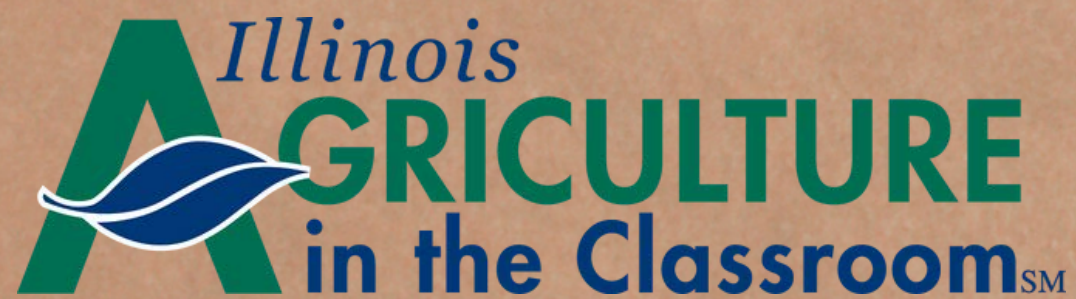


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A Prairie State Perspective:

Learning to Love
Agriculture
Through the Eyes
of Illinois Authors

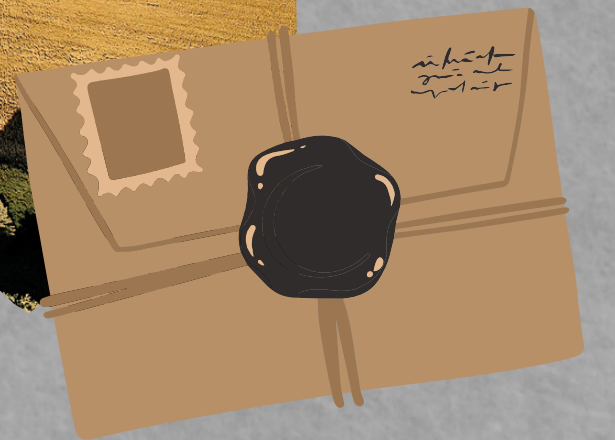
Stephanie Hospelhorn & Lee Deal



WHAT WE'LL DISCUSS

Today's Topics

- Who are we?
- What do we do?
- Introduce Illinois Authors
- Book Recommendations, with
- Lessons/Activities to Accompany
- Additional Resources from Illinois Ag in the Classroom

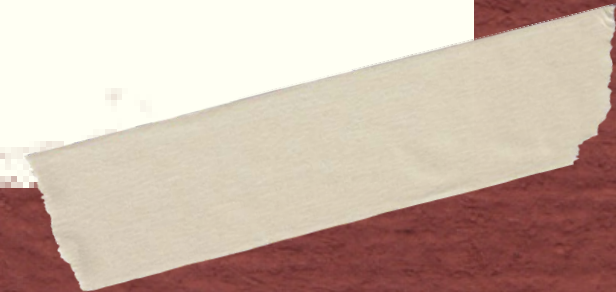
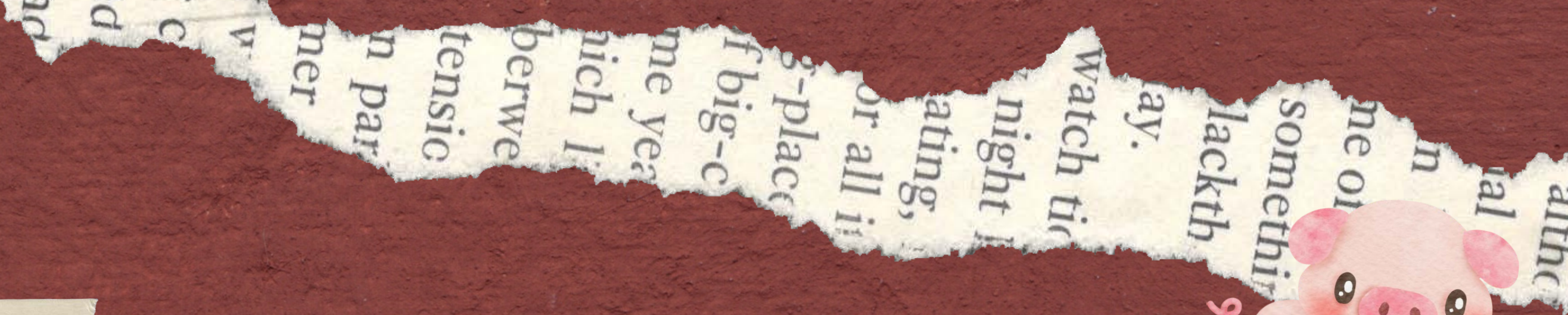




Stephanie
Hospelhorn



Lee
Deal



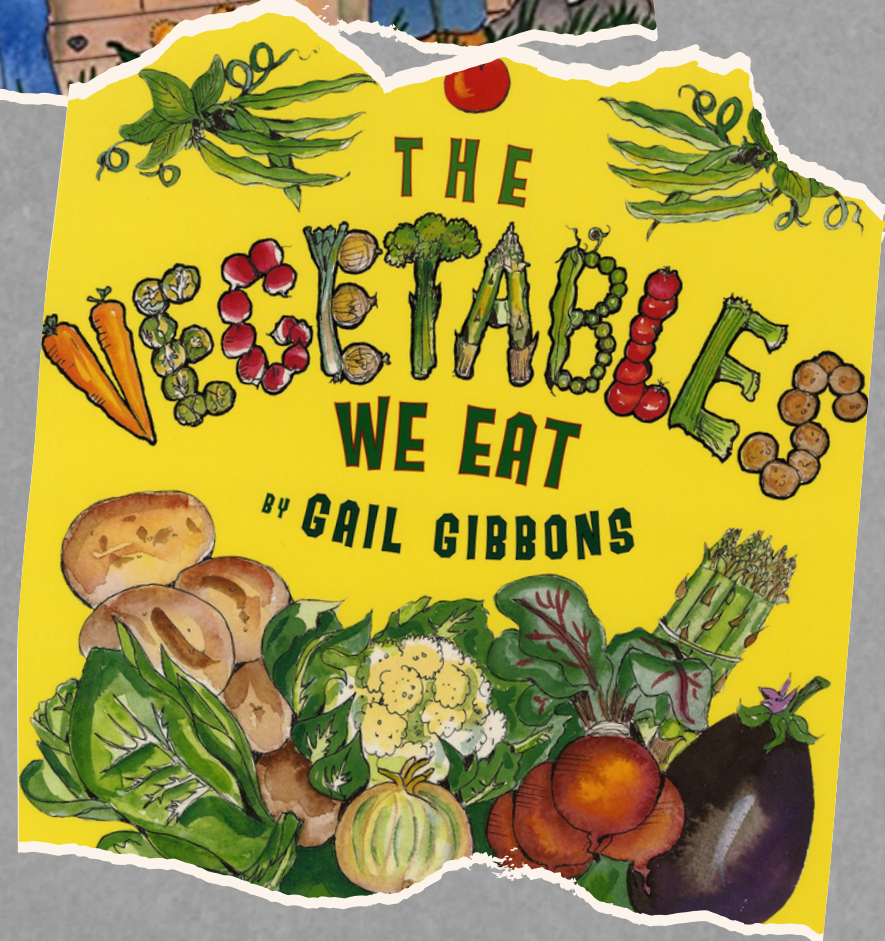
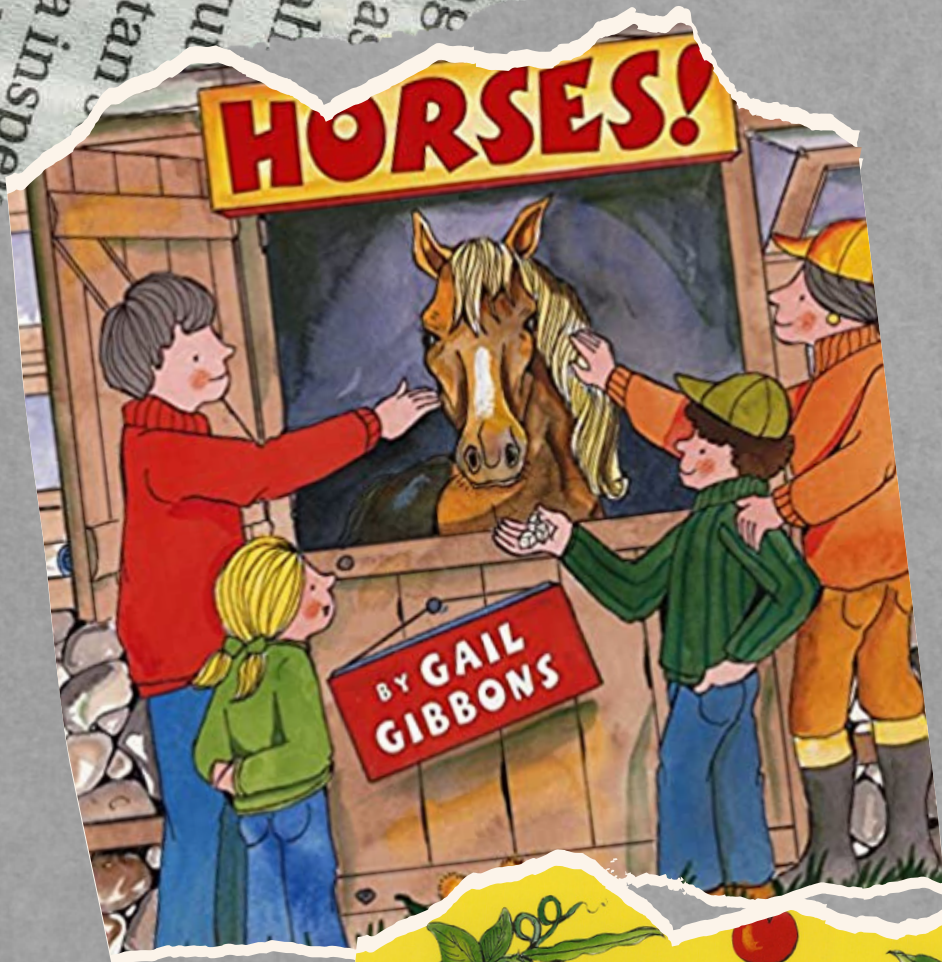


Illinois
AGRICULTURE
in the ClassroomSM

Lessons + Ag Mags + Presentations + Resources



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Gail Gibbons

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 the parts of plants we eat.
Materials Needed: Scissors, Glue or Tape, Copies of the puzzle sheets.Standard: NGSS 3-LS3-1.

Cut out the plant part labels on the next page and match them to the corresponding parts of the vegetables below according to which part we eat. Each one will be used once.

artichoke	asparagus
carrot	cauliflower
corn	cucumber
kale	lettuce
pumpkin	radish

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		

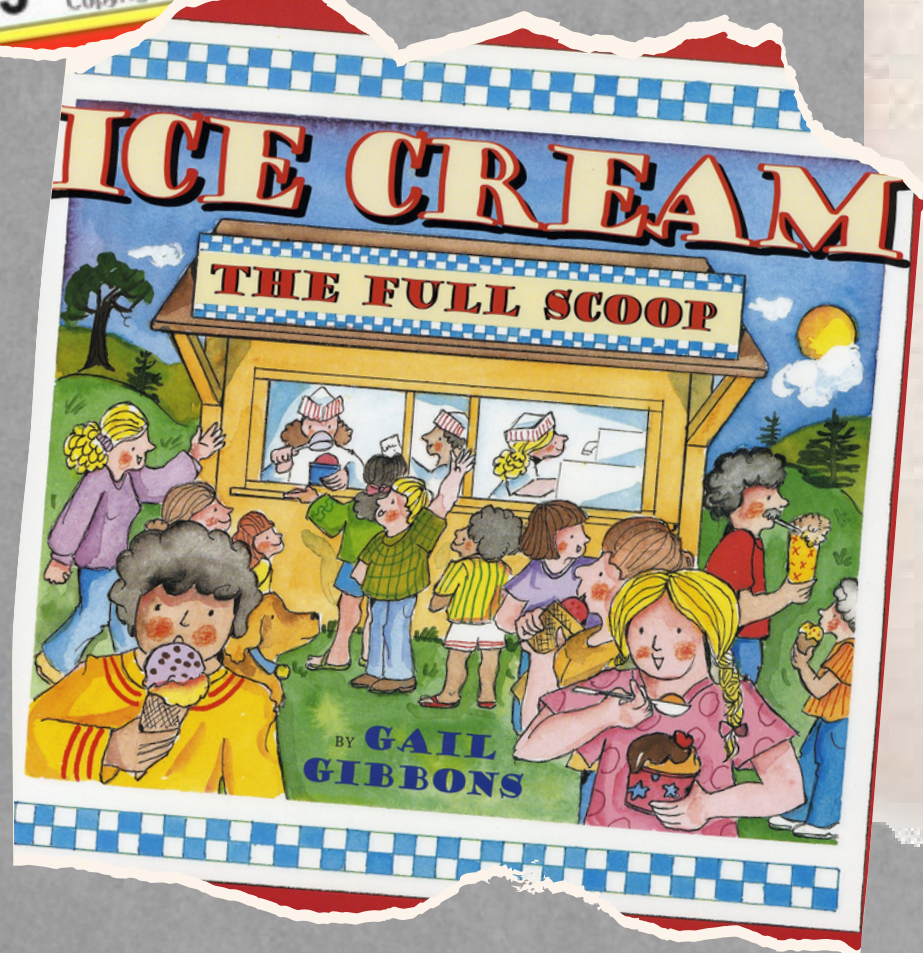
Plant Parts Logic Puzzle



Walking Paper Horse



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Gail Gibbons

WHERE is my MILK from?

How it works Finding my code Local dairies

START Dairy Code find it

How it works

From the cow to your mouth. In five easy steps.

Udder to pail. Pail to dairy. Dairy to grocery store. Grocery store to fridge. Fridge to mouth. We'll let you take it from there.

So where is your milk from?

whereismymilkfrom.com



Milk Plastic



John Sandford

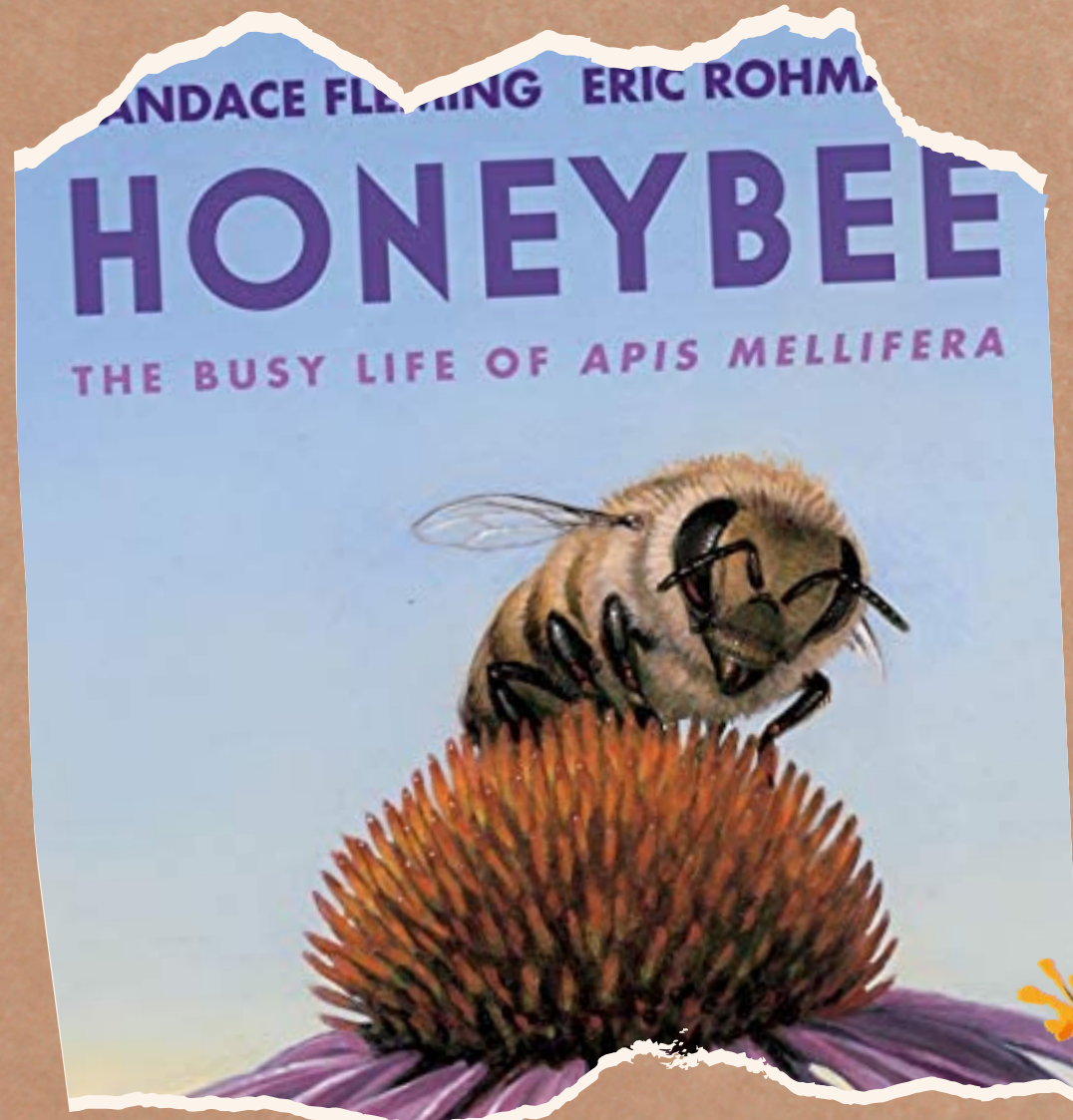


A Windy Lift



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Candace Fleming



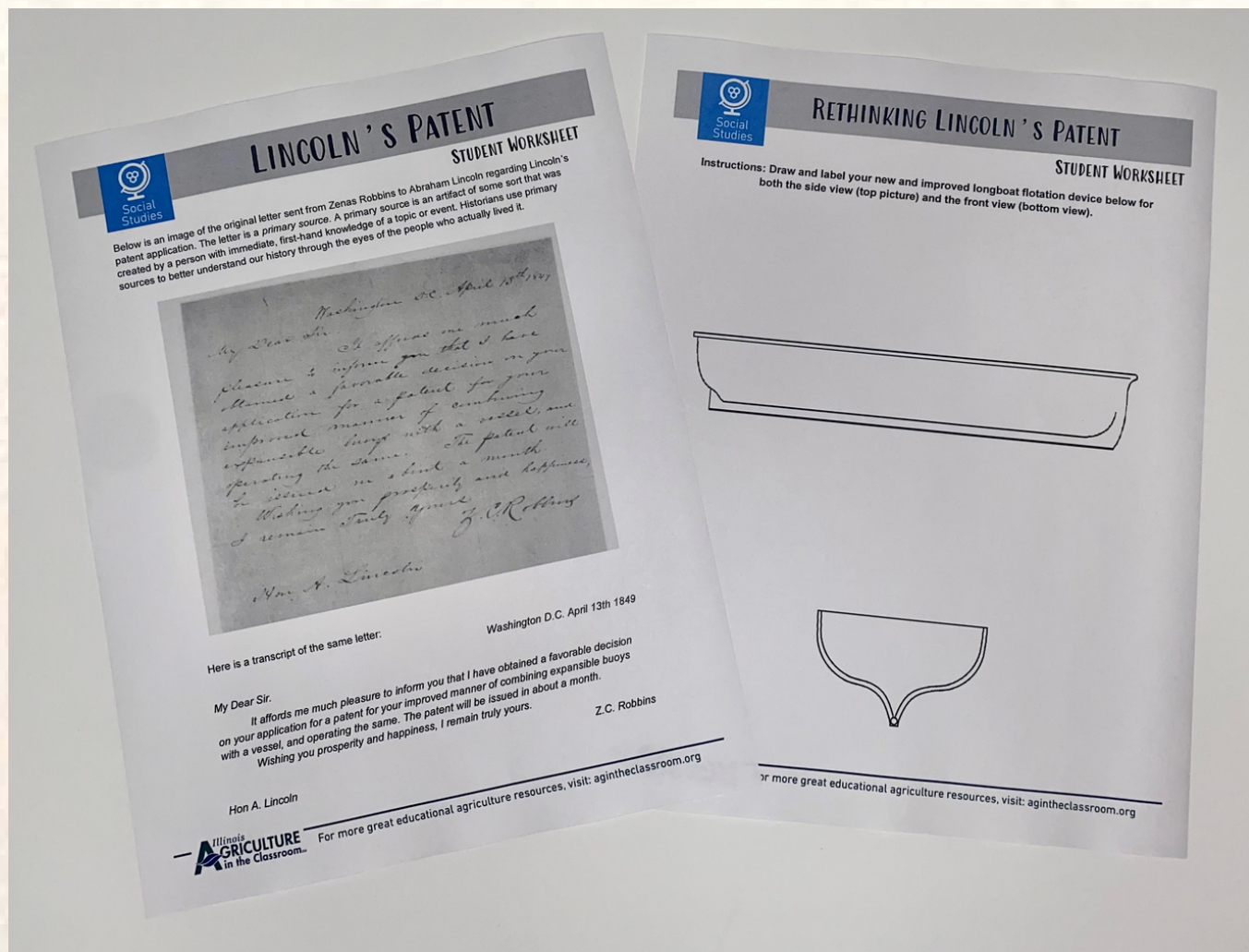
Powder-Powered Pollination



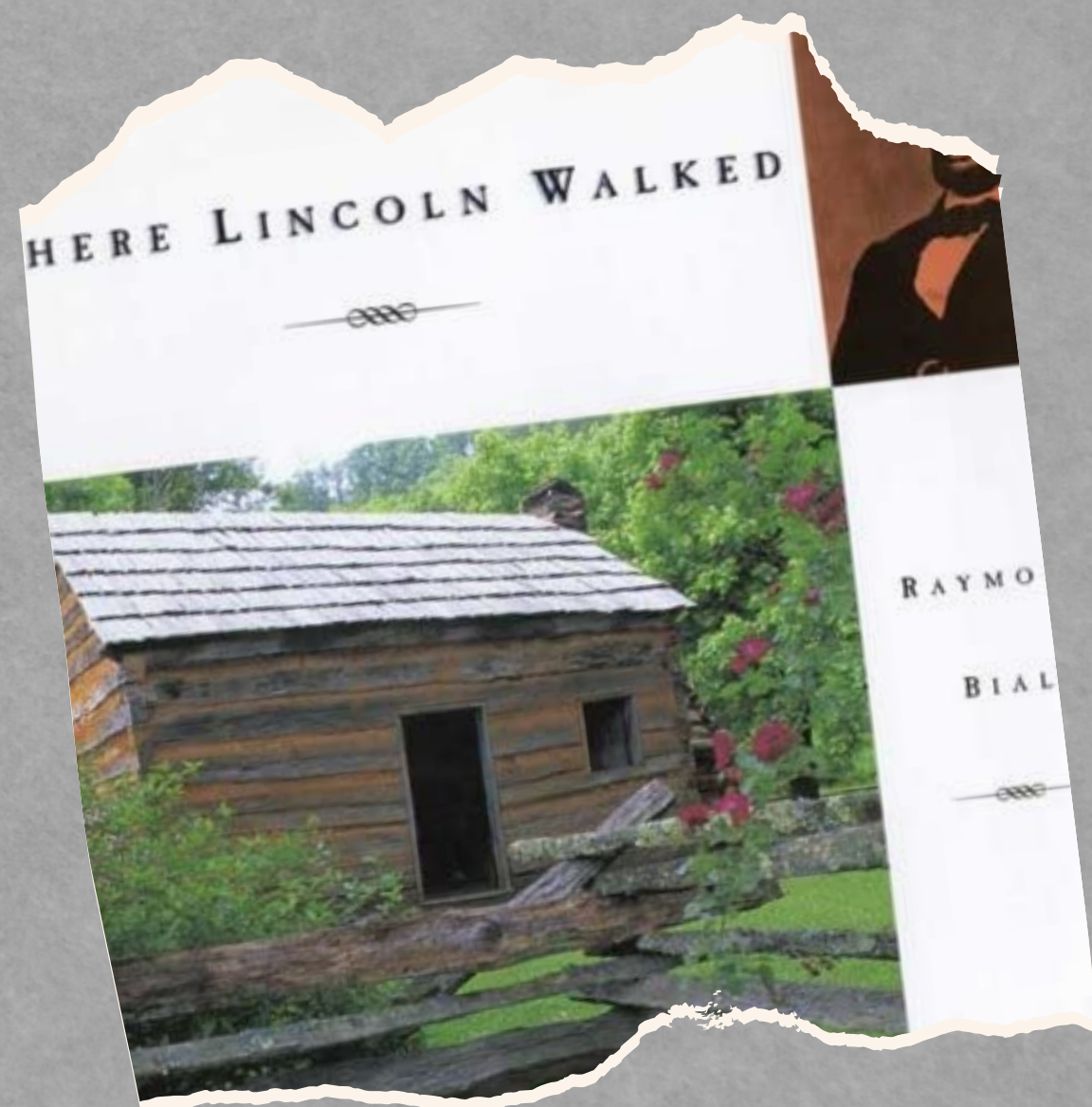
Throw and Grow



Raymond Bial



Lincoln's Patent



Raymond Bial

When tillage begins, other arts follow.
The farmers, therefore, are the founders
of human civilization.
-Daniel Webster, 1840



A cloak of loose, soft material, held to
the earth's hard surface by gravity, is all
that lies between life and
lifelessness.
-Wallace H. Fuller, 1975



Essentially, all life depends on the
soil...There can be no life without soil
and no soil without life: they
have evolved together.
-Charles E. Kellogg, 1938



We are part of the Earth and it is part of
us. What befalls the Earth befalls all
sons of the Earth.
-Chief Seattle, 1854



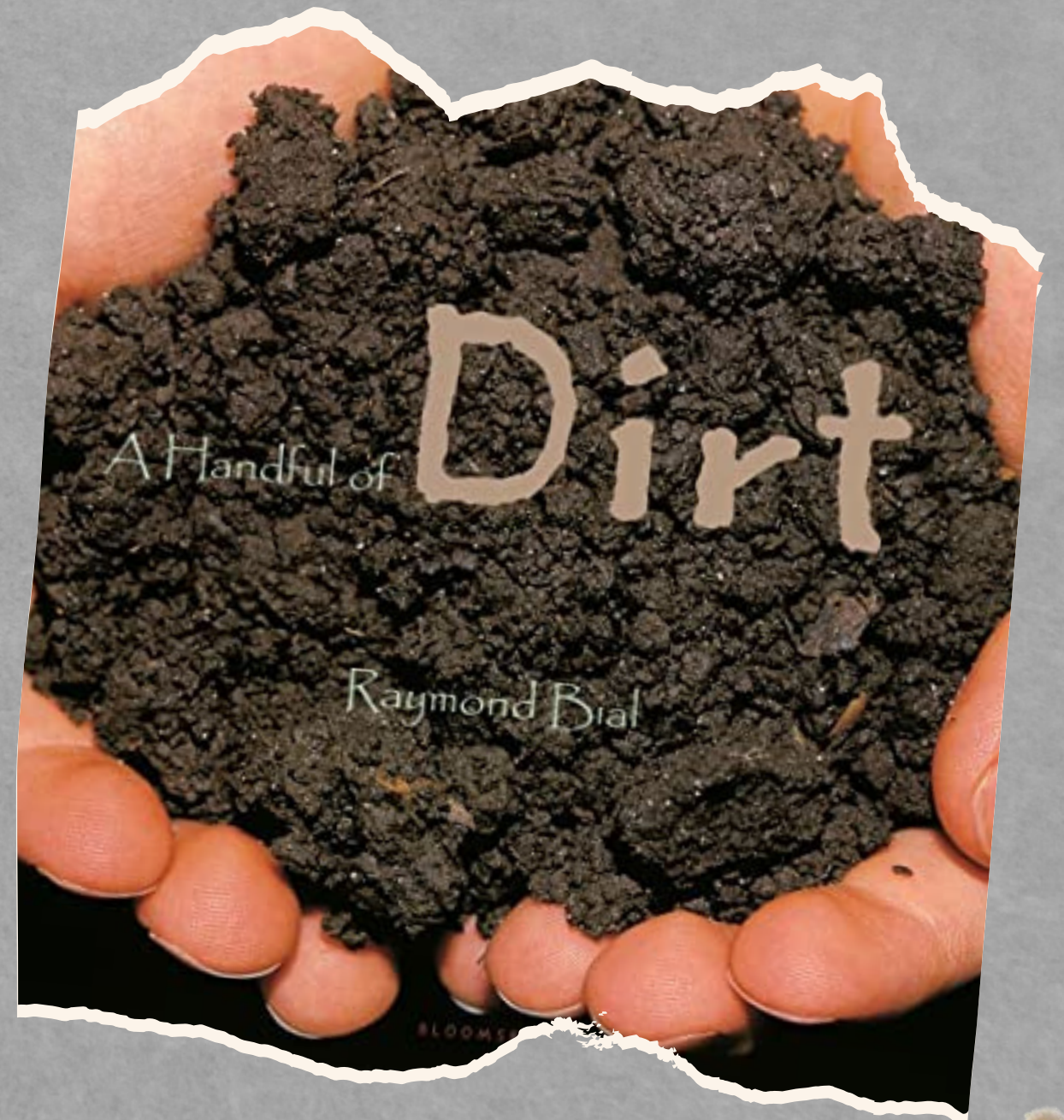
Say it with Soil



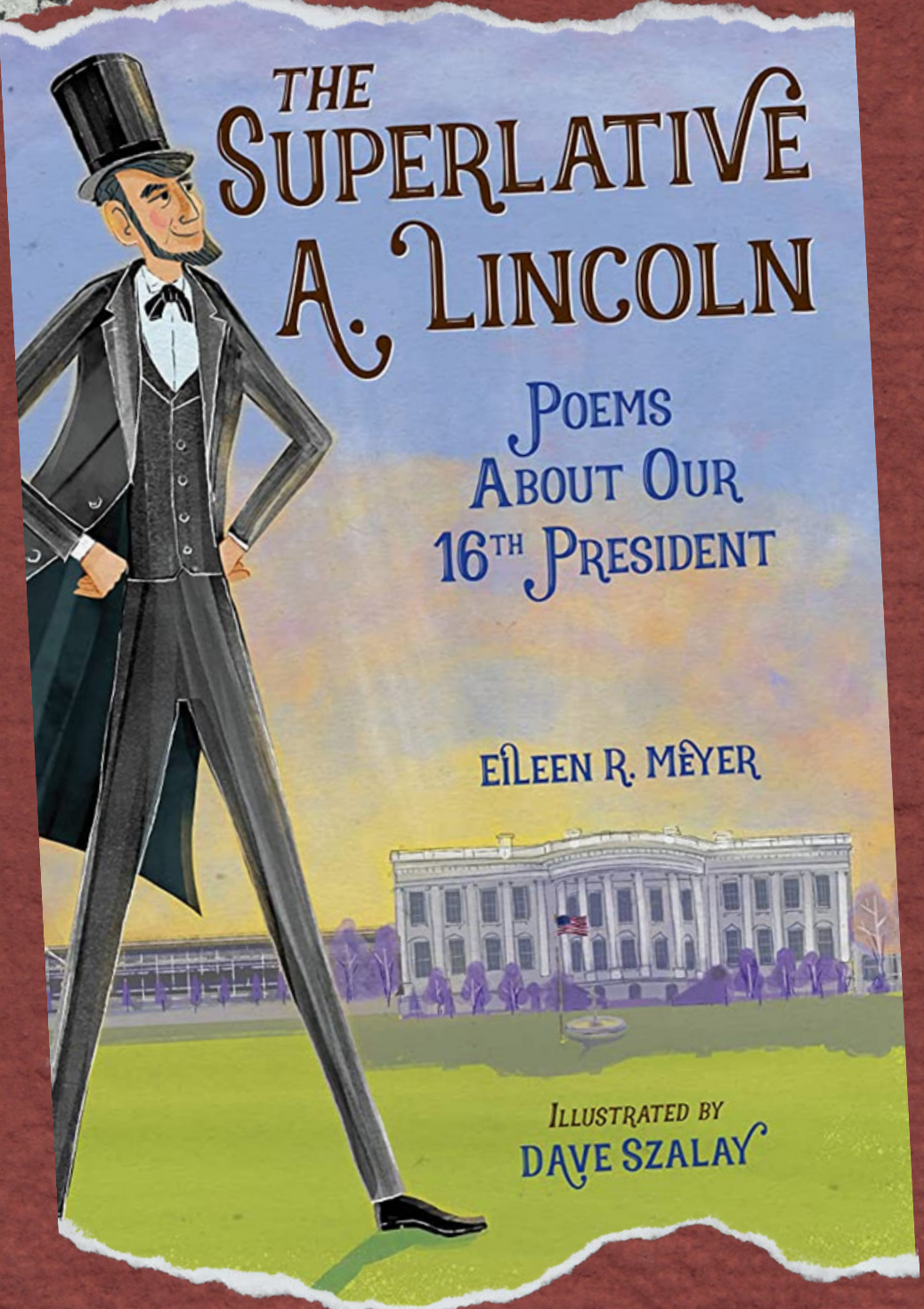
Play-Doh Core Sampling



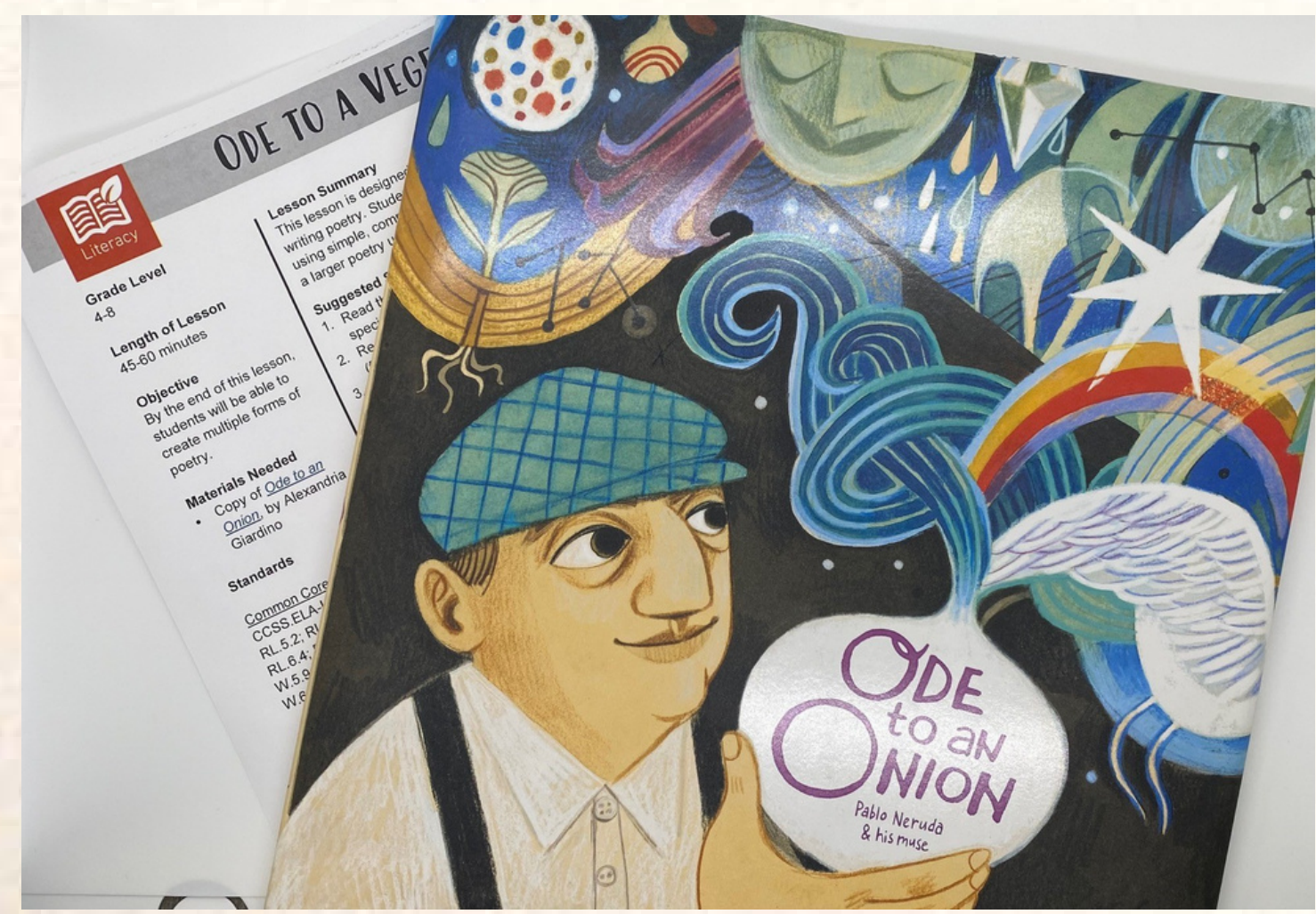
Soil Sam



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Eileen Meyer



Ode to an Onion



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Patricia Toht



Pumpkin Catapult



3D Pumpkin

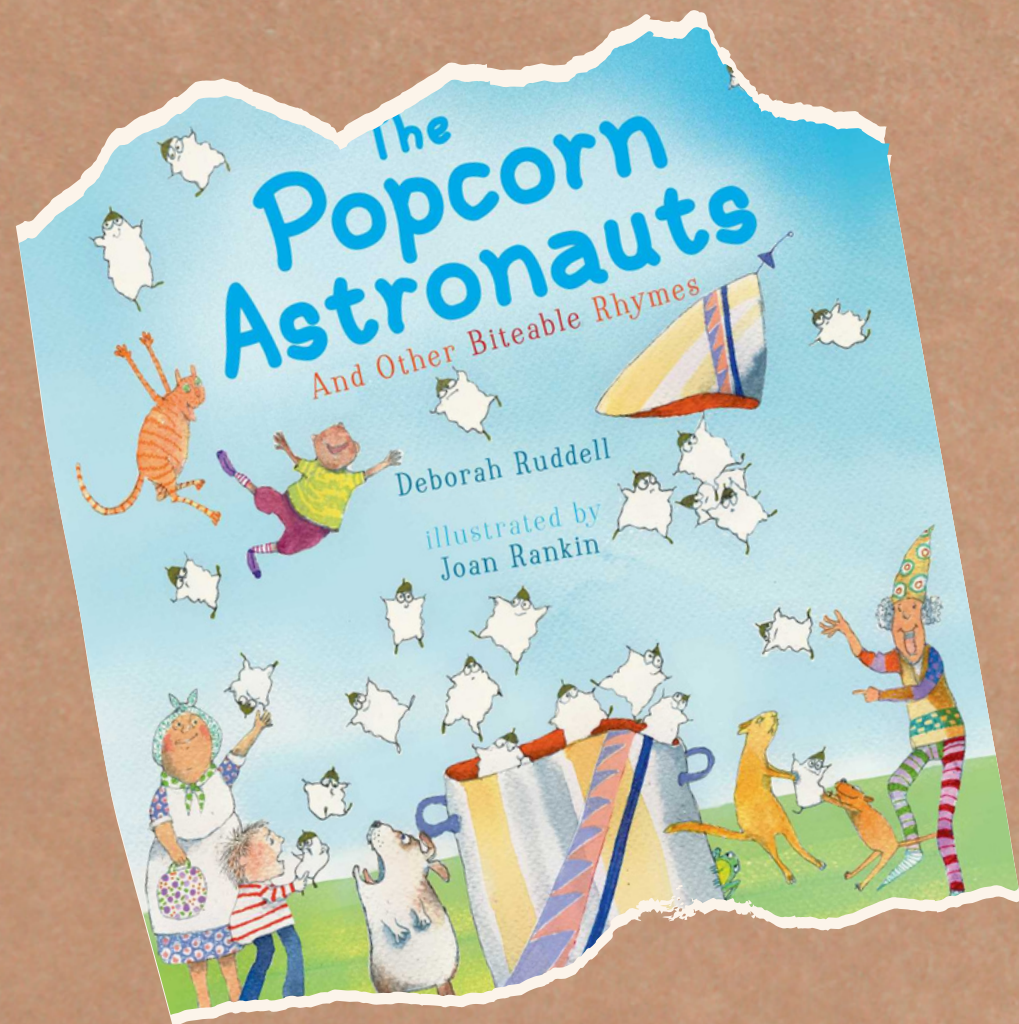


Pumpkin Pie in a Bag



W H H

Deborah Ruddell



POP CORN SCIENCE

Grade Level
4-6

Length of Lesson
45 minutes

Objective
By the end of this lesson, students will have a better understanding of the scientific concepts of volume and physical change.

Materials Needed

- Popcorn kernels
- 32oz. Mason jars*
- Microwave
- Scales
- Masking tape
- Marker
- Copies of the student worksheet

Standards
Common Core
CCSS.ELA-Literacy.W.4.8; W.5.2A; W.6.1A-B; RST.6-8.3; RST.6-8.7

NGSS
MS-PS1-4

Lesson Summary
This lesson is a fun, hands-on activity designed to introduce students to the concept of volume and physical change while strengthening their understanding of weight.

*Any clear container will work, just adjust the amount of popcorn/kernels you're using.

Suggested Sequence of Events:

1. **Set Up:** Pop enough popcorn so that each group of students has 100 popped popcorn pieces.
2. Read through the IAITC Corn Ag Mag to learn more about other products that come from corn! Interactive online versions can be found on our website.
3. Complete the activity following the procedures:
 - Give each group two Mason jars. Have them use the masking tape and marker to label one jar "A" and the other jar "B".
 - Give each student a copy of the student worksheet and read through the background information and the directions together.
 - Have them weigh each jar using a scale and record the weight on their student worksheet.
 - Give students a cup of un-popped popcorn kernels and have them count out 100 kernels to jar "A".
 - Re-weigh jar "A" and record the weight.
 - Give each group a bunch of popped popcorn and have them count out 100 pieces. Have them add those 100 pieces to jar "B".
 - Have them re-weigh jar "B" and record the weight.
 - Once they are done recording the weights, have them answer the questions at the bottom of the sheet.
4. Whole class discussion and reflection of activity. Was there a difference in weight between the kernels and the popcorn (#3 on their student worksheets)? Why would the kernels weigh slightly more if the popped popcorn pieces are bigger and have more volume?

For more great educational agriculture resources, visit: aginthe classroom.org

AGRICULTURE in the Classroom



Packing Peanuts

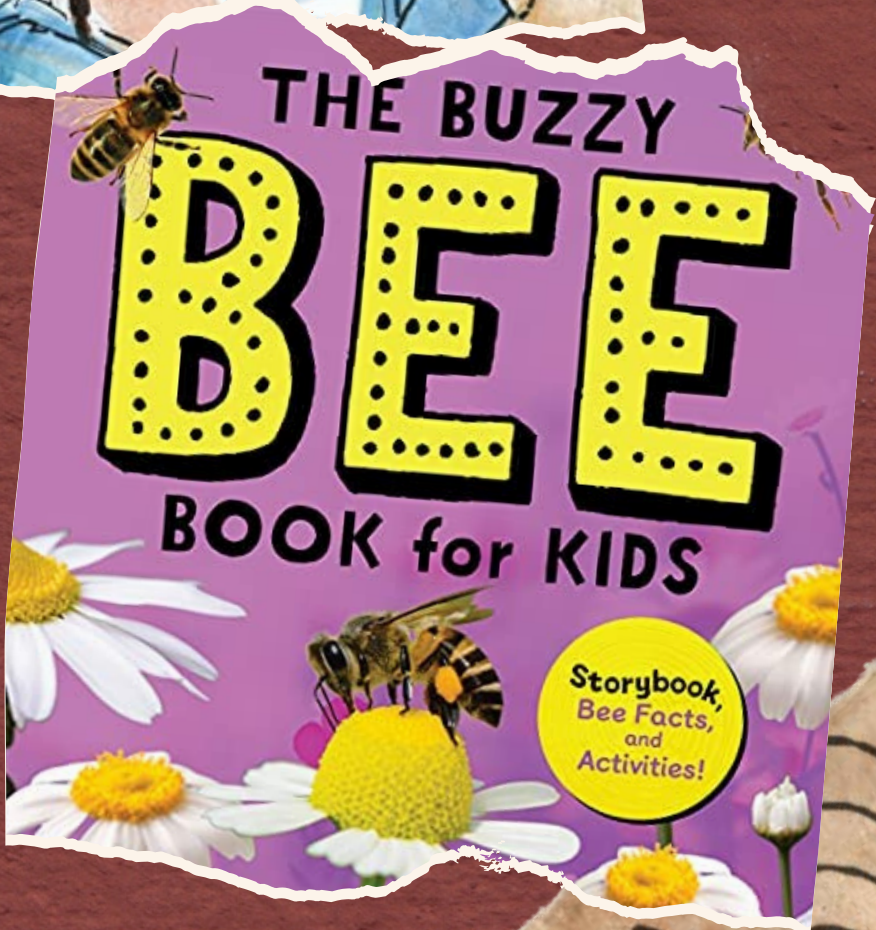
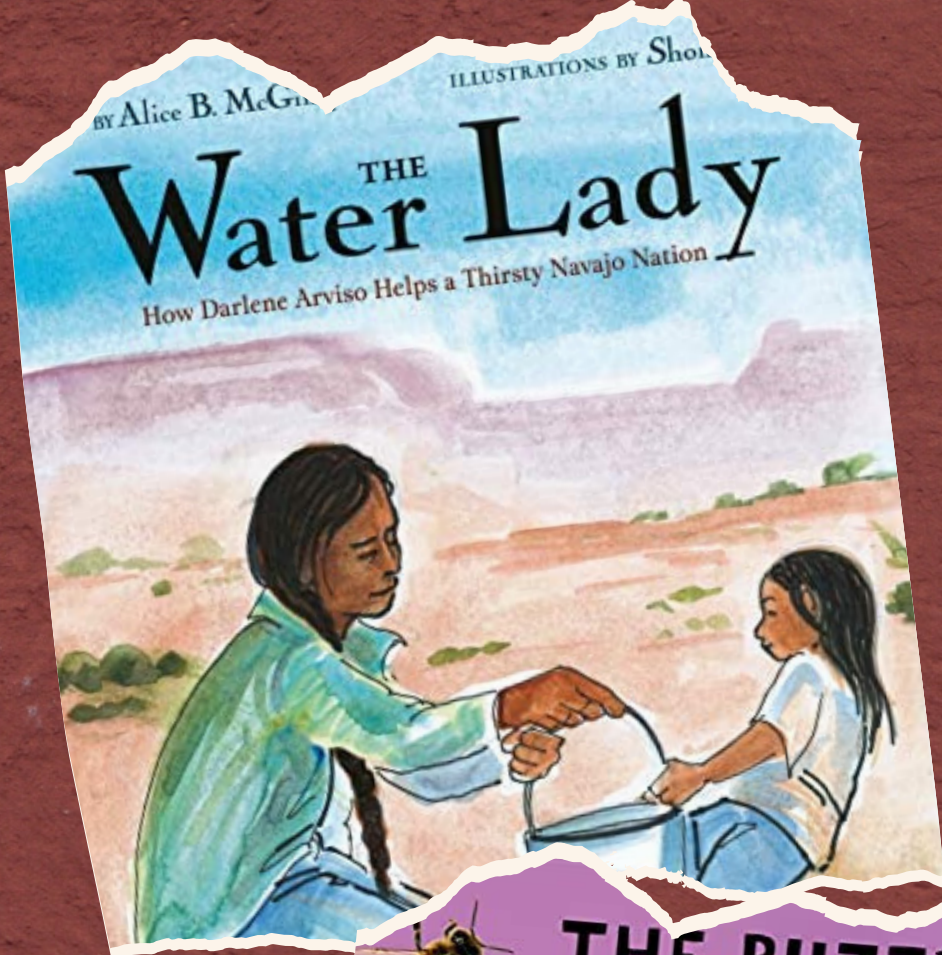


Popcorn Science

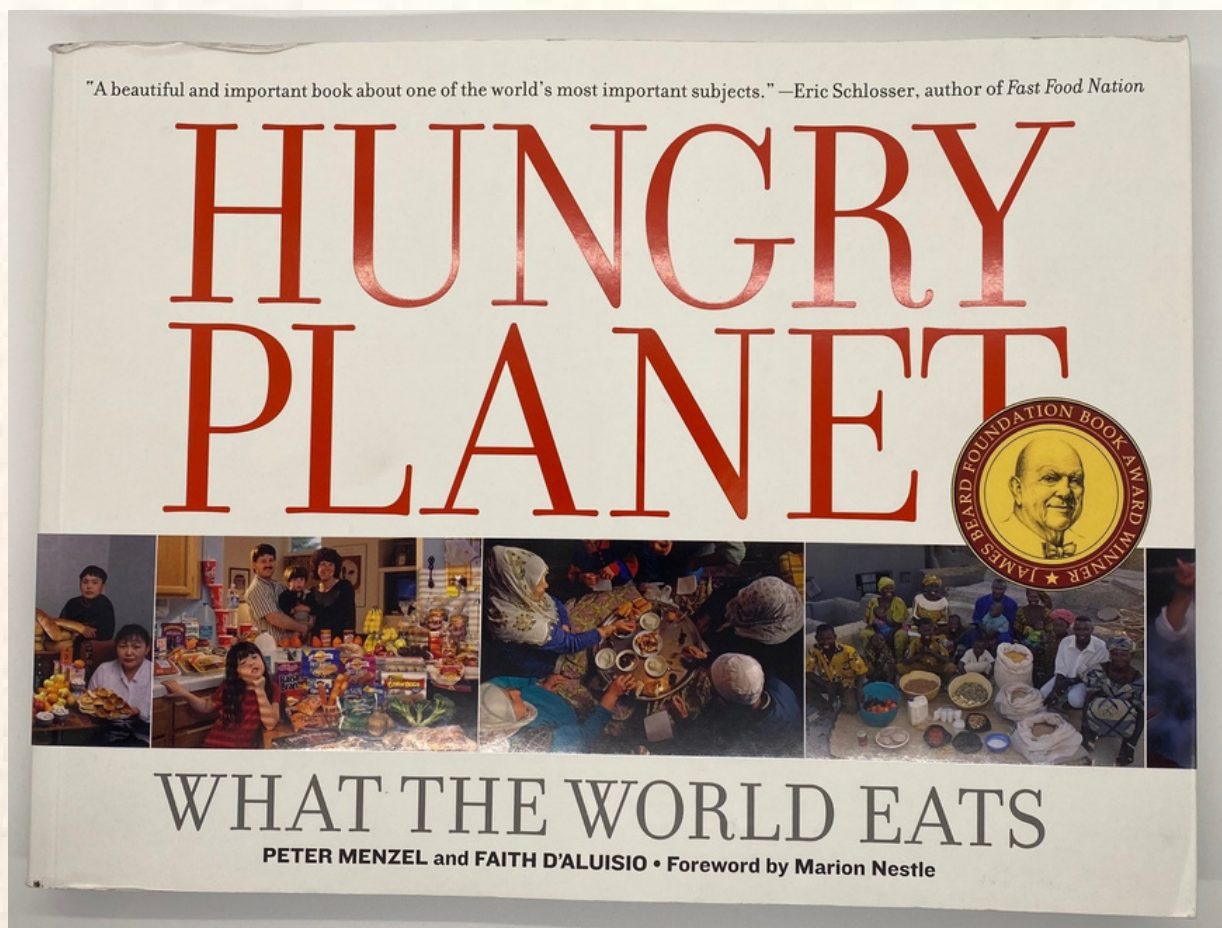
Alice McGinty



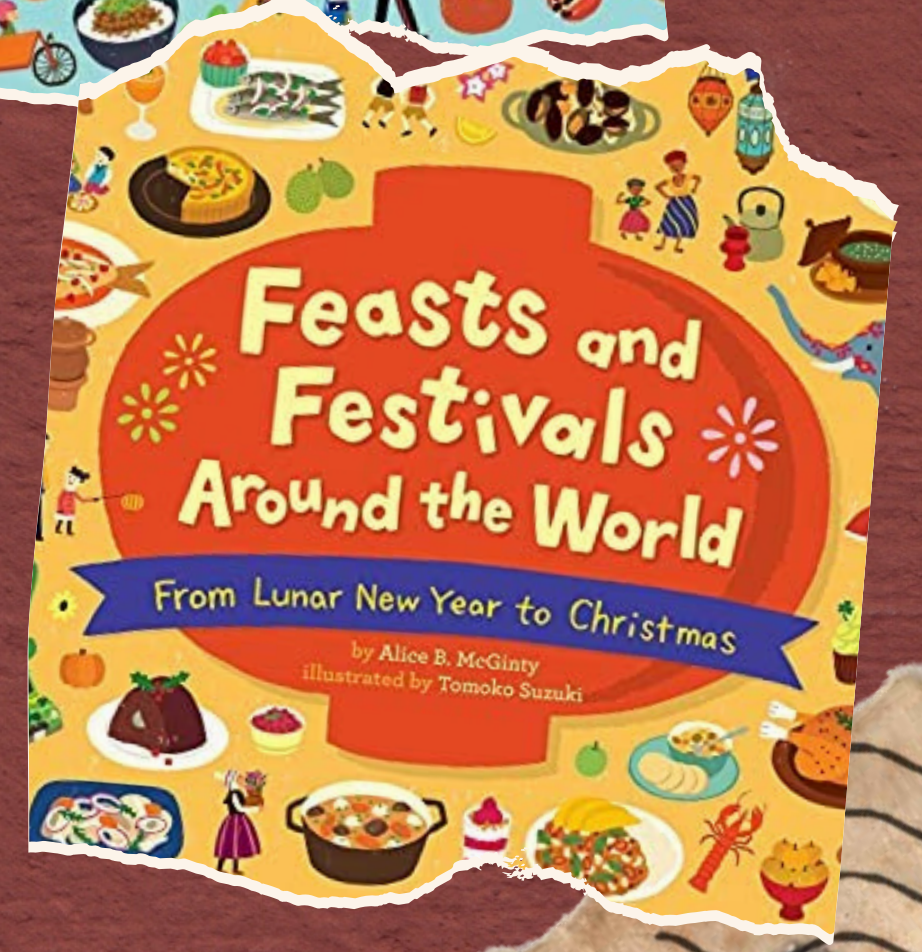
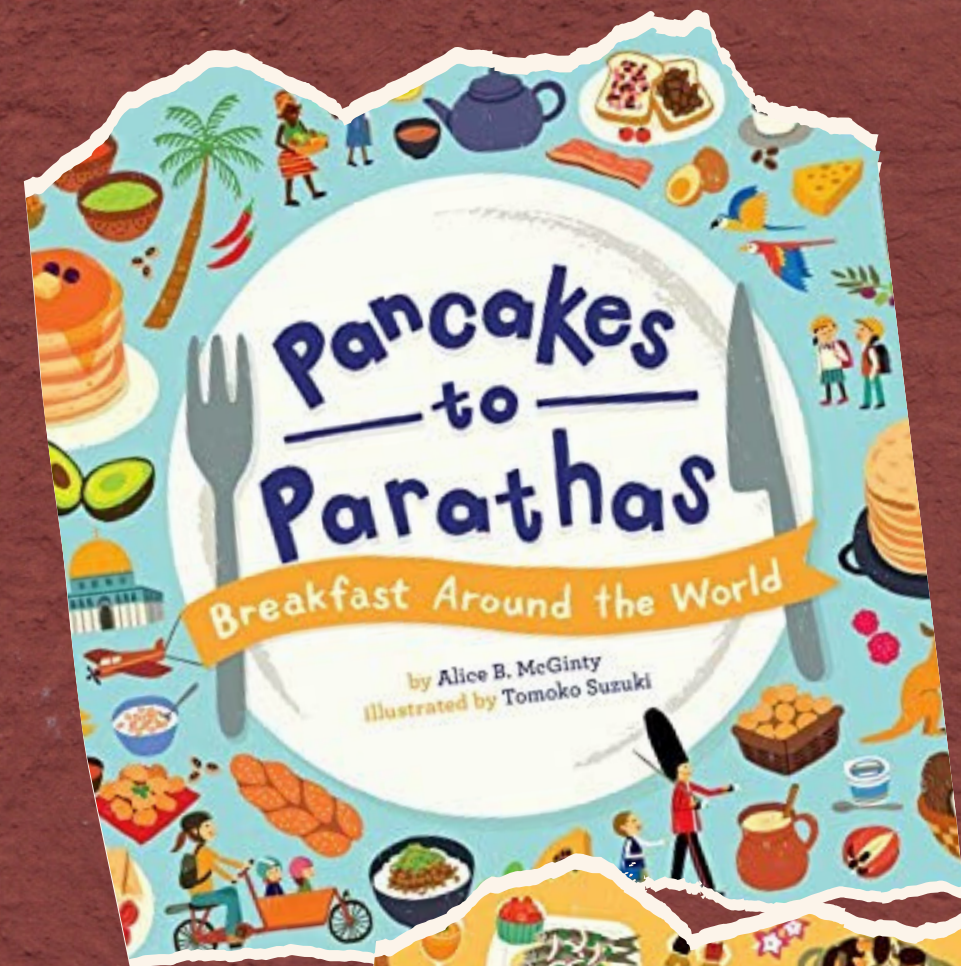
Water Cycle in a Bag



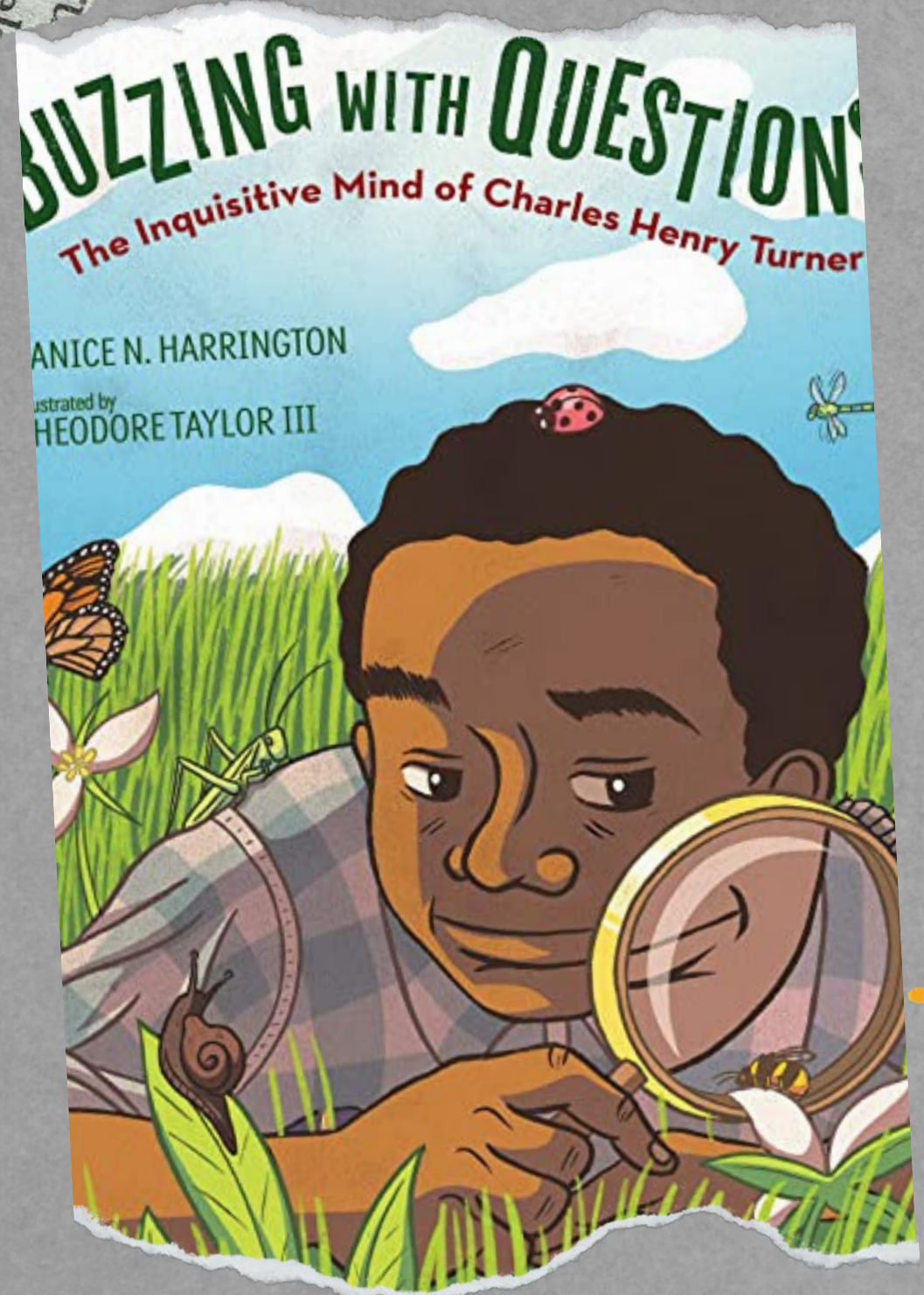
Alice McGinty



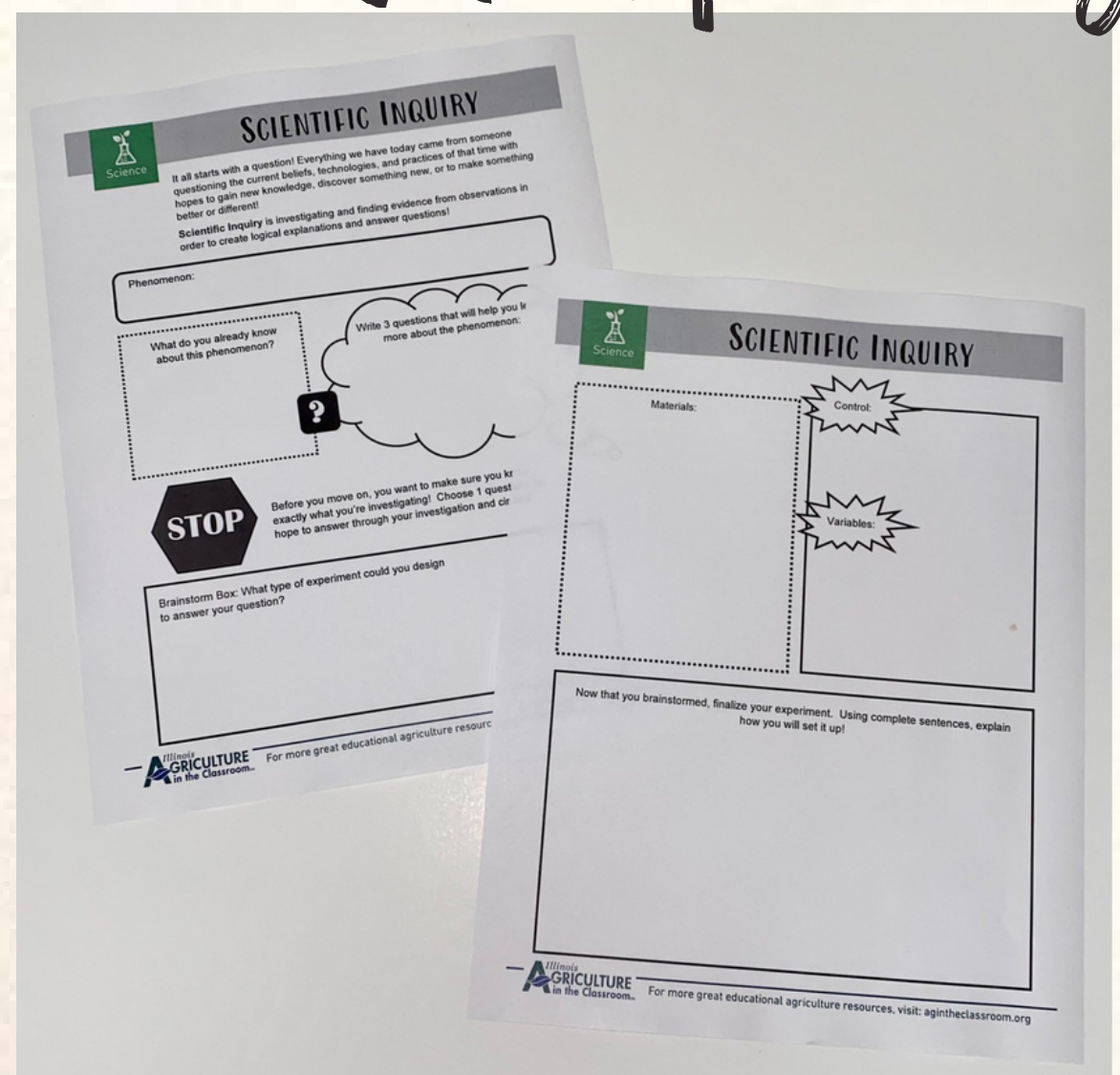
Hungry Planet



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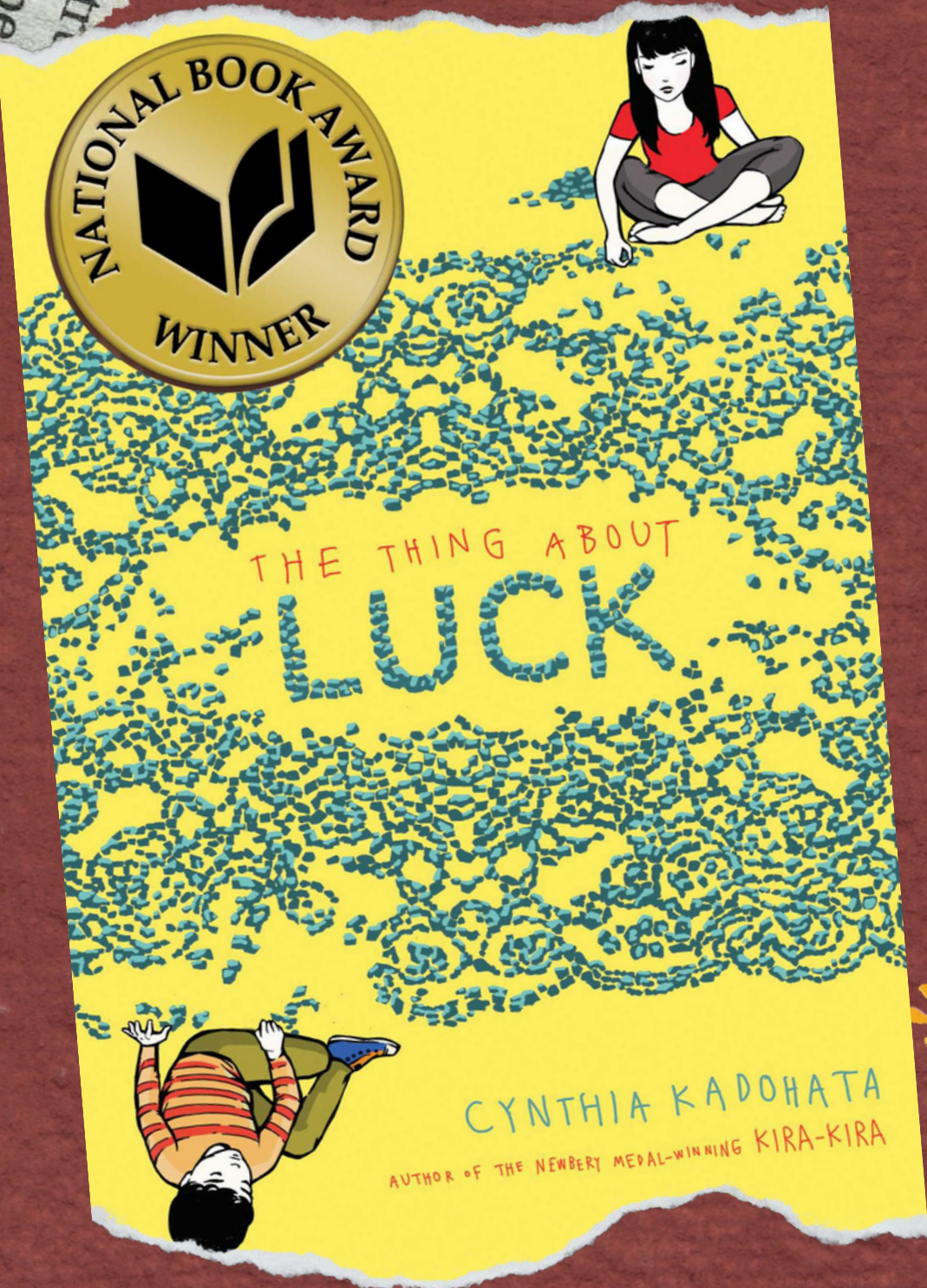
Janice N. Harrington



Scientific Inquiry Worksheet



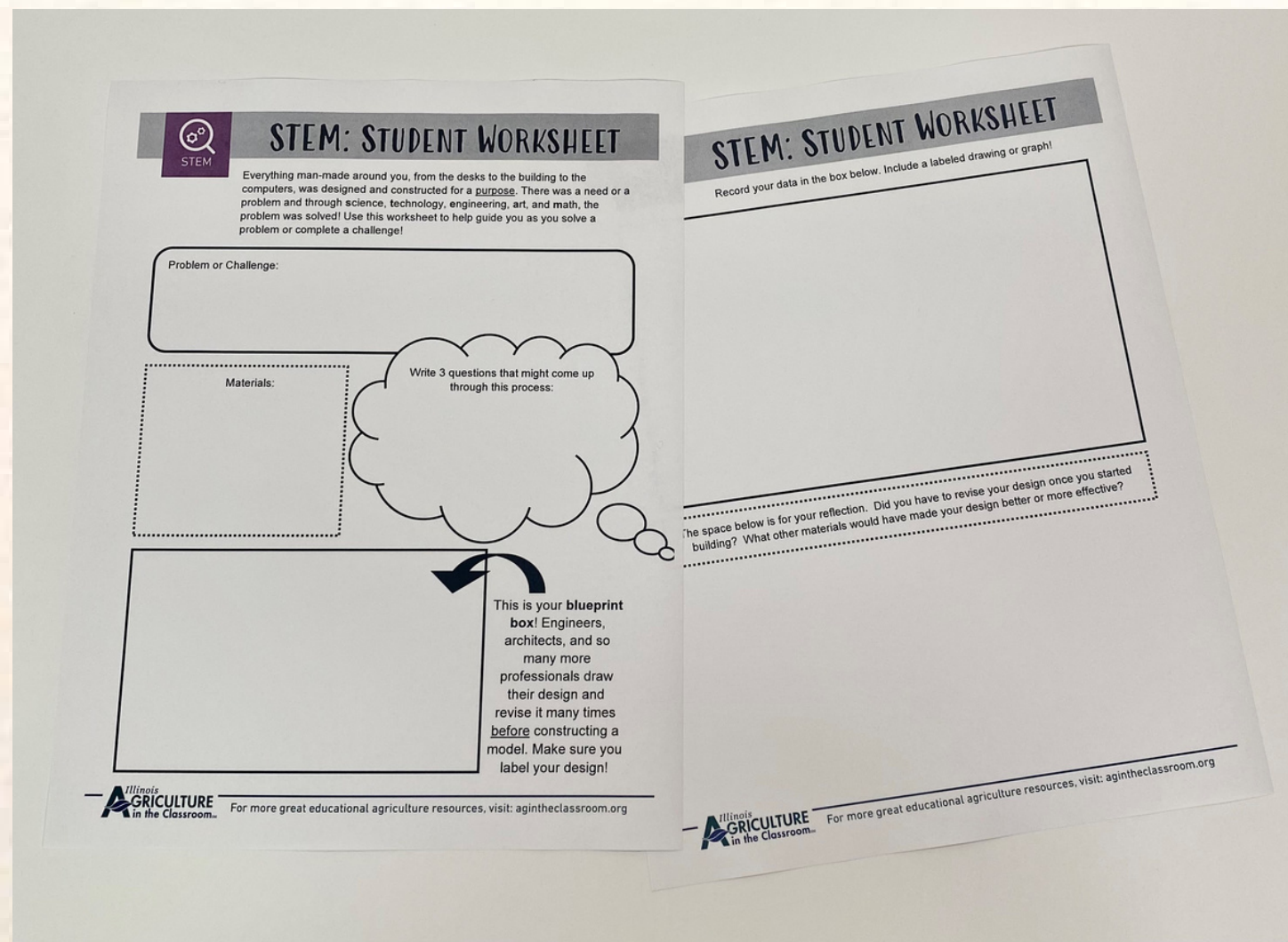
Cynthia Kadohata



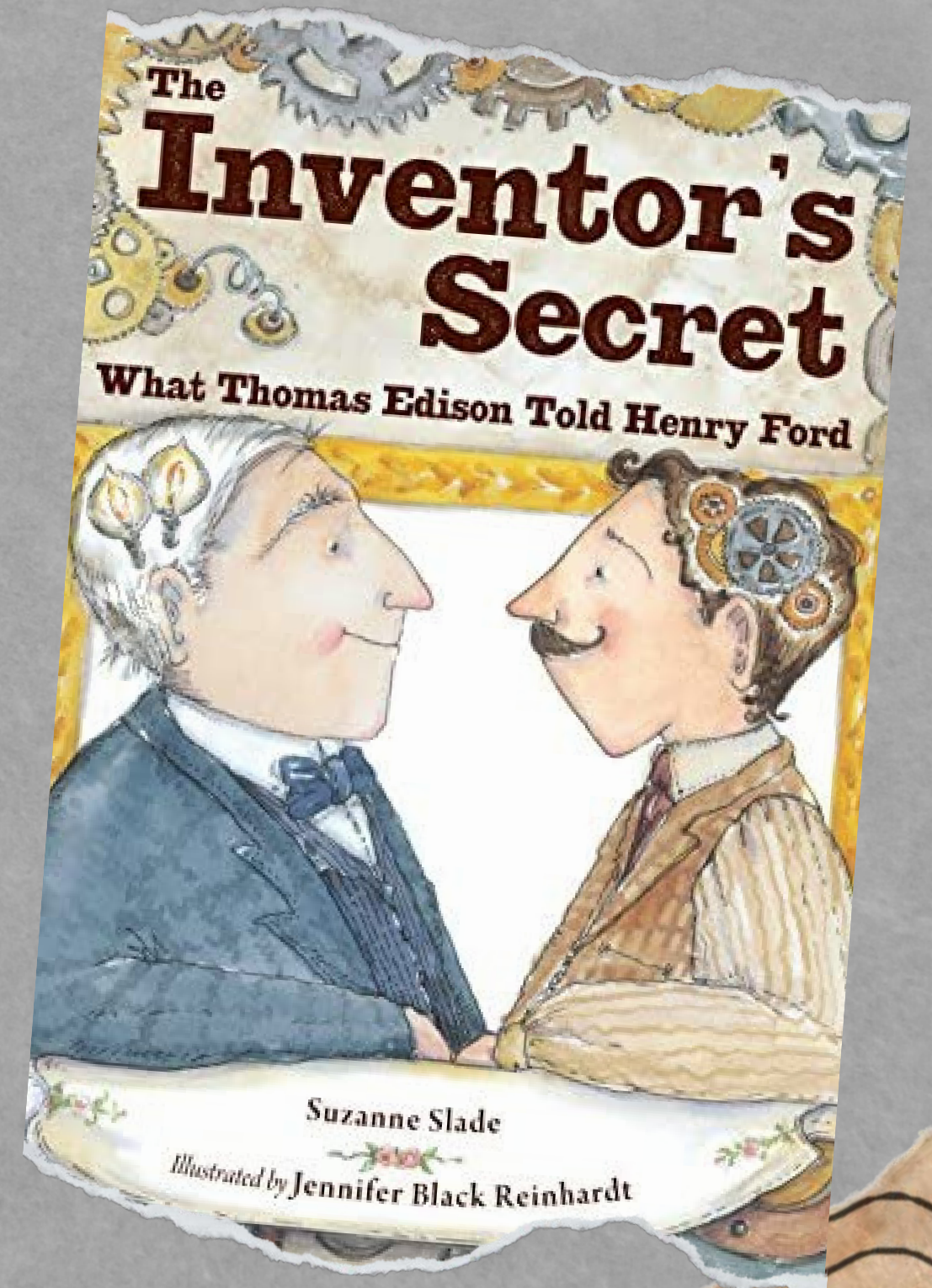
Wheat Milling



Suzanne Slade



STEM Student Worksheet



THE END

Any Questions?

Find us on social media and our website: www.agintheclassroom.org

Illinois Agriculture in the Classroom

SEARCH OUR LESSONS

 Back to School with Agriculture!

back to school!

Do you know all the connections between

