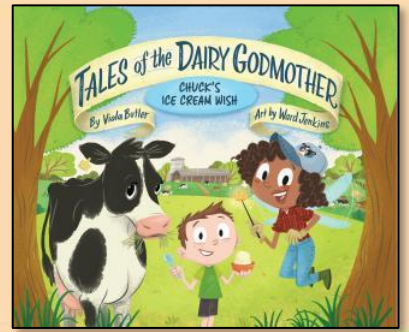


MAEF's Agriculture Literacy Week

2021 Volunteer Kit



Volunteer Information:

Thank you for participating in MAEF's Ag Literacy Program! We are truly thankful for your support in helping to tell the story of agriculture to Maryland's elementary students.

Enclosed you will find tips and resources that will help you have the best possible volunteer experience.

If you're planning to read virtually to a group of students, there are several things to consider. Please read inside for additional information. Consider that if you'd like to do an activity virtually, several simple ones are provided in this packet, suitable for K-3 students. To use them in a virtual setting, you have a couple of options:

- a. Scan the activity sheet of your choice to the teacher as an email attachment so it can be copied for students.
- b. Download an electronic version of the activity of your choice on MAEF's Ag Literacy website at <http://tinyurl.com/maefaglit> and email it to the teacher.

You may, instead, choose to forego a paper activity in favor of talking about your experience in agriculture or show some relevant props after reading.

Please consider donating the book and the colorful educator bookmark behind for the teacher once your visit is complete. Thank you again for being an Ag Literacy Volunteer!

Table of Contents:

1. Volunteer How-To Sheet
2. Volunteer Guest Reading Tip Sheet
3. Volunteer Reading & Activity Guide (a step-by-step plan for volunteer readers)
4. 'Cow to Cone' Activity
5. 'Perfect Ice Cream Dish' Activity
6. 'Types of Dairy Cows Story Reflection' Activity
7. Introductory Letter for Schools (Optional form letter for introducing the project to schools. Also available for electronic download and personalization at <http://tinyurl.com/maefaglit>)





MAEF's 2021 AGRICULTURE LITERACY PROGRAM



Becoming an Ag Lit Volunteer

Thank you for considering becoming an Ag Literacy volunteer! MAEF's Ag Literacy program engages the greater ag community in outreach efforts by providing a simple way to share the story of agriculture - a story book and a small amount of your time.

Getting Started:

This year's book, Tales of the Dairy Godmother, Chuck's Ice Cream Wish is best suited for Kindergarten through 3rd grade students. First, decide how you would like to participate:

Virtual Guest Reader: Depending upon your comfort with the format and internet connectivity, you may choose to conduct a virtual reading of the book. Contact a local school or teacher and introduce yourself as well as the project. A sample introductory letter/email template is included if you'd like to use it.

Be sure to schedule well in advance, as many teachers make their lesson plans several weeks ahead of time. This is also a good time to let the teacher know that MAEF's website has lesson plans to accompany the book, if they'd like to check them out.

Please note that **copyright laws** prevent the reading of the book and posting a *recording* online in an open forum (such as on YouTube or Facebook Live). You are, however, permitted to read the book live online in a "closed" environment such as Zoom or WebEx (many schools will have their own programs).

With this option the teacher would provide you with a meeting link to the preferred online meeting platform and you would read the book using your webcam or phone. When choosing the option, we highly recommend practicing with a friend or family member first so that you can gain familiarity with the platform and practice how to hold the book so that the pictures are visible through the camera to the students.

As with previous years, we recommend having props that you can hold up to show the students. The props may include any type of show-and-tell that relates either to the book or to your unique connection to agriculture.

In-Person Guest Reader: If schools can open for guests at some point later this spring or fall, and you would prefer to visit safely in person, you are welcome to set up a time with a local school to do so. Just make sure you ask the school for any requirements or restrictions that are important for you to know.

You may also wish to set up a time to do some safe guest reading at your local library! Contact them and find out how.

Donation: You may choose to mail or drop off the book to the school/classroom(s) of your choice. We recommend contacting the teacher or principal ahead of time so that they are looking for the delivery. Further, please note that many schools may have new guidelines this year for the dropping off materials. Some districts may require materials to be dropped off at the central office to be disseminated internally.

Because of the popularity of this program, we encourage you to collaborate with other agriculture organizations in your area to coordinate reading and encourage donations to as many different classrooms as possible.



MAEF's 2021 AGRICULTURE LITERACY PROGRAM



Volunteer Tips for Reading Virtually

Before the Visit

Getting Started: The book is best suited for Kindergarten through 3rd grade students. Contact a local school and introduce yourself as well as the project. A sample introductory letter/email template is included if you'd like to use it. Be sure to schedule well in advance, as many teachers make their lesson plans several weeks ahead of time.

Your virtual visit will most likely last between 15 & 30 minutes, depending on what you'd like to accomplish with the time. The book itself takes about 7 - 8 minutes to read. You will arrange a length of time with the teacher for what you're comfortable doing and what fits best in their schedule. Always consider that there is a 3-5 minute buffer in the beginning for making sure you're signed in and introductions.

Consider what you'd like to accomplish with your virtual visit. For instance, if you'd like to just schedule a time to read and have a brief chat with the students about your experience in agriculture, that will likely be more like a 15-minute virtual visit.

If you'd like to pair reading the story with an optional activity, check out the "Optional Activities" section on the next page.

Preparation: Pre-read the book out loud before your visit to be comfortable with the flow and any pages or parts you might want to specifically point out to students. These may be pages where you can share a personal connection or you want to explain something differently than the book does. Mark these pages with a small sticky flag.

Review the "2021 Ag Literacy Volunteer Reading and Activity Guide" on the next page in this Volunteer Kit. This will help you plan your visit. Based on your choice of optional follow-up activity, you will want to either gather any supplies or props you may need, including images you might want to share or send any documents ahead of time to the teacher.

Regarding props, while this year's book focuses on dairy farming, your props do not necessarily have to be mentioned in the book. Instead, they could be related to your personal farming operation/connection or something you're studying in your classes. Children enjoy any kind of "show-and-tell" items that help them better understand the topic at hand.

During the Visit

Introduction: Introduce yourself to the students. Share your connection to agriculture. Ask them if anyone has eaten anything from a farm today or ask if they know what agriculture means. Tell them that regardless of what they ate, each of them has eaten food from a farm, as all food begins on the farm. Tell them that the book they will listen to today will show how ice cream starts on a dairy farm.

Reading: Read the book clearly and slowly, stopping on your pre-selected pages to discuss. Try and hold the book so students can see the images while you read. Bring the book closer to the camera after reading to let students study the pages for 5 seconds.

You may wish to ask students to hold questions until the end or take them throughout the story. If you take questions while reading, you may get lots of hands up! During reading, it's a good idea to limit calling on 1, maybe 2, students when you stop to discuss a certain page. Only stop for questions on 3-4 pages in all. Answering all questions each time you stop means your story will go on 'til the cows come home!

Post-Reading: Discuss the book & agriculture with the class and/or do an optional activity that you have planned for. What questions do they have? What is something new that they learned? Again, you may not get to everyone who has their hand up. That's okay. When wrapping up, it's a good idea to tell students, "I'll answer 2 more questions and then we have to end." Students can always direct questions to the teacher to be emailed to you later. While students might be disappointed, this will not be the thing they remember from your special visit.

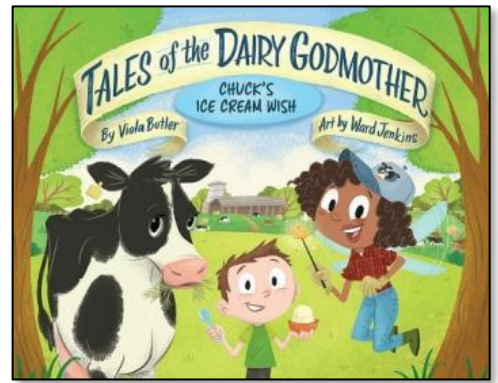
Optional Activities: Please remember, that reading the book and simply chatting about agriculture and where our food comes from is a perfect way to participate as a volunteer! If you'd like to take it one step further and include an activity, great!

You may choose to do one or more of the activities included in this packet. All of these are also loaded on our [Ag Literacy website](https://tinyurl.com/MAEFAGLit) (<https://tinyurl.com/MAEFAGLit>) for easy access. Time goes quickly when reading aloud, so you may leave materials with the teacher if you run out of time, but depending on the teacher's schedule, it may not be possible for them to complete what was missed.

Wrap-Up: Thank the students for being good listeners. Please consider mailing the book to the teacher as a donation or dropping it off at the school for them. Please include the teacher bookmark with it if you do. That way the teacher knows to visit MAEF's website for resources to help them incorporate more agriculture education into their classroom.

Thank you for your time!

Maryland Agricultural Education Foundation
2021 Ag Literacy Volunteer Reading and Activity Guide



Tales of the Dairy Godmother – Chuck’s Ice Cream Wish

By Viola Butler, Illustrated by Ward Jenkins
Feeding Minds Press 2020

Book Summary:

Chuck’s favorite food is ice cream. People say, “be careful what you wish for,” but what harm could wishing for endless ice cream be? With the help of his Dairy Godmother, Chuck is taken—poof!—on a memorable and delicious adventure to a dairy farm. He finds out exactly where ice cream comes from and gains an even deeper love and appreciation for his favorite food.

Book Vocabulary (words young students may need an additional definition for):

- storage tanks
- test (as in tests milk goes through)
- grains
- nutritionists
- veterinarians

Introduction:

1. Begin the guest reading session by introducing yourself and why you’re here to read today.
2. Introduce the word **AGRICULTURE**. Ask, “What do you think this word means?”
Accept answers and guide students towards the following definition:
“Agriculture is made up of 2 smaller word parts: **Agri** referring to “land” and **culture** meaning “to grow”. So, agri + culture means to grow plants/crops or raise livestock (farm animals) on the land.
3. What plants might a farmer grow? *Accept 3-4 suggestions.* What are some animals that are raised on a farm? *Accept 3-4 suggestions.*
4. Explain that today, they’ll be listening to a story to learn about one of those animals raised on a farm – dairy cows. You may wish to explain that dairy cows are raised to give milk and are always female cows.

Introduce the Book:



1. Show the cover of the book and share the title, author, and illustrator. In a virtual setting, it's also good copyright practice to say, "Thanks to the publisher, Feeding Minds Press for letting me read this to you today."
2. Ask students to tell you what they think "Chuck's ice cream wish" is? *Accept responses.* If a student says that Chuck is wishing for unlimited ice cream, you may ask students to raise their hand if they would like unlimited amounts of their favorite food. You don't have to call on anyone here, just acknowledge that many hands are raised.
3. Announce that now you'd like them to listen as you read the book. You can either tell them to hang onto their questions until after the book or to raise their hands with questions (not stories!) and you may call on a few during the story.

Read the book, stopping to show pictures for at least 5 seconds. Take questions as needed, but do not take questions after every page or the story will continue for a long time. If needed, remind students to use hands up to show they have a question instead of calling out.

After Reading:

1. Summarize the book in a sentence or reflect on it with something like, "Wow! Chuck learned a whole lot about how much work goes into making his favorite dessert."
2. Ask students to raise their hand and share 1 thing new that they learned about dairy farming.
3. You may wish to answer a few questions, but be mindful of your time. Tell students that they can give leftover questions to their teacher and they can email the questions to you to answer later.
4. Do **one** of the following "After Reading" activities (this part is optional):
 - a. Talk about your experience in agriculture. You may talk about your job, if it's relevant and how you got into that line of work. You may wish to talk about how wide the jobs in agriculture are – it's not just farmers!
 - b. Share props related to the story or agriculture. See a list of suggested props below*.
 - c. Choose from one of the follow-up activities below**.
5. Thank the students and the teacher for their time. Leave the book behind (with the bookmark) as a donation to the teacher and class.
6. Find a colleague or friend who might want to participate and get ready for next year's Ag Lit book! Thanks for participating. (See next page for information on props and activities).

***Prop Suggestions to Accompany the Story:** (see “After Reading” option “b”)

Consider sharing any of the following items (or pictures of the items if you cannot get physical items) to enhance the story and student understanding of the dairy industry or agriculture, in general.

1. Different kinds of feed (corn, soybeans, hay, alfalfa, silage) for students to see (or feel, if you can read in person safely)
2. Hay and straw to explain the difference
3. Pictures of different breeds of cows (see activity from volunteer kit)
4. Ear tag
5. Calf bottle
6. Cow “FitBit” or activity sensor
7. Empty containers from different milk products like ice cream, yogurt, butter, cheese, etc.
8. Empty ice cream container from a local ice cream company
9. Empty gallon milk container to show students how 1 cow can produce around 6-7 gallons of milk a day

****Follow-Up Activity Suggestions:** (see “After Reading” option “c”) – CHOOSE ONE

If reading virtually, you may need to scan a copy of the activity you’d like to do to the teacher so it can be printed for or sent to students. Or, you may download a copy of the activity sheet from MAEF’s Ag Literacy website page and email it to the teacher as an attachment.

1. Cow to Cone Activity: (approx. 8-10 minutes)

- a. Ask students how many scoops of ice cream they like to eat. *Accept answers.*
- b. Tell students that dairy cows can produce 6-7 gallons of milk a day! When that milk is used to make ice cream, a cow produces enough milk to make up to 80 scoops of ice cream! Have students show with their hands how tall an ice cream cone with 80 scoops might be.
- c. Tell students they’ll be showing this on their “Cow to Cone” activity page today. But first, they’ll do a few other steps.
- d. Lead students through each step of the sheet, giving enough time to complete each one. An estimated number of minutes per step is below:

- i. Step 1 – Coloring the cow: ~1 minute
- ii. Step 2 – Label/circle the udder: ~20 seconds
- iii. Step 3 – Draw an ear tag: ~30 seconds
- iv. Step 4 – Draw the rest of the 80 scoops: ~3-4 minutes
- v. Step 5 – Draw 3 other things made from milk: ~1-2 minutes

2. Perfect Ice Cream Dish Activity: (approx. 10-15 minutes)

- a. Ask students how Chuck felt when he was able to finally enjoy his ice cream.
Accept answers.
- b. Tell students that today, they'll get a chance to design their perfect ice cream dish. They may invent new flavors, include flavors they already like, add toppings, etc.
- c. Ask 2 students to share out some examples of what they might include in their dish.
- d. Give students about 5-7 minutes to color, periodically asking a few of them what they are working on so that the other students can hear and get some inspiration! While they work, you can even share some more about your experience in agriculture to help pass the time.
- e. Invite all students to hold up their desserts at the end (some may need to finish later) and point out some things you see.
- f. Time permitting, encourage 2 students to share their final dessert.

3. Which Moo for You?: (approx. 15 minutes)

(please share both the student worksheet and dairy cow image page with the teacher):

- a. Since most marketing around dairy involves Holstein cows, students are often surprised to find out that there are other breeds that contribute to the dairy industry.
- b. Ask students to tell you what a dairy cow looks like. *Accept 1-2 responses.* "Black and white cows" will likely be the answer given.
- c. You may hold up the page in the book where the cows are in the pasture and show that there are more than "black and white" cows.
- d. Explain that the "black and white" spotted cows are Holsteins and like our fingerprints, no two Holsteins are alike. Their spots are unique and some farmers can even tell their cows apart by their markings!



- e. Display the given images of the different types of dairy cows (included in the Volunteer Kit) and give a brief explanation of each one. Some sample explanations are below, if you'd like to use them:
- i. **Black & White or Red & White Holstein** – *This breed originated in Holland and can be either black and white or red and white. They weigh approximately 1,500 pounds! They are the most numerous breed of dairy cattle in the U.S. making up about 90% of U.S. dairy animals. They also produce the largest quantity of milk per cow of all dairy breeds at an average of 6.4 gallons of milk a day.*
 - ii. **Jersey** – *This breed originated in the Isle of Jersey off the coast of France. They are fawn color with black points, and the tongue and end of its tail are typically black. They produce the largest percentages of fat and protein in their milk which makes for good ice cream or butter. They are smaller than Holsteins at about 900 pounds and give around 4.5 gallons of milk a day, similar to a Guernsey. Students may have spotted some Jerseys in the story.*
 - iii. **Ayrshire** – *This breed originated in Scotland, and the cattle are red and white. They are known for being hardy, good grazers with superior udder quality. They weigh around 1,200 pounds. They give around 5 gallons of milk a day per cow.*
 - iv. **Brown Swiss** – *These cows originated in Switzerland and are known as the “Big Brown Cows” for their grayish-brown color. They are known for their size, strength, and excellent durability. They weigh around 1,450 pounds. Their milk is excellent for cheese production.*
 - v. **Guernsey** – *This breed is from the Isle of Guernsey, a small island off the coast of France. They are fawn color with white markings, and their skin and milk is yellowish because of Vitamin A or carotene as part of their diet. They weigh around 1,200 pounds, like the Ayrshire. They make less milk than a Holstein because they make around 4.6 gallons of milk per day.*
 - vi. **Milking Shorthorn** – *This breed originated in England alongside the beef Shorthorn. They are red, white, or speckled (roan). They are known for their versatility and weigh about 1,400 pounds. It was not declared a dairy breed until 1969, but they do give about 4.8 gallons of milk a day.*
- f. Students can use the dairy cow image sheet included in the Volunteer Kit (or the teacher may display it on the screen for students) to help them design the dairy cow of their choice on their sheet. Also, direct students to label which type of cow they chose.
- g. Ask students to raise their hand and tell you some new facts they learned about dairy cows. Repeat what they say. This helps students remember these facts.

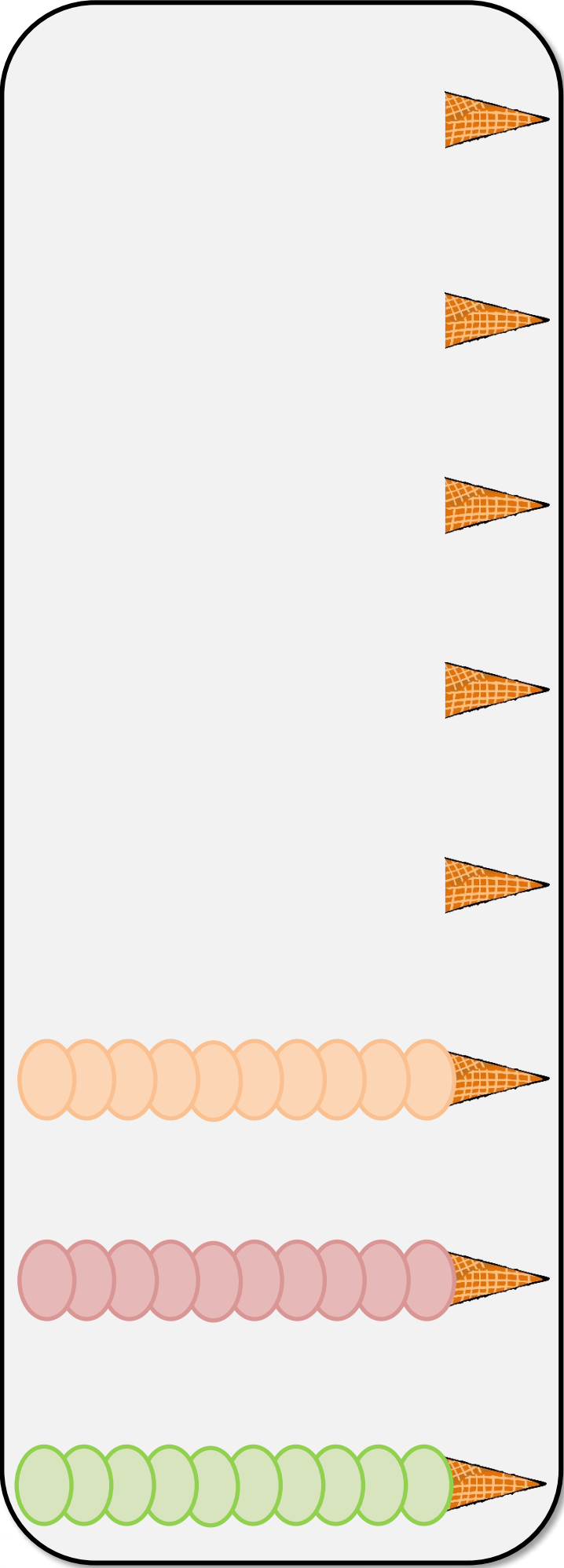
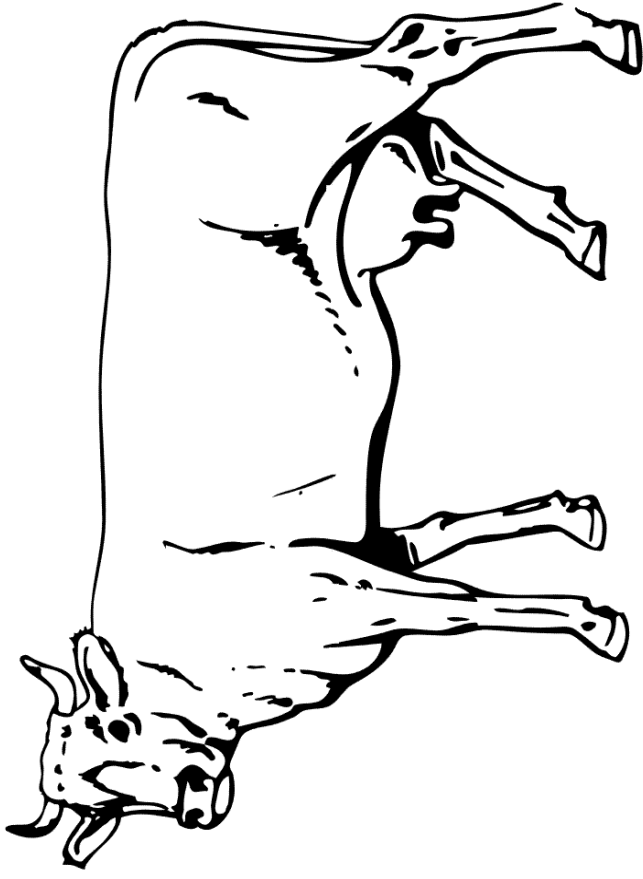
- h. Encourage students to write three facts they learned about dairy cows (or the dairy industry) on their sheet. Depending on the student's age and ability, it may be more appropriate for them to draw instead.

Directions:

1. Mark your cow with black spots to show it is a Holstein cow or color your cow tan to make it a Jersey cow. Milk from these cows is most often used to make ice cream.
2. Label or circle the *udder*.
3. Draw an ear tag on your cow's ear so the farmer knows which cow it is.
4. One cow produces enough milk every day to make nearly 80 scoops of ice cream!

Add 10 scoops of ice cream on each cone below to show 80 scoops. The first 3 cones have been done for you.

5. On the back, draw at least three (3) other things made from milk.

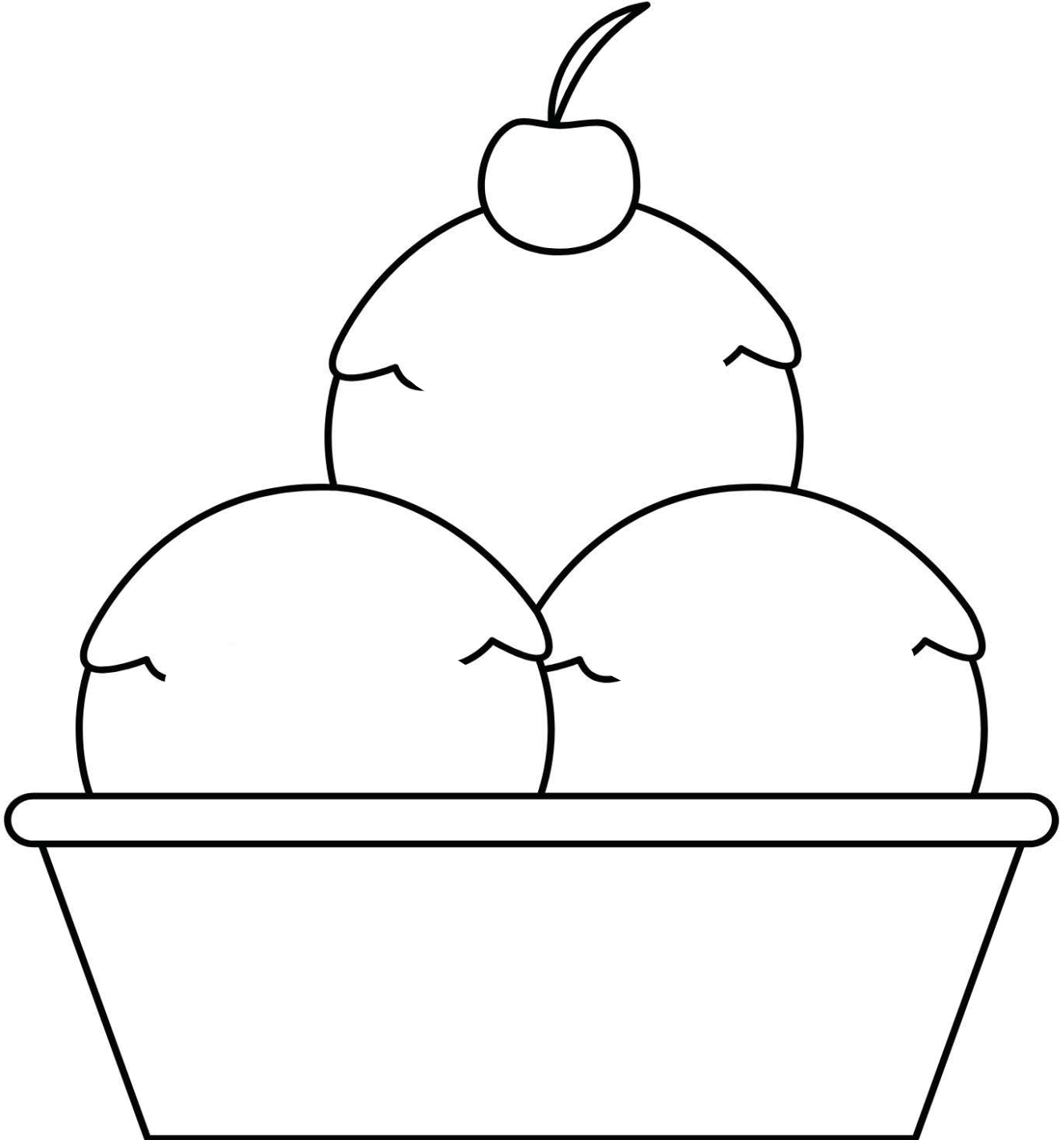


Name _____ Date _____



Directions: After reading the book, Chuck's Ice Cream Wish, think about how surprised Chuck was to find all the hard work that went into making his favorite dessert, ice cream.

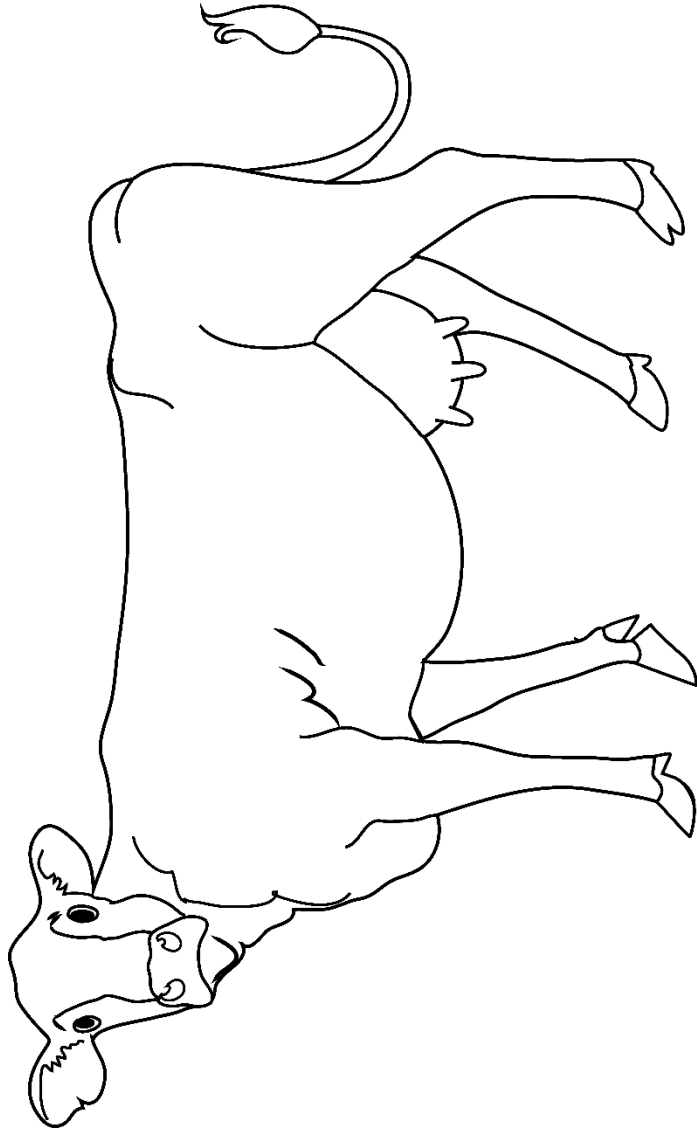
In the dish below, design your perfect ice cream dessert. You can invent new flavors, color flavors you already like, add toppings – it's up to you! Come up with a new name for your treat and write it on the dish.



Name _____ Date _____

Tales of the Dairy Godmother: Chuck's Ice Cream Wish – Dairy Cow Story Reflection

Directions: After reading Chuck's Ice Cream Wish and learning about different breeds of dairy cows, color the dairy cow below to match your favorite breed and label it. **Then**, write 3 new facts you learned about dairy farming or dairy cows. You can turn your sheet of paper around to do this.



Four horizontal lines for writing.

Four horizontal lines for writing.

Four horizontal lines for writing.



BLACK AND WHITE HOLSTEIN



"Dairv Cow in Holland" by cheeseslave is licensed under CC BY-SA2.0.

RED AND WHITE HOLSTEIN



"Bos taurus taurus" by Richard Bartz/"Munich Makro Freak" is licensed under CC BY-SA 2.5.

JERSEY



"Oregon dairy cows" by Oregon State University is licensed under CC BY-SA 2.0.

AYRSHIRE



"Royal Highland Show" by kaysgeog is licensed under CC BY-NC-ND 2.0.

BROWN SWISS



"Brown Swiss cow" by Tamsin Cooper is licensed under CC BY.

GUERNSEY



CC BY 2.0.

MILKING SHORTHORN



"Dairy Shorton at Tullamore Show" by Finnegas is licensed under CC BY-SA 3.0.

Dear Teacher and Administrator:

[Insert County Farm Bureau or Business Name Here] is excited to partner with the Maryland Agricultural Education Foundation to celebrate Agricultural Literacy. Throughout 2021, volunteers from across the state are participating by serving as virtual guest readers in elementary classrooms where they will read the Maryland Agricultural Education Foundation's (MAEF) 2021 Ag Lit Book of the Year, Tales of the Dairy Godmother: Chuck's Ice Cream Wish by Viola Butler.

Maryland's Ag Literacy program is typically celebrated in March with volunteers then reading to schools throughout the year. It is routinely recognized by the Maryland Secretary of Agriculture and offers students a fun and educational opportunity to learn more about farming and the source of their food. Additionally, the event connects teachers and schools to resources in their community. Past readers have included Maryland's Secretary and Deputy Secretary of Agriculture, along with many more dedicated members of the agriculture community.

MAEF's 2021 Book of the Year is Tales of the Dairy Godmother: Chuck's Ice Cream Wish by Viola Butler. This farm-to-table book about food and farming will connect students to the source of their favorite dessert – ice cream. To complement the book, MAEF has developed lessons and activities for teacher use to further students' learning. These, as well as additional lesson plans for all of MAEF's Ag Literacy books, an ever-growing database of ag-based lesson plans & resources, as well as information on MAEF's many programs that reach students across the state can be found on the website, maefonline.com → "Educators" tab → "Elementary Education".

I would love to help your school celebrate agriculture's story with this engaging book as a virtual guest reader. We hope that your school/district will join with us as we share agriculture's story with you!

Sincerely,

[Insert Name and Contact Information Here]

Editable version available on MAEF's Ag Literacy website. Visit www.maefonline.com → "Get Involved" tab → "Ag Literacy"