



ILLINOIS

Ag in the Classroom

Get-A-Grant Workshop!



For Today...

- Book Grant Information
 - Books by category and lesson ideas
 - Previous Recipients
- Project Grant Information
 - Previous Recipients
- Add questions to Q&A box, time at end to answer






Book Grant

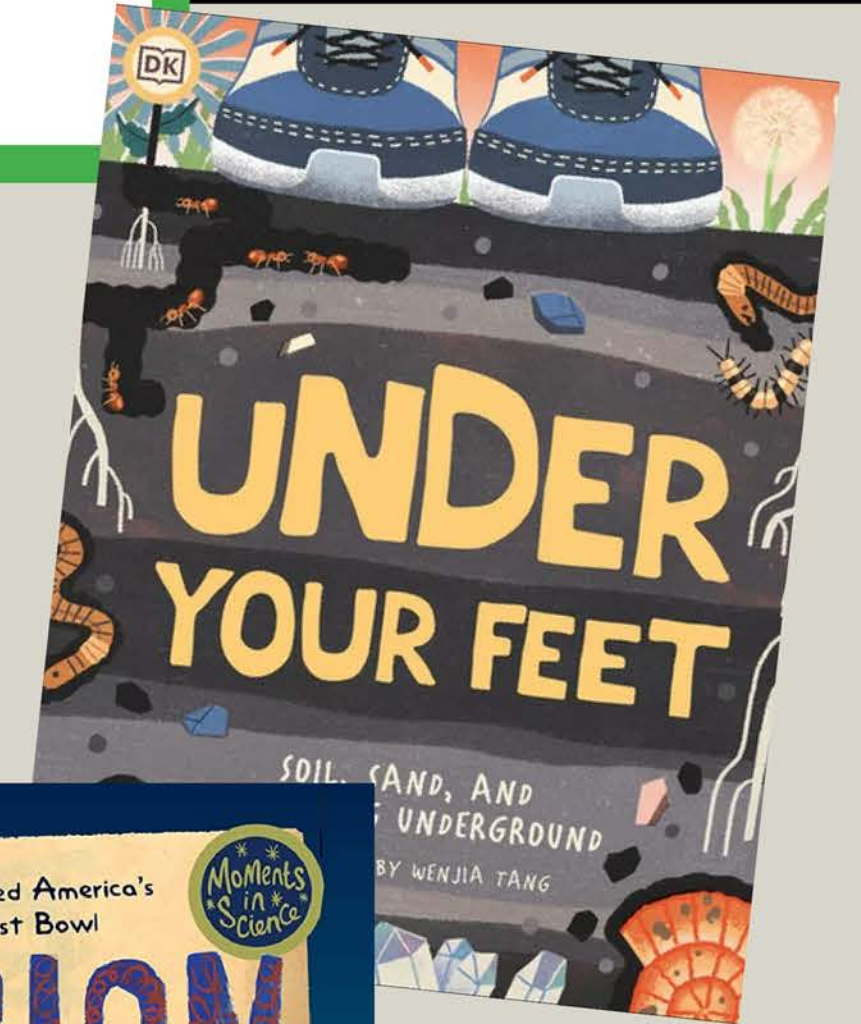
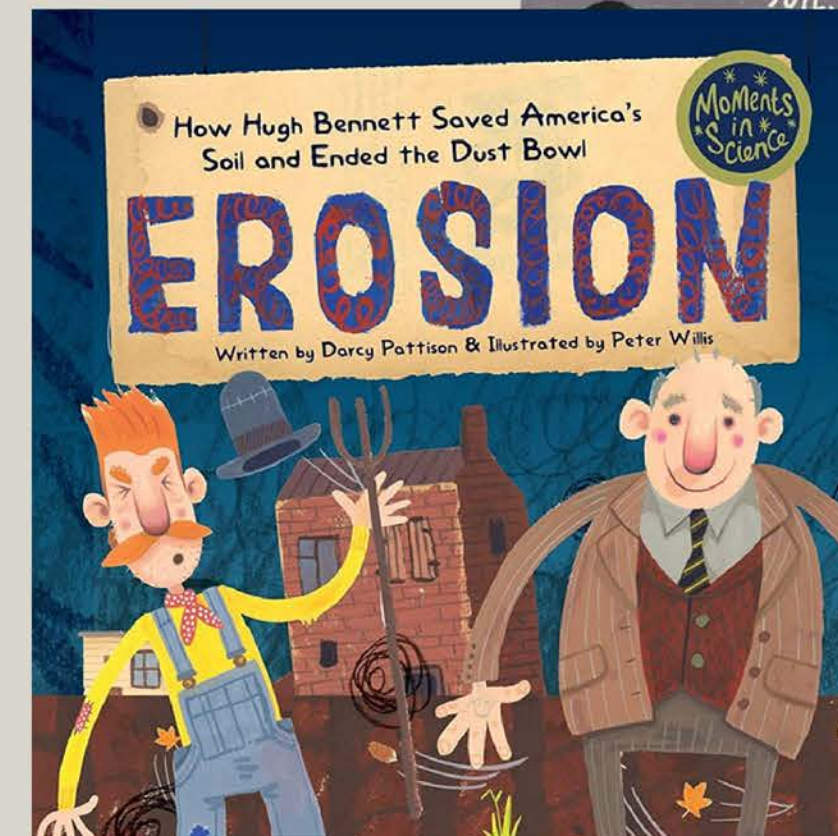
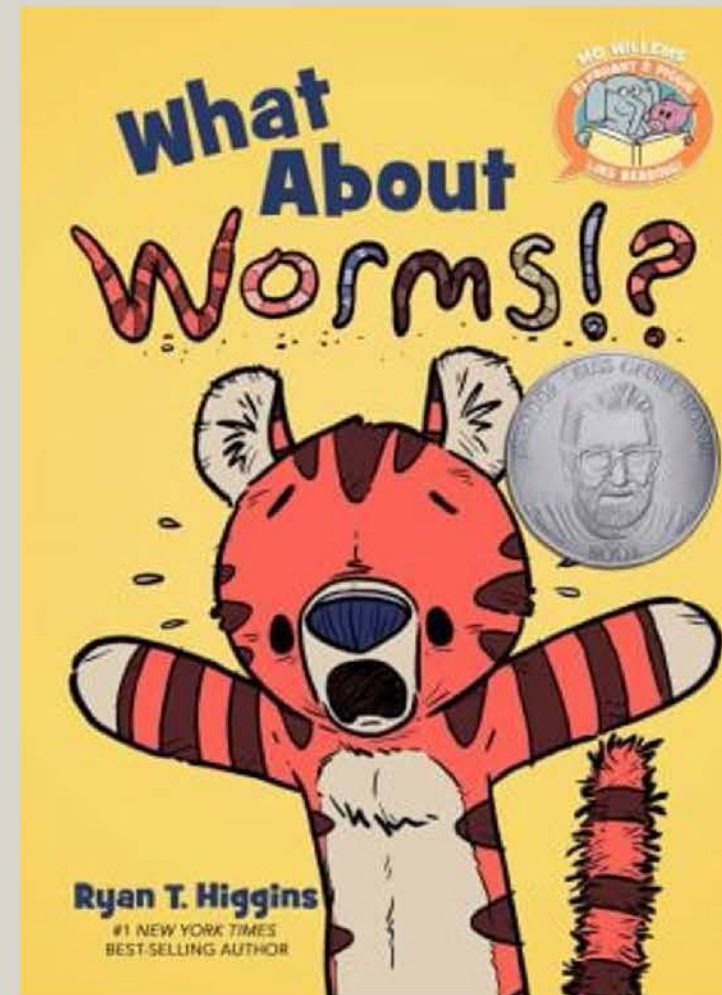
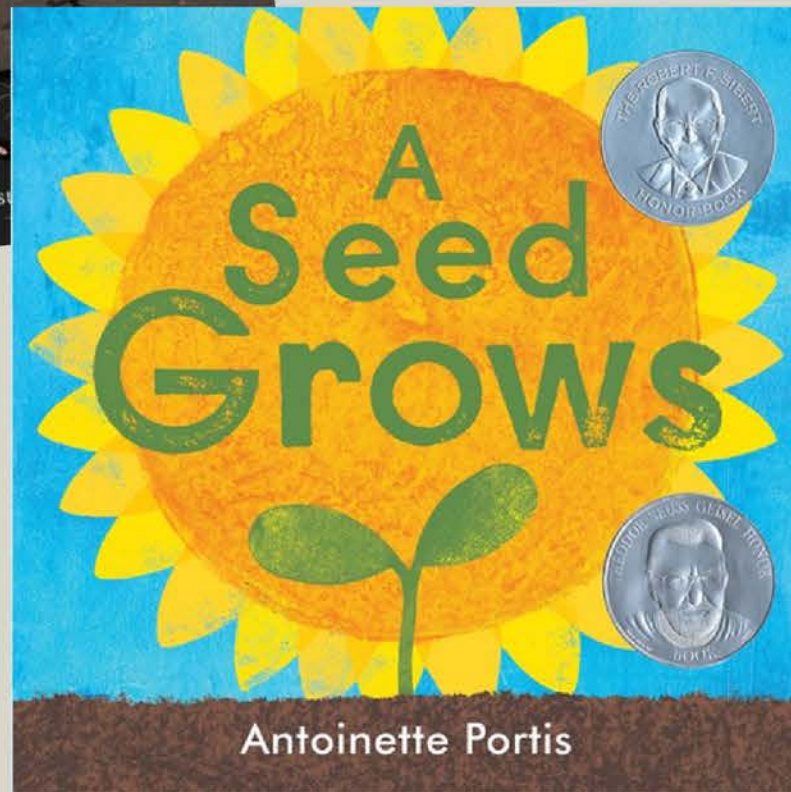
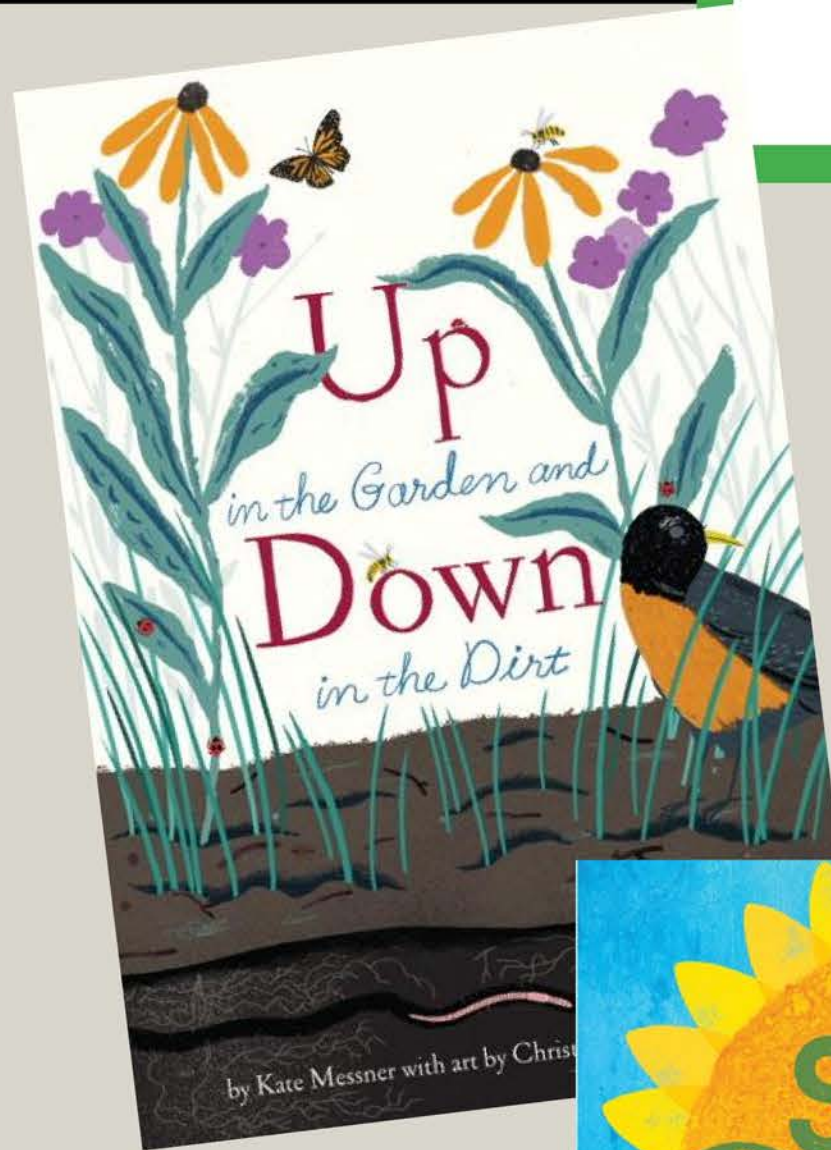
The purpose is to integrate agriculture into your spring classroom curriculum with the use of literature! The books you choose should be incorporated into a project, lesson, or unit study.

- Amount: Up to \$250
- Application:
<http://iaitc.co/bookgrants>
- Application Deadline: October 20, 2023
- Grant Recipients notified on November 10, 2023
- Funding Agreement completed and signed by December 8, 2023
- Final Report due May 31, 2024

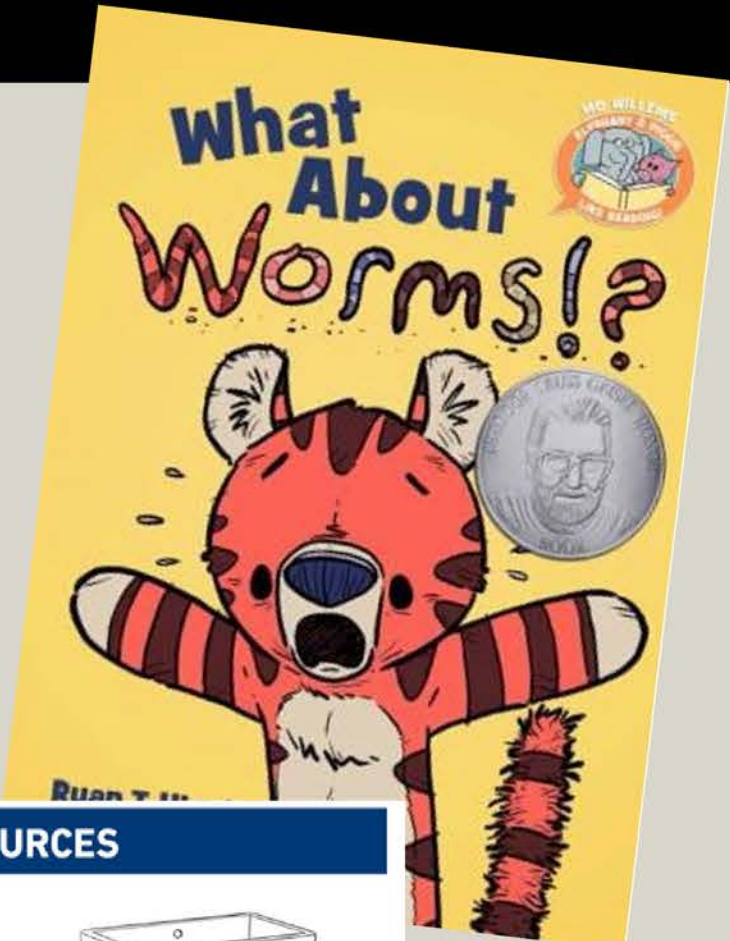
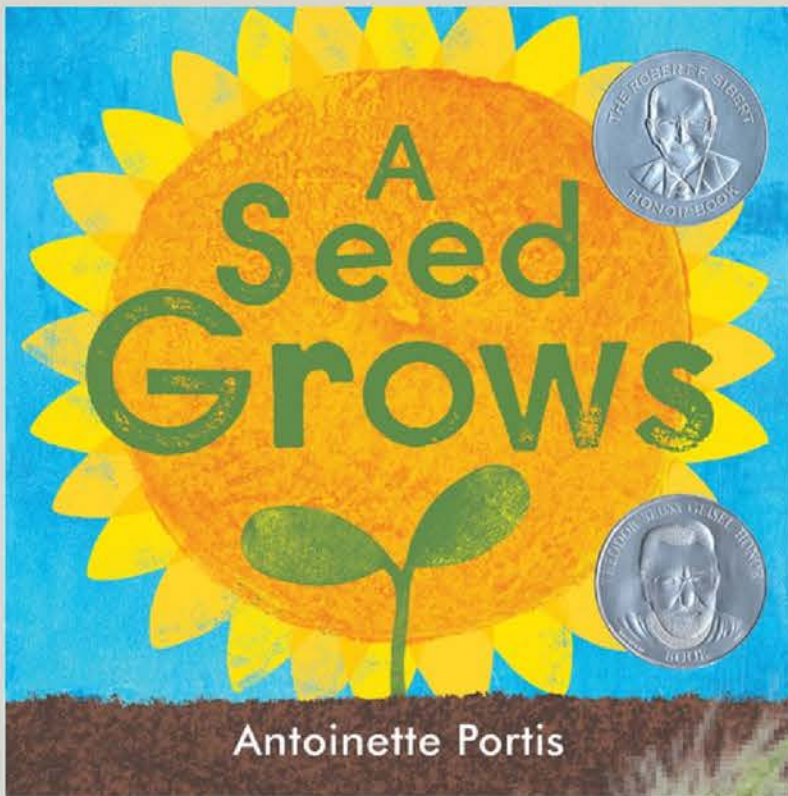
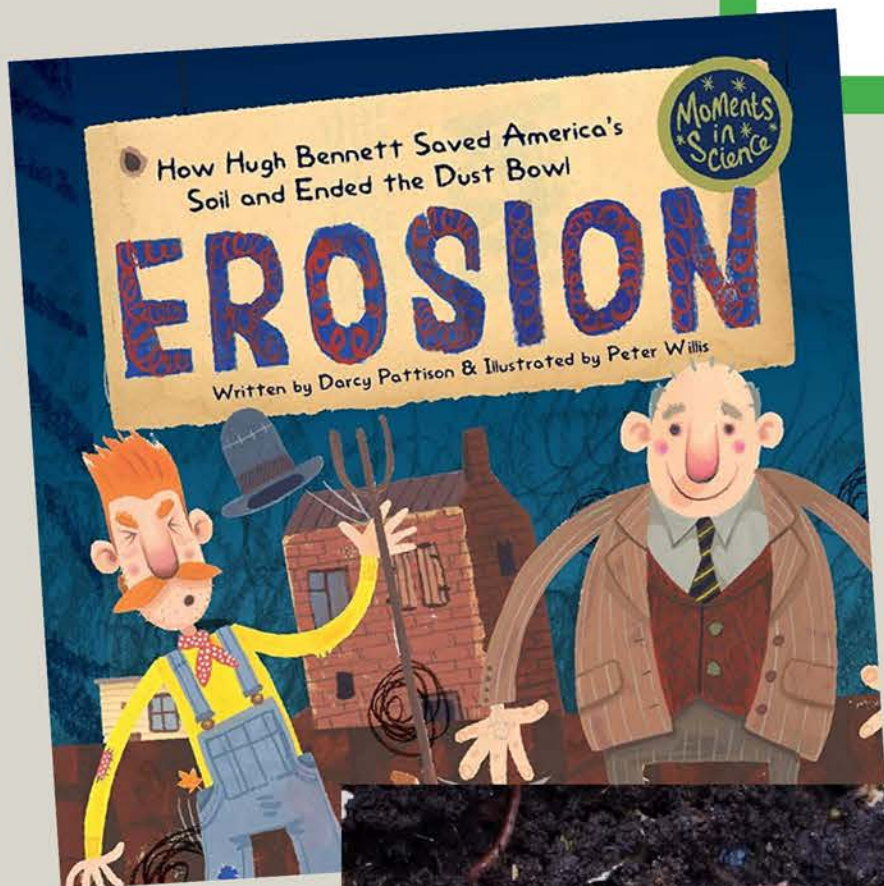
5 Categories to choose from:
Soil, Life on the Farm, Celebrating Diverse Foods and Families, Graphic Novels, Chapter Books



Soil



Soil



This simulator shows the difference in erosion between...

a field of bare soil & a field planted with cover crops

Illinois AGRICULTURE in the Classroom™

TEACHER RESOURCES

HOLLS FOR VENTILATION
1" drilled holes
Top, 2 sides of the first bin

HOLLS FOR DRAINAGE
1/8" drilled holes
Bottom of the first bin

HOLE FOR COOLER DRAIN
1" drilled hole
Bottom edge, 1 side of the second bin

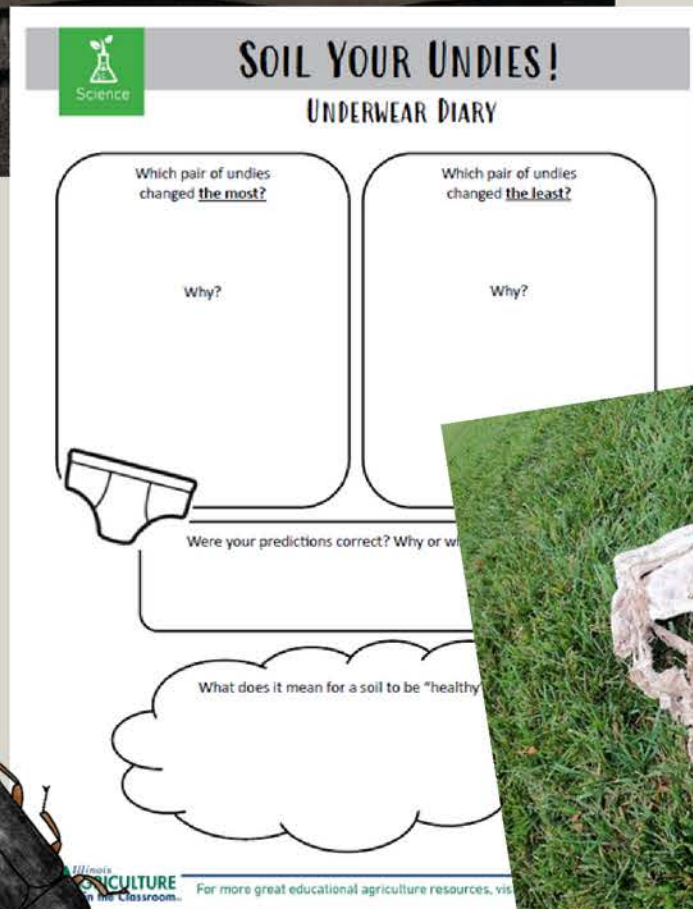
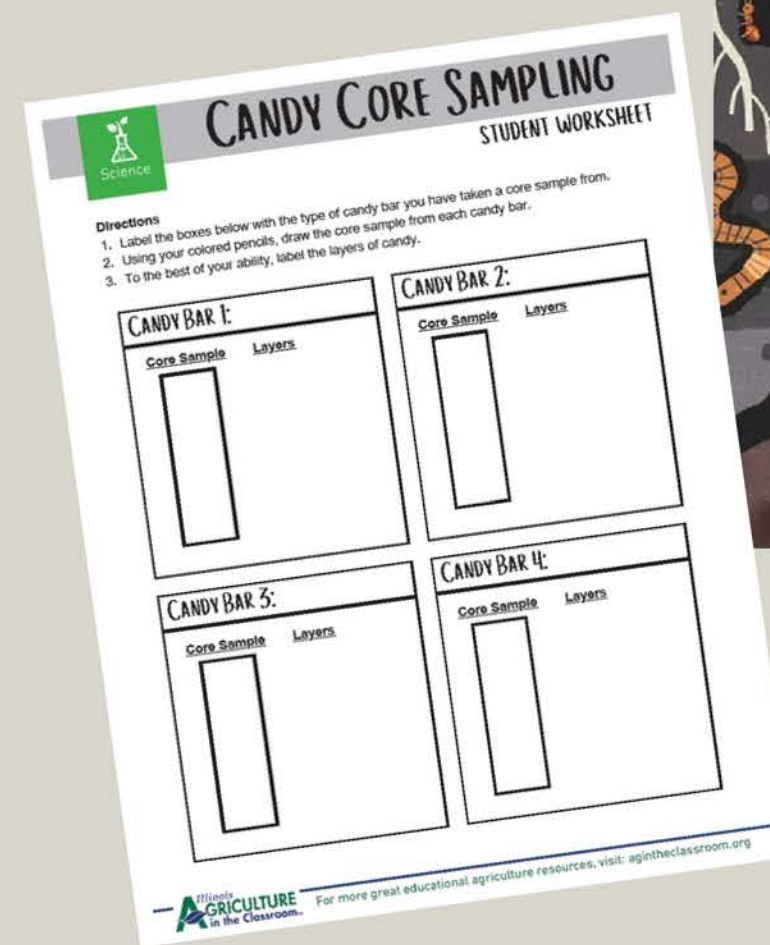
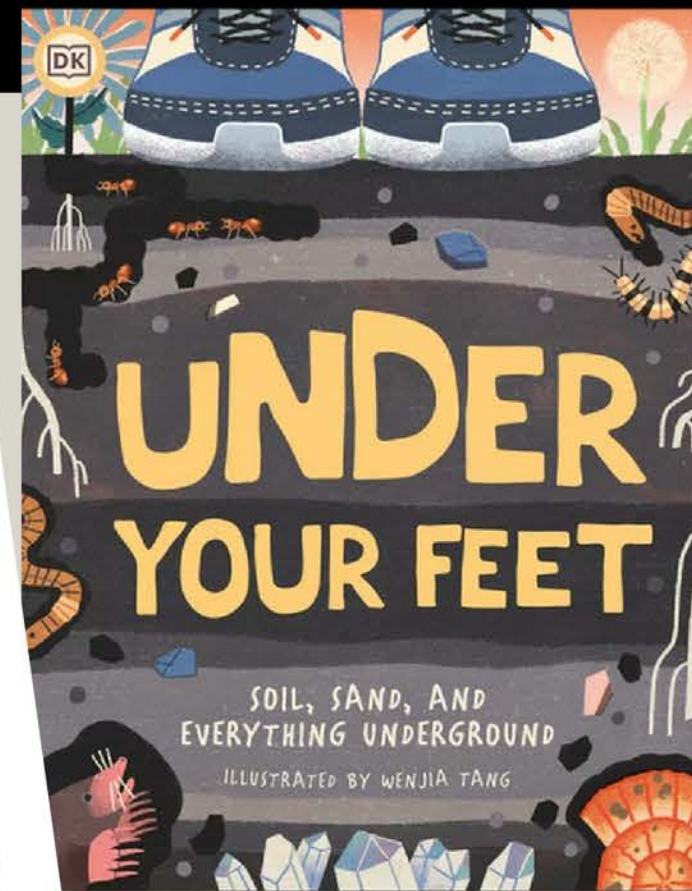
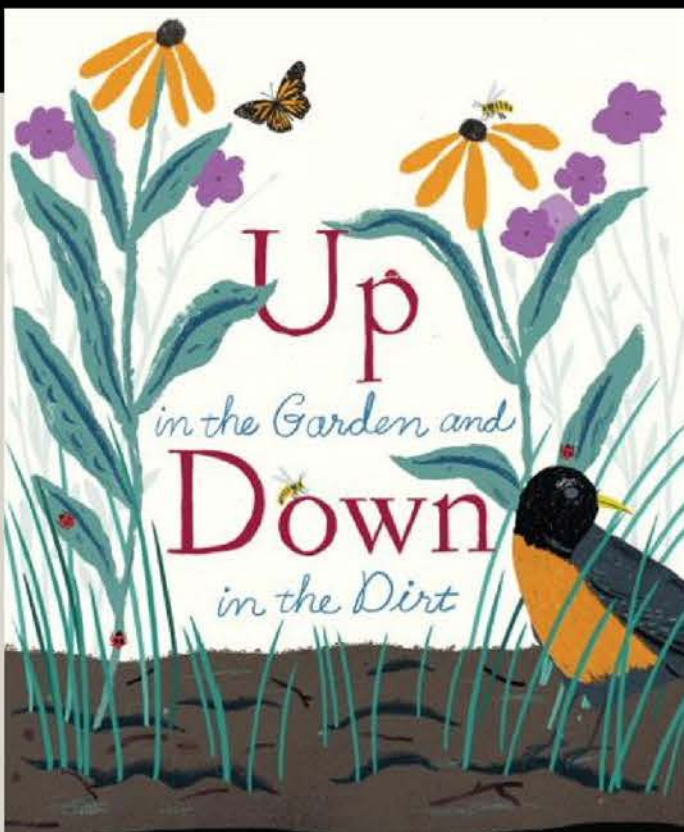
ASSEMBLY
Secure the cooler drain in the hole drilled at the bottom of the second bin. Then, place the first bin into the second bin.

Your vermicomposter is ready for its materials and tenants!

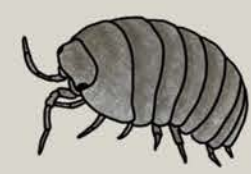
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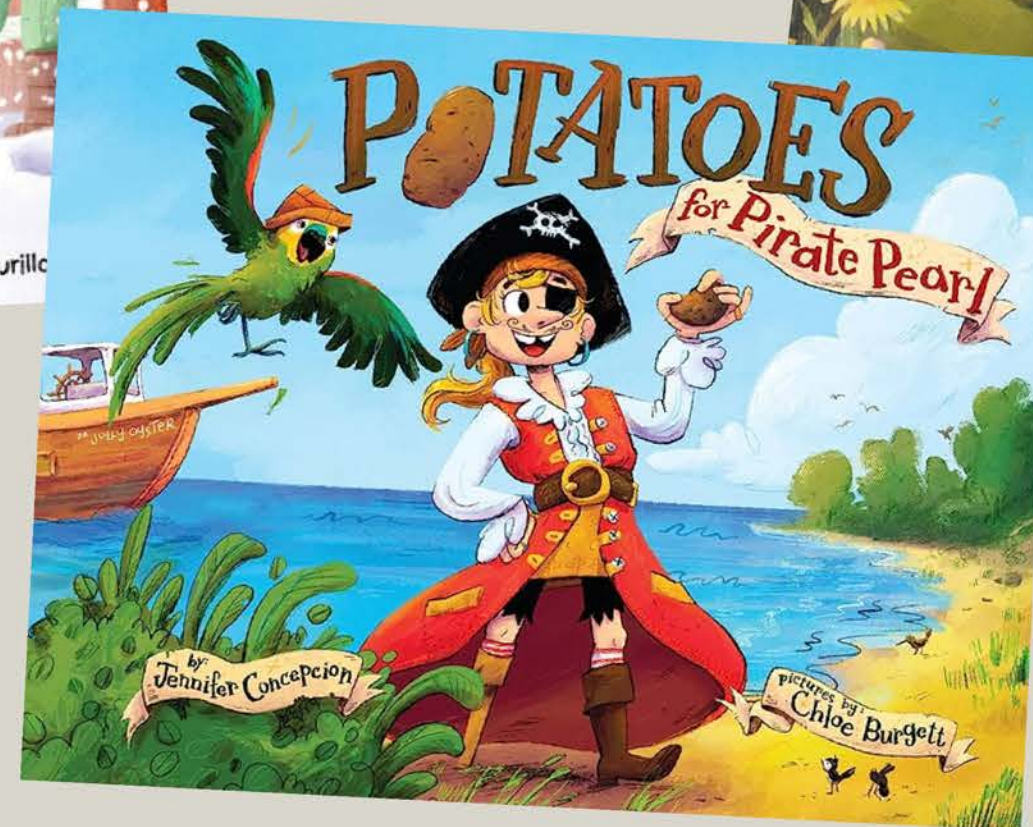
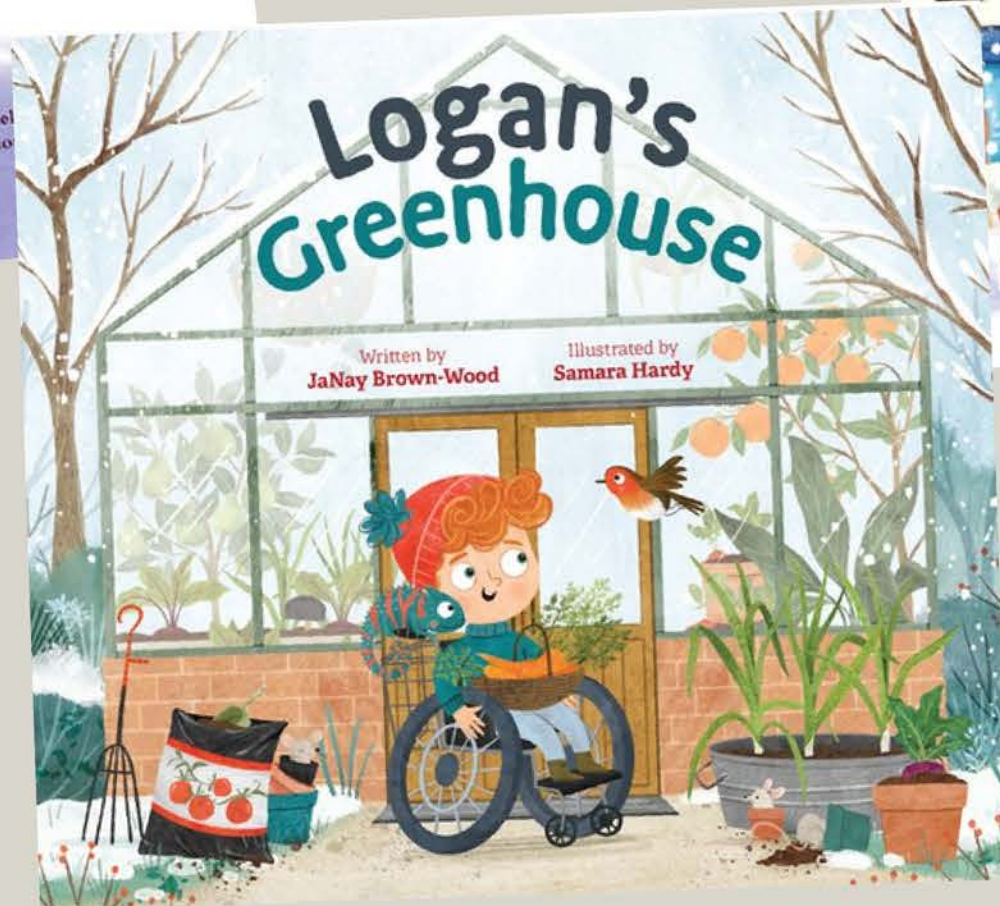
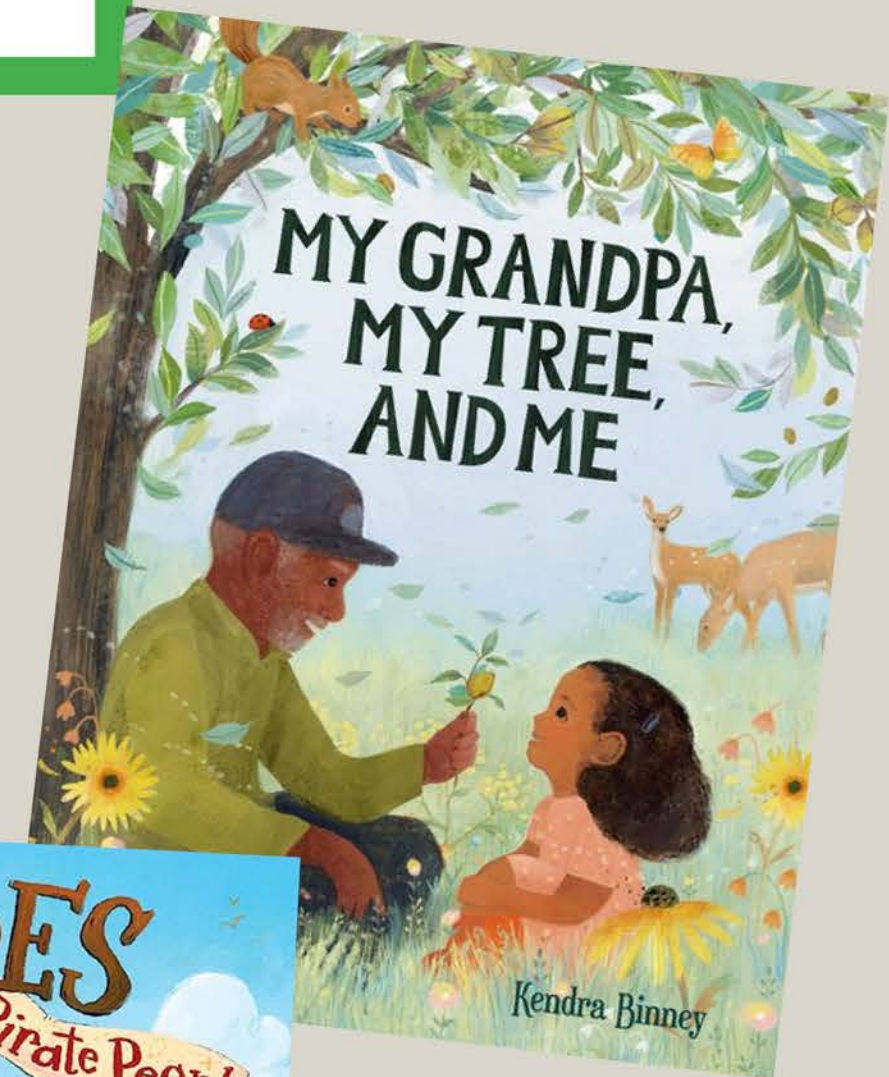
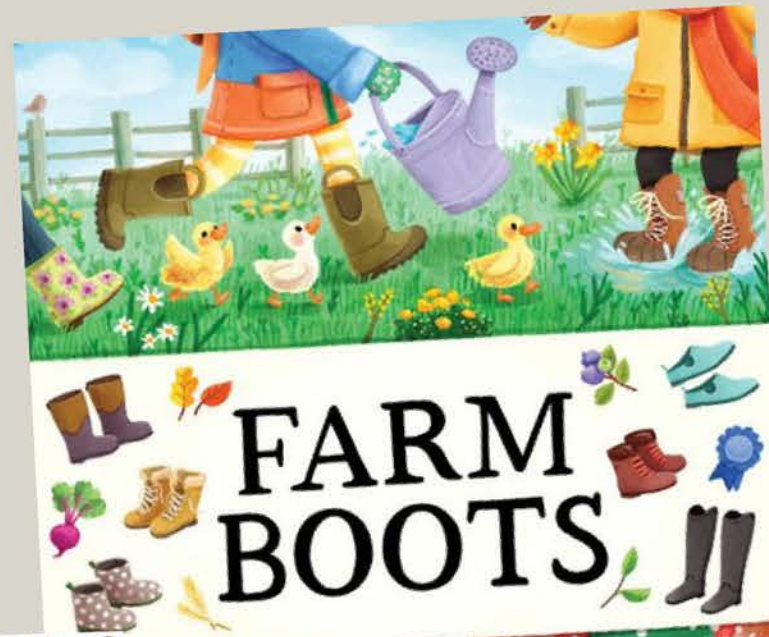
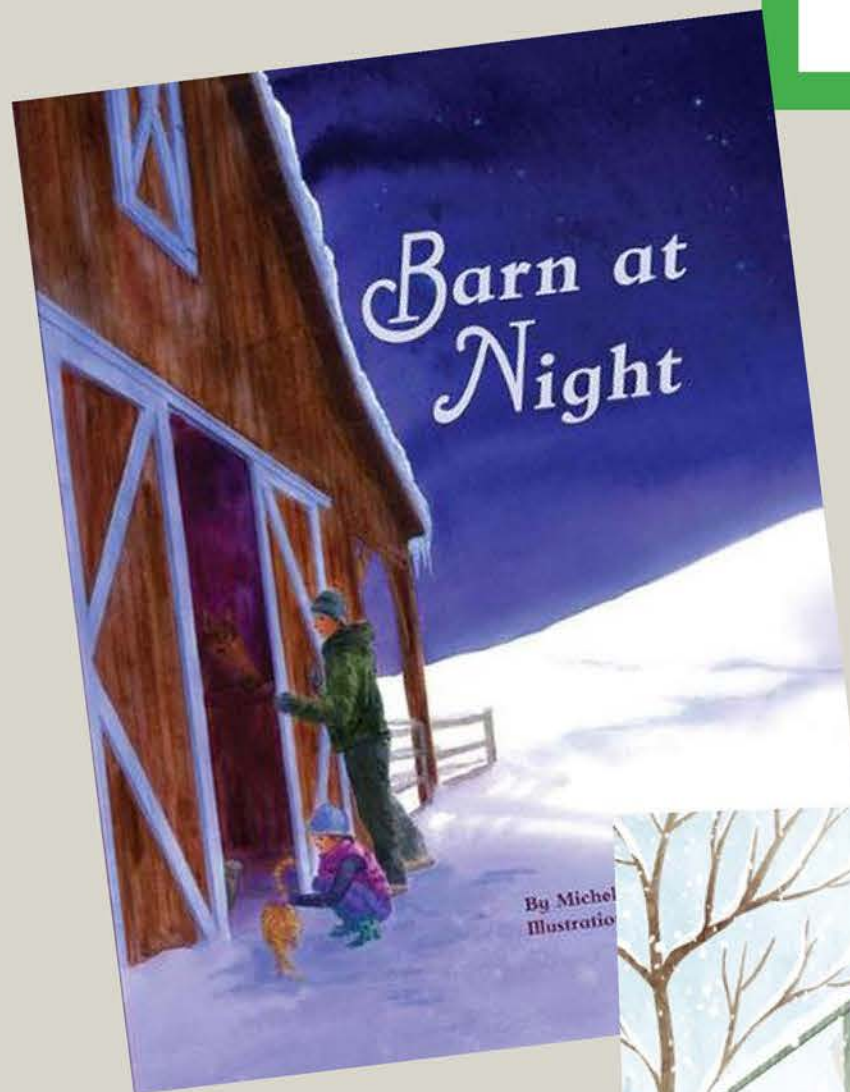
Soil



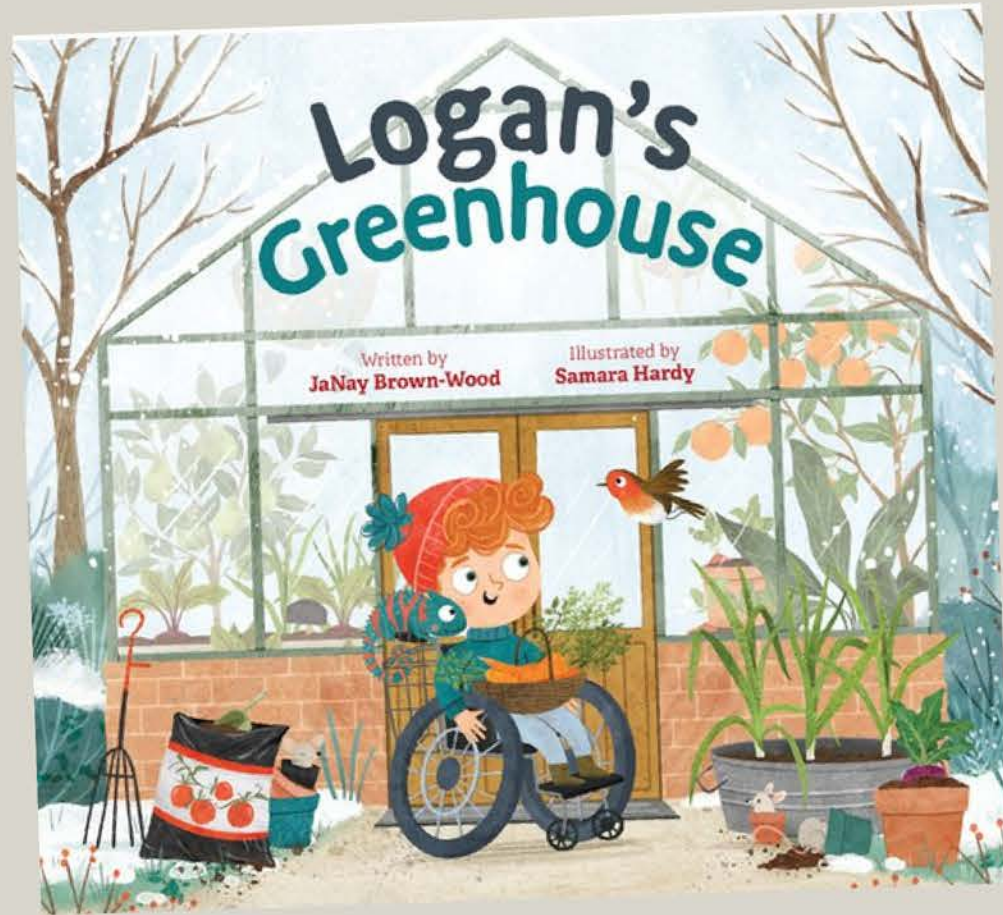
soils4teachers.org



Life on the Farm

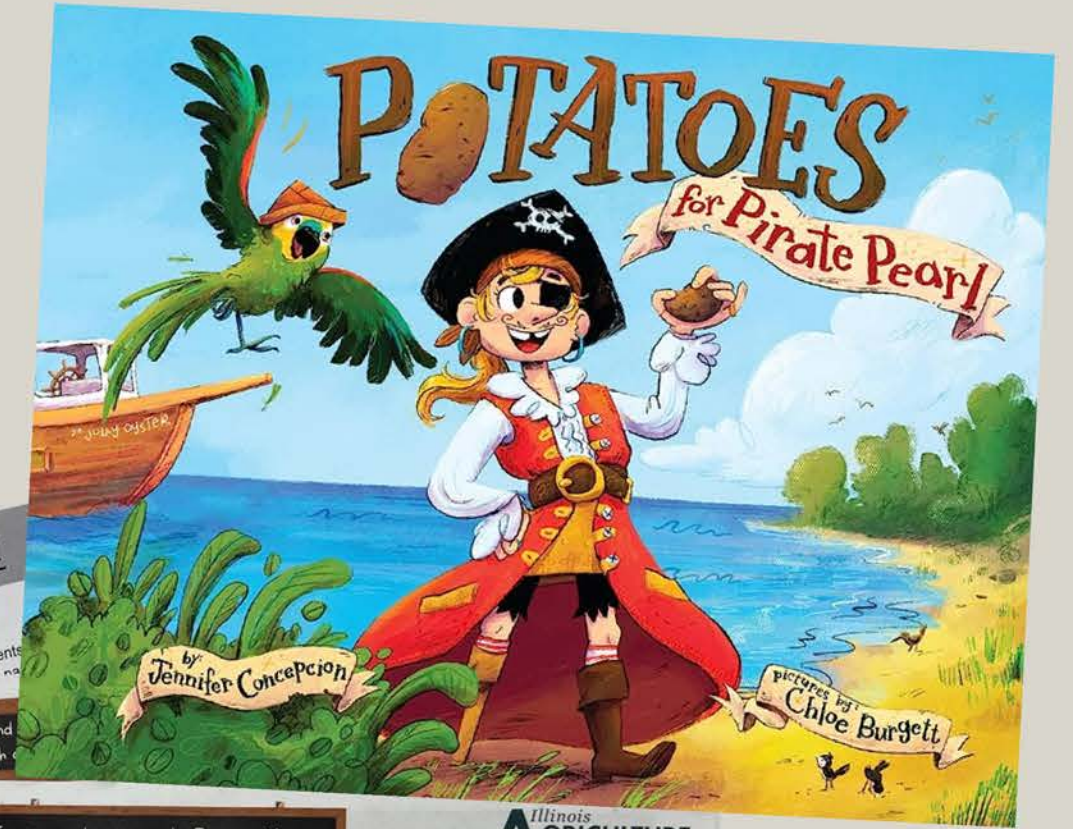


Life on the Farm



root

leaf



PEACH



PLANT PARTS LOGIC PUZZLE

Grade Level: 3-8
Length of Lesson: 30 minutes
Objective: By the end of this lesson, students will have a better understanding of plant parts and which parts we eat.
Materials Needed: Scissors, Glue or Tape, Copies of sheets.Standard: NGSS 3-LS3-1.

Cut out the plant part labels on the next page and glue them onto the shopping bag below according to which part we eat. Each bag should contain one of each part.

Time to go shopping at the Farmers Market and put your knowledge to the test!

Arrange the Vegetable Cards into the shopping bag below so that "like" plant parts are touching each other (i.e. - stems touching stems, roots touching roots).

artichoke	asparagus
carrot	cauliflower
corn	cucumber
kale	lettuce
pumpkin	radish

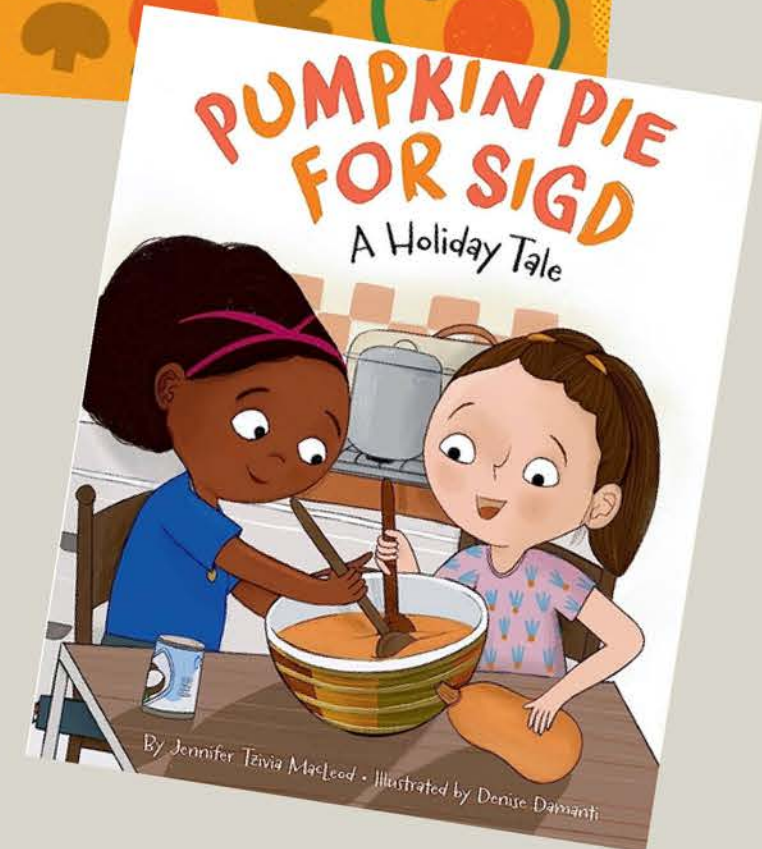
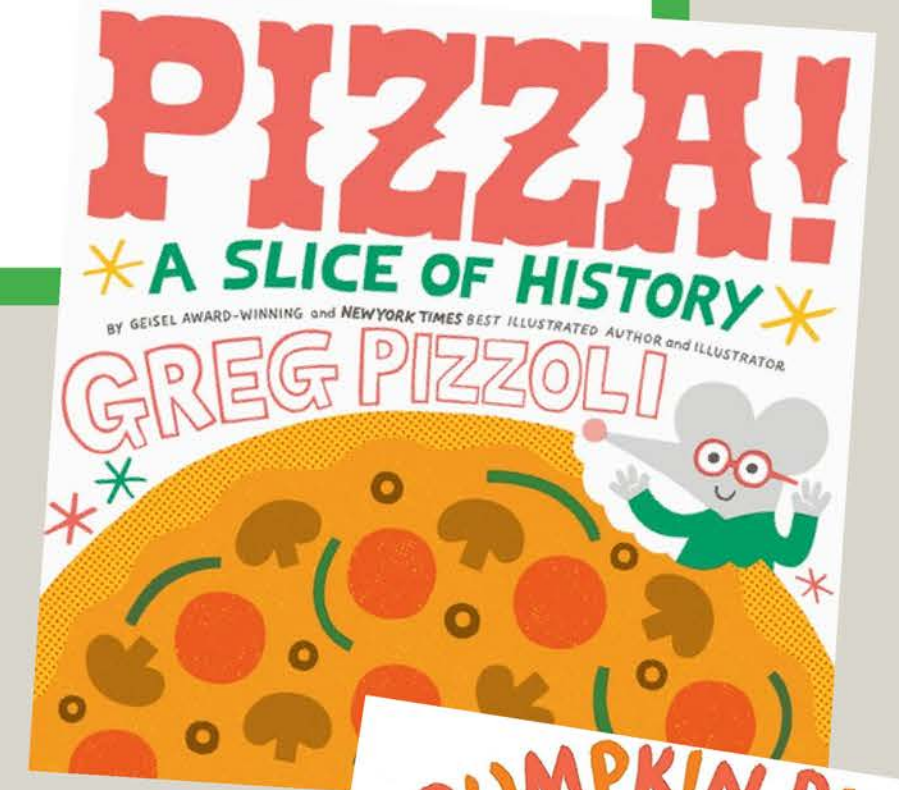
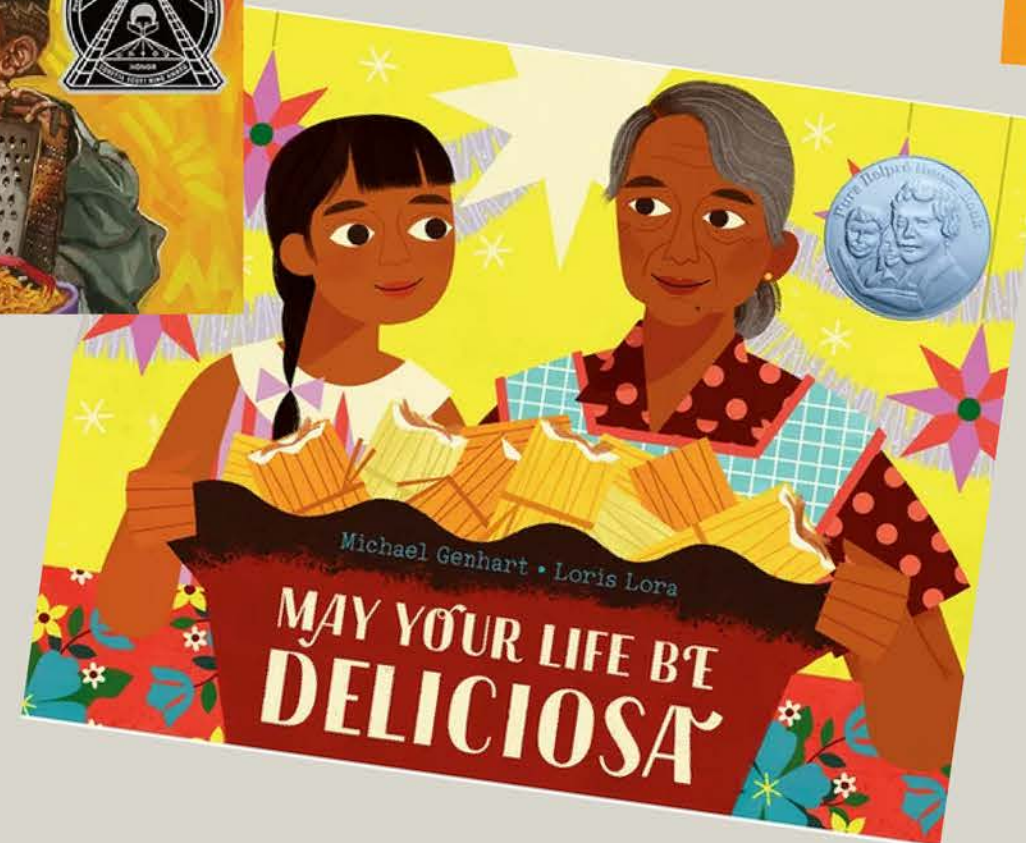
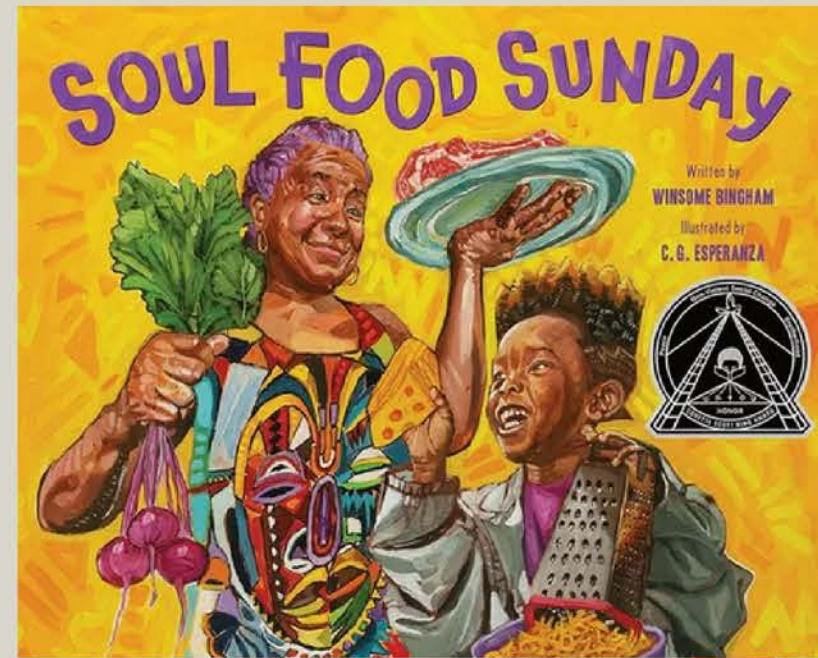
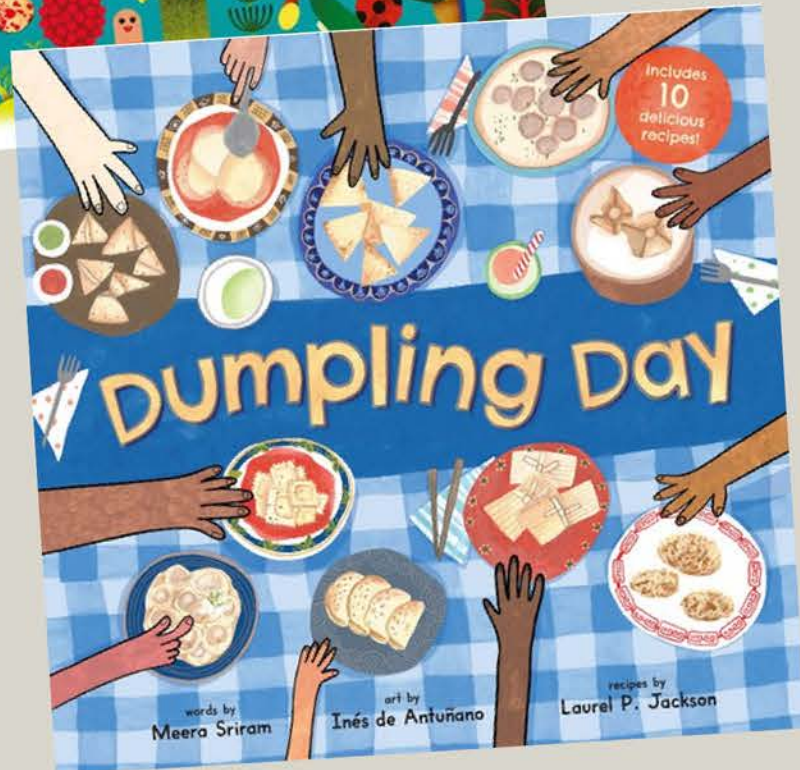
root	fruit
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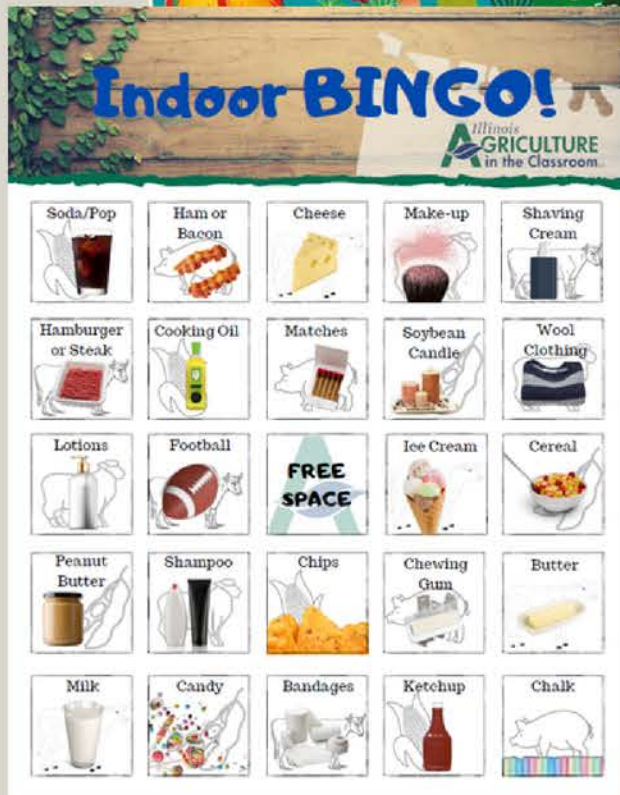
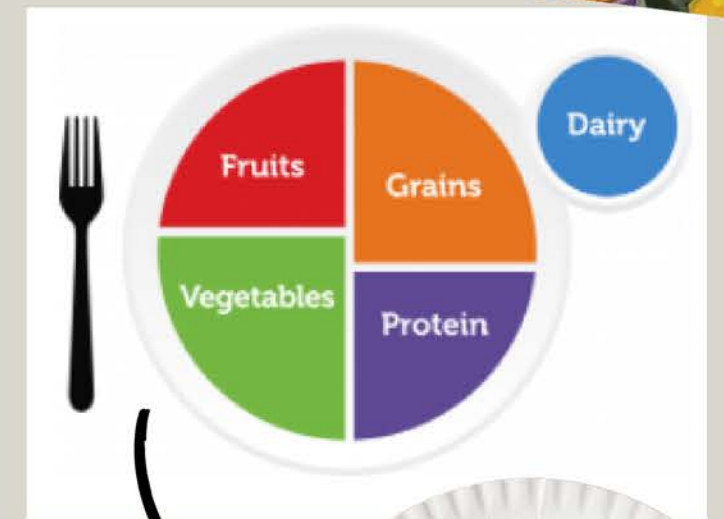
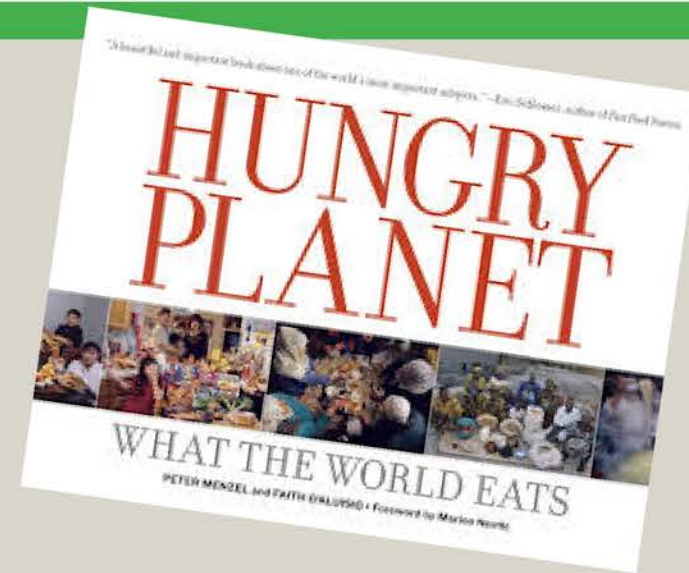
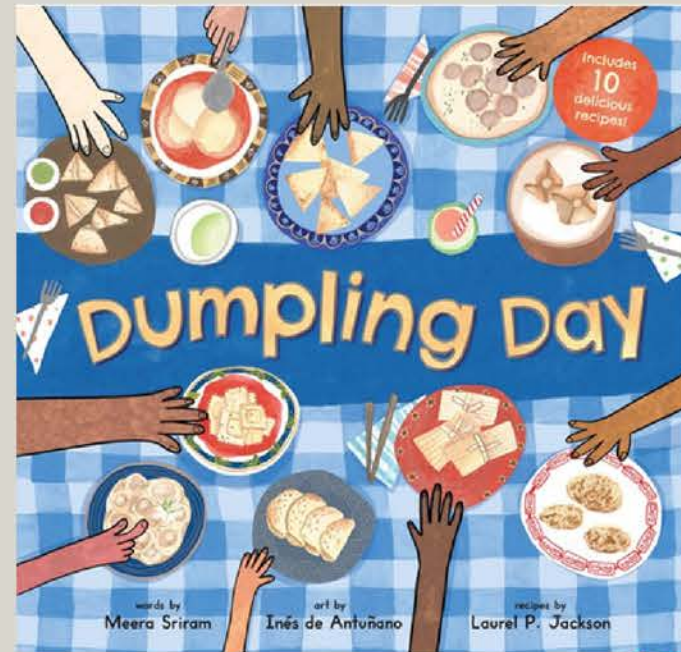
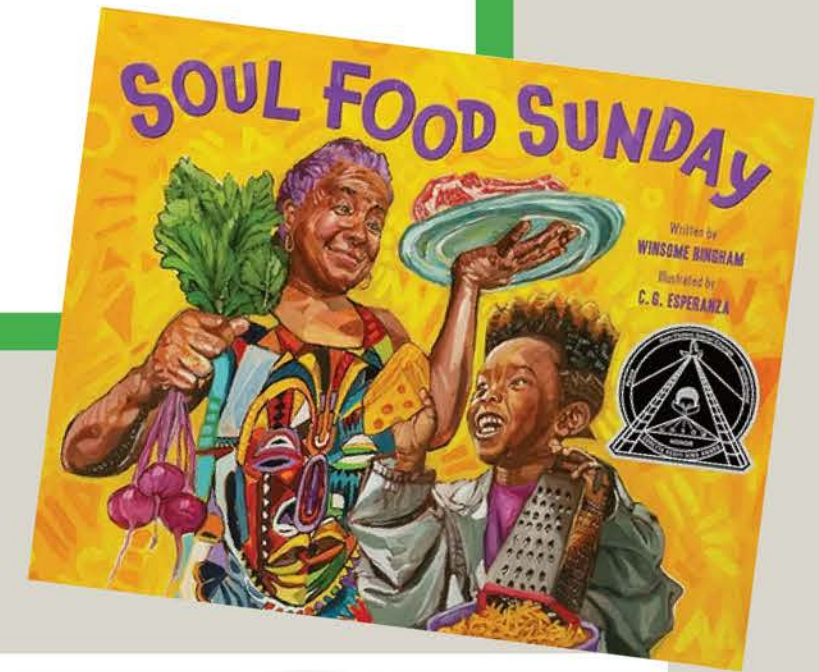
stem



Celebrating Diverse Foods and Families



Celebrating Diverse Foods and Families



What Kids Eat Around the World

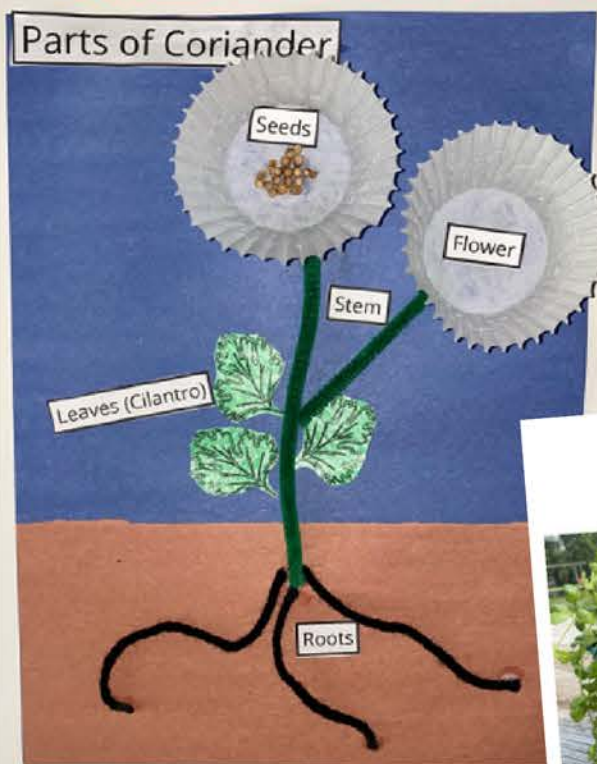
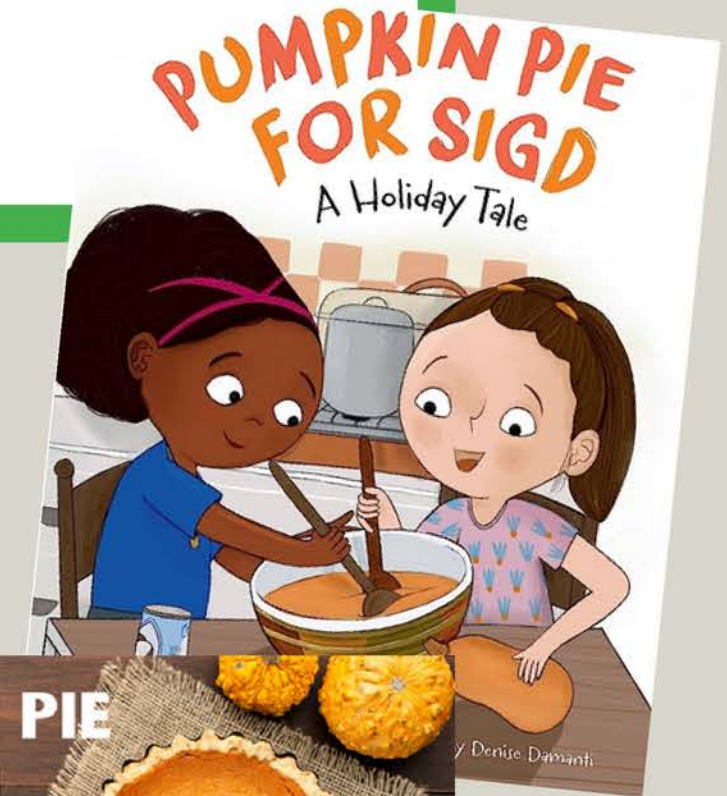
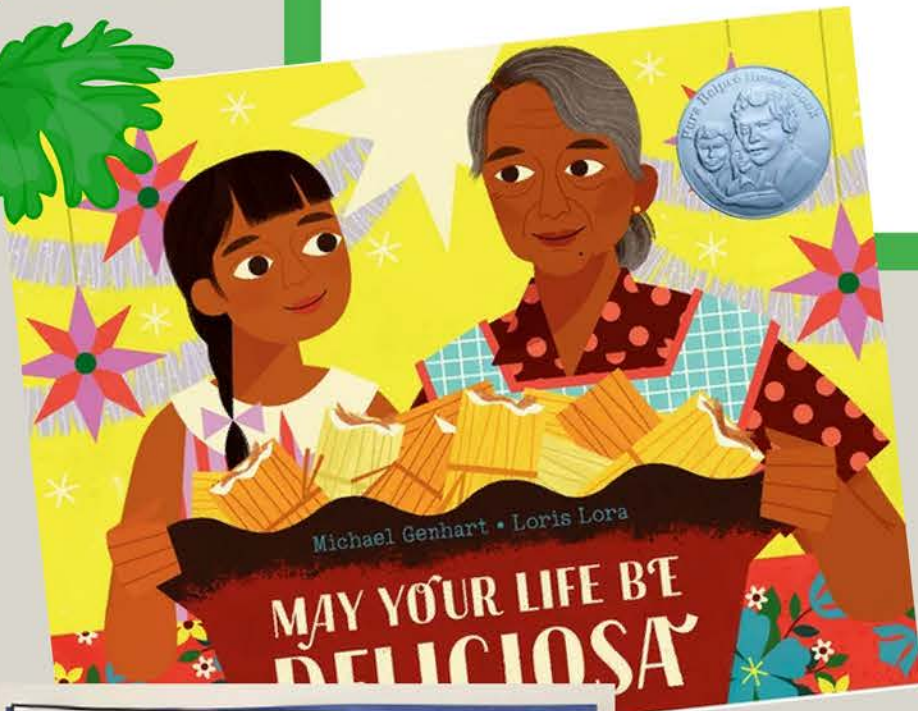
In the face of rising global obesity, photographer Gregg Segal traveled around the world to ask kids what they eat in one week and then photographed them alongside the food.

Photographs and text by Gregg Segal

TIME



Celebrating Diverse Foods and Families



PUMPKIN PIE IN A BAG

Ingredients

- 1/2 teaspoon ground ginger
- 1 teaspoon ground cinnamon
- 2 packages instant vanilla pudding mix
- Graham cracker crumbs
- 1 can whipped topping
- 2 2/3 cup cold milk
- 1 15oz can solid-pack pumpkin
- 1 gallon size Ziploc bags
- Scissors
- 26 small cups
- 26 spoons

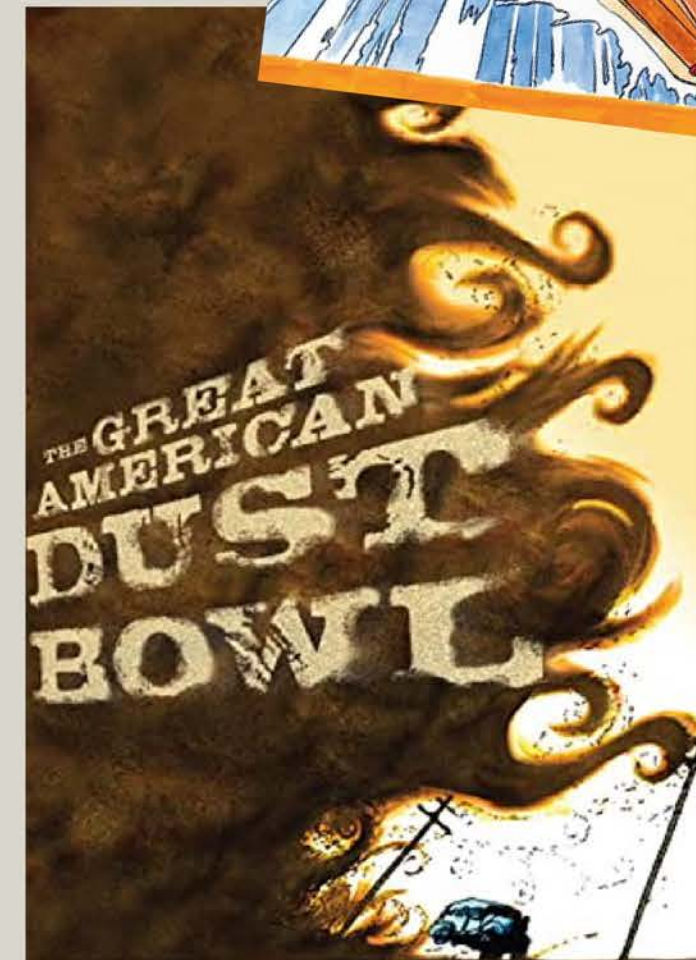
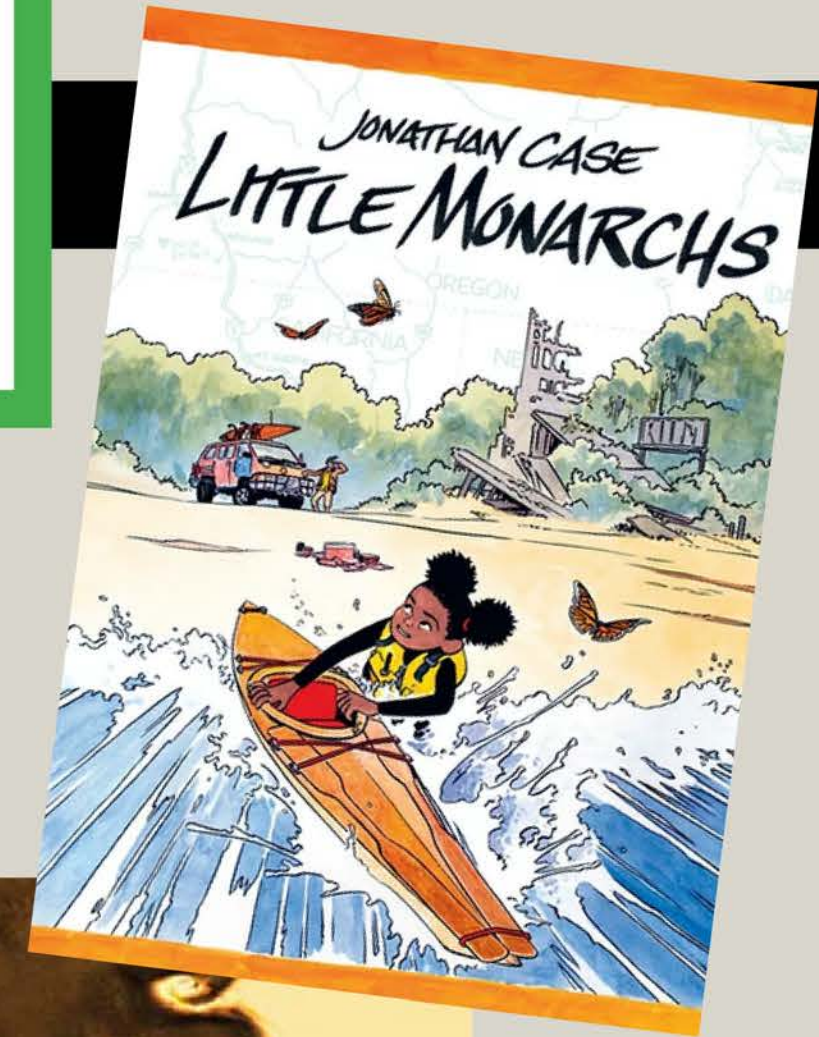
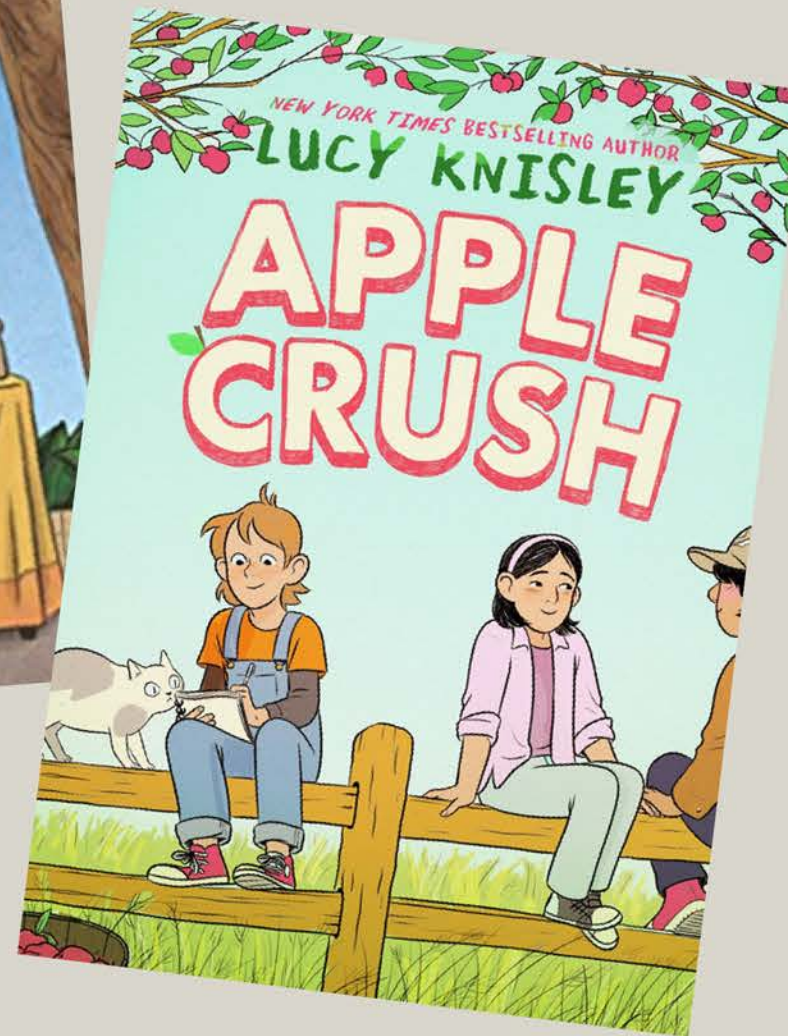
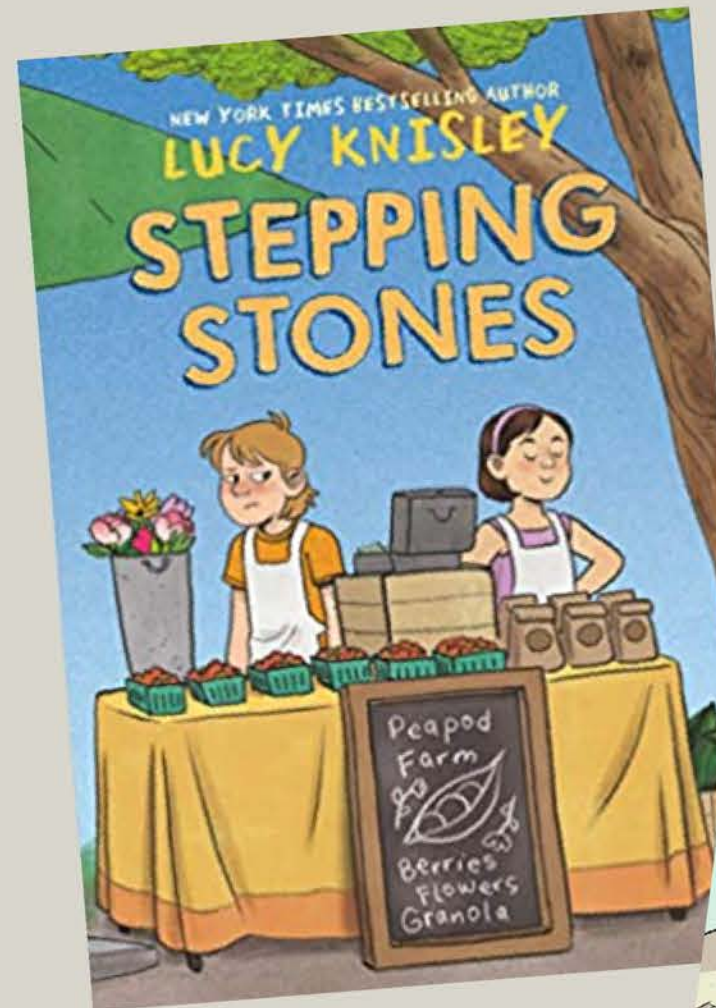
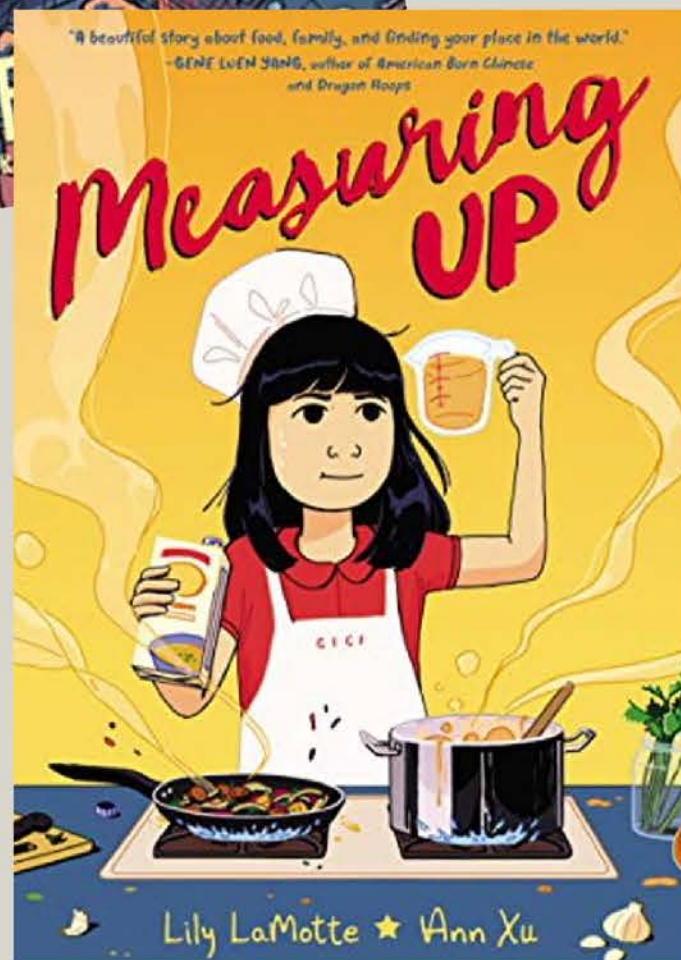
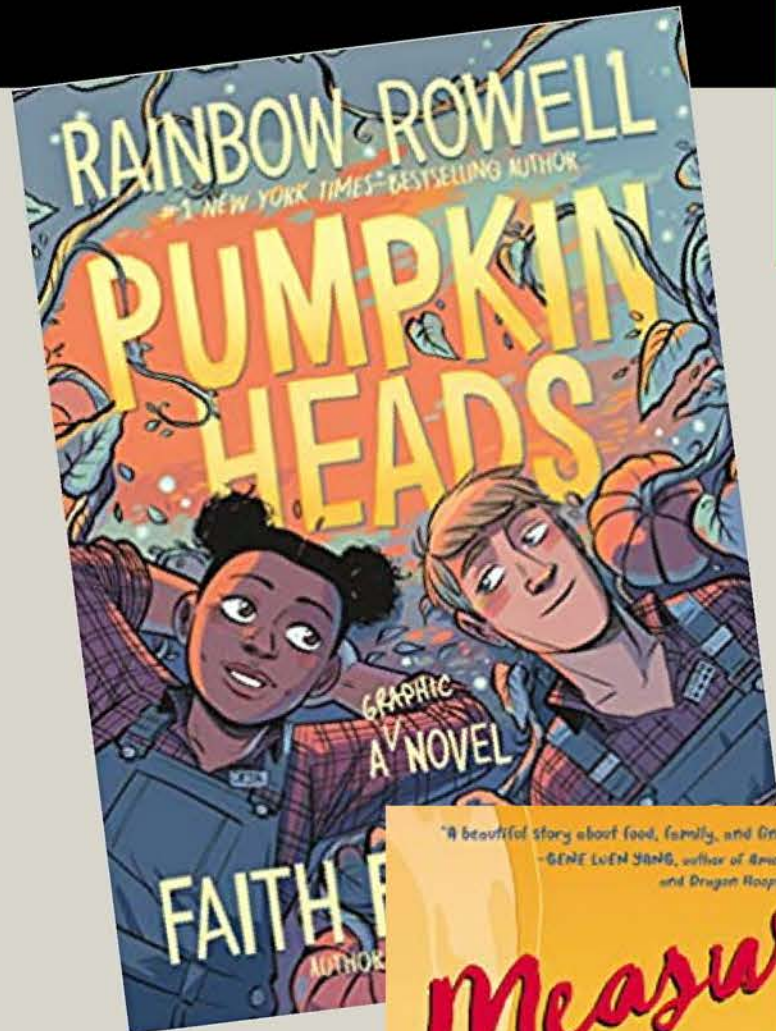
Directions

- Combine the milk and instant pudding in the gallon size baggie, remove the air, and zip closed.
- Squeeze and knead with your hands for about 1 minute until blended.
- Add the pumpkin, cinnamon, and ginger. Zip closed and knead for another 2 minutes, until ingredients are evenly combined.
- Place 1/2 teaspoon of graham cracker crumbs in the bottom of the cups.
- Cut the corner of the gallon baggie and squeeze the pie filling into the cups.
- Add some whipped topping on top, add a spoon, serve, and enjoy!

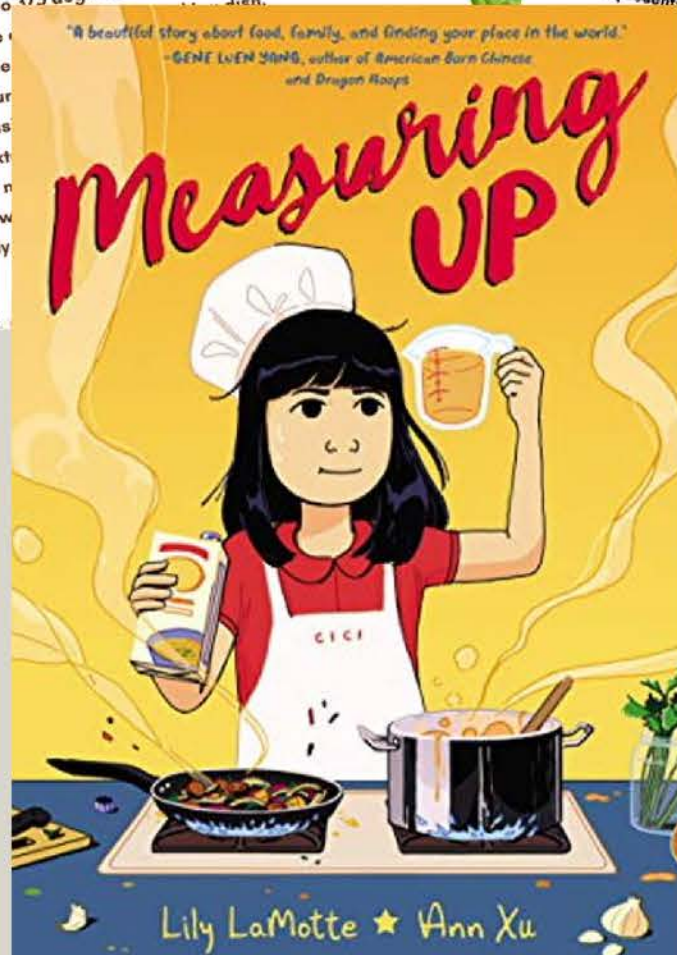
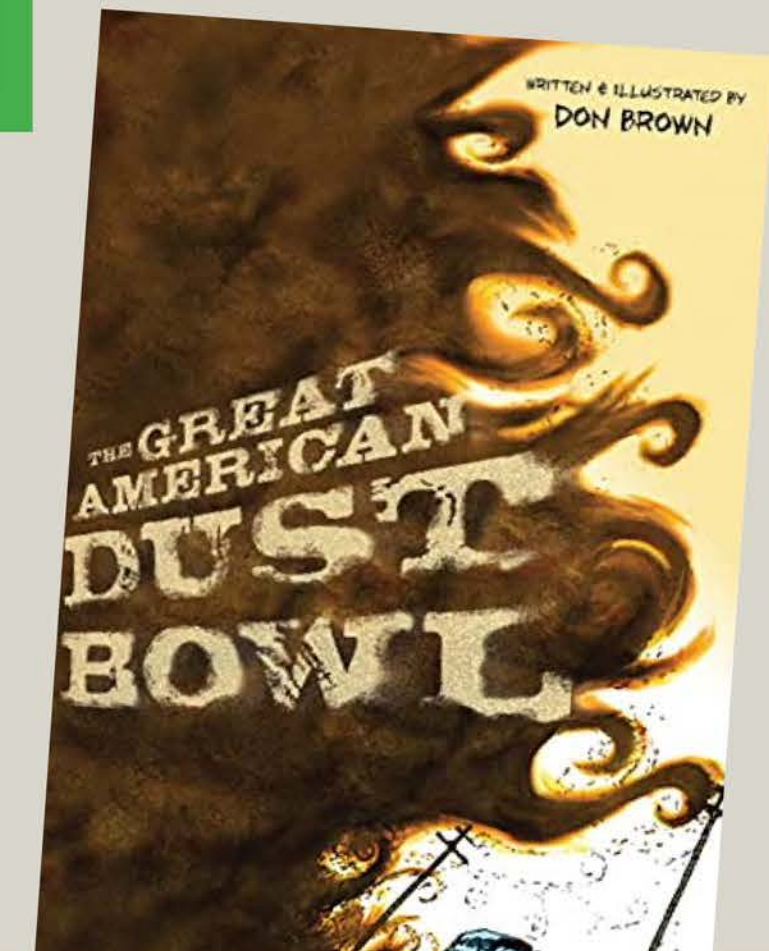
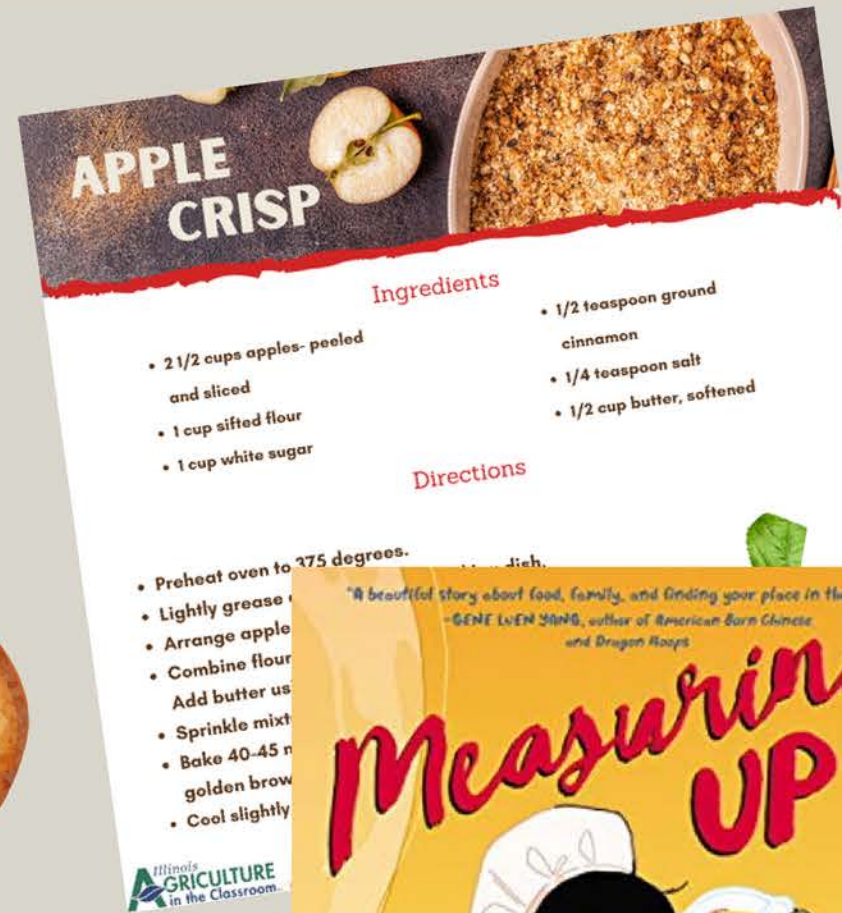
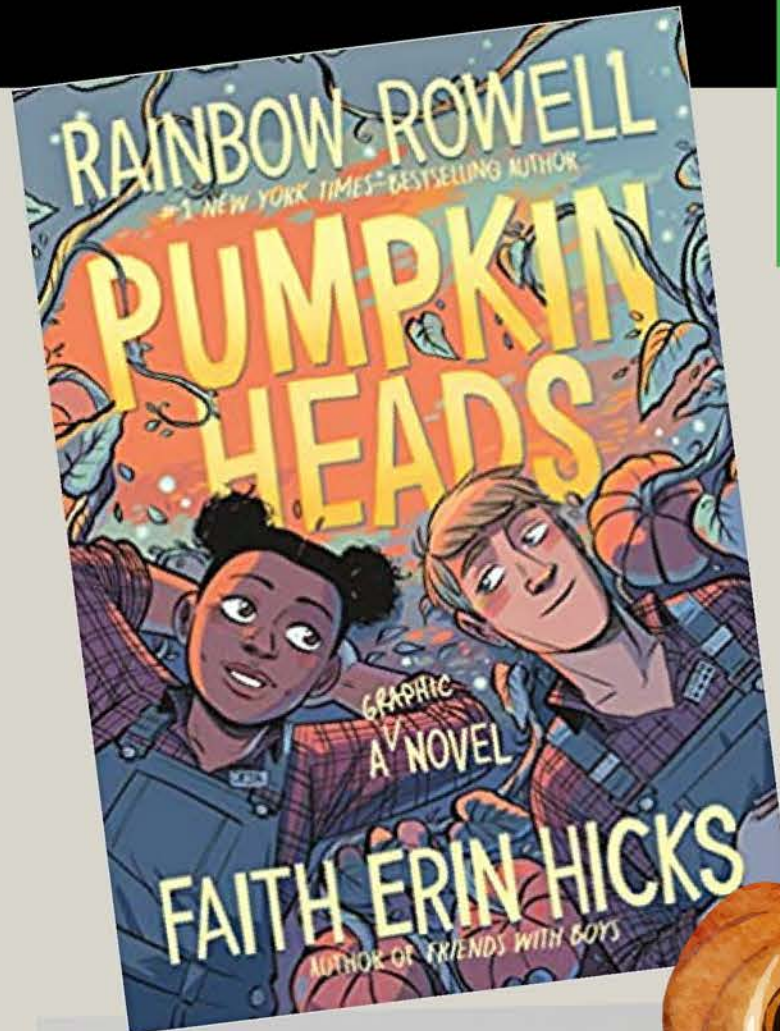
Illinois AGRICULTURE in the Classroom



Graphic Novels



Graphic Novels

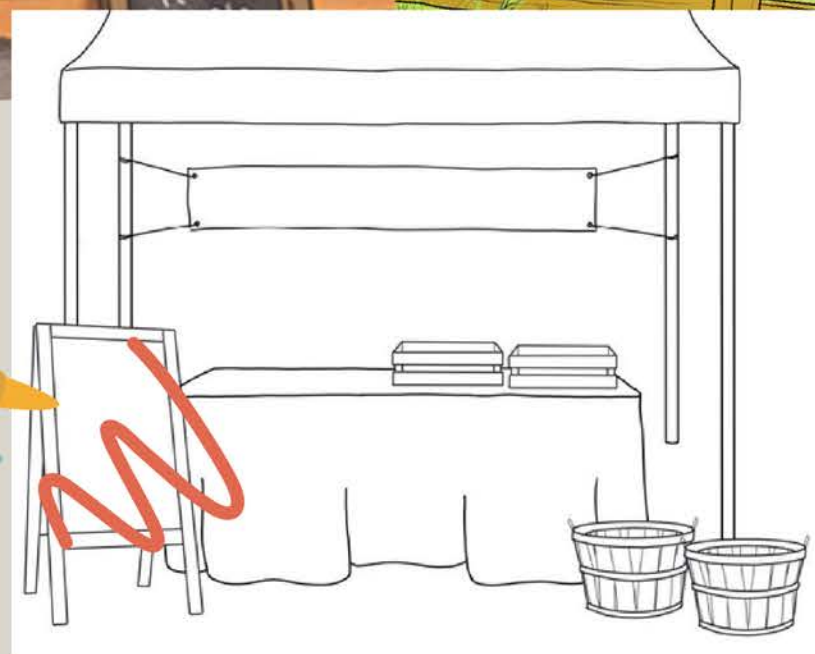
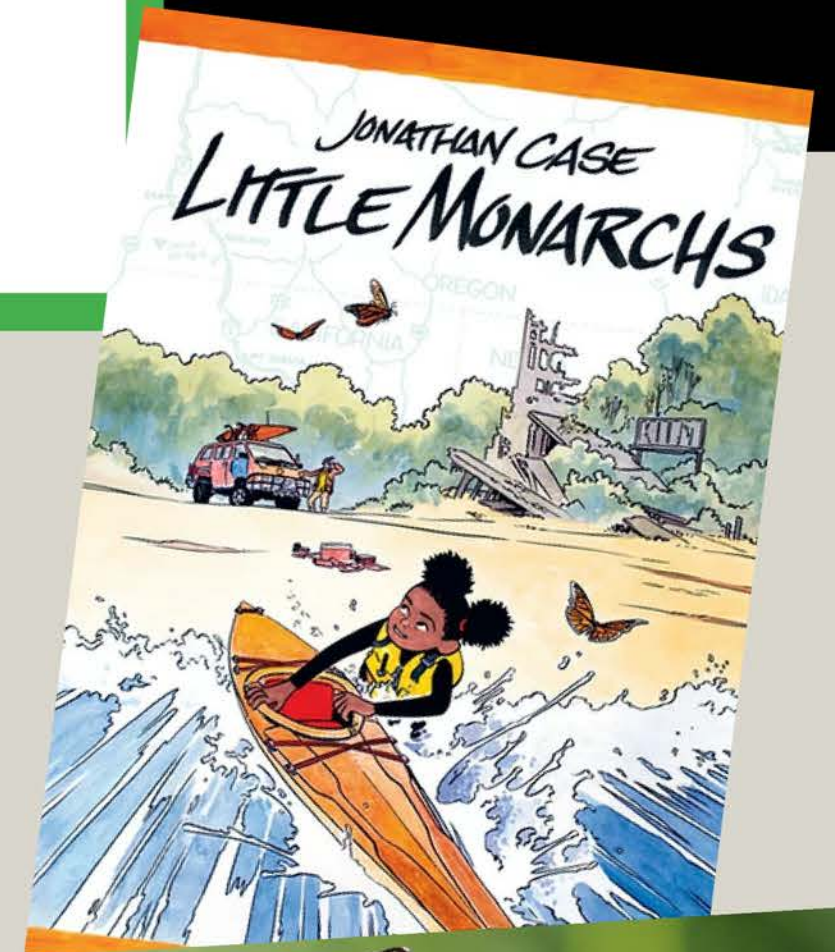
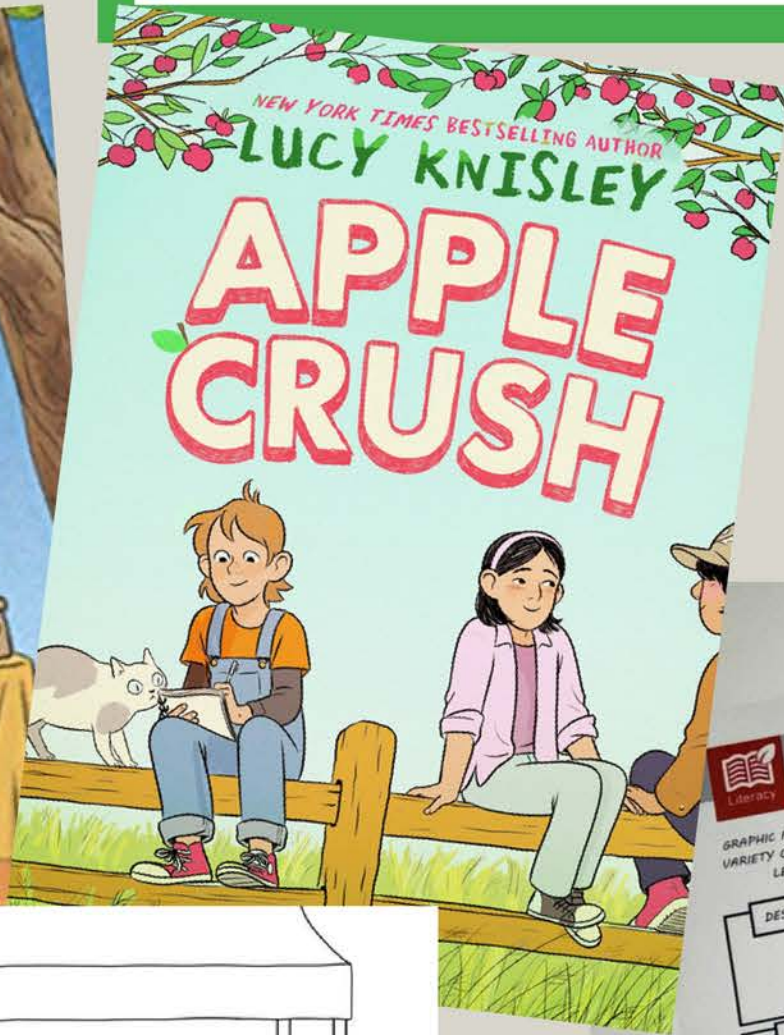
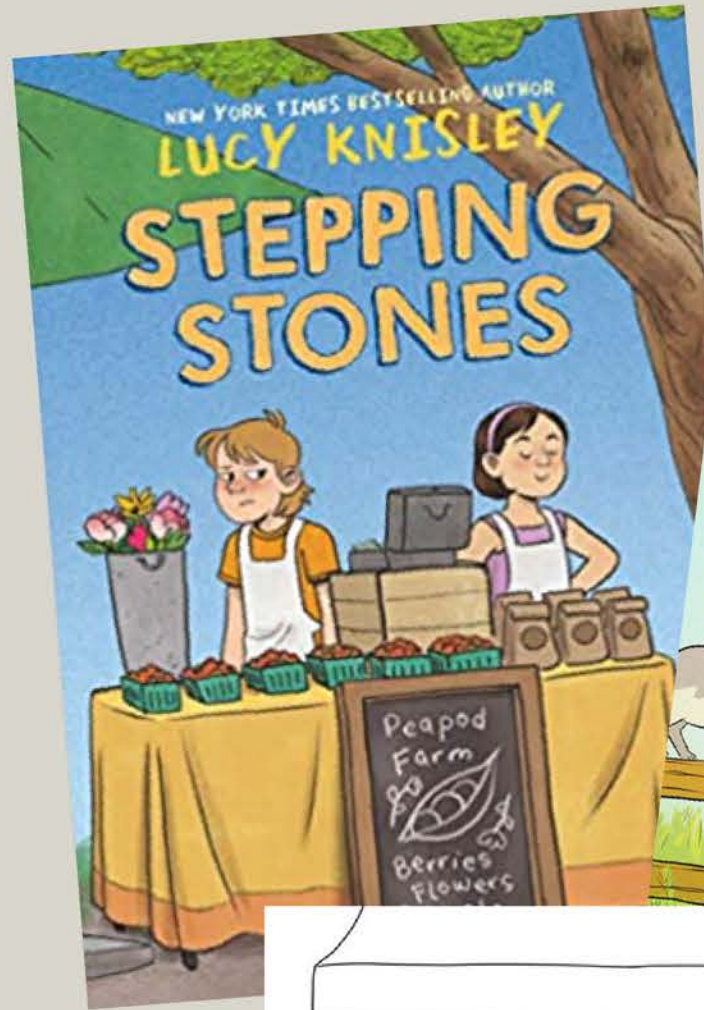


A Nation that destroys its soil, destroys itself.
-Franklin D. Roosevelt, 1937

We know more about the movement of celestial bodies than about the soil underfoot.
-Leonardo DaVinci, 1500s



Graphic Novels



GRAPHIC NOVEL ANALYSIS
STUDENT WORKSHEET

GRAPHIC NOVELS AND COMIC BOOKS USE A VARIETY OF TECHNIQUES TO TELL A STORY. LET'S TAKE A CLOSER LOOK!

FIRST, CHOOSE 1 PANEL TO FOCUS ON

DESCRIBE THE SETTING

CHARACTERS: WHO IS IN THIS PANEL?

DESCRIBE THE FACIAL EXPRESSIONS

DESCRIBE THE BODY LANGUAGE

SAY WHAT?! NOW LOOK AT ALL THE PANELS- WHAT CLASSIC COMIC BOOK ACTION WORDS ARE USED?

WHY DID THE AUTHOR AND ARTIST CHOOSE TO DESIGN THE WORDS LIKE THAT?

WOULD IT CHANGE THE TONE IF HAD BEEN WRITTEN NORMALLY?

For more great educational agriculture resources, visit: agintheclassroom.org

GRAPHIC NOVEL ANALYSIS
STUDENT WORKSHEET

THE BLANK SPACE IN BETWEEN PANELS IS CALLED CLOSURE!

YOU SURCONSCIOUSLY FILL IN WHAT'S HAPPENING IN THIS BLANK SPACE!

PICK OUT 2 PANELS TO FOCUS ON

READ & ANALYZE

WHAT DO YOU THINK HAPPENED IN THE CLOSURE OF THE TWO PANELS YOU CHOSE?

EXPLAIN IT HERE!

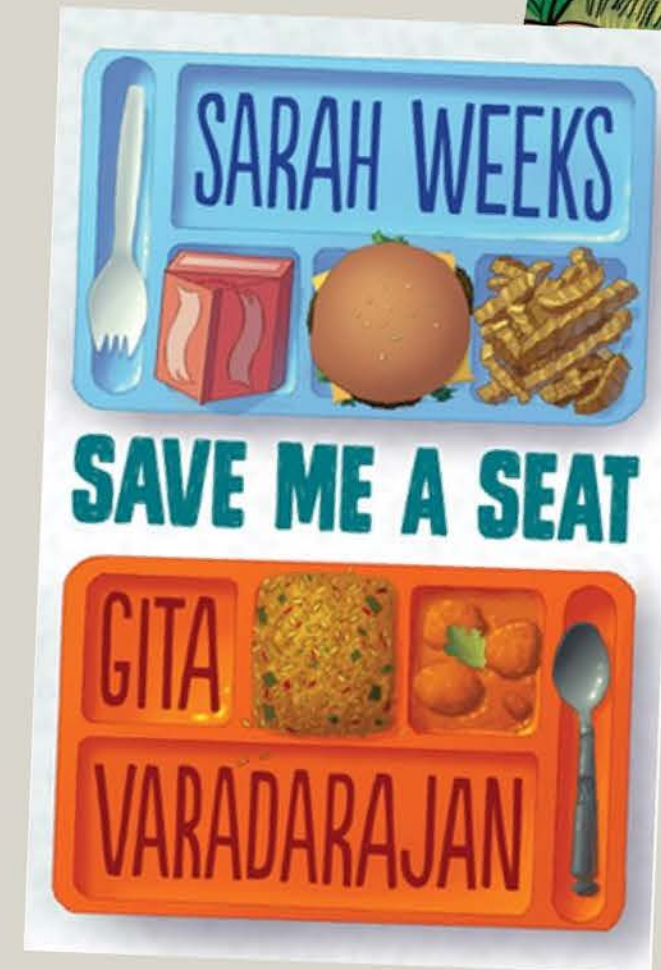
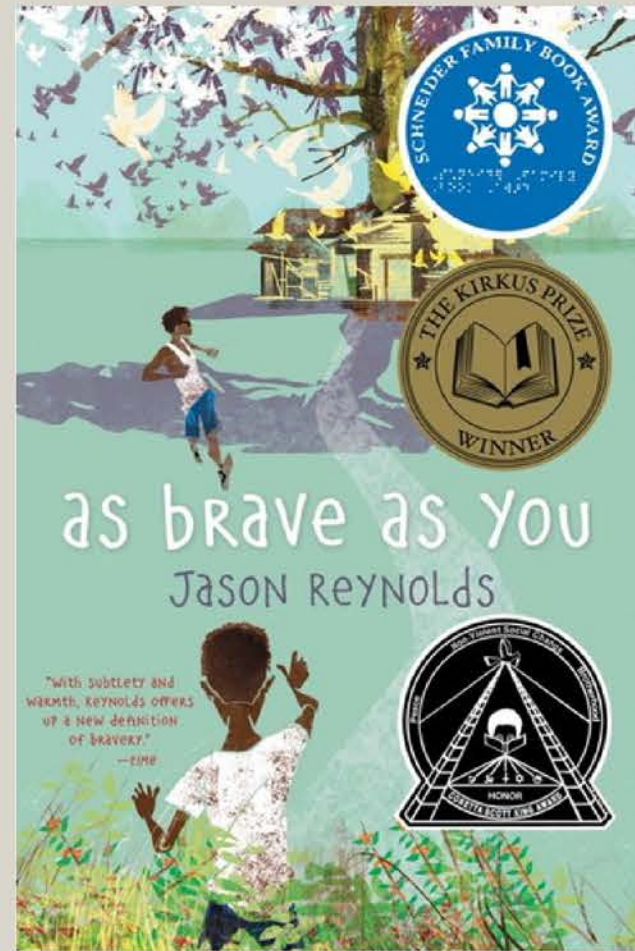
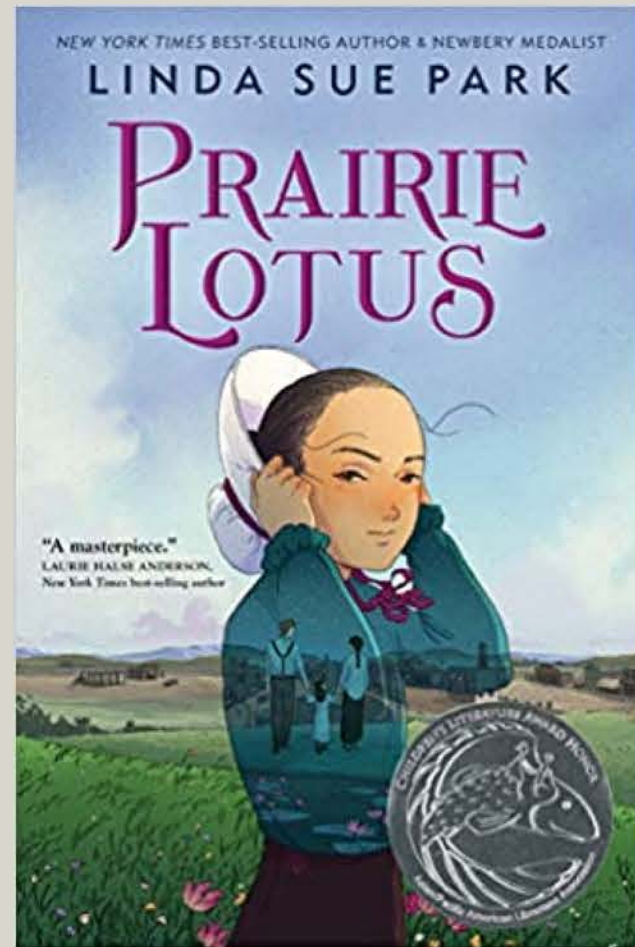
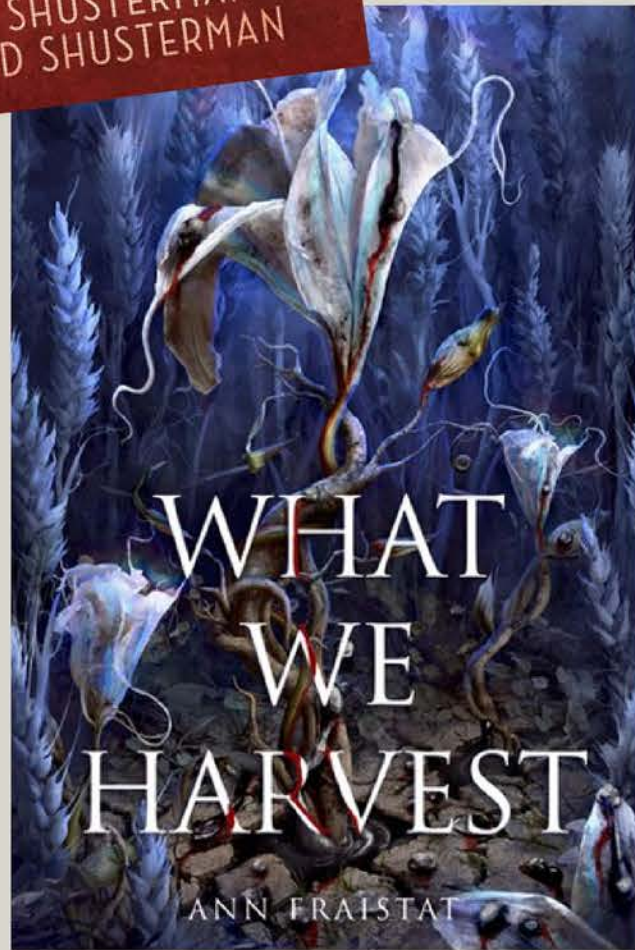
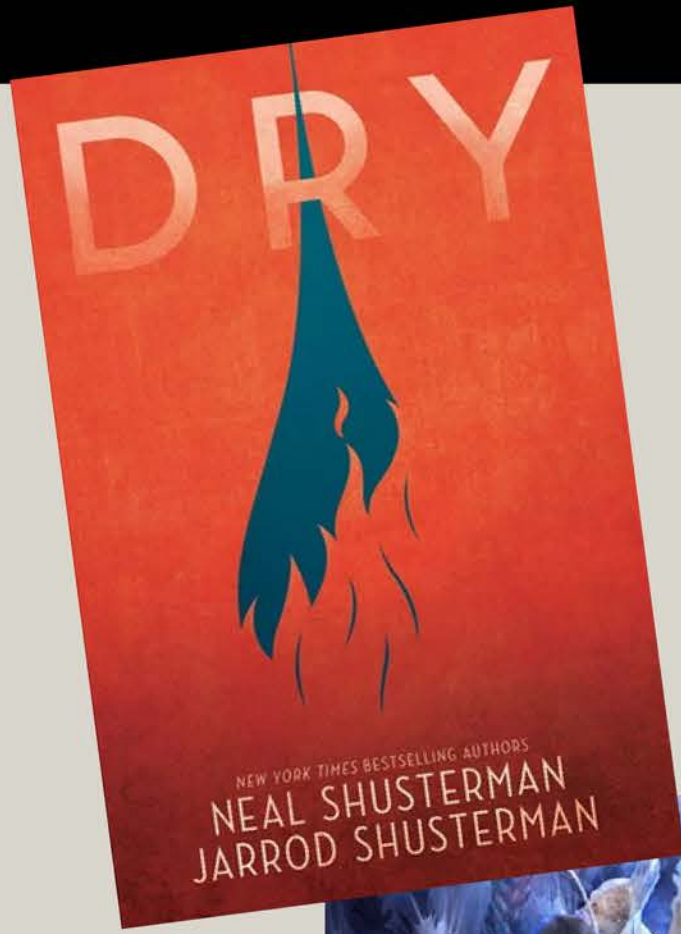
SKETCH IT HERE!

AFTER THIS WHOLE SET OF PANELS? USE THE SPACE BELOW TO WRITE OR SKETCH WHAT YOU THINK MIGHT HAPPEN NEXT!

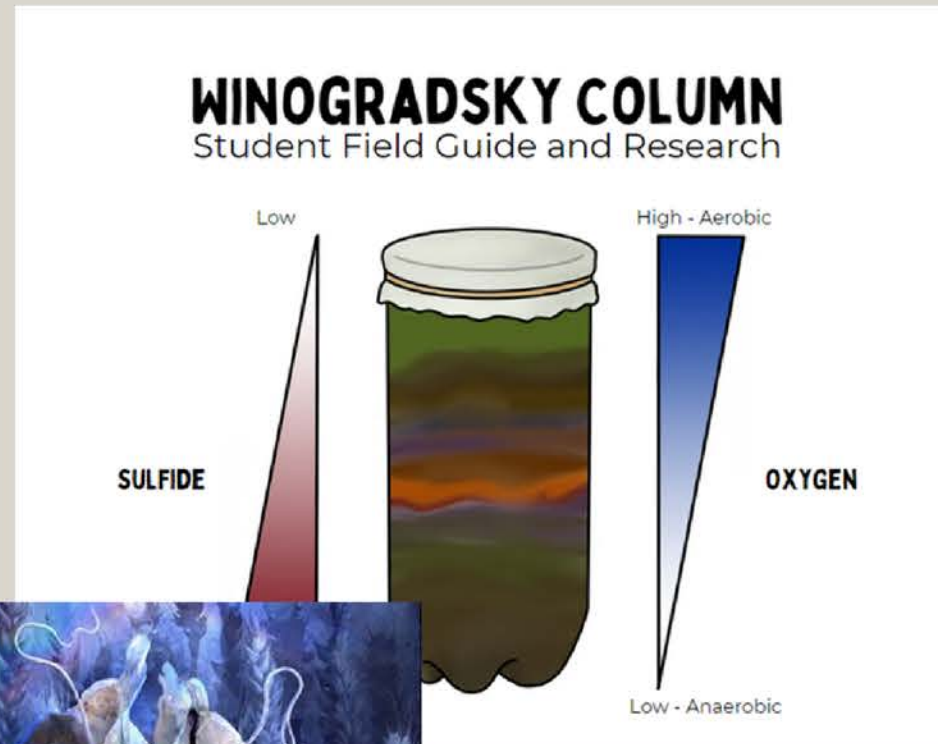
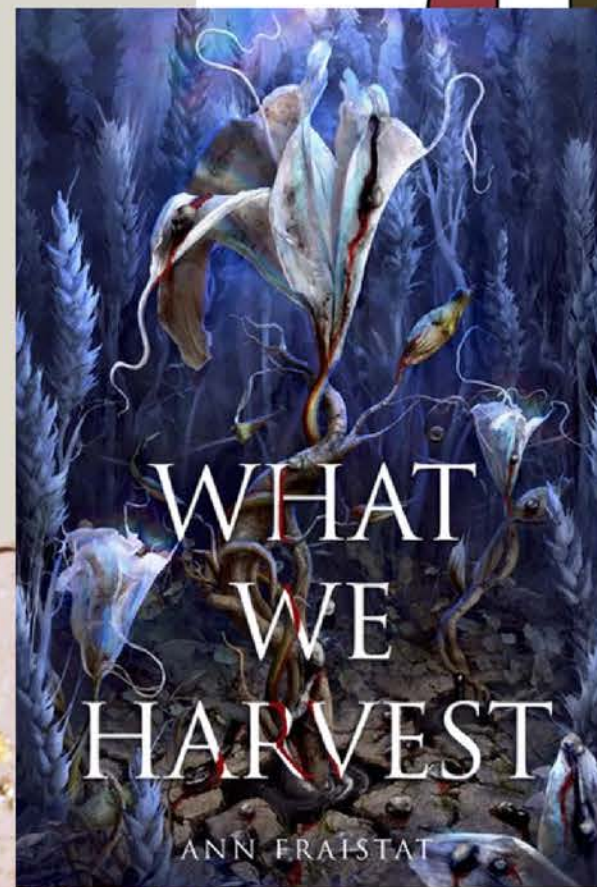
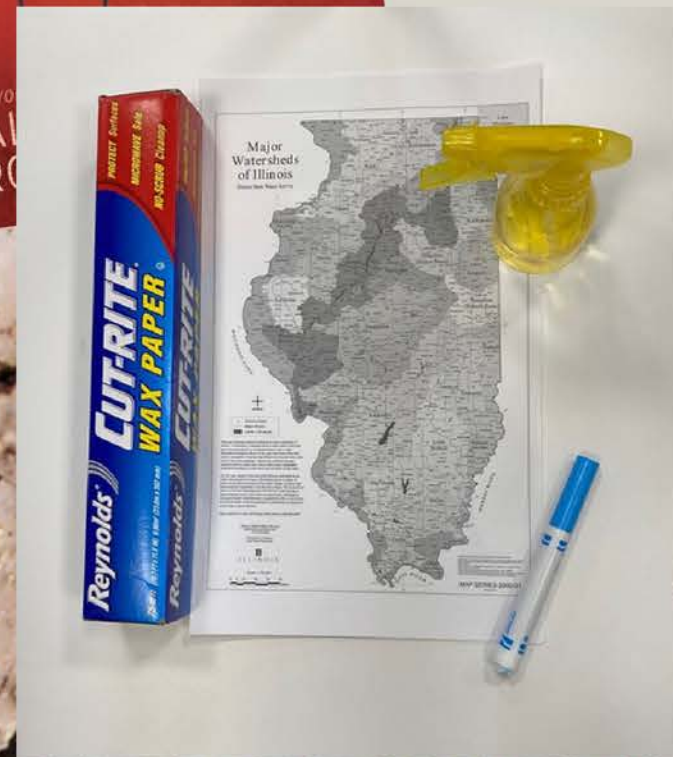
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Chapter Books



Chapter Books



CHAPTER READING GUIDE

CHAPTER 5

Page 49

DISCUSSION QUESTIONS

- How did Mama braiding Hanna's hair help Hanna realize she didn't want to be blonde?
- Why are the older girls talking about Hanna when she arrives at school?

WRITING PROMPT

- What would you have done if you had been in Hanna's situation when she arrived at school and hears her classmates talking about her?

EXTENSION ACTIVITY: HISTORY

- Hanna's name has significance. Does your family about your name or research the meaning of your name.

VOCAB

Gratifying	Embroider
------------	-----------

CHAPTER 1

Page 1

DISCUSSION QUESTIONS

- Why was Hanna so moved by the younger girl as
- Why do you think three students did not return at

WRITING PROMPT

- Miss Walters made her students realize they were somewhere else. How might this help them better u

EXTENSION ACTIVITY: CLASSROOM ENGAGEMENT

- Is everyone in your classroom from the same place? unique? Participate in the same activity as Miss Walt

VOCABULARY

Mired	Porcs
Dispel	

SWEATER WEATHER WEAVING

Grade Level
3-6

Length of Lesson
60 minutes

Objective
By the end of this lesson, students will be able to demonstrate their ability to use a fiber material to "weave" a product.

Materials Needed

- Various colors of yarn (cut into 18 inch pieces)
- Tape
- Scissors

Standards

Common Core
CCSS.ELA-Literacy.RL.3.2-3; RI.4.4-5; SL.5.1

Illinois Visual Arts
VA.C1.2.3; Cr1.1.4; Cr10.1.4; P4.1.5

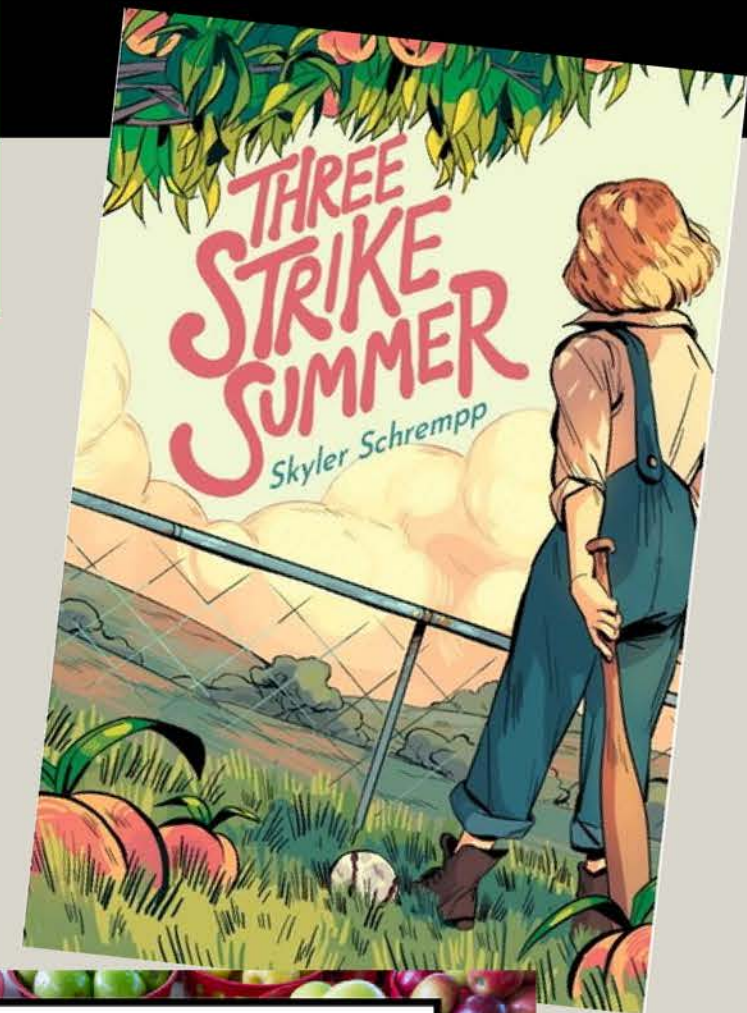
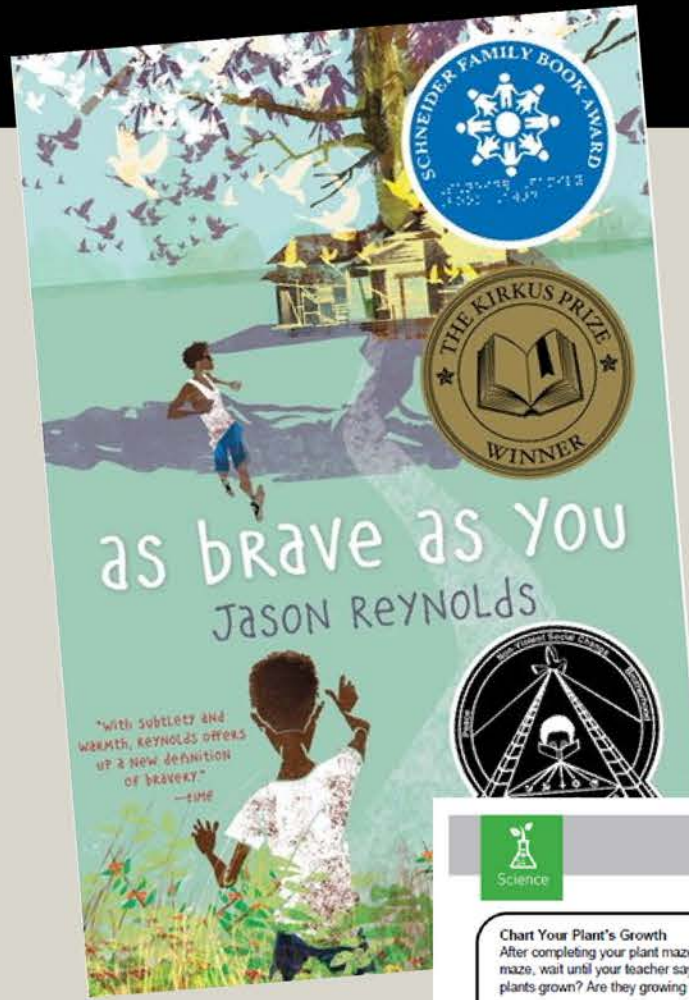
Lesson Summary
This lesson is a fun, hands-on, individual activity that provides students with an understanding of how wool from sheep, and other fibers, are used to create the clothes we wear.

Suggested Sequence of Events:

1. **Set-Up:** Cut the various colors of yarn to pieces that are 18 inches long. Each student will need three colors of their choice.
2. Read "Charlie Needs a Cloak" by Tomie dePaola to capture student interest.
3. Read through *ATTC Sheep Reader* to learn about sheep breeds and uses.
4. Complete the activity following the procedures:
 - Let students pick yarn colors of their choice.
 - Have them line up the ends of one side and tie all three pieces of yarn together in a knot. Make sure there is 1/2-inch extra above the knot. (This will be used to tie the ends together to form a bracelet when they are finished)
 - Next, have them tape the yarn to their table. The tape should go above the knot, securing the extra yarn above the knot to the table.
 - Now, students will braid their yarn pieces into a bracelet! Have them demonstrate a basic braid, or for students with more braiding experience, have them use their preferred technique.
 - Have them continue their braid until the bracelet is at the desired length.
 - Once they have measured the length, by carefully testing around their wrist, have them tie a knot to secure the braid.
 - Have them place their bracelet around their wrist and use the extra yarn on both sides to tie a knot, securing their bracelet on their wrist.
 - Tell them to leave some slack so that the bracelet isn't too tight.
 - Have them help each other to tie the bracelets.
5. Whole class discussion and reflection of activity. Pair students together and have them share their bracelets with each other. Have them share the significance of raising animals for fibers. Have them create a list of everything they can think of that use fibers and various types of weaving for and then share as a class, writing their ideas on the board.

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Chapter Books



PLANT MAZE

Science

STUDENT WORKSHEET

Chart Your Plant's Growth
After completing your plant maze and adding your cup of planted seeds in the bottom of the maze, wait until your teacher says it is time to open up the maze. How much have your plants grown? Are they growing towards the light?

Directions
Draw your plant maze as it actually looks after building, including your cup of seeds. Using a different color each day, draw your plant's growth below. Don't forget to fill in your key with the correct colors and numbers!

KEY

- 1st check, ___ days since planting
- 2nd check, ___ days since planting
- 3rd check, ___ days since planting
- 4th check, ___ days since planting
- 5th check, ___ days since planting

REFLECTION QUESTIONS
How did light affect the growth of your plant?

Was your prediction from the first page correct? What are some other things that would affect the growth of the plant?

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SARAH WEEKS

SAVE ME A SEAT

GITA
VARADARAJAN

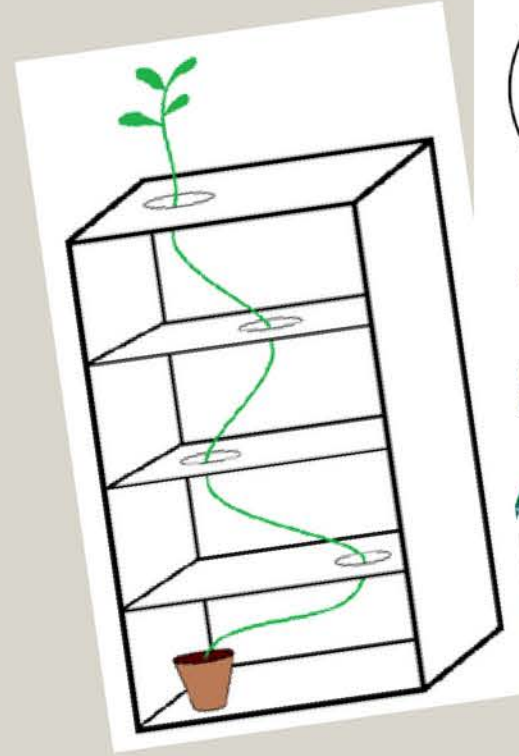
BEEF has 10 ESSENTIAL NUTRIENTS

- IRON** helps your body use oxygen.
- CHOLINE** supports nervous system development.
- PROTEIN** helps preserve and build muscle.
- SELENIUM** helps protect cells from damage.
- ZINC** helps maintain a healthy immune system.
- PHOSPHORUS** helps build bones and teeth.
- NIACIN** supports energy production and metabolism.



APPLE GRAFTING

- 1 **Cut the Rootstock**
cut a roughly 2 inch piece from one straw at a 45 degree angle
- 2 **Cut the Scion**
choose a different color straw and cut it in half at a 45 degree angle
- 3 **Cut Notches**
On the angled end of the straw, cut 1/2 notches down opposites sides. Do this for both straws
- 4 **Join and Tape**
attach the cut ends together and overlap the notches to form a tight union, then tape the seam



An Apple a Day

- Vitamin B**
Helps maintain red blood cells and keeps your nervous system strong.
- Vitamin C**
8mg Helps boost your immune system to fight infectious agents.
- Vitamin E**
Contributes to healthier skin and stronger immune system.
- Vitamin K**
4mcg Helps make the proteins which strengthens your bones.
- Dietary Fiber**
4g Mostly found in the peel and helps keep your gut "regular," can help maintain weight loss, lowers cholesterol levels, and can reduce the risk of heart disease, diabetes, and some types of cancer.
- Peel**
Can also help lower the chance for tooth decay, acting as a natural toothbrush.
- 84.6% water**
- Minerals**
calcium 3g strengthens bones
potassium 129mg builds muscle
phosphorus 9.5mg filters out waste

Everyone has heard the phrase, "an apple a day keeps the doctor away," but what about apples makes them so healthy? Apples are known as nutritional powerhouses because they contain a variety of vitamins and nutrients that have many benefits to help our bodies function. Apples may not actually keep the doctor away, but they are a step in the right direction.

Examples of Previous Recipients

- 6th Grade
- Used "Levi Strauss" and "The Great American Dust Bowl"
- Compare and contrast those books to two reader stories they had ("The Gardener" takes place during the Great Depression, and "The Kids' Invention Book" about kids inventing things and the process to do so)
- Students into small groups, 3 weeks research, students choose how to proceed with research and how to present information.
- Had to focus on the agricultural aspect and how in any way ag played a part or had an effect on the outcome of the stories.

- 3rd Grade
- Invited AITC Coordinator to present each month
- Lessons paired with themes in books
- Introduce/reinforce science and ag topics with the use of graphic novels and other various informational texts

- 8th grade
- Used pollination books to create lessons to teach to their first grade science buddies (reading one of the books to the student, short lesson with activity, and snack...all related to pollinators)
- Examples: How bees make honey and did honey tasting; bee dance and creating a bee dance to do; anatomy of bees and butterflies; pollination process and writing stories

- Junior High
- Used "Nacho's Nachos" to discuss character traits as well as healthy ingredients/balanced meals and where food comes from.
- Character traits: Used pictures of nacho chips to write character traits and add to an anchor chart to look like a plate of nachos. Discussed how every person has unique layers just like a plate of nachos. Chose their own toppings to describe themselves.
- Watched a video to show the process of farm to table to understand where all the ingredients for nachos come from. They created a shopping list and bought ingredients to have nachos in class.

- 5th Grade
- Students complete a "wax museum" in their classroom where they research, dress up like a historic figure and give a speech.
- Used historical books to help provide additional research resources and extend historical figures to those who made an impact in the agricultural world




Project Grant

The purpose is to create an interesting, valuable agricultural experience for your students!

Grants should focus on materials that can be used over multiple school years.

- Amount: Up to \$300
- Application: <http://iaitc.co/projectgrants>
- Application Deadline: October 20, 2023
- Grant Recipients notified on November 10, 2023
- Funding Agreement completed and signed by December 8, 2023
- Final Report due May 31, 2024

No funding for field trips, landscaping, plants, incubators, consumable items.



Examples of Previous Recipients

- 4th Grade
- Grant Materials: Hungry Planet and What the World Eats (Peter Menzel & Fath D'Aluisio)
- Developed an online program with coding that allowed students to see the impacts of erosion on farming land. Students built a model and then see how erosion changes the land

- 3rd Grade
- Materials to build a small greenhouse around their 3rd grade garden

- 8th Grade
- Grant Materials: hydroponics kit, PVC pipe, hoses, pumps, tank, aquatic gravel, grow lights for plants, etc.
- Aquaponics project: Had goldfish living in tank and students had to test and maintain proper pH levels, track data by creating online graphs; looked at seed germination and what factors would help grow healthier stems, leaves, and different shades of green

- 6th Grade
- Grant Materials: Cell models, cell puzzles, microscopes
- Learned about the parts of different plant cells and the function of plant and animal cells

- High School Foods Class
- Grant Materials: Kitchen scales
- Used scales to weigh different cuts of meat and then completed our "Meat of the Matter" lesson.

Questions???

Book Grant Application:

<https://iaitc.co/bookgrants>

Project Grant Application:

<https://iaitc.co/projectgrants>

Workshop Resources:

<https://iaitc.co/grant23>

More FREE Resources

www.agintheclassroom.org

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