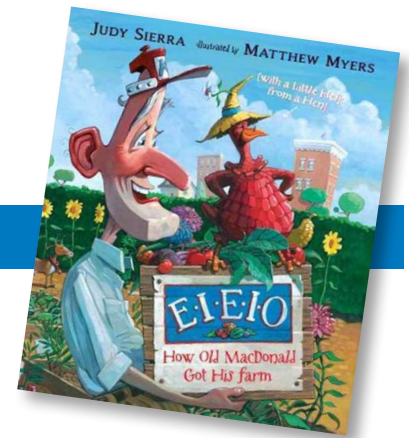


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HOW OLD MACDONALD GOT HIS FARM

RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMES: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH



SCIENCE

WORM FARMING

See what one class did to make their own worm farm by checking out this blog: <http://michaeljperkinsschool.blogspot.com/2012/11/making-worm-farm.html>. Is this something your class would like? Grab some red wigglers and start composting! How do worms help plants grow?

TECHNOLOGY

NUTRITIONAL NEWS

Have students search online or in newspapers for current articles on food or nutrition. After gathering information, students may work alone or in small groups to make a poster showing food and nutrition issues important to your area. Why is it important to make sure we eat well and get proper nutrition?



TECHNOLOGY, ART

GOING GREEN

Take a picture of an area of the school that needs to be “greened up.” Enlarge and print several copies of the picture. Have students use art materials to show how they would modify the area into a greener space. Encourage them to find ways to add plants, flowers, and recycling or compost areas to the space.

ENGINEERING

LAWNCARE MADE EASY

Old MacDonald did *not* like to mow his yard. Challenge teams of students to think of a way to reduce the time and energy needed to take care of a lawn while keeping the lawn green and eco-friendly. They can invent a faster mower, design a garden full of low-maintenance plants

and landscape features, or think of any other creative solution. Have them present their idea to the class.

ART

POSTER POWER

Materials: poster board, markers

Old MacDonald’s neighbors used signs to share their feelings about the state of his yard. Have students brainstorm other places they have seen signs used to share important messages. Have students create their own “powerful posters.” What message do they feel is important to convey? Who is the target audience? Where should the poster be displayed to have the biggest impact?

MATH, TECHNOLOGY, SCIENCE

RECIPE ROUNDUP

Choose two simple recipes, one using fresh foods and one with processed foods. Have students look online for the nutritional values of each ingredient. Students should compute the total number of calories, carbohydrates, sodium, fat, and protein for each dish. They should then find the serving size and divide the total into “per serving” totals. Which recipe is more healthful by serving? What do students notice when they compare the numbers? Can they explain these differences?

