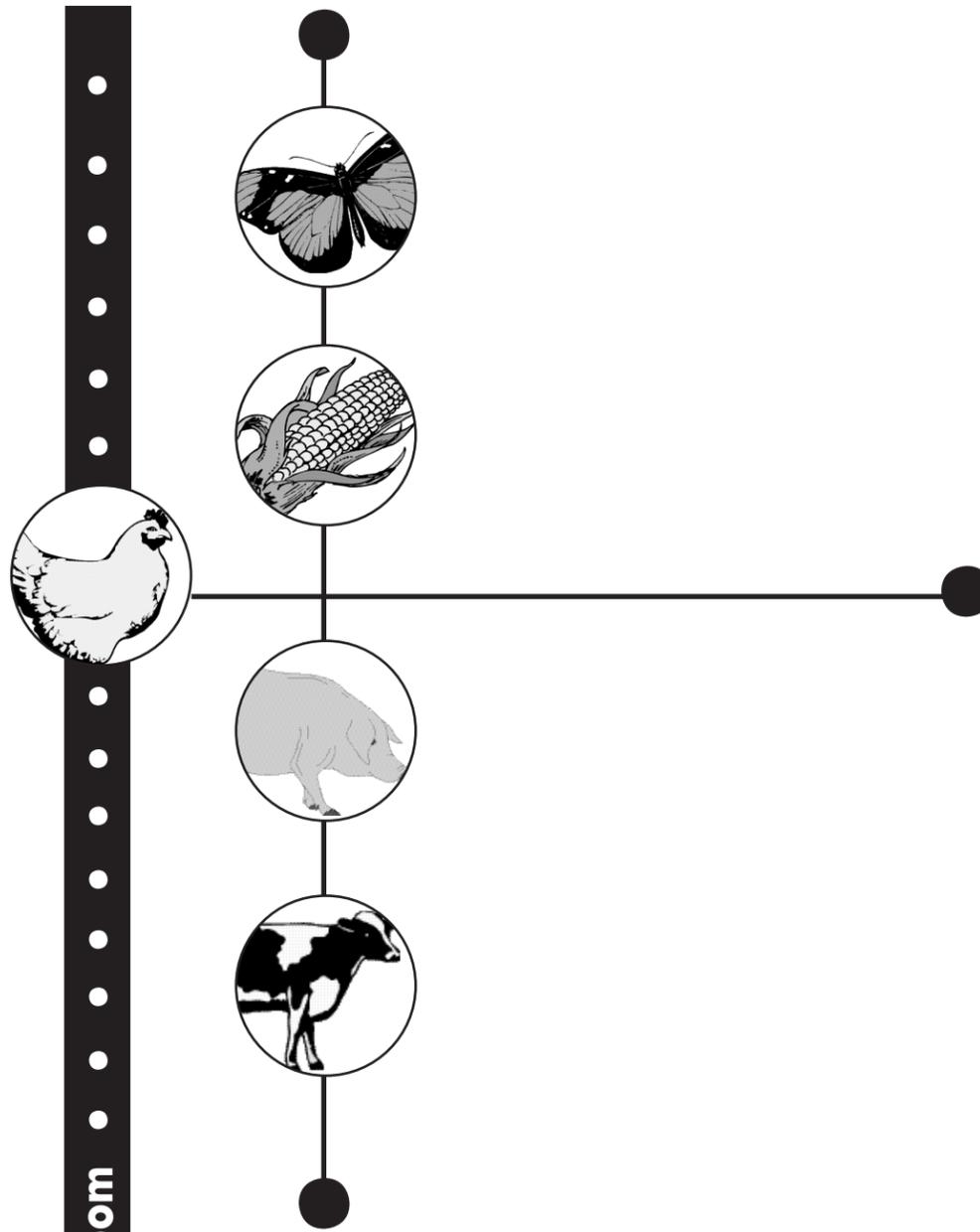


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Illinois
AGRICULTURE
in the ClassroomSM

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Illinois Agriculture in the Classroom

Ag,
Paper Plates[®] & You

Paper Plate Activities for Kids

Moo Masks

Create a fun dairy cow mask with an ear tag.

Materials:

1 Large dinner plate

2 Small dessert plates

String

Glue or Staples

Crayons, markers, or colored pencils

Dairy Ag Mag



Directions:

1. Have the students cut one dessert plate in half.
2. Have the students staple or glue the other dessert plate behind the large dinner plate. They should draw eyes on the dessert plate and a mouth on the dinner plate.
3. Next use the dessert plate that was cut in half to make two ears that are glued or stapled to the top of the dessert plate with the eyes.
4. Have the students use the writing utensils to color the cow with black and white spots.
5. Have the students add an ear tag to their mask, using their birthdate in numerals.
6. Attach string to the side of the mask to allow it to wrap around their heads.
7. Let the students wear their masks while they read the Dairy Ag Mag from your County Farm Bureau®.

Thanks to:

Shelley Hall, Ag Literacy Coordinator, Pike-Scott Counties

Paper Plate Chick

Make a cute paper plate chick and learn fractions at the same time.

Materials:

3 yellow dessert paper plates

Black Marker

Stapler and staples

Orange construction paper



Directions:

1. Ask the students to fold two of their paper plates inside out. These will be Plate 1 and Plate 2.
2. Ask the students to place Plate 1 on the table yellow side down.
3. Have the students cut two chick feet out of orange construction paper. They can staple the feet to Plate 1.
4. Have the students take Plate 3 and cut it in half. Then they should cut one half in half again. This will make one $\frac{1}{2}$ piece and two $\frac{1}{4}$ pieces.
5. Have the students use the two $\frac{1}{4}$ pieces to make wings for the chick by stapling them to Plate 1. The yellow side of the wings should be face up.
6. Have the students place Plate 2 on top of Plate 1 and staple them together around the outsides of the plates.
7. Have the students take the $\frac{1}{2}$ piece from Plate 3 and staple it to the rest of the chick. The flat side of the $\frac{1}{2}$ piece should point out. This will be the head.
8. Have the students cut a beak out of orange construction paper by making two triangles and stapling them on top of one another on the chick's head.
9. Have the students use a black marker to draw eyes on their chick.

Adapted from www.daniellesplace.com

Paper Plate Pig

Create a silly flat pig with paper plates.

Materials:

1 extra large pink dinner size paper plate

1 dessert size pink paper plate

Pink Construction paper

Markers

Stapler and staples

1 small paper drink cup

Pork Ag Mags



Directions:

1. Have the students turn the dessert plate inside out. This is the pig's head.
2. Have the students color the outside of the small paper drink cup pink. Then they should cut ½ inch slits around the top of the cup. This will create flaps for the cup. This will be the pig's nose.
3. Have the students turn the cup upside down and staple it to the pig's head by folding the flaps out and stapling on the flaps.
4. Have the students staple the pig's head to the lower middle of the extra large plate. The extra large plate will be the pig's body.
5. Have the students cut a tail, two ears, and two feet out of pink construction paper and staple them to the pig. The feet should be stapled to the bottom of the pig's body. The ears should be stapled to the pig's head. The tail can be curled by sliding it along a scissor blade. Then the tail should be stapled to the back of the pig's body.
6. Have the students use the markers to draw eyes and a mouth on their pig.
7. Discuss what pigs eat. You may want to get copies of the Pork Ag Mag from your County Farm Bureau®.

Adapted from www.daniellesplace.com

Parts of an Egg

Draw the parts of an egg on an oval plate.

Materials:

Large oval paper plate

Markers

Poultry Ag Mag



Directions:

1. Review the Poultry Ag Mag with your students. You can obtain them from your County Farm Bureau®.
2. Ask the students to look at the parts of an egg on page 2 of the Ag Mag.
3. Ask the students to copy the drawing, label the parts, and summarize the purpose of each part and write it on the plate. (For example, instead of saying "Chalaza-Cord-like twisted strand in the albumen that anchors the yolk in the center of the egg." the students could simply write "Chalaza-anchors yolk.")

Illinois Meal

Draw an Illinois grown meal on a plate.

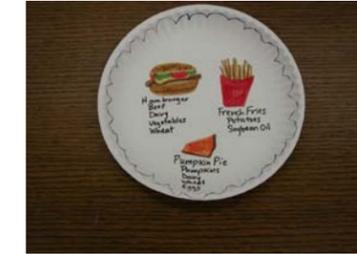
Materials:

Paper plates

Markers

Illinois Ag Mag

"Searching for the Real Illinois" brochures



Directions:

1. Discuss how farms are needed to grow our food.
2. Discuss specific crops grown in Illinois. You may want to use the Illinois Ag Mag or the "Searching for the Real Illinois" brochures. You can obtain both items from your County Farm Bureau®.
3. Give each student a plate and ask them to draw a meal on it. The meal should be made with Illinois farm products. Next to each item, the students list the farm products that were used to make it. i.e. Hamburger (beef, dairy, vegetables, wheat), French Fries (potatoes, soybean oil), and Pumpkin Pie (pumpkins, dairy, wheat, eggs)
4. Ask the students to discuss their plates with a friend.

Metamorphosis Stages

Show the life cycle of a butterfly or moth on a paper plate.

Materials:

Paper plates

Markers

Construction paper

Pipe cleaners

Google eyes

Scissors

Glue

Paint

Twigs



Directions:

1. Have the students write "Metamorphosis" at the top of their plates and then divide the plates into four sections with a marker.
2. Egg Stage-in the first section, have the students glue a construction paper leaf with eggs on it. You can use white-out or paint for the eggs.
3. Larvae Stage-in the second section, have the students glue a pipe cleaner caterpillar. You can make this by twisting a yellow and a black pipe cleaner together. Then add google eyes if desired.
4. Pupa Stage-in the third section, have the students glue a cocoon or chrysalis to a twig. You can make the cocoon by rolling a piece of paper.
5. Adult Stage-in the fourth section, have the students glue a butterfly or moth. Make them out of tissue paper and pipe cleaners or construction paper.

Adapted from www.teachers.net. Thanks to Sherri Thacker.

How Was My Coat Made?

Use two paper plates to create a “feely plate.”

Materials:

Two paper plates
Stapler and staples
Scissors
Markers
Wool
Yarn
Felt
Sheep Ag Mag



Directions:

1. Discuss wool production using the Sheep Ag Mag from your County Farm Bureau®.
2. Cut four “windows” into a paper plate. Above the windows (at the top of the plate), have the students write “How Was My Coat Made?”
3. Staple the plate to another plate with the eating sides facing each other. This will create a hole between the plates.
4. Glue items inside the windows to show the steps of a coat being made. (you may want to do this before stapling the plates together)
Window 1: Write the word “sheep” and draw a picture of the sheep.
Window 2: Write the word “wool” and glue a piece of wool in the window.
Window 3: Write the word “yarn” and glue a piece of yarn in the window.
Window 4: Write the word “felt” and glue a piece of felt in the window.
5. Have the students cut a coat from construction paper and glue it to the bottom of the plate.

Note: This can also be made into a cotton activity using cotton seeds, a cotton boll, yarn, and denim fabric.

Thanks to:

Cindy Encarnicion, St. Louis Science Center

Pizza Plate

Learn about the types of farms needed to make a pizza.

Materials:

Red tempera paint
White paper plate
Construction paper
Oregano
1 gallon Ziploc bag
Pizza Ag Mag



Directions:

1. Have the students paint the white plate red or use a red plate to create the look of pizza sauce. Let the paint dry.
2. Discuss different types of pizza toppings and the farms these toppings come from. You may want to use the Pizza Ag Mag from your County Farm Bureau® for this portion.
3. Have the students cut pizza toppings from construction paper such as pepperoni, peppers, cheese, mushrooms, etc. and glue them to the plate.
4. Have the students sprinkle oregano on the plate and put it in a Ziploc bag.
5. Have the students open the bag and smell their pizza!
6. Variation: Have the students glue the farm sources of pizza products on their pizza. This project could also be done as a hamburger with many colored plates stacked together to represent toppings.

Thanks to:

Ferol Empen, Ogle County Ag in the Classroom Volunteer and Teacher
Tracy Rixman, Washington & Perry County Ag Literacy Coordinator

Sand, Silt, & Clay Comparison

Use paper plates to compare the sizes of soil particles.

Materials:

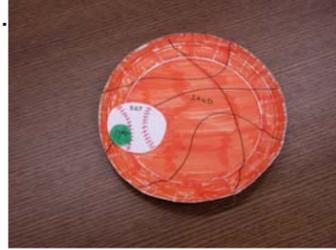
Large paper plate

Markers

Scissors

Soil & Fertilizer Ag Mag

Paper



Directions:

1. Discuss soil particles with the students, specifically the three types: sand, silt, and clay. You will want to read the Soil & Fertilizer Ag Mag with the students. You can obtain copies from your County Farm Bureau®.
2. Note the part of the Ag Mag where the sand particles are compared to the size of a basketball, the silt particles are compared to size of a baseball, and clay particles are compared to the size of a marble. (in relation to each other)
3. Give each student a large paper plate. This will be the size of a basketball to remind them of sand particles. Normally, men's basketballs are 14 ¾ inches wide and women's basketballs are 13 ¾ inches wide. You may only be able to find a paper plate that is 11 inches. Just use it anyway, the students will still get the point.
4. Ask the students to use markers to make their plate look like a basketball and then write "sand" on it.
5. Ask the students to trace a baseball and a marble. They should do the same with these two-color them and then write "silt" and "clay." on them.
6. Discuss which particles are the largest, smallest, etc. Discuss the implications of the sizes of soil particles. Discuss the type of soil in your area. Make sure the students understand that the basketball, baseball, and marble are only used to compare the particles to each other and they are not that large in real life.

Harvest Seasons Mobile

Create a mobile to show crops harvested in the United States in different seasons.

Materials:

White paper plate

Yarn

Construction paper

Markers

Stapler and staples

Hole punch

Harvest Year by Cris Peterson



Directions:

1. Discuss the types of crops that are grown in different regions of the United States all year. You may want to use the book Harvest Year in your discussion.
2. Have the students divide a paper plate into four sections with a marker. Label each section with a season: Winter, Spring, Summer, and Fall.
3. Ask the students to draw crops that are harvested each season on the corresponding section. They should also write the names of the crops.
4. Have the students cut season symbols out of construction paper and hang them from the seasons using yarn. For example, fall-leaves, summer-sun, spring-flowers, and winter-snowflakes. These mobiles will hang on the ceiling, so the side the students drew on will face the floor. Then the seasons symbols can hang below it.
5. Punch four holes around the outside of the plate. Then tie some yarn to all four holes. Gather the yarn above the blank side of the plate. This will allow you to hang the mobiles in the classroom.

Examples of crops grown in different seasons:

January- pineapple in Hawaii

February-lettuce in Arizona

March-maple syrup in Vermont

April- green beans in Florida

May-tomatoes in South Carolina

June-wheat in Kansas

July-cherries in Michigan

August-oats in Iowa

September-honey in North Dakota

October-pumpkins in Illinois

November-peanuts in Oklahoma

December-shrimp in Louisiana

You can find more crops and the months they are harvested in Harvest Year.

Thanks to:

Mary Ellen Sharkey, Illinois Farm Bureau®

Giant Ice Cream Cone

Learn about dairy cows and ice cream while making a giant ice cream cone.

Materials:

Colored paper plates

Construction paper

Markers

Stapler and staples

Dairy Ag Mag



Directions:

1. Have the students read the Dairy Ag Mag. You can obtain Dairy Ag Mags from your County Farm Bureau®.
2. Discuss ice cream production with your students.
3. Ask the students to research ice cream facts.
4. Each student should write a different ice cream fact on a colored paper plate.
5. Staple all the paper plates together to make a giant ice cream cone.
6. Use brown construction paper to make an ice cream cone. Staple the cone to the ice cream scoops.

Thanks to:

Mary Ellen Sharky, Illinois Farm Bureau®

Variation: Give each student 6 dessert sized plates and have them write the steps of making ice cream in a bag, one step on each plate. Then they can connect all the plates with staples and have a giant ice cream cone with a recipe.

Scoop 1: Ice Cream in a Bag

Scoop 2: Place 1 cup milk, 1 cup whipping cream, $\frac{1}{4}$ cup sugar, and $\frac{1}{2}$ teaspoon vanilla extract in a one-quart freezer bag. Fold a piece of duct tape over the seal.

Scoop 3: Place the one-quart bag inside a one-gallon freezer bag.

Scoop 4: Place the larger bag with ice around the smaller bag. Pour $\frac{3}{4}$ -1 cup of salt evenly over the ice. Seal the larger bag.

Scoop 5: Wrap the bag in a towel and shake for 10 minutes. Open the outer bag and remove the inner bag. Wipe the bag to avoid salt getting inside.

Scoop 6: Cut the corner of the small bag off and squeeze the ice cream into cups. Makes 3 cups.

Ice Cream Recipe Thanks To:

Jean Barron, Schuyler County Farm Bureau®

Soy Mobile

Learn about the human, animal, and commercial uses of soybeans.

Materials:

Paper plate

Scissors

Markers

Yarn

Stapler

Soybean Ag Mag

Hole punch



Directions:

1. Discuss the uses of soybeans. You may want to use the Soybean Ag Mag. You can obtain copies of the Ag Mag from your County Farm Bureau®.
2. Give each student a plate and ask them to color it to look like a soybean.
3. Tell the students they will be making a mobile to show the human, animal, and commercial uses of soybeans.
4. Have the students cut out shapes to represent each of the three categories and then list soybean products on each shape. (i.e. Commercial Uses: soaps, crayons, paints, biodiesel fuel, ink; Human Uses: cereal, noodles, pancake mix, mayonnaise, cosmetics, soy milk, Animal Uses: feed)
5. Ask the students to attach the three shapes to their soybean using yarn and a hole punch. Now it is a mobile to hang from the ceiling.

Thanks to Paper Plate Mini-Session Attendees-Debbie Ruff, Julie King, Carrie Stead, Karen Fraase, Cindy Encarnicion, and Michelle Schaal.

Soybean Plant Growth

Create a book to show the stages of soybean plant growth.

Materials:

Small paper plates

Brads

Markers

Soybean Ag Mags

Scissors

Glue

Hole Punch



Directions:

1. Give each student six paper plates. They will be cutting drawings out of the Soybean Ag Mag and gluing them into a booklet. You may obtain Soybean Ag Mags from your County Farm Bureau®. The booklet will have a cover page and five following pages. Each of the five pages will include one drawing from the Ag Mag.
2. Cover Page-The students will use the first plate as the cover page. Have them glue a picture of a soybean or a soybean plant to the cover page and write "Soybean Plant Growth."
3. Page 1-The inside left page of the Soybean Ag Mag shows and explains the stages of soybean growth. Have the students cut out the first drawing, glue it to the plate, and then write "Radicle."
4. Page 2-Have the students cut out the second drawing, glue it to the plate, and write "Lateral Root and Cotyledon."
5. Page 3-Have the students cut out the third drawing, glue it to the plate, and write "Trifoliate Leaves."
6. Page 4-Have the students cut out the fourth drawing, glue it to the plate, and write "Flowers."
7. Page 5-Have the students cut out the fifth drawing, glue it to the plate, and write "Pods."
8. Hole punch the left side of each plate and attach them together with a brad.

Ask the students to explain how soybeans grow and then name some products that soybeans are used for after harvest.

Embryology Creative Writing

Write a story or journal on an egg plate.

Materials:

Access to www.agintheclassroom.org

Stapler

Large oval plate

Markers

Pens/pencils



Directions:

1. Go to www.agintheclassroom.org and print pages 2 & 3 from "Embryology Creative Writing" under "Make & Takes."
2. Tell the students that they will be writing a story about a chick. Give them page 3 and have them write their story on the lines. The story should be from the viewpoint of a chick that is in the egg and about to hatch.
3. Give each student a large oval plate. Ask them to staple their story to the plate after they cut on the black lines of page 3.
4. Give each student page 2 from the website and have them cut on the black lines. They can color the chick and then write the title of their story on the top. This piece will now fit into the story page on the plate to look like an egg. When you pull the tab with the title up, the chick will come out of the egg.
5. Variation: Use page 3 as a journal for the days the students are waiting for the chicks to hatch.

Thanks to:

Jon Eller & Madelyn Smith

The Cat in the Hat Stovepipe Hats

Learn about the many jobs in a farmer's life.

Materials:

Red and white construction paper

Red paper plates

Glue

Scissors

Markers

Tape



Directions:

1. Go to www.agintheclassroom.org and print the "Green Eggs and Agriculture" booklet. You can find it under Resources. This packet contains activity ideas for a Read Across America program celebrating Dr. Seuss and agriculture.
2. Discuss the part of the Cat in the Hat book where the cat balances the cup, milk, cake, books, fish, rake, ship, and fan at the same time. Discuss how sometimes people have to juggle many things at once. In the case of farmers, they juggle tasks. Sometimes they are a:
 - mechanic, when they work on machinery
 - scientist, when they study their soil composition and determine the best fertilizer and seed
 - veterinarian, when they care for their animals by recognizing early signs of disease, assist in the birth of animals, and administer medicine
 - business manager, when they balance accounts, sell farm produce, make payments, and keep track of equipment, products, and land.
 - nutritionist, when they prepare feed rations for the best growth and production of their livestock
 - forest ranger, when they recognize the various kinds of trees, detect fires and know the methods for controlling them, clear trees from the land, and prevent soil erosion
 - engineer, when they need to know how to plan and construct fences and buildings, build irrigation ditches and control the flow of water, and use natural resources to grow products useful to man
3. Have the students create a "Cat in the Hat Stovepipe Hat" to represent all of the jobs a farmer has.
4. Have the students cut strips of red construction paper and glue them to a large piece of white construction paper or vice versa.
5. Have the students write a different job of a farmer on each strip.
6. Have the students curl the red and white striped piece and tape it like a tube.
7. Have the students tape the red and white striped piece to a paper plate. The plate will be the brim of the hat.

Three Sisters Harmony Tambourine

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. Create a tambourine to celebrate their harmony.

Materials:

2 white paper plates

Stapler and staples

Markers

Corn, beans, and squash seeds



Directions:

1. Have the students staple the two paper plates together leaving an opening to insert the seeds. Once the seeds are inserted, staple the plate closed. The staples need to be close so the seeds do not fall out.
2. Have the students write "Three Sisters Harmony Tamborine" 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>.

Tree Rings

Learn about the parts of a tree and note significant life events.

Materials:

White paper plates

Crayons

Blank sticky labels

Pen/pencils



Directions:

1. Discuss these parts of a tree with the students: outer bark (protects tree), inner bark/phloem (pipeline for the food to be passed to the rest of the tree), cambium (the growing part of the tree that produces new bark and wood), xylem (pipeline for moving water up to the leaves), and heartwood (supports tree on the inside). You can see a good diagram of this at <http://www.arborday.org/trees/RingsTreeAnatomy.cfm>.
2. Give each student a paper plate. Ask them to use crayons and draw the outer bark, inner bark, cambium, xylem, and heartwood on the plate so it looks like a cross-section. Each section should be a different color and the sections should be labeled.
3. Ask the students to draw rings on the tree to show the age of the tree.
4. Ask the students to pretend their life is on the tree cross-section. Give each student blank sticky labels. They can write events of their life on the labels and attach them to different years on the tree cross-section.

Adapted from www.lessonplanspage.com. Thanks to Sherri Thacker.

Turning Tomato

Create a spinner on a plate to learn tomato facts.

Materials:

1 Red Plate

Green stem made with construction paper

White "spinner" with tomato facts

Scissors

List of tomato facts

Access to www.agintheclassroom.org



Directions:

1. Have the students draw a circle as big as their red plate and cut it out.
2. Have the students divide the circle into eighths by drawing with a pencil.
3. Have the students write a tomato fact on each eighth. The following is a list of the tomato facts. You can print these facts at www.agintheclassroom.org under "Make & Takes."
 - The tomato is a cousin to the deadly plant nightshade.
 - The tomato is the world's most popular fruit.
 - Tomatoes are rich in Vitamins A and C and are cholesterol free.
 - The scientific term for the common tomato is lycopersicon, which means "wolf peach."
 - The tomato is in the same family as the potato, pepper, eggplant, and petunia.
 - There are more than 10,000 varieties of tomatoes.
 - Tomatoes were first cultivated in 700 AD by the Aztecs and Incas.
 - In 1893, the Supreme Court ruled that the tomato must be considered a vegetable.
4. Have the students cut a triangle out of the plate. It should be 1/8th of the plate in size.
5. Have the students attach the red plate to the front of the divided fact circle with a brad.
6. Have the students glue the tomato stem to the top of the tomato.
7. Now the students can turn their tomato spinner and read the tomato facts.

Variations: Adapt this for any crop or animal. You can refer to the Illinois Ag in the Classroom Ag Mags for facts.

Thanks to:

Suzanne Macauley, New Jersey Agricultural Society

The Apple Chain

Learn about the stages of apple growth.

Materials:

2 red paper plates

Hole punch

Stapler and staples

Construction paper (green, yellow, pink, brown)

Tape

Scissors

5 pieces of yarn, 6-8 inches each

Apple Ag Mag

Access to www.agintheclassroom.org



Directions:

1. Learn about apples by reading the Apple Ag Mag from your County Farm Bureau®.
2. Have the students make one of each item out of construction paper: seed, tree, blossom, bee, little green apple. You can print these at www.agintheclassroom.org under "Make & Takes." Have the students punch a hole on each side of the items you made with construction paper, except the seed which only needs one side punched.
3. Have the students staple two red paper plates together around 2/3 of the edge. They should leave the other 1/3 open.
4. Have the students tape a piece of yarn to the inside of the stapled paper plates and extend the yarn out of the opening.
5. Have the students add a stem to the red paper plates to make them look like an apple.
6. Have the students tie the little green apple to the yarn coming out of the apple. Tie the bee to the little green apple. Tie the blossom to the tree. Tie the tree to the seed. These should all form a chain.
7. Have the students tuck the green apple, bee, blossom, tree, and seed into the apple. Starting with seed, they can slowly pull shapes out of the apple and tell the story of how apples grow.

Agriculture Abacus

Keep track of how many times a day you use agriculture.

Materials:

- 1 paper plate
- Magazine pictures
- Glue
- Thin elastic
- 30 pony beads



Directions:

1. Have the students glue magazine pictures to their paper plates. Each magazine picture should be something they would use daily that came from a farm. (examples may be blue jeans-cotton, cookies-wheat and sugar, newspapers-soybean ink, footballs-beef, etc.)
2. Have the students cut two notches in the plates. The notches should be directly across from each other.
3. Have the students string the 30 pony beads on the elastic and tie the elastic together so it forms a "bracelet."
4. Have the students loop the bracelet of beads of the plate and onto the notches. Now the students have an agriculture abacus to keep track of how many times a day they use agricultural products. They should start the day with all the beads on the back and move them forward one at a time as products as used.
5. At the end of the day, discuss with the students how many times they used agriculture.

What's Inside a Pumpkin?

Make a booklet to learn the inside parts of a pumpkin.

Materials:

- Orange paper plates
- White paper plate
- Orange and yellow yarn
- Pumpkin Seeds
- Hole Punch
- Scissors
- Marker
- Glue
- Tape
- Pumpkin Ag Mags



Directions:

1. Give each student five plates. They will make a booklet consisting of a cover page and four pages.
2. Cover page: Students should write "What's Inside a Pumpkin?"
3. Page 1—Shell: Students should cut the outside of one of the orange plates and glue it on top of a white paper plate. Have the students write "Pumpkins have a shell. The shell is discarded for pie pumpkins, but saved for carving pumpkins." on the white plate.
4. Page 2—Pulp: Students should write "Pumpkins have pulp. The pulp is used to make pie filling." on an orange plate. Then ask them to glue yellow and orange yarn to the plate to make it look like pulp.
5. Page 3—Seeds: Students should write "Pumpkins have seeds. Seeds are used to plant more pumpkins, but they can also be eaten." Then have the students glue some pumpkin seeds to the plate.
6. Page 4—Summary: Students should write "Pumpkins have a shell, pulp, and seeds inside!" on the plate. Then have them glue a photo of a pumpkin to the plate. You can find a nice photo looking into the top of a pumpkin at www.kidsturncentral.com/holidays/graphics/pumpc3.jpg.
7. Have the students hole punch each plate on the left side and use a piece of yarn to tie the 5 plates together. Now the students can read their booklets and explain the parts of a pumpkin. You may want to read the Pumpkin Ag Mag with your students. You can obtain copies from your County Farm Bureau®.

Adapted from www.theideabox.com.

Wheat Products Plate

Create a plate that displays wheat products.

Materials:

1 heavy-duty white paper plate

Markers

Glue

Small wheat products



Directions:

1. Give students a heavy-duty white paper plate.
2. Have the students write "Wheat" on the plate and draw a picture of wheat.
3. Have the students write the names of wheat products around the rim of the plate. (i.e. pasta, cereal, bread, cookies, crackers)
4. Have the students glue a small wheat product to the rim of the plate next to the matching word.

Thanks to:

Paper Plate Break-out Session Participant

Where Does Milk Come From?

Sequence the steps of milk production.

Materials:

Paper Plate

Markers

K-3 Resource Guide entitled "Kids, Crops, & Critters in the Classroom" page 70 (call your County Farm Bureau® to attend a workshop and obtain a free copy)

Velcro®

Dairy Ag Mags



Directions:

1. Discuss milk production with your students. You may want to use the Dairy Ag Mag. You can obtain copies from your County Farm Bureau®
2. Make copies of page 70 from the K-3 Resource Guide for your students. Have them cut out each drawing. These are drawings of the four stages of milk production.
3. Have the students write 1, 2, 3, and 4 on the plates. The students will attach the drawings to the plates by these numbers.
4. Ask the students to write "Where Does My Milk Come From?" on the top of their plates.
5. Obtain some sticky backed Velcro. Have the students attach one side to each drawing from the K-3 guide and attach the other side to the plate.
6. Have the students put the drawings in order and attach them to the plate. (1-Milking, 2-From farm to dairy plant, 3-Dairy plant, 4-Milk for you)
7. Ask the students to review why this is the correct sequence of milk production.

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