

# Ag in the Classroom



Inspire, Innovate, Ignite; An Ag Science  
Night of Collaboration

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**Presented for:** 2015 National AITC Conference

**Affiliated with:** North Carolina AITC



# Ag in the Classroom, Today?



*Ideology....*

Work Smarter, NOT Harder

*Initial Thought:*

*How can NC AITC create an event with the largest IMPACT?*

# Ag in the Classroom



**I**nspire, **I**nnovate, and **I**gnite

**M**ore

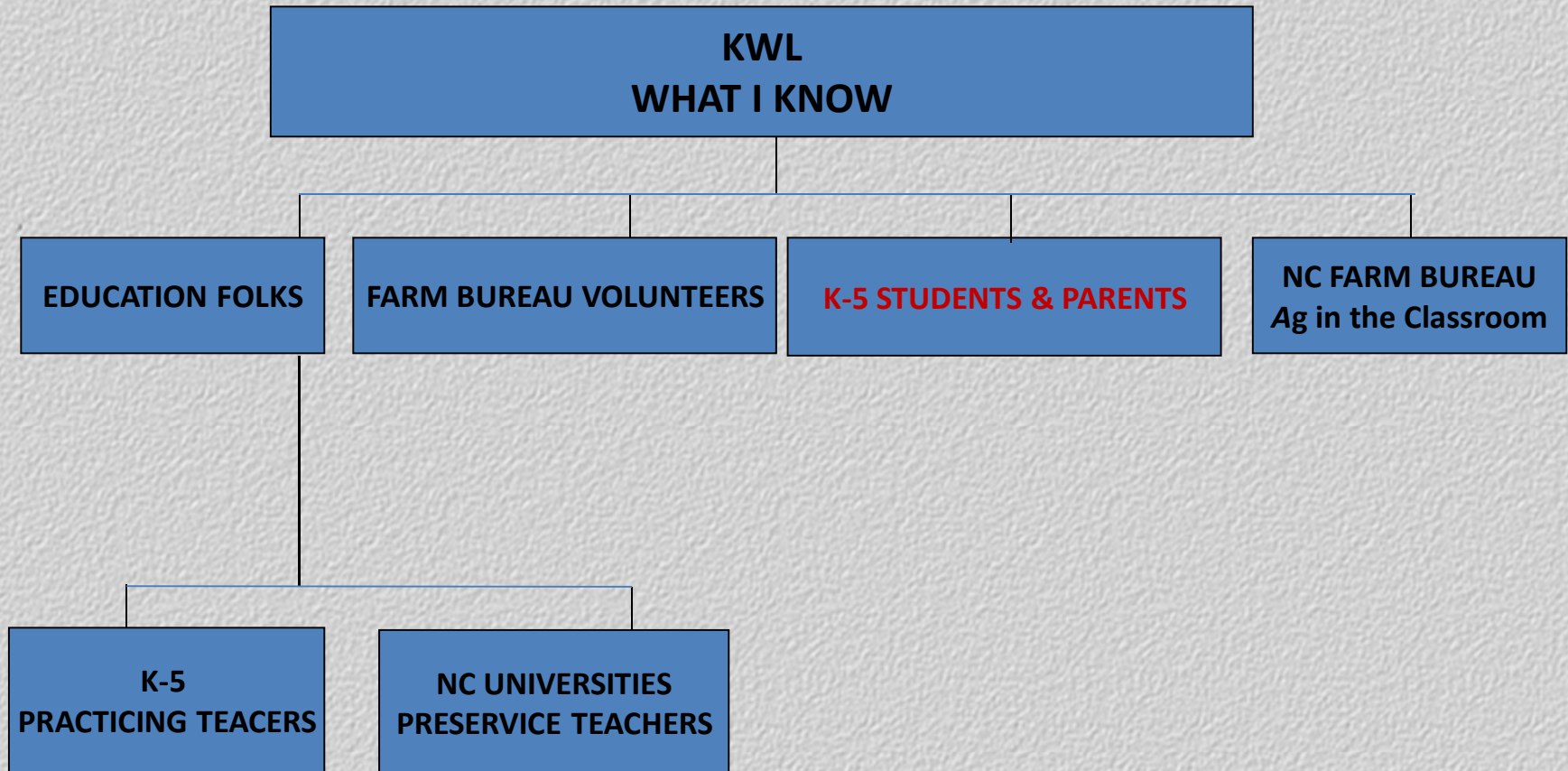
**P**eople

**A**bout Agriculture (with)

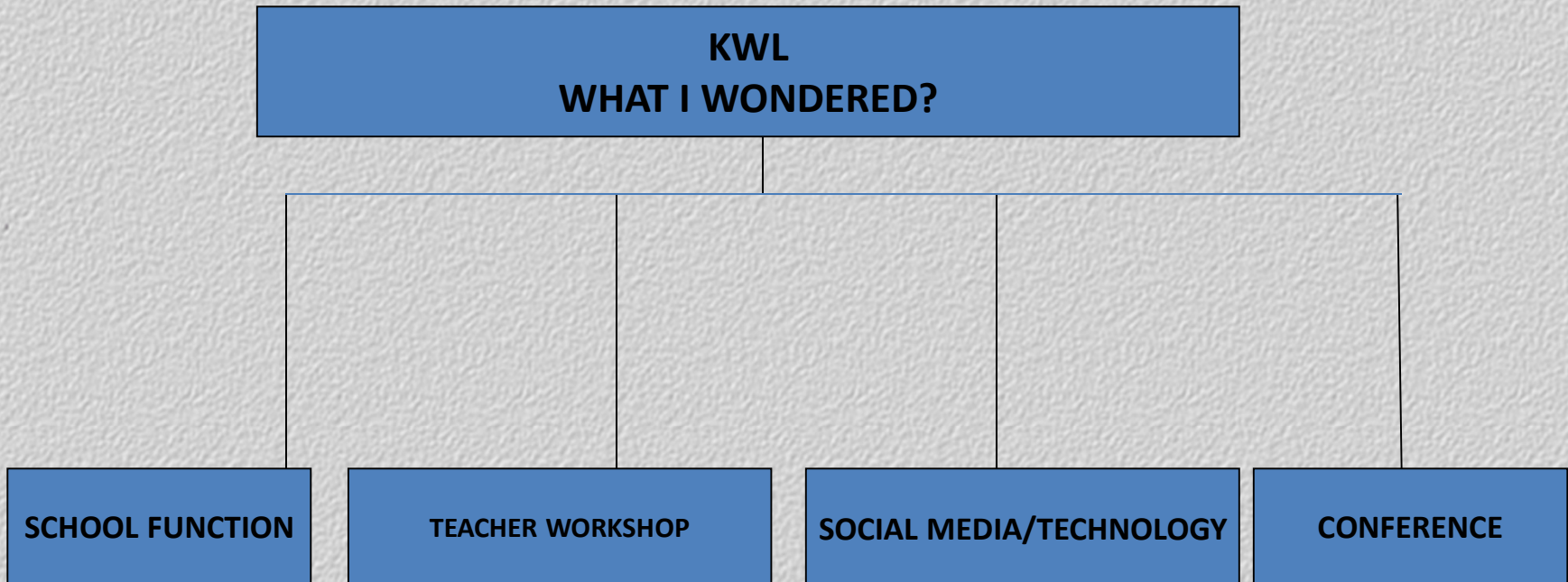
**C**reative

**T**echniques

# Ag in the Classroom



# Ag in the Classroom





## **Ag SCIENCE NIGHT.....**

### **OBJECTIVES**

- *Students and parents will participate in activities that will integrate science and agriculture.*
- *Increase parent involvement and understanding of school's science program.*
- *Foster community involvement; to include K-5 students, parents, school staff, UNC-Charlotte teacher education students, Mecklenburg County Farm Bureau, and North Carolina Farm Bureau Ag in the Classroom.*
- *All participants involved will gain a better understanding for the economic role that agriculture plays in North Carolina.*
- *All participants involved will determine the importance of being good stewards of the land.*

...AND THIS IS WHAT IT LOOKED [LIKE](#)



## *Ag Science Night = School Function*

- *6 months of Preplanning & Preparation*
- *Collaboration for buy-in*
- *Training*
- *Determine activities*
- *Communication -> Save the Date cards, phone calls, emails, fliers, social media (ongoing)*
- *Creating schedules and agenda*
- *Organizing job responsibilities*

# Ag in the Classroom



## *Social Seeds*

- **Purpose:** Students will be able to sort seeds using student made rules and explain why seeds are important in the plant life cycle for a farmer.
- **Subject Area(s) Addressed:** Science and Language Arts
- **Common Core/Essential Standards:**
  - K.RIT.10** Actively engage in group reading activities with purpose and understanding
  - K.P.2.1** Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility)
- **National Agricultural Literacy Outcomes: Culture, Society, Economy, & Geography**
  1. Trace the sources of agricultural products (plants and animal) used daily
  2. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes
  3. Discuss what a farmer does
- **Vocabulary:** sort, characteristics, physical, properties, classify, size, color, shape, texture, weight, flexibility
- **Materials Needed:** Seeds: lima, green bean, corn, pumpkin, sunflower, cotton, sweet pea, okra, watermelon, squash, soybean, cucumber, barley, beets, mustard greens, lettuce
- Paper plates (one per group of 3 students)
- Magnify glass (one per child)
- Paper
- Crayons
- *Seeds* by: Patricia Whitehouse



# Ag in the Classroom



## Ag Science Night #2

- Rural school
- Offered dinner
- Increased activities
- Ag commodity groups
- Local FFA students



# Ag in the Classroom



## *Conclusion...*

- ✓ Questions
  - ✓ Discussion
  - ✓ Next Steps

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