](http://www.agintheclassroom.org)) to gain more information about additional activities. Also you can follow us on Facebook for up-to-date lesson ideas and workshops ([http://www.facebook.com/#!/agintheclassroom](http://www.facebook.com/#!/agintheclassroom)).

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**Additional Online Resources to Compliment The Illinois Livestock Lesson Booklet**

- American Farm Bureau Federation’s *Conversations on Animal Care*  
- National Cattlemen’s Beef Association’s *Explore Beef*  
  [http://www.explorebeef.org/animalcare.aspx](http://www.explorebeef.org/animalcare.aspx)
- American Egg Board’s *The Good Egg Project*  
  [http://www.goodeggproject.org/from-farm-to-table](http://www.goodeggproject.org/from-farm-to-table)
- American Sheep Industry’s *U.S. Sheep Association*  
- Illinois Farm Bureau’s *Farm Families: Watch Us Grow*  
- Illinois Farmers Feed Us’s *Profile of an Illinois Dairy Farmer*  
  [http://www.farmersfeedus.org/il/dairy/1](http://www.farmersfeedus.org/il/dairy/1)
- Illinois Farmers Feed Us’s *Profile of Illinois Livestock Farmers*  
- Midwest Dairy Association’s *All About Dairy Production*  
- Illinois Pork Producers *Producers, Pigs and Pork*  
- Horsemen’s Council of Illinois’s *Horse Fair Information*  
- Illinois Agriculture in the Classroom’s *YouTube Channel*  
  [http://www.youtube.com/user/IAITC?feature=mhee](http://www.youtube.com/user/IAITC?feature=mhee)

**Join our Channel and get updates and emails about our latest video releases.**
Objective: The purpose of this exercise is to allow students to practice putting events in sequence. Through sequencing each livestock animal from the farm to the dinner plate, students will learn about the processes involved in raising animals for food.

Illinois Assessment Framework: 12.4.03; 12.4.04; 12.4.05

Materials:
- Hole Punch
- Scissors
- Yarn (8 pieces, 6-8 inches each)
- 2 white dessert plates per student
- Glue or Stapler
- Crayons
- Corn kernels (optional)

TEMPLATES for this activity can be found on IAITC’s Website or in the back of this booklet.

Directions:
1. Learn about livestock farming in Illinois by reading IAITC’s Livestock Ag Mag.
2. Give each student one copy of the animal templates, choose between beef, dairy, pigs, or chickens. These templates are available at: www.agintheclassroom.org under “Interest Approaches/Make & Takes.”
3. Instruct students to color each animal drawing and then cut them out. Once they have colored and cut out the drawings, have the students place them in the order so that the final step is to have the food product on the plate.
4. Next have them glue the two plates together leaving a small opening on the bottom. Staples can be used in this step if you would like to avoid waiting for the glue to dry.
5. Have them glue the meat products on the plate. More pictures from magazines or from the students' own drawing could be added to the plate.
6. Next punch a hole on the top and bottom of each remaining drawing except the first step. The first step should only have a hole punched on the top.
7. Have students create a chain by tying the different steps in order ending up with the last step tied to the plate. Smaller students could skip using the plate and glue all the steps in order on a sheet of paper and connect them with arrows.
8. Lastly, have the students place all the items inside their plates. Then, starting with the first step they can slowly pull shapes out and share how their particular animal goes from the farm to the dinner plate.

Note to Educator: It may be helpful to discuss each step of the chain prior to doing this activity. Use this activity for an interest approach or to culminate a livestock or food lesson. Special attention should be given to the the types of feed, care and decisions farmers and ranchers are making for the animals.
Little Joe

Grade Level: 4th grade Social Studies & Reading

Objective: This activity is designed to help students become more familiar with the format of a short reading passage followed by multiple choice questions found on the Illinois Standards Achievement Exam.

Illinois Learning Standards: Reading: 1.B.2b; 1.C.2b; 1.C.2d; 2.A.2b
Assessment Framework: Standard 1B 1.4.09; 1.4.10; 1.4.13; 1.4.14

Suggested Reading Materials:
Little Joe by Sandra Neil Wallace

Additional Reading Materials Related to Beef Cattle:
Amazing Grazing by Cris Peterson
Clover the Calf by Rebecca Anders
Life on a Cattle Farm by Judy Wolfman
Your Calf: A Kid’s Guide to Raising and Showing Beef and Dairy Calves by Heather Smith Thomas

Introduction: This lesson was designed to resemble a short reading passage that could be found on the ISAT test. The lesson has a short excerpt from Sandra Neil Wallace’s book Little Joe. The reading is followed by four short questions laid out in a format similar to the one students will see when taking the ISAT.

Lesson Extender!
1. Have your students pick a breed of beef cattle and create a PowerPoint presentation. Include information about the breed’s history, where it originated from, and any other important information that will help everyone learn more about the breed. A great reference website is hosted by Oklahoma State University and can be found at this link: http://www.ansi.okstate.edu/breeds/cattle/.

Answers Key:
1. (B)  2. (D)  3. (A)  4. (C)
Eli led the calf into his show stall and turned on the fan he and pa’d hung from the ceiling. He hoped it would keep Little Joe cool enough to get his hair growing. He clawed at Little Joe’s underbelly with his fingernails where the red patches were, forcing them to shed. Blue ribbon Angus always had black hair that was think and glossy. He’d have to keep Little Joe inside more during the day and let him out to graze at night so the sun wouldn’t color more clumps red.

Eli turned on the radio dangling from the manger with binder twine so Little Joe could get used to other people’s voices. He’d hear thousands of them at the fair.

“Come on out, son,” Grandpa called.

Eli squinted to block out the sunlight and nearly tripped over the box in front of him.

“Can’t show without a show box,” Grandpa said.

Eli looked down and saw a shiny square box the size of a newborn calf. It was painted bright red. Even though the gold letters were upside down from where he stood, Eli knew they spelled STEGNER.

“Figured your birthday’s comin’ up after the fair and it’s a long ways before Christmas, so it makes sense to give you this early.”

Eli’d seen them at shows before. In catalogs, too. They were expensive. Especially nice ones. This one had leather handles on each end that looked brand-new.

“Go ahead. Open it,” Grandpa urged, swinging the box around on its wheels to face Eli.

Eli unclasped the shiny silver latches and looked inside. There was everything you could imagine in the way of showmanship: Sullivan’s livestock shampoo, clippers and combs and shoe polish to darken Little Joe’s hooves.
1 Where would a reader *most likely* find this passage?

A  A journal.
B  A story book.
C  A science book.
D  A nature magazine.

2 This passage is mostly about —-

A  A box.
B  Grandpa and a box.
C  A boy and his calf.
D  A gift from grandpa.

3 What is the base word for expensive?

A  Expense
B  Ex
C  Sive
D  Expens

4 According to the passage, what should all Blue Ribbon Anguses have?

A  Long tails
B  High heads
C  Shiny black hair
D  White bellies
1. Which term best defines this passage?
   A  Persuasive
   B  Expository
   C  Narrative
   D  Humorous

2. Which literary device is used in the sentence below?
   “Eli looked down and saw a shiny square box the size of a newborn calf.”
   A  Metaphor
   B  Alliteration
   C  Rhyme
   D  Simile

3. Which of these best describes Grandpa?
   A  Proud
   B  Worried
   C  Angry
   D  Determined

4. Which statement summarizes the passage?
   A  It’s Eli’s birthday.
   B  Grandpa’s gift will help Eli get ready for the upcoming fair.
   C  It’s Grandpa’s birthday.
   D  Eli and Grandpa are packing for a long trip.
The Beef Princess of Practical County

Grade Level: 4-6  Reading & Writing

Objective: This activity is designed to make reporting on the summary of a book more interesting and increase retention of material read.

Illinois Learning Standards: Reading: 1.B.2b; 1.C.2b; 1.C.2d; 2.A.2b
Assessment Framework: Standard 1B 1.4.09; 1.4.10; 1.4.13; 1.4.14

Suggested Reading Materials:
The Beef Princess of Practical County by Michelle Houts
AITC Livestock and Beef Ag Mags

Introduction:
Libby Ryan is your typical farm girl from Practical County, Indiana or is she? This year is Libby’s chance to shine at the local fair. The experience is filled with excitement, turmoil and big lifetime decisions. Your students will follow Libby’s journey and learn about the tough decisions that go into raising your own livestock for show or for food. Use the following writing prompts to help your students recall the adventures of Libby Ryan in Practical County, Indiana.

Directions:
After students have completed reading The Beef Princess of Practical County have them select from the following method for recalling the story:

1. Students can make a CD/soundtrack for the movie. Each chapter should contain one or two songs that explains what the characters are going through. Each song selection should have a specific explanation as to why the song is being used.

2. Write a letter to the head of a production company convincing them that The Beef Princess of Practical County should be made into a motion picture. Explain what actors and actresses would be best for each part and explain the personalities, appearances and life experience of each character.

(Continue on to next page)
3. Be a newscaster reporting live from the Practical County Fair. Cover all the events from the fair queen, to the show ring and lastly the sale ring. Interview main characters from the book to be spotlight guest on the local news report.

4. Write an advice column for each of the main characters to address the problems that they are having.

5. Write a diary that one of the story’s main characters might have kept before, during and after the Practical County Fair.

6. Write a different ending to the story.

7. Write a letter to a character in the book.

8. Choose a quote from a character. Write why or why not it would be a good motto to live by.

9. Retell the story from a different character’s point of view.

10. Dress as one of the characters and act out the happening of your favorite part of the book.

**Writing Rubric— Total Points 30**

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<tr>
<td>Focus</td>
<td>Superior focus—Topic is clear from start to finish. Cohesive</td>
<td>Good focus—at times the writing lacks cohesiveness.</td>
<td>Average focus, but at times lack the major ideas of the writing</td>
<td>Poor focus to writing—often you confuse ideas and uses of thoughts.</td>
<td>Focus lacking throughout—too many ideas presented unclearly.</td>
<td>Too many ideas from beginning to end.</td>
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<td></td>
<td>Multiple paragraphs with an introduction and conclusion. All ties together.</td>
<td>Multiple paragraphs with effective intro and closing, but not clearly tied together.</td>
<td>Multiple paragraphs, but lacking transitions to make writing flow.</td>
<td>One—two paragraphs that are extremely well developed.</td>
<td>One paragraph that has flow, but not enough writing to assess understanding.</td>
<td>One paragraph with no transitions or tie to text.</td>
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<td>Support from text presented that makes essay believable. Good examples.</td>
<td>Details are strong throughout paper, but at times some may not be clear</td>
<td>Details presented, but student has not explained them fully enough.</td>
<td>Lacking details to support thesis.</td>
<td>Details do not relate to thesis at all.</td>
<td>Not enough writing or details to assess.</td>
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<td>From beginning to end, a well-written, well-supported paper—Strong thesis maintained throughout.</td>
<td>From beginning throughout most, paper is well-written and well-supported—Thesis established, but not maintained.</td>
<td>From beginning throughout most, there is evidence of support for paper—A general thesis is evident but not well-supported.</td>
<td>Throughout paper, too many undeveloped ideas; thesis is included but is not supported except in a general manner.</td>
<td>Throughout paper, errors hamper flow and ideas; thesis not evident or shifts from opening to end.</td>
<td>Paper is not a well-developed piece of writing; the thesis of the paper is not evident—Nothing supported in paper.</td>
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<td>No major errors; 1 – 2 minor errors</td>
<td>1 – 2 major errors; 3 – 4 minor errors</td>
<td>1 – 2 major errors; 5 – 6 minor errors</td>
<td>3 – 4 major errors; 7 – 8 minor errors</td>
<td>3 – 4 major errors; 9 – 10 minor errors</td>
<td>More than 4 major errors or more than 10 minor errors.</td>
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**Total Points:**
Counting Sheep?

Grade Level: 4-6  Art

Objective: Lesson allows students to learn more about Illinois sheep and the production of wool. Activity gives a hands on experience weaving wool.

Learning Standards: 26.A.2f; 26.B.1d

Suggested Reading Materials:  
A Young Shepherd by Cat Urbigkit  
Little Lamb (Look at Me Books) by L. Rigo  
IAITC’s Sheep Ag Mag (Available Online ONLY) http://www.agintheclassroom.org

Materials:  
Yarn  Tape  Scissors  
Straws (Minimum of 3 per student can go has high as 6 if they can hold them in their hands)

Background:  
The first animals known to have been domesticated as a source of food were sheep in the Middle East. Goats follow soon after, and these two became the standard animals of the nomadic tribes which move all year long with their flocks, guided by the availability of fresh grass. Today in the United States there are flocks of sheep that are managed on ranches and farms and provide meat and wool for farmers to market.

Sheep are usually sheared in early spring before the first lambs arrive. Heavy coats of wool could make eating a chore for newborn lambs. Complete the following activity to get a hands on experience of working with wool.

Additional Sheep Resources:  

American Sheep Industry: http://www.sheepusa.org/
Directions:

1. If you are using drinking straws that have the bendable tops, have students line straws up evenly and cut right above the short top of the bendable part. The bendable part makes it hard to move the yarn down the straw. Some people prefer to use the bendable part as the bottom of the loom, it helps keeping the yarn from slipping off the straw. Optional either way.

2. Next have students determine the length they want their project to be. For example, if they want their project to be a bracelet or a headband. Once they determine the length, have them cut a piece of yarn for each straw but **DOUBLE** the length of their desired project. If a student wants a 6 inch bracelet, the four strings I cut for my four straws would be 12 inches long. Excess is better than not enough.

3. Now run each of the strings of yarn that you just measured and cut through a straw. One fast way to thread the string through the straw is to suck at one end of the straw to bring the yarn up through the straw. When finished each straw should have **ONE** string of yarn running through it. Pull out about 1/4 of an inch of yarn and tape it down around the straw so it can not slip out.

4. Tie the end of the four strings in a knot, leave at least 4 to 5 inches at the bottom.

5. Have students cut a long piece of yarn that is going to serve as the weaving piece. You can use the same yarn color or a different color for a different look. This piece needs to be four times the length of the project. So if we are doing a 6 inch bracelet we would want our weaving piece to be no shorter than 24 inches long. The longer the better. You don’t want them to run out 1/2 way through the project. If it does get cut short you can knot an extra piece onto the original.

6. Tie the weaving string onto the bottom of the first straw with a knot.

7. Now its time to start weaving! Weave the “weaving string” through the straws in an “S” pattern, looping at the end straw. Push the yarn down to the bottom of the straws, but not off the straws. *Yarn doesn’t come completely off the straws until the project is complete.*

5. Once you reach your desired length push the yarn off the straws and shuffling it to the first knot and the end of the strings. Tie a knot on the top and trim off any excess string.
Identify It!

Grade Level: 4-6  Science & Math

Objective: This activity is designed to help students become more familiar with forms of animal identification along with practice addition and subtraction.

Illinois Learning Standards: Reading: 1.B.2b; 1.C.2b; 1.C.2d; 2.A.2b
Assessment Framework: 1B 1.4.09; 1.4.10; 1.4.13; 1.4.14

Suggested Reading Materials:
Little Joe by Sandra Neil Wallace
AITC Livestock, Beef and Pork Ag Mags

Introduction:
Farmers and ranchers use a number of ways to identify their animals. For example, you may have seen cattle that have been branded to show what farm or ranch they belong to or you may have seen numbered, plastic tags in their ears. You could also have seen ear notches in pigs or lip tattoos in horses. Whatever the method or the species of farm animal, identification is an important part to running a successful farm or ranch.

Farm animals need to be identified for several reasons. In earlier times identification was important for being able to claim ownership of the animal. In these times, animals roamed open lands to graze for food and by branding the animal there was no question to which farmer the animal belonged. Today, animal identification plays an important role in everyday farm life. Identification allows farmers the ability to observe each animal very closely when it comes to their growth, weight gain, offspring and even how much feed they are eating.

Read the Livestock and Beef Ag Mags and discuss the reasons farmers identify their animals. Further research can be done of the following listed resources. On completion of discussion on animal identification have students complete the Ear Tag activity and the Branding activity.

Additional Research Resources:
Dairy Cattle: http://www.youtube.com/watch?v=P5D_HI1r0uQ&feature=player_embedded
http://www.4-h.org/WorkArea/DownloadAsset.aspx?id=3639&libID=3634
Beef Cattle: http://www.thebeefsite.com/articles/1005/some-ways-to-identify-beef-cattle
Pigs: http://informedfarmers.com/pig-ident-on-farm-mgement/
Sheep and Goats: www.uky.edu/Ag/AnimalSciences/pubs/asc130.pdf
Materials:
- Permanent markers
- Colored pencils
- Regular hole punch
- 300 grit sandpaper
- #6 plastic (example: clear take out containers or the tops off of bakery cookies).

If you don’t want to collect recyclable plastic you can purchase Shrinky Dink Plastic sheets from hobby stores. They come in 50 sheet packets for about $7.00.
- Oven or a toaster oven if you want the students to see the plastic shrink and harden.
- Cookie sheet (non-insulated) covered with aluminum foil or parchment paper. Or just a tray made from aluminum foil.
- Scissors to cut the plastic
- Tongs to pick up and move hot plastic

Directions:
Please note that the following instructions are for using #6 plastic, if you purchase the Shrinky Dink sheets please follow the directions on the package. Also please note it is important to use only #6 recyclable plastic because other plastics can admit fumes when heated.

1. Obtain a piece of #6 plastic (polystyrene). Most clear containers at salad bars, delis, and grocery stores will work. Just flip it over and look for a “6” inside the recycling arrows.
2. Cut any excess plastic away to make a flat sheet (use both the top and the bottom), and recycle the excess. If coloring with coloring pencils (highly recommended because their colors don’t run) you must sand the plastic lightly for the pencil to adhere to the plastic. Sand enough to make the plastic look cloudy.
3. Now draw or trace your ear tag image onto the plastic using permanent markers. Remember to include the numbers that go on your ear tag, your birthdate would be a good number. The total image will shrink to about a third of its original size, and five or six times its original thickness. (Teachers this makes a great measuring exercise! Measure before and after, and figure how much the ear tag has changed.)
4. Pre-heat your oven or toaster oven to 350,” and place a rack in the lowest position. Create a “tray” out of the aluminum foil by bending up the sides. Technically, you could cover a baking sheet with foil, but the thinner surface allows for more direct heat and quicker shrinking.
5. Place your art in the tray, then use the tongs or an oven mitt to place the foil on the bottom rack.
6. For the first minute your art will curl up all crazy-like, but soon, it will flatten itself out. If you have an oven door through which you can see, then just keep an eye on it. If your door is solid, open it just slightly (as you would do when broiling) after 90 seconds. Total time for a large piece (5-6″ starting size) will be about 3 1/2 minutes. Smaller pieces will be much less.
7. Using the tongs or oven mitt, remove the tray. At this point, it’s still pliable, so if you want to flatten it more, or add waves or bend the corners, do so CAREFULLY within the first ten seconds.
Marvelous Moo

**Grade Level:** 4-6 Science

**Objective:** This activity is designed to help students visualize that cattle provide more to society than just meat. This lesson will spark students’ interest to investigate all by-products that come from the cow.

**Illinois Learning Standards:** 12.A.2a; 12.a.3b;  
**Assessment Framework:** 12.4.01; 12.04.02; 12.4.03; 12.4.13

**Suggested Reading Materials:**
*Life on Cattle Farm (Life on Farm)* by Judy Wolfman  
AITC Livestock and Beef Ag Mags

**Introduction:**
Cows are amazing animals! Depending on their breed they supply us with meat and milk. In this lesson, students will investigate and learn that cattle also provide us with several everyday items that we would never imagine came from a cow. Examples of things your students may not have known come from a cow are: adhesives, fertilizer or even chewing gum. Continue on to learn all the amazing things that we get from a cow!

**Materials:**
Markers  Magazines  Glue  Scissors  
White Paper plate for each student or group  
Black chenille stick (1/2 stick for each student)  
Marvelous Moo art template  
List of by-products found from a cow

**Directions:**
1. Have students cut out all the template parts to their Marvelous Moo and sit them aside.
2. Next have them cut their chenille stick in 1/2. The first half can serve as the horns and the second 1/2 will serve as the tail.

(Continue on next page)
3. Next, have them fold the paper plate in 1/2 (taco style). Before gluing the plate closed place the feet, tail and udder on the inside lip of the paper plate and glue them in place. This will allow for the Marvelous Moo to be two sided.

4. Once the legs, tail and udder are in place, have the student glue the plate shut.

5. Now its time to place the head. The head is designed to fold over the chenille stick (horns) and glue to both sides of the body (paper plate).

6. Lastly, glue the ear tag onto one of the ears. Students can put their birth month and date on the tag to identify their cow since this is one of the many ways farmers identify their cows.

**Finishing Marvelous Moo**

**Option One:**
Have students collect pictures of many different products made from cows and make a collage on the body of their Marvelous Moo.

**Option Two:**
Have student create labels and try to put the names of the products on the correct body parts of their Marvelous Moo. Example might be adhesive (glue) attached close to the hooves.

**Option Three:**
Combine option one and two. Have one side of the Marvelous Moo a collage and the other side contain labels of products made from the cow.

**Note to Educator:** There are several variations to which your students can use Marvelous Moo. If you would like it to be more of a class project, trace a large cow on paper to put on a bulletin board and label all the products on the board or bring in examples.
Marvelous Moo

By-Products That Come From a Cow!!

Here is a list of products made from a cow! See if you can add more to the list!

Brain
Medicines
Anti-aging crèmes

Bones
Glass
Charcoal
Fertilizer

Blood
Imitation Eggs
Dyes and Inks
Minerals

Hair
Air Filters
Brushes
Felt

Hide
Gelatin
Emery Boards
Wallpaper Adhesives
Candy and Confectionaries

Hooves and Horns
Plastic
Pet Food
Photo Film
Shampoo and Conditioner
Plywood

Manure
Fertilizer
Energy

Internal Organs

Instrument Strings
Tennis Racquet Strings
Hormones
Enzymes
Vitamins

Fat
Chewing Gum
Candles
Detergents
Fabric softener
Perfume
Pet food
Crayons
Paint
Cement
Fireworks
Antifreeze
Linoleum
Rubber

Milk
Plastic
Cosmetics
Medicines

Can you think of any more?
Here a Chick, there a Chick!

Grade Level: 4-6 Science & Math

Objective: This activity is designed to help students learn the basic anatomy of a chicken.

Illinois Learning Standards: Reading: 12.A.2a; 12.a.3b; Assessment Framework: 12.4.01; 12.04.02; 12.4.03; 12.4.13

Introduction: Nothing says spring better than bright yellow baby chicks and tie-dyed eggs. But do you know the reason behind their connection to the spring season? Egg-laying productivity is directly related to the hours of daylight. Traditionally, the longer days of spring encourage more eggs laid and more new chicks hatched. Americans consume on average 250 eggs per person per year. Eggs have about 70 calories each and are rich in nutrients with almost every essential vitamin and mineral needed by humans. There are three consumer grades for eggs: U.S. Grade AA, A, and B. Most eggs in grocery stores are U.S. Grade A.

So, with all the choices, what is the difference? The color of the egg shell is determined by the breed of the hen. Nutrient levels are not significantly different in white and brown shell eggs. There are many types of housing for chickens such as cage, cage free, or free range. The goal of all producers is food safety and reducing the incidence of pathogens like salmonella.

Consider these other facts about chickens and eggs:
- A female chicken raised for eggs is called a laying hen.
- Only fertilized eggs will hatch.
- About 6.1 billion dozen eggs are produced each year in the United States.
- Illinois is ranked 25th in the nation for egg production.
- Most eggs produced today will be at the grocery store within 72 hours.
- Each year, a person will eat approximately 250 eggs.
- Eggs contain one of the highest quality food proteins known.

Facts provided by the University of Illinois Extension

Directions:
Pin the chicken template on a bulletin board or wall and have students play pin the feather on the chicken. You can play the traditional way of “pin the tail on the donkey” or you can just label each part of the chicken and discuss its function.
Interest Approaches!
Beef
Dairy
Swine
Poultry
A Horse is A Horse of Course....

**Activity:** Foot print horse

**Materials:**
- Construction Paper— White, Brown, Black, or Yellow
- Yarn— Black, Brown, or Yellow
- Glue
- Scissors
- Markers or crayons
- Glue on google eyes (optional)

**Directions:**
1. Have each student choose the color construction paper they want their horse to be and then have them trace and cut out their footprint (shoe on works best). Have students trace their foot on the side of the paper so the remaining scraps can be used to make the neck and the ears.

2. Next, have students cut out the ears and neck from the templates provided.

3. Glue the horse’s head onto the narrow part of the neck and then attach the ears to the top of the horse’s head. Part of the bottom of the neck may hang over the bottom. Trim off any excess.

4. Now have students draw in nostrils and eyes (or glue on eyes). With a sheet of white paper have the students design a face marking for their horse. Have them cut the marking out and then glue onto the horse’s face. Samples of markings can be seen on the front of the Horse Ag Mag or by looking them up on the American Quarter Horse Association’s website.

5. Last step is to glue on the yarn to make a foretop and a mane for the horse. Taking 10 inch pieces of string, looping them back and forth. Then, tie a knot at one end which is much faster than gluing one strand at a time.
Pin the Feather on the Hen!
Marvelous Moo

Udder

Ear Tag

Moo

Head

Front Legs

Back Legs