

# **Agricultural Activities**

## *for Every Classroom*

This booklet contains 94 cross-curricular agriculture-related activities. Each and every activity celebrates Hoosier farmers and the food, fiber and fuel they grow for families right here in Indiana and around the world.



To invite an Ag in the Classroom volunteer into your classroom to present an ag-related lesson and/or activity please contact your local county Farm Bureau or email Indiana Farm Bureau at [inaitc@infb.org](mailto:inaitc@infb.org).

### **1. Tallest, Free-Standing, Agriculturally Related Structure**

Set a timer for 5 minutes and tell students to build the tallest, free-standing, agriculturally related structure they can think of using 100 corn packing peanuts. After time is up, have each student share what they constructed and how it is related to agriculture. Measure each structure and give the winner an ag-themed prize. *Read the Corn Ag Mag or Terra Nova Reader.*

### **2. Agriculture is Everywhere**

Divide students into several groups. Tape a large piece of paper in the front of the room. Students will look through magazines and newspapers to find people or items related to agriculture. As a class, find 100 items in all. Have students keep a class tally on the board of how many items they add. Stop every few minutes and have students count the tally marks aloud and subtract the total from 100 to see how many more items they need to find. Once there are a hundred items on the paper, talk about the objects and how they relate to agriculture. Hang the finished piece outside the classroom to remind everyone that agriculture is everywhere!

### **3. Feed Sacks**

Refer to [www.agintheclassroom.org](http://www.agintheclassroom.org) under Lessons and Activities for ingredients and instructions for pork feed sacks. In a large bowl mix 100 items of each ingredient. Students can fill a plastic snack bag using the ingredients in the bowl to create their own feed sack. Read the *Pork Ag Mag or Terra Nova Reader* and discuss the different nutritional needs between humans and pigs while your students enjoy their feed sack.

### **4. Snack Time**

Eating the right snacks throughout the day is very important for students' nutrition. Have students come up with 100 different snacks that they would like to eat throughout the day. Compile one large list and have students categorize their snacks into healthy and non-healthy snacks. Have students compile a list of 100 nutritious snacks. For snack that day, provide apples as a nutritious snack and have students read the *Illinois AITC Horse Ag Mag* online. Discuss a horse's eating habits and why they enjoy apples as a treat.

### **5. 100 Facts About Agriculture**

Challenge students to list 100 facts they know about agriculture. Then, prepare 100 paper slips using a variety of colors. Have each student write a fact on a slip of paper and construct a paper chain. Hang the paper chain in the classroom to show off your class's ag knowledge.

### **6. Farm Animals**

On a piece of paper, have each student list as many farm animals as they can in 100 seconds. Discuss the animals we raise in Indiana. Read the *Beef, Pork, Sheep or Poultry Ag Mag or Terra Nova Readers*, and talk about the byproducts and how we use these

animals. Check out Indiana AITC online and on Pinterest for infographics and diagrams about livestock byproducts.

**7. Estimate**

Ask students how much space 100 kernels of popcorn will take up in a glass jar. Mark estimates with a marker. Pour in popcorn kernels and discuss the differences between their estimates and the actual measurement. Ask students to share if their measurements were greater than, less than or equal to the actual measurement.

**8. Estimate**

Using the glass jar and popcorn kernels from the above activity, ask students how many popcorn kernels will pop; record estimates. Pop the popcorn and give each student a handful to count. Add up all students' popcorn. Did all 100 pieces pop? If not, how many pieces of popcorn did pop out of the 100 kernels? Then, have students count any kernels that are left after popping. Does the number of kernels match the number that is left over after the subtraction problem? Students can eat their popcorn while reading.

**9. The Water Test**

Divide students into several small groups. Each group needs a small glass, an eyedropper and a small bowl of water. Have students predict the water level of 100 drops by drawing a line on the glass and initialing it. Have students take turns putting single drops into the glass until they reach 100. Each group can determine who was the closest. Take each group's glass and measure the amount of water using measuring spoons. Talk about any differences in the amounts of water in each group. (Use food coloring to make the water blue so it is easier for the students to see.)

**10. Can You Eat 100 Pieces of Popcorn?**

Have students guess if they can eat 100 pieces of popcorn. Graph responses. Have each student count out 100 pieces of popcorn. Can they eat all 100 pieces? Graph results and compare the two graphs. Read the *Corn Ag Mag*.

**11. Pumpkin Patch**

Make a pumpkin thumbprint patch using orange finger paint. Have students make enough thumbprints to equal 100. Tie activity to math by making 5 rows of 10, or 3 rows of 5. Read the *Illinois AITC Pumpkin Ag Mag* online.

**12. Which Weighs More?**

Ask students which weighs more: 100 kernels of popcorn or 100 pieces of popcorn? Have students count out 100 kernels of corn and put them in a brown paper bag. Have students count out 100 pieces of popcorn and put them in a brown paper bag. Let students guess what bag contains the kernels and what bag contains the popcorn. Use a scale to find the weight of each bag. Compare estimates with actual findings. Read the *Corn Ag Mag*.

### 13. Apple Prints

Cut several apples in half. Divide students into small groups and have them explore the inside of an apple. Provide students with microscopes or a magnifying glass. Talk about the skin, flesh, core, seeds and the purpose of each. Have students share what they observe. Using paint, make 100 apple prints. Read the *Apple Ag Mag* together as a class.

### 14. Apple Facts

After reading the *Apple Ag Mag*, have students list 100 apple facts. Put each fact on an apple cut out and add to your 100 apple prints from the above activity to make an apple display for a bulletin board.

### 15. Spots on a Cow

Read the *Dairy Ag Mag*. Use the cow print on page 22. Trace the cow print onto a large piece of paper using an overhead. Have each student bring in a milk cap. With black paint, have students put 100 spots on the cow using their milk cap. List cow characteristics and dairy facts on the paper around the cow. Hang your display in the hallway.

### 16. What's Inside a Pumpkin?

Explore the inside of a pumpkin. Count all of the seeds. How many groups of 100 can be made out of the seeds? Use 100 seeds, glue, and construction paper to make an autumn picture. Read the *Illinois AITC Pumpkin Ag Mag* online.

### 17. Answer = 100

**Problem:** You are a dairy farmer and you have 20 dairy cows. Twice a day (morning and night) you must milk each cow. At each milking, each cow gives 2 1/2 gallons of milk.

How many gallons of milk will you have at the end of one day? Read the *Dairy Ag Mag*

**Problem:** You have 5 hens. Each hen lays 2 eggs a day. How many eggs will you have in 10 days? Read the *Poultry Ag Mag* or *Terra Nova Reader*.

### 18. Where Does All That Corn Go?

Read the *Corn Ag Mag*. Using a wall size map, have students track 100 places where corn goes from Indiana. Ask students if they have visited any of these places before.

### 19. Get to Know Indiana

List 100 different cities or towns in Indiana. Have students locate these places on a map, and ask students if they know at least one person in each town or city. As a class, can you come up with 100 people? Have students write 100 letters to send to 100 people in Indiana.

### 20. Can You Name All 50?

Have students list the 50 states and their 50 capitals. Ask students how many states they have visited. Then, have the students write a 100-word summary about the time they spent in that state. Have students name the states that surround Indiana.

## **21. Counties in Indiana**

Instruct students to list the 92 counties in Indiana. Have students locate their own county on a state map. Students can write their county and list five counties that surround their county. Have students list significant physical characteristics of their county.

## **22. “On 100 Acres I Would...”**

Write “On 100 acres, I would...” on the board and have students write a paragraph telling what they would do with 100 acres. Talk about the size of an acre (An acre is about the size of a football field, without the end zones) and what a farmer can do with 100 acres. On one acre a farmer can plant 11,600 pounds of sweet corn.

## **23. Earth: 100 Years From Now**

Read the *Illinois AITC Earth Day Ag Mag* online and explore the different components of the Earth. Provide each student with paper, markers, and crayons. Ask them to use their imagination to draw a picture of what the Earth will look like 100 years from now.

## **24. Collection**

Have students collect 100 postcards, letters, or e-mails from different places in Indiana. Use pushpins to post them on a large map of Indiana.

## **25. Beef or Dairy**

Read the *Beef and Dairy Ag Mag* or *Terra Nova Readers* to learn more about the similarities and differences between the two types of cows. Have students make a list of 100 cow facts. For an extended activity, organize your facts in a Venn Diagram.

## **26. Scavenger Hunt**

Make a list of 100 locations in Indiana. Give students a state map of Indiana and have them locate the 100 places on the map. Give students clues such as northeast part of the state or near the southern border. Have students list physical characteristics that are associated with a specific place.

## **27. Ag Mosaic**

Give each student 100 kernels of corn, 100 soybeans, 100 pumpkin seeds, and 100 sunflower seeds, and a copy of the state of Indiana map. Have students glue their seeds to the paper to create an ag mosaic. Glue paper down on a piece of cardboard to hang around the room. Discuss how these are Indiana agricultural products and read the corresponding *Ag Mags* or *Terra Nova Readers*

## **28. 10 Apples Up on Top**

Read *10 Apples Up on Top* by Dr. Seuss. Count the animals and apples aloud with students. Read the *Apple Ag Mag* and talk about apple production in Indiana.

### **29. 10 Apples Up on Top**

After reading *10 Apples Up on Top*, have students draw ten animals at the bottom of a piece of paper (length wise). Then have students use red paint and half an apple to stamp 10 apples on top of each animal.

### **30. Wolf's Chicken Stew**

Read *Wolf's Chicken Stew* by Keiko Kasza. Ask students: "What does the wolf bake?" To fatten the chicken up, Wolf bakes 100 pancakes, 100 donuts, and a 100-pound cake.

### **31. How Long Does It Take To Burn 100 Calories?**

Ask students how long they would have to exercise to burn 100 calories? Look up how many jumping jacks a student would have to do to burn 100 calories. Have students try completing that many jumping jacks (or which ever exercise you choose). Read the *Nutrition Ag Mag*.

### **32. How Long Will It Take Me To Do 100...**

Have students estimate how long it will take them to do 100 jumping jacks, hops, sit-ups, spins, etc and graph their responses. Have students perform each exercise, time how long it takes, and graph results. Compare the two graphs. Read the *Nutrition Ag Mag*.

### **33. 100 Reasons to Live in Indiana**

Instruct each student to create a list of 100 reasons to live in Indiana. Have students find pictures or images that relate to their reasons. Provide students with a variety of art materials such as poster board, magazines, markers, etc. Using the list and images, students can create a Indiana themed-display to hang in or outside of the classroom. This activity would be a great addition to any Indiana-related study.

### **34. The 100 Ice Cube Challenge**

In advance, prepare 300 ice cubes. Place 100 ice cubes outside, 100 ice cubes in the center of the classroom, and 100 ice cubes next to the heater. Then, have students measure how long it takes for the 100 ice cubes to melt. Use three timers to measure the length of time it takes for the ice cubes to melt. Start the stopwatches when the ice cubes are placed in their location and stop the timers when the ice is completely melted. Ask students to record the time for each location.

### **35. Multiplication Rows of Seeds**

Use soybeans, kernels of corn, pumpkin seeds, or sunflower seeds to make multiplication rows. Have students count seeds and glue them down on a piece of paper in rows. For example: 5 rows of 20, 4 rows of 25, or 10 rows of 10.

### **36. 100**

Using a black marker, have each student write the number “100” on a piece of paper. Students will use their imagination to create something new and agriculturally related out of the number 100. (For example an ear of corn out of the 1 and a tractor with wheels out of the 00.)

### **37. 100th Day Worries**

Read *100th Day Worries* by Margery Cuyler. Discuss with students what they worry about. Ask students what they think farmers worry about? Encourage students to provide explanations for their answers.

### **38. Graphing the Melting Times**

Instruct students to graph the melting time results for three different locations. Why is there a difference in the melting times? Then, students can read the *Illinois AITC Water Ag Mag* online to learn more about ice’s melting point. Ask students: How does melting and freezing relate to weather? Why do farmers care about the weather?

### **39. Egg Hunt**

Compile a list of 100 poultry facts from the *Poultry Ag Mag* or *Terra Nova Reader*. Fill 100 plastic eggs with a different poultry fact. Place eggs around the room or around the school. Invite students to go on an egg hunt. Once all 100 eggs are collected count aloud as a class to make sure you have found all of the eggs. Give each student a *Poultry Ag Mag* or *Terra Nova Reader*. Each student will use a highlighter to highlight their poultry fact from their plastic eggs in their ag mag. Have students share each fact they found with the rest of the class.

### **40. What Would You Share on the 100th Day of School?**

Read *Henry’s 100 Days of Kindergarten* by Nancy Carlson. Ask students what 100 things they would bring to share on the 100th Day of School.

### **41. Four Seasons**

After reading *Henry’s 100 Days of Kindergarten* by Nancy Carlson write the four different seasons on the board. Talk about each season and have students share what they know about that season. Brainstorm with students to come up with 25 activities to do for each season. Your students will then have a list of 100 ideas for the school year.

### **42. 100 Jelly Beans**

After reading *Henry’s 100 Days of Kindergarten* by Nancy Carlson, fill your own jar up with 100 jellybeans. Ask students how many jellybeans Ms. Bradley had in her jar on the 100th Day of School. Ask your students how many students Ms. Bradley had in her class and how many jellybeans each student received. Have students find how many jelly beans they will each receive out of your jar of jellybeans.

#### **43. Agriculture Word Wall**

After reading *Henry's 100 Days of Kindergarten* by Nancy Carlson have each student write 100 ag-related words. Compile all lists and cross off any words used more than once. Use the class list of 100 ag-related words for a word wall or spelling words.

#### **44. M&M Fractions**

Provide each student with 100 M&Ms of different colors. Instruct students to divide their M&Ms by color and write the color amounts in fractions. Have each student report back on how many of each color they received. Students can then calculate percentages for the total amount of each color. Ask students to graph the results.

#### **45. Food and Agriculture**

Instruct students to bring in 100 empty cereal boxes. Have students read the ingredients listed in the different kinds of cereal. Discuss the different agricultural products such as corn and corn syrup used to make the cereals. Read the *Corn Ag Mag* or *Terra Nova Reader*.

#### **46. Food Fun Necklaces**

Now that students have learned what ingredients are in their cereal, have them practice their fine motor skills by making a necklace out of Cheerios, Fruit Loops, or Apple Jacks. Then, ask students to share with their family members where many of the ingredients in cereals come from.

#### **47. I Would Bake 100...**

Ask students to complete this sentence: I would bake 100... and draw a picture for their sentence. Collect the pictures and create a classroom book entitled, (Insert Teacher's Name and Class's Grade) Chicken Stew. For example, Ms. Smith's 2nd Grade Chicken Stew.

#### **48. The Chicken Hunt**

Prepare 100 paper chick cutouts and hide them around the classroom or gymnasium for students to find. Give students 4 minutes to find the chicks. Every 45 seconds, have the students stop and count the chicks. Ask students: How many have we found? How many do we have left to find? When the Chick Hunt is complete, have students read the *Poultry Ag Mag* or *Terra Nova Reader* to learn more about chicks and chickens.

#### **49. 100 Hungry Ants**

Read *One Hundred Hungry Ants* by Elinor J. Pinczes. Have students point out the multiples of 100 mentioned in the story. Ask students: What other multiples of 100 can you think of? For younger students, have them recreate the ants' rows using raisins as counters.



## 50. Transporting Food

Discuss how the *One Hundred Hungry Ants* planned to transport their food. Ask students: Why wasn't there any food left for the ants? Then, discuss the different ways used to transport food from the farm to the grocery store. For more information on this topic, check out the *Illinois AITC Water Ag Mag* online.

[www.agintheclassroom.org/TeacherResources/AgMags](http://www.agintheclassroom.org/TeacherResources/AgMags)

## 51. Rock and Roll Ice Cream

After reading the *Dairy Ag Mag* or *Terra Nova Reader*, make Rock and Roll Ice Cream. Have students count as they shake the coffee can 100 times. The recipe for Rock and Roll Ice Cream is available in the *Dairy Ag Mag*.

## 52. From the Farm to the Pizza Parlor

Read the *Pizza Ag Mag* or *Terra Nova Reader* and explore where students' favorite pizza toppings come from. They will be surprised to learn that everything on their pizza started at a farm. Then, challenge students to list 100 different pizza toppings. Some of the toppings might be silly, but ask students to explain how their topping can be traced back to the farm.

## 53. 100 Day Pizza

Make pizza using 100 pepperonis or have students shape pizza dough into the number 100. To save money, ask for parent donations for these items. While eating, review with students where the pizza ingredients came from.

## 54. Farmers Are Stewards of the Earth, Are You?

Read both the *Illinois AITC Earth Day and Water Ag Mags* online to explore how farmers are stewards of the Earth. Then, ask students to list 100 ways they can keep our Earth clean. Have students bring in 1 or 2 recyclable items from home. Use this list and these items to create an Earth Day display.

## 55. 100 Earth Day Bracelets, 100 Ways

As a class, make 100 Earth Day bracelets and discuss what each bead stands for. Divide the bracelets evenly amongst students. Each student will have 3 or 4 bracelets. Then, have students give a bracelet to a friend or family member and share one way we can keep the Earth clean. Students can use the 100 Ways list from activity 53 for a reference. Directions for the Earth Day bracelet are available in the *Illinois AITC Earth Day Ag Mag* online. [www.agintheclassroom.org/TeacherResources/AgMags](http://www.agintheclassroom.org/TeacherResources/AgMags)

## 56. Century Farm

Read *Century Farm: One Hundred Years on a Family Farm* by Cris Peterson and explore what it was like to farm 100 years ago. What are the similarities between farming 100 years ago and farming today? What are the differences between farming 100 years ago and farming today? This book is a great springboard for additional activities.

### **57. Farming 100 Years From Now**

Have students make predictions about what it will be like to farm 100 years from now. What are the potential similarities between farming today and farming 100 years from now? What are the potential differences? Record these predictions on a large sheet of paper.

### **58. The Century Farmer Mural**

Prepare a large sheet of paper by dividing it into three sections and label the sections with the following: Past, Present, and Future. Then, have students create drawings to show farming in each time period.

### **59. Future Farming Invention**

After the 100 years discussions, challenge students to create and draw an invention farmers will use 100 years from now. In a large group, have students share their inventions and explain how and why farmers might use it.

### **60. Century is 100 Years**

A century lasts 100 years. A decade is 10 years. Have students find one fact about each decade of the 20th Century that relates to agriculture or Indiana. Students can then construct a timeline on poster board and present their timeline to the class.

### **61. 100 Years Ago in Indiana**

Using Internet resources and local newspaper archives, ask students to explore what happened on this date in Indiana history 100 years ago. A great question to ask students: How has this event impacted your life today? Ask students to predict what might happen in Indiana 100 years from now.

### **62. cAndy**

The “A” in the word candy stands for agriculture. Explore the agricultural products included in students’ favorite candy. More candy information and activities available from the Illinois AITC website under the *Candy, Culture, and Creativity* booklet. During your exploration, have students list 100 different types of candy. Then, sample a few types and examine their labels. What agricultural products are included in the ingredients list?

### **63. 100 Pieces of Candy**

After exploring candy’s connection to agriculture, hide 100 pieces of candy throughout the classroom or other large space. Give students 1 minute to search for the candy. Then, have each student report back how many pieces of candy they found. As each student reports, have the class add up the amount of candy in order to find the total amount of candy found. Did your class find all 100 pieces? If not, have students calculate how many more pieces they need to find.

**64. Ms. Bindergarten Celebrates the 100th Day of Kindergarten**

Read *Ms. Bindergarten Celebrates the 100th Day of Kindergarten* by Joseph Slate and explore the different objects each student collects. While reading, ask students: Are these items related to agriculture? If so, how?

**65. 100 Agriculturally Related Items**

Have students collect 100 of an agriculturally related item. For example, 100 corn kernels, 100 M & Ms., or 100 soy coloring crayons. Have each student present their items to the class and share how it relates to agriculture.

**66. In My Bag, I Have...**

Compare the bags of 100 agriculturally-related items and discuss the differences in volume. Discuss what, if any, part of their agriculturally-related item might come from Indiana.

**67. Comparing 100 Items**

Students should use their 100 agriculturally related items for this activity. Have students make 20 groups of 5, 10 groups of 10, and 2 groups of 50 for each item. This is a hands-on way for students to learn factors of 100.

**68. Weighing 100 Items**

Students should use their 100 agriculturally related items for this activity. Create a 100-row chart with 3 columns. Label the columns: Item, Estimated Weight, and Actual Weight. As a class, predict the weight for each set of items. Write the predictions starting from most to least in the prepared chart. Then, weigh each set of items and put the results in the chart. Here are some discussion questions for after the activity: Were the predictions accurate? For which items did you over guess the weight? For which items did you under guess the weight? Were you surprised by any of the results?

**69. Creative Display for 100th Day**

Have students create a display of their 100 items such as a design, collage, or poster. Provide students with a variety of art materials: crayons, markers, glue, poster board, colored paper, and small boxes. In their display, have students write a brief summary about how their item relates to agriculture.

**70. 100th Day of Agriculture Museum**

Create a 100th Day of Agriculture Museum. Organize and place the displays throughout the classroom or gymnasium. Invite other classes to see students' displays, so they can learn that agriculture is everywhere. Have students share information about their displays.

### **71. 100 Snowflakes and a Farmer**

Read *Snowflake Bentley* by Jacqueline Briggs Martin and discuss how Wilson Bentley photographed snowflakes. Bentley's snowflake pictures are available at: <http://snowflakebentley.com/snowflakes.htm> Using these pictures as a reference, have students create 100 snowflakes with corn packing peanuts. Then, read the *Water Ag Mag* to explore more about the water cycle. Ask students: Why is snow important for farmers?

### **72. Eating Popcorn**

Divide students into small groups and set out bowls of popcorn. Have students guess how many pieces of popcorn they can grab in one handful. Then have students grab a handful and count how many they were actually able to grab. Find the difference. How many handfuls would they have to grab to get 100 pieces of popcorn? Students can eat their popcorn while reading the *Corn Ag Mag* or *Terra Nova Reader*.

### **73. Indiana Product Brainstorm**

Divide a large piece of paper into five columns. Label the columns: soybeans, corn, cattle, pigs, and specialty crops. Challenge students to list 20 foods or items made from each one of these Indiana commodities. This activity would be great before or after reading the corresponding *Ag Mags* or *Terra Nova Reader*.

### **74. Giant Ice Cream Cone**

Have students read the *Dairy Ag Mag* or *Terra Nova Reader*. As a class, read *From Cow to Ice Cream* by Bertram Knight. Discuss ice cream production with your students. Ask each student to research ice cream facts and write a different fact on a colored paper plate. Challenge students to make a 100-scoop ice cream cone or 10 ice cream cones with 10 scoops each. Staple paper plates together to make a giant ice cream cone. Use brown construction paper to make an ice cream cone. Staple the cone to the ice cream scoops. Display the giant ice cream cone in the classroom to show off your class's "cool" ice cream knowledge.

### **75. 100 Ice Cream Flavors**

Ask students to list 100 different flavors of ice cream. Hold a classroom vote and allow each student to vote on which of the 100 flavors is their favorite. Graph these results. To celebrate, provide students with a small sample of the most popular flavor.

### **76. Careers in Agriculture**

Explore different agriculturally related careers by reading the *Careers Ag Mag*. How many different careers are mentioned?

### **77. 100 Careers in Agriculture**

Now that students know more about careers in Agriculture, challenge them to create a list of 100 agriculturally related careers. Next, have students select a career that they

Adapted from Illinois AITC 100 Days of Agriculture booklet.  
[www.inaitc.org](http://www.inaitc.org)

might be interested in and research more information about what the career involves. Ask students to present or write about what they have learned.

**78. If I had 100 dollars, I would...**

In advance, photocopy a \$100 dollar bill, one for each student. If needed, use your Internet search engine to find a clip art image. Then, use the copied 100-dollar bill as a story starter. Ask students to complete this sentence: If I had 100 dollars, I would... Instruct students to think of something that they could do with their 100 dollars that relates to agriculture.

**79. 100 Ways to Stay Healthy**

Have students read the *Nutrition Ag Mag*. Then, ask students to create a list of 100 ways they can stay healthy. Make a display out of this list and ask students to draw pictures to match the ideas they listed.

**80. Dirt**

Read the *Illinois AITC Soil Ag Mag* online. Use the recipe on the back of the ag mag to make edible dirt. Pass out 100 gummy worms to your students. Have students add their gummy worms to the edible dirt as they share information they learned from reading the *Illinois AITC Soil Ag Mag* online. Stir all ingredients in large bowl, pass out servings, and enjoy!

**81. 100 Pennies**

Have students collect and bring 100 pennies to school. This activity will be a great way to practice counting skills. The collected pennies can be used for additional activities.

**82. Celebrate Abraham Lincoln on 100 Days**

After bringing their pennies to school, allow students to closely study one of their pennies. Ask students: Who is on the penny? Why? Then, highlight Abraham Lincoln's connections to both Indiana and agriculture. See the Penny Facts handout on page 20 for more information. Then, ask students to design their own penny. Have students write a brief paragraph answering who they would feature on their penny and why.

**83. What Is The Weight of 100 Pennies?**

Have students estimate how much their 100 pennies weigh. Using a scale, have students weigh their 100 pennies. Ask students: Was your estimate correct? If not, did you overestimate or underestimate? By how much?

**84. What is the Weight of 200 Pennies? 400 Pennies? 600 Pennies?**

Using the weight measured for 100 pennies, have students calculate how much 200, 400, and 600 hundred pennies weigh. Then, place students in groups of 6. Using their pennies, have students weigh 200, 400, and 600 pennies and record their measurements. Was there a difference between the calculated amount and the actual weights?

*Adapted from Illinois AITC 100 Days of Agriculture booklet.  
www.inaitc.org*

**85. Heads or Tails?**

Divide students into groups of two. Have one student flip a penny 100 times, while the other student records whether the coin landed heads or tails. Then, have students create a graph showing their results.

**86. One Hundred is Family**

Read *One Hundred is Family* by Pam Muñoz Ryan. Then, ask students to share how many people are in their family. Record these numbers on the board. Have students add up the total number of family members in the classroom. Is this number greater than or less than 100?

**87. Farm Families**

After reading *One Hundred is Family*, explore different farm animal families. There are different names for male, female, and infant animals. Have students complete the *Farm Families* activity in this packet.

**88. Farm Pictionary**

Ask students to brainstorm a list of ag-themed Pictionary clues. Possible prompts for this list could include: farm animals, objects found on a farm, agricultural careers, and common farm phrases. Write all the clues on paper and fold them up. Then, divide students into teams of 3 or 4. Have each team create their own ag-themed team name. The teams then take turns selecting a clue, having someone draw, and guess the drawn item. Give students 100 seconds to draw their clue. If a team cannot guess the drawn item, other teams can “steal” their turn by raising their hand and providing a guess. Each correct response earns a team one point. The team with the highest amount of points wins!

**89. 100 Sticky Dots**

For each student, prepare 10 sheets of 10 dot stickers. Provide students with black construction paper and have them use the dots to create something that relates to agriculture. Then, ask students to write a short paragraph describing what the object is and how it relates to agriculture. Use the artwork and paragraphs to create a display titled “*The Art of Agriculture.*”

**90. The Five Food Groups**

Review the main five food groups: dairy, meats, fruits, vegetables, and grains. Then, divide students into teams and ask them to list 20 foods in each of the five food groups, totaling 100 food items. Using this list, have students plan their meals for the day according to the suggested serving amounts. Finish up this activity by reading the *Nutrition Ag Mag.*

**91. 100 Mini Marshmallows and 100 Toothpicks**

Have students create an Ag-related structure out of 100 mini-marshmallows and 100 toothpicks. Discuss how marshmallows contain corn-syrup. Read the *Corn Ag Mag* or *Terra Nova Reader* and talk about Indiana corn production.

**92. 100 Words from Agriculture**

Provide students with the phrase “AGRICULTURE FEEDS THE WORLD.” Then, challenge students to create 100 words using only the letters in this phrase. How many of these words are related to agriculture?

**93. The Patterns of Agriculture**

Provide students with pumpkin seeds, soybeans, corn, popcorn kernels, and other agricultural items. Ask students to make a 100-item long pattern using these items. Then, have students share their pattern with the class: AB pattern/AA-BB pattern/ABCD pattern. This activity will help familiarize students with different agricultural items they may not see on a day-to-day basis.

**94. Estimation**

Select small food and non-food items that are grown from farms such as corn, beans, raisins, cotton balls etc. and place up to 100 of each item in small clear jars or plastic containers. Ask students to estimate how many items are in each container. Once all students have made their estimates have small groups count the items and report to the class. Take it one step further and have the class chart their findings. Talk about how each item got its start on a farm.

# Farm Families

<b>Animal</b>	<b>Father's Name</b>	<b>Mother's Name</b>	<b>Baby's Name</b>
Bison	Bull	Cow	Calf
Cattle	Bull	Cow	Calf
Chicken	Rooster	Hen	Chick
Goat	Billy	Nanny	Kid
Goose	Gander	Goose	Gosling
Horse	Stallion	Mare	Foal
Rabbit	Buck	Doe	Bunny
Sheep	Ram	Ewe	Lamb
Swine	Boar	Sow	Piglet
Turkey	Tom	Hen	poult

1. Using the chart above, review the animal names with students.
2. Write the names of mother and father animals on strips of paper in one color and the names of the baby animals on strips of paper in another color.
3. Then, divide the class in half. Distribute the mother/father names to half the students and the baby names to the other half.
4. Designate a location in the classroom to be the barn. Have all of the “mothers” and “fathers” gather there.
5. Explain that when you call out “The barn is open,” all the babies should scatter to various spots in the room.
6. To get back to the barn safely, the baby animals must correctly say the names of their mothers and fathers. The baby must then find its mother and father in the barn.
7. Have students switch roles so that each student has a chance to be the baby animal.
8. After this activity, read the Pork, Poultry, and Beef Ag Mags. Or Terra Nova Readers. Students can learn more about each Indiana commodity.



## Book References

Century Farm: One Hundred Years on a Family Farm - ISBN 1563977109  
From Cow to Ice Cream - ISBN 0516207067  
Fresh & Fun 100th Day of School - ISBN 0439206308  
Henry's 100 Days of Kindergarten - ISBN 9780142407585  
Miss Bindergarten Celebrates the 100th Day of Kindergarten - ISBN 0142500054  
One Hundred Hungry Ants - ISBN 0395971233  
One Hundred is Family - ISBN 078680405X  
One Watermelon Seed - ISBN 195407350  
Snowflake Bentley - ISBN 0439130484  
Wolf's Chicken Stew - ISBN 0399214003  
10 Apples Up on Top - ISBN 0394800192  
100th Day Worries - ISBN 0439188075

You can order Ag Mags through your local county Farm Bureau  
or online at [www.fb.org](http://www.fb.org) >orders.

Illinois AITC has several titles mentioned in the activities included in this packet available  
for viewing online, interactive and/or printing  
<http://agintheclassroom.com/TeacherResources/AgMags.shtml>

Terra Nova Readers are available for download at:  
[http://agintheclassroom.com/TeacherResources/terra\\_nova.shtml](http://agintheclassroom.com/TeacherResources/terra_nova.shtml)