Summer Reading Program

“Adventure Begins at your Library”, the 2024 Summer Reading theme from the Collaborative Summer Library Program, is traveling to libraries across the nation! Check out these books, resources, activities, and lessons that explore agricultural connections related to this year’s theme.

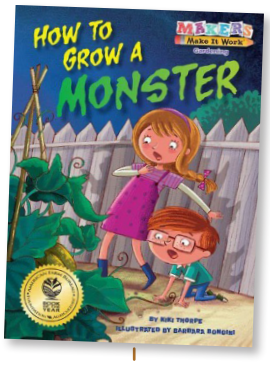
MIAITC Store

Want to find more? Visit the Michigan Agriculture in the Classroom store and curriculum matrix.

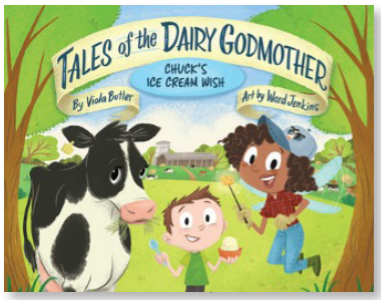
Curriculum Matrix

Book Bundle

Looking for a simple way to be involved in the summer reading program? Consider offering an agriculturally accurate book collection that highlights how agriculture is an everyday adventure that creates our food and fiber. There are books for different topics in agriculture to ensure every reader finds their next adventure. Our staff has researched these books and we've included information below to help you assemble a book bundle for your library. Purchase this collection of books to pair with your summer library activities.

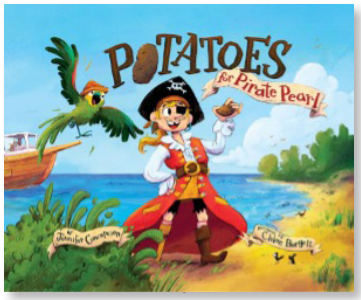


BUY IT HERE



BUY IT HERE

BUY IT HERE



BUY IT HERE

Agriculture at Home

Readers can make their own agriculture adventures in their backyard, windowsill, or at their local library!

Lesson: How to Grow a Monster: The Needs of a Zucchini Plant

Purpose: Students read *How to Grow a Monster*, describe the needs of a zucchini plant, identify the structure and function of zucchini plant parts, grow classroom zucchini plants, and experiment with different environments and growing conditions.

Time Estimated: 1-2 hours, additional time for observation.

Grade Levels: K-2

Scan to view the lesson.

Recommended Book: *How to Grow a Monster*

BUY IT HERE

Food: From Farm to You!

Learn about the adventure that food takes as it goes from the farm to your home!

Lesson: Where Does It Come From?

Purpose: Students explore the connection between geography, climate, and the types of agriculture in an area by reading background information and census data about beef, potatoes, apples, wheat, corn, & milk.

Time Estimated: 1 hour

Grade Levels: 3-5

Scan to view the lesson.

Recommended Book:
Potatoes for Pirate Pearl

BUY IT HERE

Recommended Book:
Tales of the Dairy Godmother: Chuck's Ice Cream Wish

BUY IT HERE

Dive Into the Water Cycle

Explore the journey of the water cycle, "sea-ing" how impactful water is to the world around us!

Lesson: Water Supply

Purpose: Students observe the change of water states as it moves through the water cycle.

Time Estimated: 1-2 hours

Grade Levels: 3-5

Scan to view the lesson.

Recommended Book:
The Great Big Water Cycle Adventure

BUY IT HERE

Have questions about connecting with your local library?

Contact Tonia Ritter at tritter@michfb.com or Michelle Blodgett at mblodge@michfb.com.

Activities

Set up an activity day at your local library! Try out the ideas below or come up with activities that will best work in your county.

Activity: Making Ice Cream

Scan to check out the full lesson and access two more activities that adventure into ice cream science!

Time Estimated: 45 minutes

Materials:

- Gallon-size resealable plastic bag, 1 per team
- Pint-size resealable plastic bag, 1 per team
- 2 kitchen towels
- ½ cup of milk or half & half, per team
- ¼ teaspoon vanilla, per team
- 1 tablespoon sugar, per team
- Ice cubes
- 6 tablespoons rock salt, per team
- Plastic spoons, 1 per student

Instructions:

- Prior to this activity, set up a table for each team with the listed materials. Some teams will have salt, and others will not.
- Note: A ½ cup of milk will make about 1 scoop of ice cream. Consider making enough ice cream beforehand for every student to have a taste or allow each student to make their own ice cream after the demonstration.
- To start off the activity, get the students thinking with these discussion questions:
  - » What is the main ingredient in ice cream? ***(milk)***
  - » Where does milk come from? ***(cows on a dairy farm)***
- Divide the class into two teams—The "Salt Team" and the "No Salt Team."
- Explain to the class that they are going to try two different techniques for making ice cream—with salt and without salt. Ask the students to predict which technique will work best.
- Invite students from each team to come to the front of the room and complete the following tasks one at a time:
  - » Fill the large bag half full of ice. Have the "Salt Team" add the rock salt.
  - » Seal the large bag.
  - » Add the milk into the small bag.
  - » Add the vanilla into the small bag.
  - » Add the sugar into the small bag.
  - » Seal the small bag (two small bag can be used to prevent leaking).
  - » Open the large bag, place the small bag into the large bag, and seal the large bag again.
  - » Place the kitchen towel around the large bag.
  - » Shake for 5 minutes (students can take turns shaking the bag).
- After 5 minutes, open the small bags. Which team's ice cream turned out better?
- Discuss the importance of salt in making ice cream in a bag. Include the following points in the discussion:
  - » The ice cubes in the bag with salt melted faster than the ice cubes in the bag without salt.
  - » As the ice melts, it absorbs heat and lowers the temperature. The temperature inside the bag with salt become colder than the bag without salt.
  - » Because the bag with salt was colder, the ingredients cooled enough to harden into ice cream.
  - » The bag without salt was not cold enough to make ice cream.
- Allow the "No Salt" team to add salt to their large bag of ice and continue shaking to make ice cream.
- Provide each student with a taste of ice cream.

Following the activity, read *Tales of a Dairy Godmother: Chuck's Ice Cream Wish.*