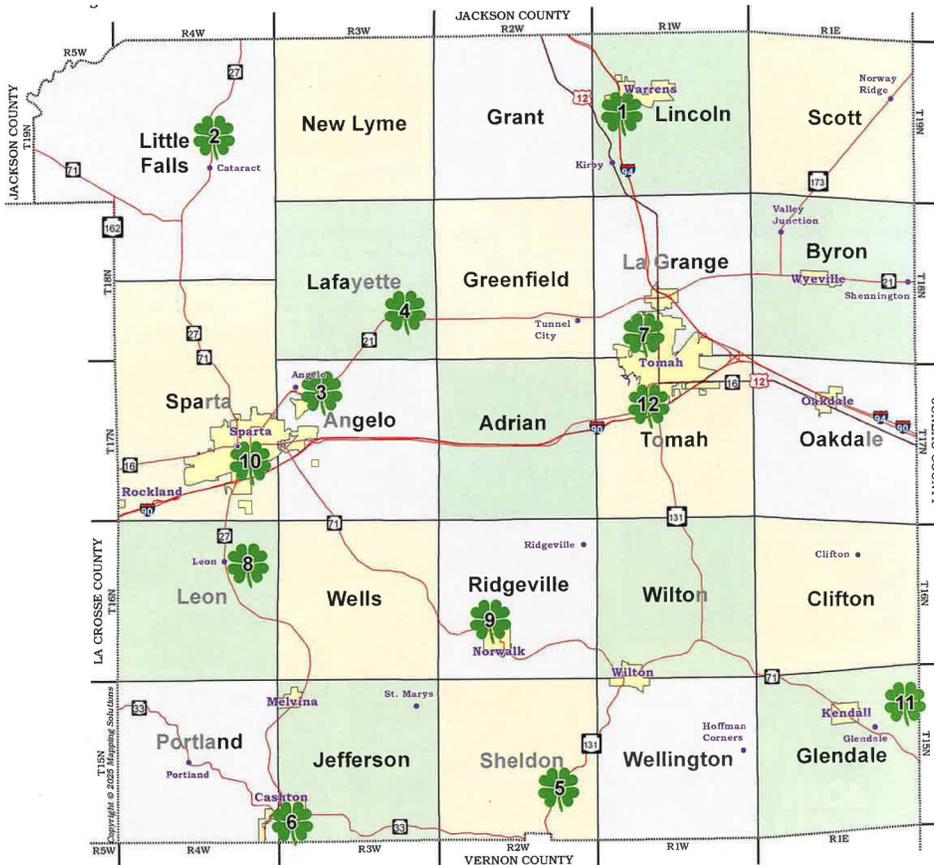


4-H Cloverbud Activity Book B 2025-2026



Monroe County 4-H Clubs

1. Clovers & Cranberries
2. Denim 'n Dust
3. Dragonflies
4. Fort McCoy Fireflies
5. Hill-N-Valley
6. Jolly Joiners
7. La Grange Tunnel-lites
8. Leon Livewires
9. Norwalk Clovers
10. Sparta Sprockets
11. Stepping Stones
12. Valle Ville



UW-MADISON EXTENSION

Materials adapted by Beth Rank, July 2018, from resources originally created by Kim Drolshagen, Michelle Grimm, and Michelle Schroeder, 2011

The University of Wisconsin-Madison Division of Extension provides equal opportunities in employment and programming in compliance with state and federal law.

Table of Contents

About 4-H Cloverbuds.....	3
A Little Bit About Me	4
My 4-H Club	5
My 4-H Cloverbud Story (with Parent/Guardian Comments).....	6
4-H Emblem, Motto, and Slogan	7
4-H Activities.....	8
Pledge of Allegiance	9
4-H Pledge.....	10
Fair Information	11-12
Monroe County Fair Dept. 17 (Cloverbuds) Excerpt.....	11
Elroy Fair Dept. 17 Early Age (Cloverbuds) Entry List	12
Activity Pages (Must complete at least 7 to achieve).....	14-60
Nature Rubbings	14-15
Popsicle Stick Scarecrow Puppet	16-17
Holiday Ornament	18-19
Straw-Blown Painting.....	20-21
Giant's Breakfast	22-24
Music Time.....	25-26
Quilt Squares	27-33
Growing with Groundwater	34-35
What Do Seeds Need?	36
Using Your Super Senses.....	37-38
Marshmallow Poppers	39-40
Takeoff!	42-45
All About Leaves	46-48
Create-a-Critter	49
Create-a-Habitat	50
Ant ANTatomy	51-52
Sand Painting.....	53
Graham Cracker Scram.....	54
First-Aid	55-56
Let's Learn About Sound	57
Make a Constellation	58-59
Measuring Rain	60
Countywide Event Photo Pages.....	61-73
Festival of Arts.....	61
Foods Revue.....	62
Project Days	63
Clover College	64
Cloverbud Camp.....	65
Other County Events.....	66
Club Event Photo Pages	67-73
References.....	74

Monroe County 4-H Cloverbud Project

The Monroe County 4-H Cloverbud Project is open to all youth in Kindergarten through 2nd grade. Youth in 3rd grade or higher are encouraged to join 4-H as a 4-H member. For more details contact the UW-Extension Office at 608-269-8722.

Cloverbud projects are designed for the member to explore and discover project areas. Safety is the primary concern of the 4-H Cloverbud Project Leaders. Please let your 4-H Club leader or the Extension Positive Youth Development Agent, know of any food allergies or special accommodations needed to ensure participation to the fullest extent.

This book contains activities that will be used throughout this 4-H year. Each year a new book will be distributed by the Extension Office to all registered 4-H Cloverbuds.

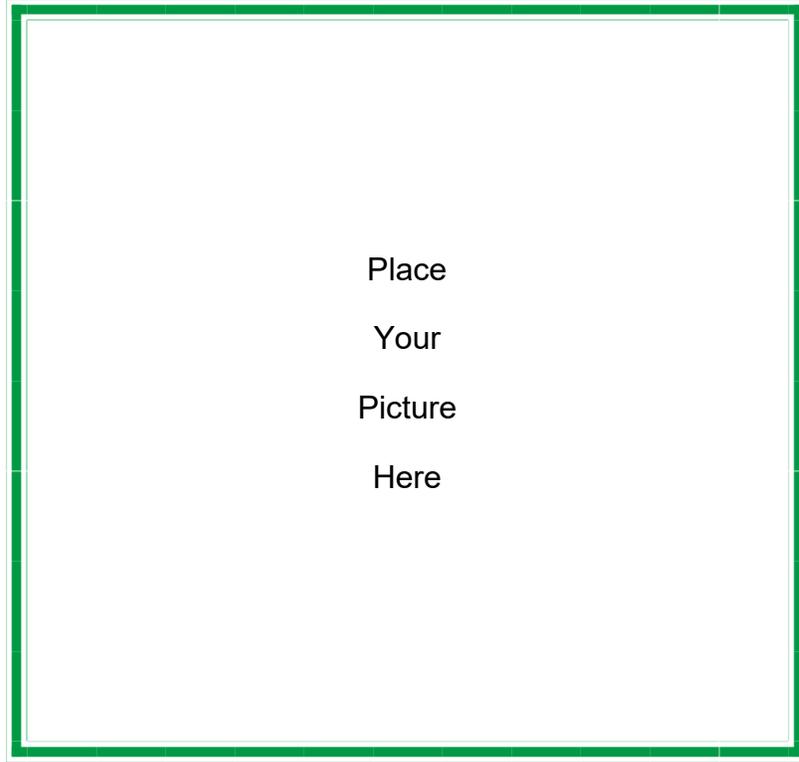
Some of the activities may be led by your 4-H leader during club meetings. Feel free to complete any of the activities on your own and include them in your Cloverbud Record Book to hand in at the end of the 4-H Year.



Have questions? Call Monroe County UW-Extension at 608-269-8722.

The 4-H Cloverbud Project is a program of Monroe County 4-H Program which is coordinated through Monroe County UW-Extension. The 4-H Cloverbud Project, Monroe County 4-H, UW-Extension and their partners do not discriminate against anyone for reasons of race, color, gender/sex, gender identity, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental status, arrest or conviction record or veteran status.

A Little Bit About Me



Name: _____

Age: _____

Grade: _____

My family members: _____

My favorite activities: _____

- The information in this Cloverbud Record Book is true and of my own work.

Member signature: _____

My 4-H Club



My name: _____

4-H club name: _____

4-H club leader's name: _____

Phone number: _____

4-H club president's name: _____

Phone number: _____

4-H youth development agent's name: _____

Phone number: _____

My 4-H Cloverbud Story

My name is _____.

This is my _____ year in Cloverbuds. I also went to _____ 4-H club meetings and _____ county-wide Cloverbud meetings.

I have done activities like _____ and _____.

This year, my favorite thing to do at 4-H was _____.

I liked it because _____.

My favorite project I showed at the fair was _____.

When I was working on my project, the hardest thing was _____.

I liked being a Cloverbud this year because _____.

Parent /Guardian Comments:

Parent/Guardian Signature: _____ Date: _____



4-H Emblem

The official emblem is a four leaf clover with the letter "H" on each leaf which stands for head, heart, hands, and health. The colors of the emblem are green and white.

4-H Motto

The 4-H motto is "TO MAKE THE BEST BETTER." This motto challenges everyone involved in 4-H to do the very best job they can.

4-H Slogan

The 4-H Slogan is "LEARN BY DOING"



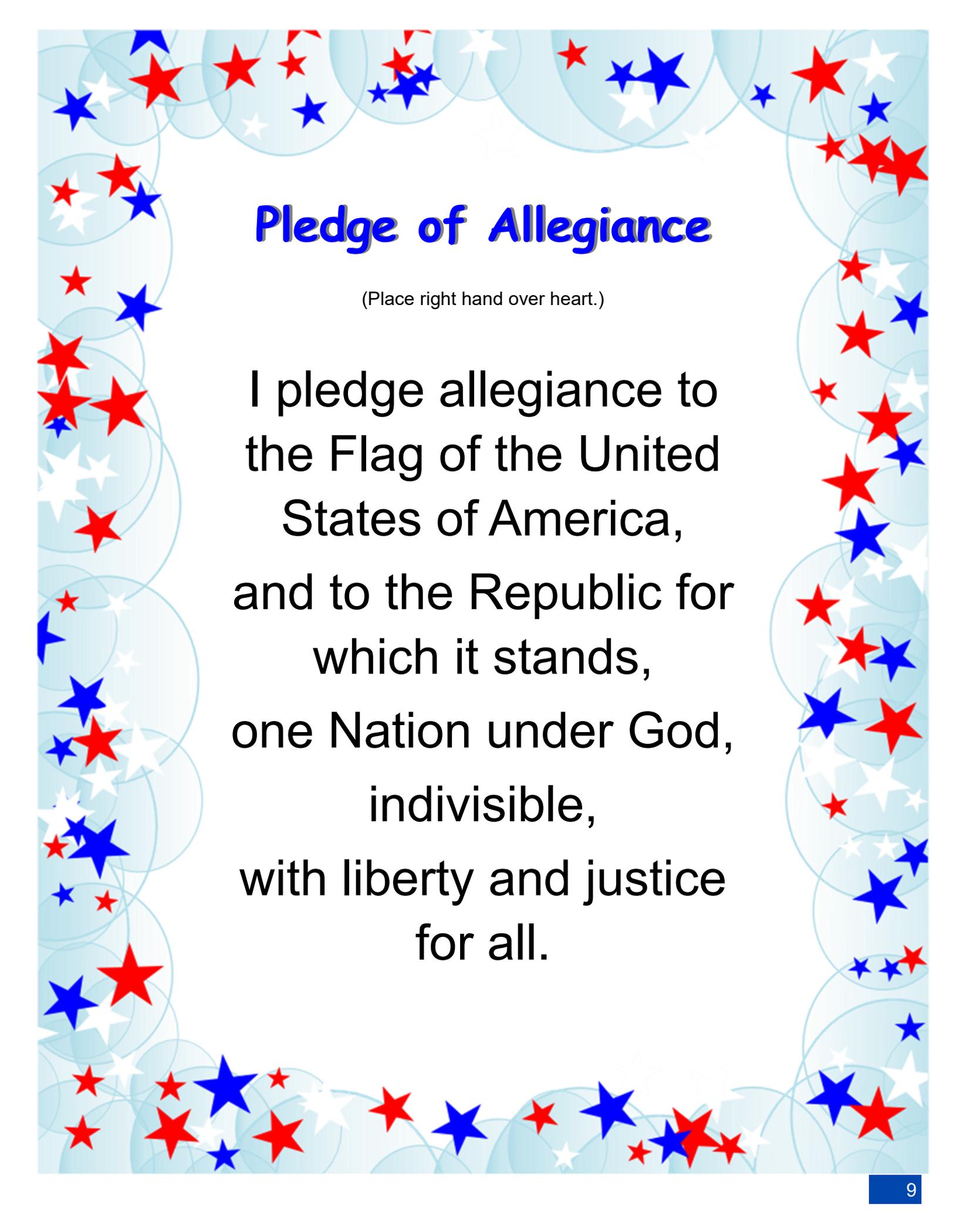
4-H Activities

May include pictures of Cloverbud at various 4-H activities.
Use the optional photo section in the back of this book.

Planned

Accomplished

Club Activities	Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>
	Talks	<input type="checkbox"/>	<input type="checkbox"/>
	Judging	<input type="checkbox"/>	<input type="checkbox"/>
	Recreation	<input type="checkbox"/>	<input type="checkbox"/>
	Club Music Performance	<input type="checkbox"/>	<input type="checkbox"/>
	Club Drama Performance	<input type="checkbox"/>	<input type="checkbox"/>
	Picnic	<input type="checkbox"/>	<input type="checkbox"/>
	Lead Reciting of Pledges	<input type="checkbox"/>	<input type="checkbox"/>
	Attend Cloverbud Project Meeting	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
County Activities	Festival of Arts	<input type="checkbox"/>	<input type="checkbox"/>
	Cultural Arts Festival/Drama Contest	<input type="checkbox"/>	<input type="checkbox"/>
	4-H Promotion at June Dairy Breakfast	<input type="checkbox"/>	<input type="checkbox"/>
	4-H Promotion - June Dairy Days Window Display	<input type="checkbox"/>	<input type="checkbox"/>
	County Trip	<input type="checkbox"/>	<input type="checkbox"/>
	Monroe County Fair (Tomah)	<input type="checkbox"/>	<input type="checkbox"/>
	Elroy County Fair (Elroy)	<input type="checkbox"/>	<input type="checkbox"/>
	Project Day(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Cloverbud Day Camp	<input type="checkbox"/>	<input type="checkbox"/>
	Clover College	<input type="checkbox"/>	<input type="checkbox"/>
	4-H Promotions (4-H Week)	<input type="checkbox"/>	<input type="checkbox"/>
	Achievement Celebration	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
State Activities	State Fair Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>

The page features a decorative border composed of overlapping light blue circles and scattered stars in red, white, and blue. The stars vary in size and are positioned around the perimeter of the page.

Pledge of Allegiance

(Place right hand over heart.)

I pledge allegiance to
the Flag of the United
States of America,
and to the Republic for
which it stands,
one Nation under God,
indivisible,
with liberty and justice
for all.

4-H Pledge

I pledge

my **HEART** to
greater loyalty,



(Right hand over heart)

my **HEAD** to
clearer thinking,



*(Right hand points
to forehead)*

my **HANDS** to
larger service,



*(Arms slightly bent,
palms up)*

and my **HEALTH**
to better living,



(Arms at sides)

for my **club**, my **community**, my **country**, and my **world**.

Monroe County Fair Exhibitor Handbook



DEPT. 17 - EARLY AGE CATEGORIES

Kelli Ollendick, Superintendent

CLASS A - Second Grade – ADVANCED CLOVERBUDS ALL ENTRIES IN THIS DEPARTMENT WILL BE JUDGED FACE-TO-FACE.

All exhibitors in this category must be in second grade on January 1st current fair year and enrolled in a youth organization with an education program for this age group. Face-to-Face judging will take place on Tuesday evening from 4:00pm-6:00pm of the current fair year in the White Exhibit Building. Exhibitors will be notified when they are scheduled to be judged. Exhibits shall not be shown in any other department. Limit of five (5) entries.

Lot No. Description	1st	2nd	3rd	4th
1. 8 Insects, mounted & named	1.75	1.50	1.25	1.00
2. 5 colored Pictures taken by exhibitor or drawings of Wildflowers, w/ names	1.75	1.50	1.25	1.00
3. Poster or Scrapbook with pictures or at least 6 birds, named	1.75	1.50	1.25	1.00
4. Collection of at least 5 leaves, mounted & named	1.75	1.50	1.25	1.00
5. Article made from recycled materials	1.75	1.50	1.25	1.00
6. Any other project related to Natural Science	1.75	1.50	1.25	1.00
7. Woodworking Article made by exhibitor - no kit	1.75	1.50	1.25	1.00
8. Snap-together model	1.75	1.50	1.25	1.00
9. Any other article related to mechanical projects	1.75	1.50	1.25	1.00
10. Holiday craft decoration	1.75	1.50	1.25	1.00
11. A game or puzzle made by exhibitor	1.75	1.50	1.25	1.00
12. Creative Artwork, any media	1.75	1.50	1.25	1.00
13. Foam craft item	1.75	1.50	1.25	1.00
14. Ceramics, any article	1.75	1.50	1.25	1.00
15. Craft article you have made, no kit	1.75	1.50	1.25	1.00
16. Article you have made from a kit	1.75	1.50	1.25	1.00
17. Any Sand Art project	1.75	1.50	1.25	1.00
18. Soap, made from store or kit	1.75	1.50	1.25	1.00
19. Decorated T-shirt	1.75	1.50	1.25	1.00
20. Any other Craft Article	1.75	1.50	1.25	1.00
21. 3 photos taken by exhibitor, mounted	1.75	1.50	1.25	1.00
22. First Aid kit for use in home	1.75	1.50	1.25	1.00
23. Safety Booklet	1.75	1.50	1.25	1.00
24. 3 cut flowers, grown by exhibitor, same variety, in container	1.75	1.50	1.25	1.00
25. Small Terrarium made by exhibitor	1.75	1.50	1.25	1.00
26. Potted Houseplant	1.75	1.50	1.25	1.00
27. Vegetable garden display containing two each of three vegetables grown by exhibitor	1.75	1.50	1.25	1.00
28. Simple Knitted or Crocheted Article	1.75	1.50	1.25	1.00
29. Simple Article sewn by exhibitor	1.75	1.50	1.25	1.00
30. Simple Stitchery	1.75	1.50	1.25	1.00
31. Cookies, display of 2	1.75	1.50	1.25	1.00
32. Muffins, display of 2	1.75	1.50	1.25	1.00
33. Cake made from mix, unfrosted Bring entire pan	1.75	1.50	1.25	1.00
34. Memory book page or album	1.75	1.50	1.25	1.00
35. Poster/scrapbook/story of club trip	1.75	1.50	1.25	1.00
36. Scrapbook or Poster about your pet	1.75	1.50	1.25	1.00
37. Any other exhibit related to Animal Science (not live animals)	1.75	1.50	1.25	1.00
38. Poster 11x14" pertaining to horses to horses/equipment	1.75	1.50	1.25	1.00
39. Model horse w/breed, color and activity attached to hind leg	1.75	1.50	1.25	1.00
40. Display 3 grooming items, identified and their uses	1.75	1.50	1.25	1.00
41. Story with 1 picture, animal related, limited to 50 words	1.75	1.50	1.25	1.00
42. Stick Horse class (to be judged at the Horse Show at fair, bring your own stick horse, proper attire required)	RBN	RBN	RBN	RBN
43. Any other exhibit not listed which is the result of work done as a member of the youth group	1.75	1.50	1.25	1.00

In the Monroe County Fair Exhibitor Handbook, page 25 & 26, you'll find the categories that Cloverbuds can exhibit at the Monroe County Fair.

Face-to-Face judging will take place on Tuesday evening in the White Exhibit Building. Exhibitors will be notified when they are scheduled to be judged.

Cloverbuds, K-1st Grade, can enter items in Class B, with a limit of 3 entries.

Advanced Cloverbuds, 2nd Grade, can enter items in Class A, with a limit of 5 entries.

CLASS B – Kindergarten/First Grade - CLOVERBUDS

All exhibitors in this category must be in kindergarten or first grade on January 1st current fair year and enrolled in a youth organization with an educational program for this age group.

FACE-TO-FACE judging will take place Tuesday evening from 4:00pm-6:00pm, of the current year in the White Exhibit Building.

Exhibitors will be notified when they are scheduled to be judged. Exhibits shall not be shown in any other department.

Limit of three (3) entries

Lot No. Description	1st	2nd	3rd	4th
1. 6 Insects, mounted, names opt.	1.75	1.50	1.25	1.00
2. 4 Bird Pictures, mounted/named	1.75	1.50	1.25	1.00
3. Rock Collection	1.75	1.50	1.25	1.00
4. 4 Leaves, mounted/named	1.75	1.50	1.25	1.00
5. Article made from Recycled materials	1.75	1.50	1.25	1.00
6. Any other project related to Natural Science	1.75	1.50	1.25	1.00
7. Paper Bag Puppet	1.75	1.50	1.25	1.00
8. Holiday Craft Article	1.75	1.50	1.25	1.00
9. Ceramic Article	1.75	1.50	1.25	1.00
10. Dough Art	1.75	1.50	1.25	1.00
11. Pompon and/or Pipe Clean Decoration	1.75	1.50	1.25	1.00
12. Foam Craft item	1.75	1.50	1.25	1.00
13. Creative Artwork, any media	1.75	1.50	1.25	1.00
14. Any other Craft Article	1.75	1.50	1.25	1.00
15. Soap, made from store or kit	1.75	1.50	1.25	1.00
16. 3 Photos taken by exhibitor, mounted	1.75	1.50	1.25	1.00
17. Houseplant	1.75	1.50	1.25	1.00
18. Puppet	1.75	1.50	1.25	1.00
19. 3 cut flowers, grown by exhibitor, same variety, in container	1.75	1.50	1.25	1.00
20. Woodworking Article made by Exhibitor	1.75	1.50	1.25	1.00
21. Snap-together model	1.75	1.50	1.25	1.00
22. Something Baked by Exhibitor	1.75	1.50	1.25	1.00
23. Simple Article sewn by Exhibitor	1.75	1.50	1.25	1.00
24. First Aid Kit for use in home	1.75	1.50	1.25	1.00
25. Memory book page or album	1.75	1.50	1.25	1.00
26. Poster/scrapbook/story of club trip or tour	1.75	1.50	1.25	1.00
27. Scrapbook or Poster about your pet	1.75	1.50	1.25	1.00
28. Any other exhibit not listed above which is a result of work done as a member of the youth group	1.75	1.50	1.25	1.00
29. Any other exhibit related to Animal Science (no live animals)	1.75	1.50	1.25	1.00
30. Poster 11x14 pertaining to horses	1.75	1.50	1.25	1.00
31. Model horse breed and horse's name attached to hind leg	1.75	1.50	1.25	1.00
32. Display 2 grooming items, identified and their use	1.75	1.50	1.25	1.00
33. Display self-drawn pct/animal picture	1.75	1.50	1.25	1.00
34. Picture story limited to 5 pictures, any medium/media	1.75	1.50	1.25	1.00
35. Stick Horse Class (to be judged at the Horse Show at fair, bring your own stick horse, proper attire required)	RBN	RBN	RBN	RBN

Elroy Fair Exhibitor Entries

Monroe County 4-H Cloverbuds enrolled in Stepping Stones, Norwalk Clovers, and Hill-N-Valley 4-H Clubs are eligible to show at the Elroy Fair

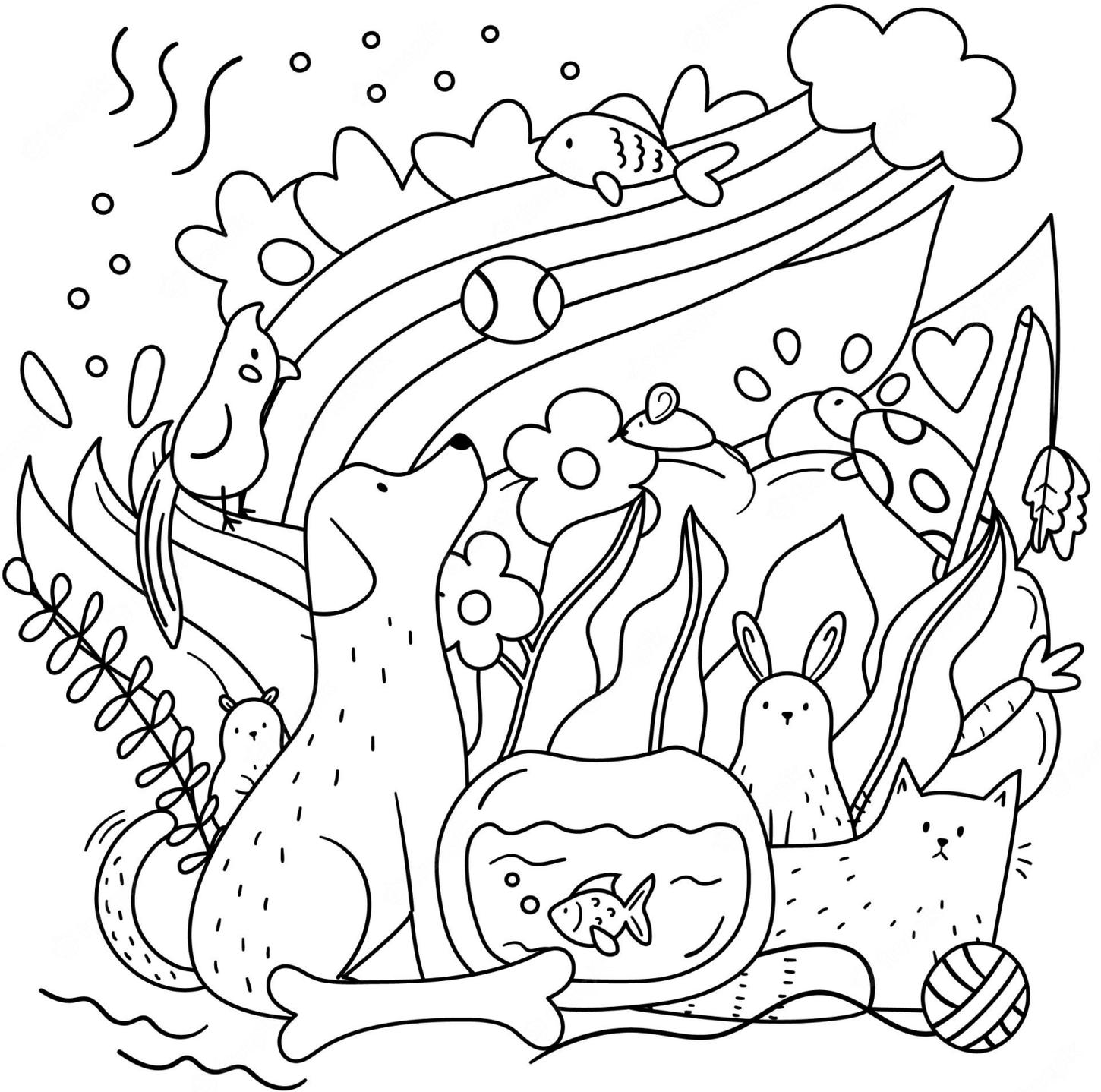


Department 17-Early Age

- Must be enrolled in a Cloverbud/Explorer program.
 - Majority of work must have been done by exhibitor.
 - All posters must be 14"x 22".
 - Note for Entry #16: Small Animal Show- Small animals must be appropriate for member's age and ability. Member must be able to maintain control of animal. Animal may not be shown in any other class. Health requirements listed under specific animal departments apply. Animal does not stay on grounds. Small Animal Show will be at noon on Friday in the tent by office.
 - Placings will be made using a modified Danish system.
 - On entry, list both class letter and lot number
- Class A Grades K-2 Class B Grade 3**
Premiums: \$1.75 \$1.50 \$1.25 \$1.00
- Lot Number**
1. Garden box, 4 different vegetables, 1 each, from garden that member has grown/helped grow and care for.
 2. Houseplant member has grown or cared for
 3. Bouquet of cut flowers, 3 spikes or blooms
 4. Painting using any type of paints
 5. Drawing using any medium
 6. Drawing with title "I Like the Fair Because..."
 7. Computer generated art/clip art
 8. Scale model, kit may be used
 9. Simple leather craft project, kit may be used
 10. Simple craft item, not ceramics
 11. Simple sewn item
 12. Woodworking item
 13. Homemade musical instrument
 14. Nature collection of at least 5 items, labeled—No real bird nests
 15. Sample of nutritious snack made by member
 16. Small Animal Show-animal does not stay. No pigs.
 17. Animal poster, any subject
 18. Embellished clothing item
 19. Stamped item
 20. Project made with Legos, K'nex, etc.
 21. Two photos taken by exhibitor
 22. Scrapbook page
 23. Whole scrapbook
 24. Item made from recycled material
 25. Simple ceramic item
 26. Any other item not listed above

Go to
www.FairEntry.com
to enter the Elroy Fair

Coloring Page



How many animals did you find? _____

Nature Rubbings

Living things all have texture. By making nature rubbings you can see things you may not have otherwise noticed. When you make a rubbing of a leaf, the veins, stem and shape stand out. You can also compare the texture of items by making rubbings of them.

Let's observe nature!

Materials:

- Newspaper
- Crayons (with paper peeled off)
- Fresh leaves, wild flowers, weeds, grasses, twigs or reeds
- White paper



4-H Connection

4-H provides just enough structure and guidance for youth to feel secure exploring their world, personal interests, and potential career paths. This is due in part to the amazing volunteers we have in our programs. Volunteers are caring adults who are trained to keep risk management in mind including physical, mental, and emotional safety of youth participants. 4-H volunteers aim to create a positive, safe, inclusive environment at project or club events.

Procedure:

1. Go on a nature walk and collect some leaves, wild flowers, weeds, grasses, twigs or reeds.
2. Spread newspaper onto the work area.
3. Place your findings onto the newspaper.
4. Place the paper on top of the leaves or wildflowers you would like to make rubbings of.
5. Hold the crayon sideways and rub over the objects.
6. Watch the leaves and wildflowers appear as you rub the crayon over them.
7. Try making different patterns by arranging the materials in rows or circles.
8. Now, let's go outside with our paper and crayon and make rubbings from surfaces such as brick walls, tree trunks or anything else with texture!
9. Grab more paper and create wrapping paper, or cut out small rubbings and attach them to a greeting card to make something that can be entered into the Cultural Arts Festival or County Fair.



Nature Rubbings

Now that you know how to make creations on paper by rubbing a crayon over a textured surface, tell us more about this activity.

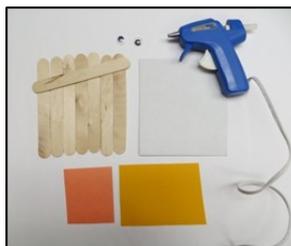
1. Describe the process of making a nature rubbing in your own words. What do you do first? What did you do after that?
2. How do you know when a nature rubbing is complete?
3. What was your favorite part of making the nature rubbings?
4. What object that you rubbed created the most texture?
5. If you could make another nature rubbing, what would you rub?

Put clippings, pictures, or drawings of your completed nature rubbings or of you making your artful creations here.

Popsicle Stick Scarecrow Puppet

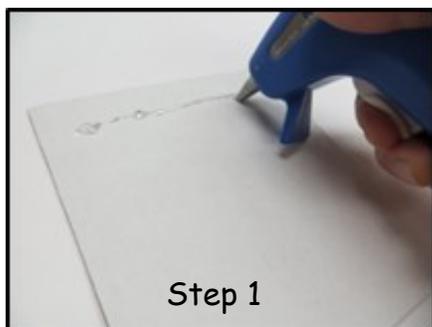
Materials:

- 8 jumbo popsicle/craft sticks
- 4"X4" square cardboard (cereal box works well)
- Glue (either hot glue gun and sticks or glue dots)
- Yellow and orange cardstock or construction paper
- Brown marker or brown paint and brush
- Scissors
- Wiggly eyes or eyes cut from paper
- Optional: flower or embellishment for hat



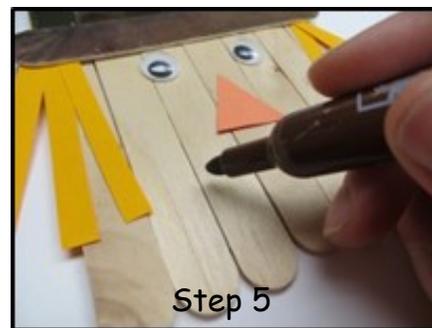
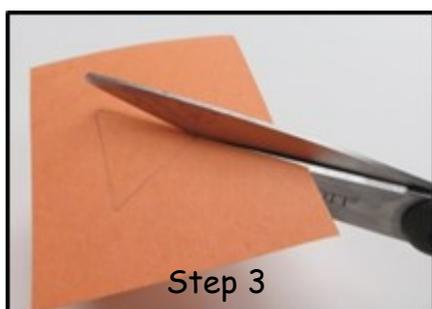
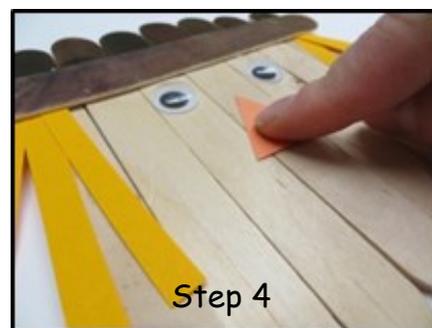
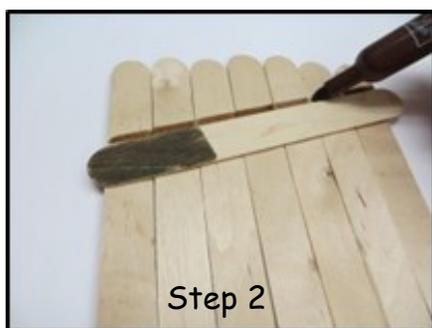
4-H Connection

4-H Connection: 4-H promotes the development of good communications skills early in a 4-Hers life. This activity encourages the Cloverbud to present his/her puppet to someone else and explain how he/she made the creation. The act of speaking in front of a group may be new and scary to some young people while others are more comfortable in front of a variety of groups.



Procedure:

1. Spread glue on cardboard and attach 6 popsicle sticks in a row. Glue the last popsicle stick diagonally across the top 1/3 of the sticks to create the bill of the scarecrow's hat.
2. Using the brown marker or paint, color the hat brown.
3. Cut the orange paper into a triangle for the nose. Cut yellow paper into strips for hair.
4. Arrange and glue hair underneath diagonal hat stick. Arrange and glue nose in the center of the face area. Line up and glue eyes near nose.
5. Using the brown marker or paint, draw a smile on your scarecrow.
6. Glue the last popsicle stick to the back of the scarecrow puppet. Glue optional embellishments to scarecrow's hat, if desired.



This puppet can be entered into the 2026 Monroe County Fair. Dept. 17 Early Age Categories, Class A, Lot 15 for those in 2nd Grade; Class B, Lot 14. for those in K or 1st Grade.

Popsicle Stick Scarecrow Puppet

Now that you have completed your popsicle stick scarecrow puppet, please share what you learned while completing this craft.

1. What is your scarecrow puppet's name?
2. Scarecrows were originally created to scare the crows away from plants in a garden. Do you think your scarecrow would scare any birds away? Why or why not?
3. What was your favorite part of making the scarecrow puppet?
4. What was the most difficult part of this activity?
5. If you could make another popsicle stick puppet, what kind would you make? (examples of other puppets include: pumpkin, witch, snowman, Santa, etc.)

Draw a picture or write about what you did with your craft once it was completed.

Holiday Ornaments

Materials:

- Two shatterproof holiday ornaments with removable hangers
- Hole punch
- Glue stick
- Scissors
- Mini marshmallows
- Assorted small pom poms
- Black and orange scrap paper

WARNING: An adult should ensure ridge around top of ornament is free from sharp edges (use an emery board or fine sand paper if necessary to smooth edges).

4-H Connection

One of the essential elements of 4-H is generosity. 4-H youth and their families participate in community service projects to improve the places where they live, work, and play. 4-H Youth Development believes that young people at all ages can learn about the world around them and use their heads, hearts, hands and health to do actions (big and small) that make their communities better.

Directions for Snowman Ornament

1. Punch 10 black circles from black construction paper or cardstock using the hole punch.
2. Using the glue stick, attached two black dots for the snowman's eyes then arrange the remaining eight dots to form the snowman's smile.
3. Using the scissors, cut a triangle shape from the orange paper for the snowman's carrot nose.
4. Attach the snowman's nose with glue between the eyes and mouth.
5. Remove hanger from shatterproof holiday ornament and set aside.
6. Insert mini marshmallows into ornament. Use as many as you think looks nice.
7. Use a skewer or popsicle stick to gently move marshmallows around, if needed.
8. Replace ornament hanger when you are finished with your creation.

Directions for Pom Pom Ornament

1. Remove hanger from shatterproof holiday ornament and set aside.
2. Insert assorted pom poms into ornament. Use as many as you think looks nice.
3. Use a skewer or popsicle stick to gently move pom poms around inside ornament, if needed.
4. Replace ornament hanger when you are finished with your creation.



This ornament can be entered into the 2026 Monroe County Fair. Dept. 17 Early Age Categories, Class A, Lot 10 for those in 2nd Grade; Class B, Lot 8 for those in K or 1st Grade.

Holiday Ornaments

Now that you know how to make your holiday ornament, please share what you learned while completing this craft.

What was your favorite part of making the ornament?

What was the most difficult part of this activity?

If you could make another holiday ornament, what kind would you make?

Draw a picture or write about what you did with your craft once it was completed.

Straw-Blown Painting

Let's create a masterpiece!

Materials:

- A Rimmed Baking Sheet or shallow cardboard box
- Aluminum Foil
- White Paper
- Tempera Paint or Watercolor Paint
- A Cup of Water
- Plastic Straw
- Googly eyes, optional but fun!

Procedure:

1. Line the baking sheet with aluminum foil and place the white paper on the sheet.
2. Pour tiny puddles of paint in a couple spots on the paper. Add a few drops of water to the paint to help it spread a little easier.
3. Take the straw and blow through it on the different puddles. Try blowing hard, soft and in different directions to see what happens.
4. Lay the painting flat and allow to dry.
5. Once dried, you can cut around the coolest painted pieces and attach them to a greeting card. Or if you used a large piece of paper, you could use it as wrapping paper.
6. If desired, glue googly eyes to the cute straw blown paint creatures to bring them to life!

4-H Connection

Art has been one of the top five projects in Monroe County for many years. Within the category of Art, youth can explore visual arts, textile arts, visual arts, and communication arts. There are statewide Art Camps open to youth as young as eight years old. There are also contests open to youth as young as Cloverbuds. The Monroe County 4-H Cloverlink newsletter will communicate information about contests and camps when information becomes available. If you do not currently receive the newsletter, please contact the Monroe County UW-Extension Office.



This project can be entered into the 4-H Cultural Arts Festival or County Fair.

Straw-Blown Painting

Now that you know how to make straw-blown paintings, please share what you learned while completing this craft.

1. What was your favorite part of making the painting?
2. What was the most difficult part of this activity?
3. If you could make another painting, what would you do differently?

Draw a picture or write about what you did with your craft once it was completed.

The Giant's Breakfast

Reading a listening to stories can be really creative times for youth. In this activity we will use their imaginations while dramatizing part of the classic "Jack and the Beanstalk" tale.

Materials:

- A picture book version of the *Jack and the Beanstalk* tale. Here are a few suggested options that are readily available through most public library systems:
 - *Jack and the Beanstalk* retold and illustrated by Stephen Kellogg
 - *Jack and the Beanstalk* retold by Richard Walker and illustrated by Niamh Sharkey
 - Or do a web search for "free jack and the beanstalk" to find online versions of the tale
- Blank paper
- Washable markers/crayons/colored pencils
- Space for participants to move around during the pantomime portion of the activity
- The Giant's Breakfast narrative (on next page)

4-H Connection

4-H is a program where young people make choices about their own learning and explore the topics that interest them. There are many short term opportunities (like events and day camps) and long-term opportunities (like enrolling in a 4-H project) that youth can try. Help new members and families discover what there is to learn as they grow with 4-H. Invite older members to talk about their favorite projects or activities with younger members. Take time to explain to parents the opportunities offered through the club and county.

Procedure:

1. Read the book *Jack and the Beanstalk*.
2. Close your eyes and explore the story with your mind, voice, and body.
3. Using the paper and markers, imagine that you are Jack, and are planning a way into the giant's home. Use the markers to draw a map of the giant's house. What are the different ways you can get into the giant's house? Remember, you have to find a sneaky way in, because you don't want the giant to catch you!
4. Move to an open space where everyone in the group has space to move around easily and safely.
5. Let's pretend to be Jack in the giant's house. As someone reads the description of the giant's house, imaging the space, and move around and explore it. Pretending to do an action without talking is called 'pantomime.' In this activity, you will pantomime all the things that are being described.
6. Close your eyes and listen to someone read aloud the *Giant's Breakfast* narrative (on next page) while you pantomime.



The Giant's Breakfast

Open your eyes. Congratulations, you made it inside the giant's house without getting caught! There is a little door in front of you. Turn the knob and walk through. It is just tall enough for you—watch out so that you don't bump your head. You see that you are in the kitchen of the giant's house! It's very bright here. Allow your eyes a moment to adjust. The ground at your feet is red and white in large squares. You're standing on a giant tablecloth. And there before you is a large plate. Walk over to it. Stop. Smell that. Fresh coffee. Must be coming from that cup and saucer over that way. Step onto the plate. See the bright yellow scrambled eggs at your feet. Hop up on them. Bounce around. Play. Now step over here to the peanut butter toast. Climb up and try to walk on the toast. Sticky...it's hard work to get across. Smell the peanut butter? You can taste some if you like. Oh, and over here is a tall stack of pancakes. Climb them as if you were climbing up a mountain. Whew...you made it to the top. With all the butter up here, it's pretty slippery. You can slip and slide on the top of this pancake mountain like an ice skater. Come on down. Look, there is something else on the plate. I can't quite see it, but it's a food you like. Go ahead and explore it. Play with it, on it, or in it. Can you smell it? Do you want to eat some? Explore with all your senses.

Oh no. Listen. Do you hear the sound of a cat meowing. This cat must be huge. Hide someplace on the plate. Quickly...hide, hide. The cat's up on the table now. Sniffing around. Getting closer to you and closer and closer and...Listen—the sound of giant footsteps. The giant is coming! Listen as he picks up the cat off the table and puts her outside. His footsteps are moving away from the table. Each step makes the floor tremble. This is your chance to escape. Come out from your hiding place and run for that little door. It's locked again. Pull on the doorknob. It comes off in your hand. Here comes the Giant again and he sees you. There's a key on the floor. Pick it up. Put it in the lock. It works. The door opens. Jump through and land on the floor. Just rest now. You are safe. Close your eyes. Just breathe easily. Open your eyes. Hey, you're back in our room! Wasn't that an exciting adventure?

The Giant's Breakfast

Now that you have listened to the tale of Jack and the Beanstalk, drew a map of the giant's kitchen and pantomimed a story of being on the giant's breakfast table, let's do a little reflection.

What did it feel like when you pretended to be Jack exploring the giant's breakfast table?

What were the easiest parts of the story to imagine?

What were the hardest parts of the story to pantomime?

What other parts of the giant's house would you like to imagine?

Music Time!

Let's make some music using upcycled items. Below are directions for creating three musical instruments.

Finger Plinker

Materials:

- Shoebox with lid or empty facial tissue box
- Scissors
- Small handful of different sized rubber bands
- Paints or markers to decorate, if desired

Procedure:

1. Cut a circle out of the middle of the shoe box or tissue box using the scissors.
2. Place the lid on the shoe box and place the rubber bands around it so they cover the hole.
3. Play by plinking or strumming the rubber bands.
4. Decorate then have fun with your new instrument.

Bottle Shaker

Materials:

- Empty and dry plastic bottle with lid
- Beads, pebbles, or uncooked rice
- Funnel, optional
- Paint or markers to decorate, if desired

Procedure:

1. Place beads into the plastic bottle using funnel, if needed, then screw the lid on.
2. Optional: super glue on the threads of the bottle after putting beads in secure the lid on bottle.
3. Try using different sized bottles and different items inside to see if the sound changes.
4. Decorate then have fun with your new instrument.

Paper Plate Maraca

Materials:

- Two paper plates
- Staples and stapler or glue
- Dried beans or small pebbles
- Paints or markers to decorate, if desired

Procedure:

1. Place some beans or pebbles on one paper plate.
2. Flip the second paper plate over so the front of each paper plate are facing the beans or pebbles.
3. Secure the paper plates by gluing or stapling around the edges
4. Decorate then have fun with your new musical instrument.



4-H Connection

A sense of Mastery is one of the four essential elements of 4-H. Mastery, in this case, means youth learn more and more about their project every year. 4-H builds on what youth know to help them grow in their skills and understanding with each year of participation. After several years in a project, they gain Mastery and share what they have learned with younger youth, starting the cycle of learning all over again.

WARNING: This project encourages the use of small pebbles, dried beans, etc. may be a choking hazard. Use caution and only use items as described in directions. Keep instruments and materials away from unattended young children.

Music Time!

Now that you know how to make three different musical instruments, please share what you learned while completing these crafts.

Which musical instrument(s) did you make?

If you made the Shaker: Explain why do you think different sized bottles would make different sounds.

If you made the Finger Plinker: Explain why do you think different sized rubber bands make different sounds.

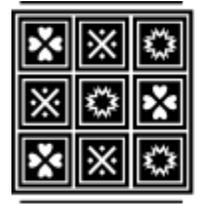
If you made the Maraca: Explain why rocks would sound different than beans inside the maraca.

What was your favorite part of making musical instrument(s)?

If you could make another instrument, what would you make?

Draw a picture or write about you making or playing your musical instrument(s).

Quilt Squares



Quilts are art and tell family stories. Most quilts are made from pieces of fabric or material that are cut into shapes. These shapes are sewn together to make quilt blocks. The blocks are then sewn together to make a quilt.

Let's make our initials in a quilt square!

Materials:

- 2 - 6"x6" Pieces of thin cardboard (cereal boxes work well)
- Several colors of construction paper
- Square shape patterns
- Triangle shape patterns
- Glue stick
- Scissors
- Pencil
- Hole punch
- Yarn

Procedure:

1. Find the quilt square on the Quilt Squares Activity Page that matches the first letter of your first name and circle it. Choose the shapes from patterns that are in this quilt square.
2. Use the scissors to cut out the shape patterns that you need to make your first quilt square. (You can find the shapes on pages 29 and 31.)
3. Trace the shape patterns onto any color of construction paper.
4. Use the scissors to cut out the shapes you traced.
5. Glue the shapes onto one of the pieces of cardboard. Be sure to make your quilt square look the same as the quilt square for the first letter of your name. Set this quilt square aside.
6. Repeat these steps for the first letter of your last name.
7. Using the hole punch, punch 3 holes in the bottom of your first quilt square and 3 holes in the top of your second square.
8. Use yarn to tie the two squares together by tying a loop through each set of holes.
9. Punch 2 holes in the top of your first quilt square.
10. Use yarn to make a hanger for your quilt square initials.

4-H Connection

Just like quilts have been one way of communicating family history over time, the 4-H Record Book serves as a way to document growth in the 4-H program. It is most helpful to work on this throughout the entire 4-H year. This Cloverbud Activity Book is specifically designed to foster this work throughout the year. When you graduate from Cloverbuds, a different Record Book becomes available and is more open-ended. It is important to work on that Record Book throughout the 4-H year. Aim to at least review your book quarterly to update the calendar and insert photos.

Quilt Squares Activity Page

A



B



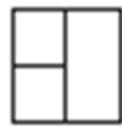
C



D



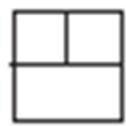
E



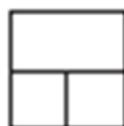
F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



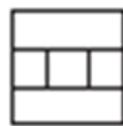
V



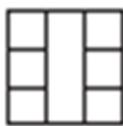
W



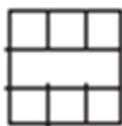
X



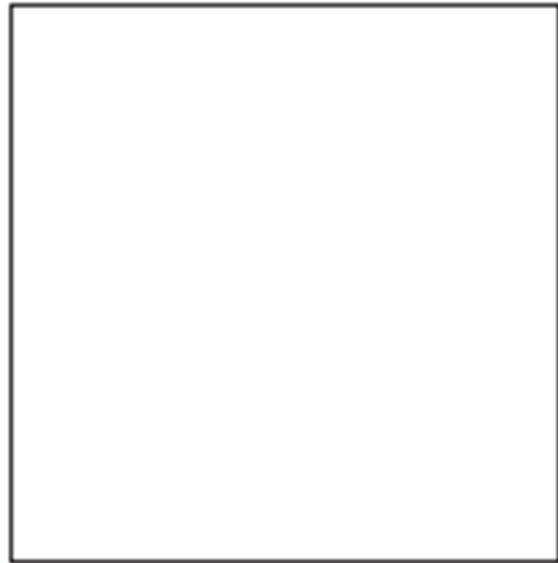
Y



Z

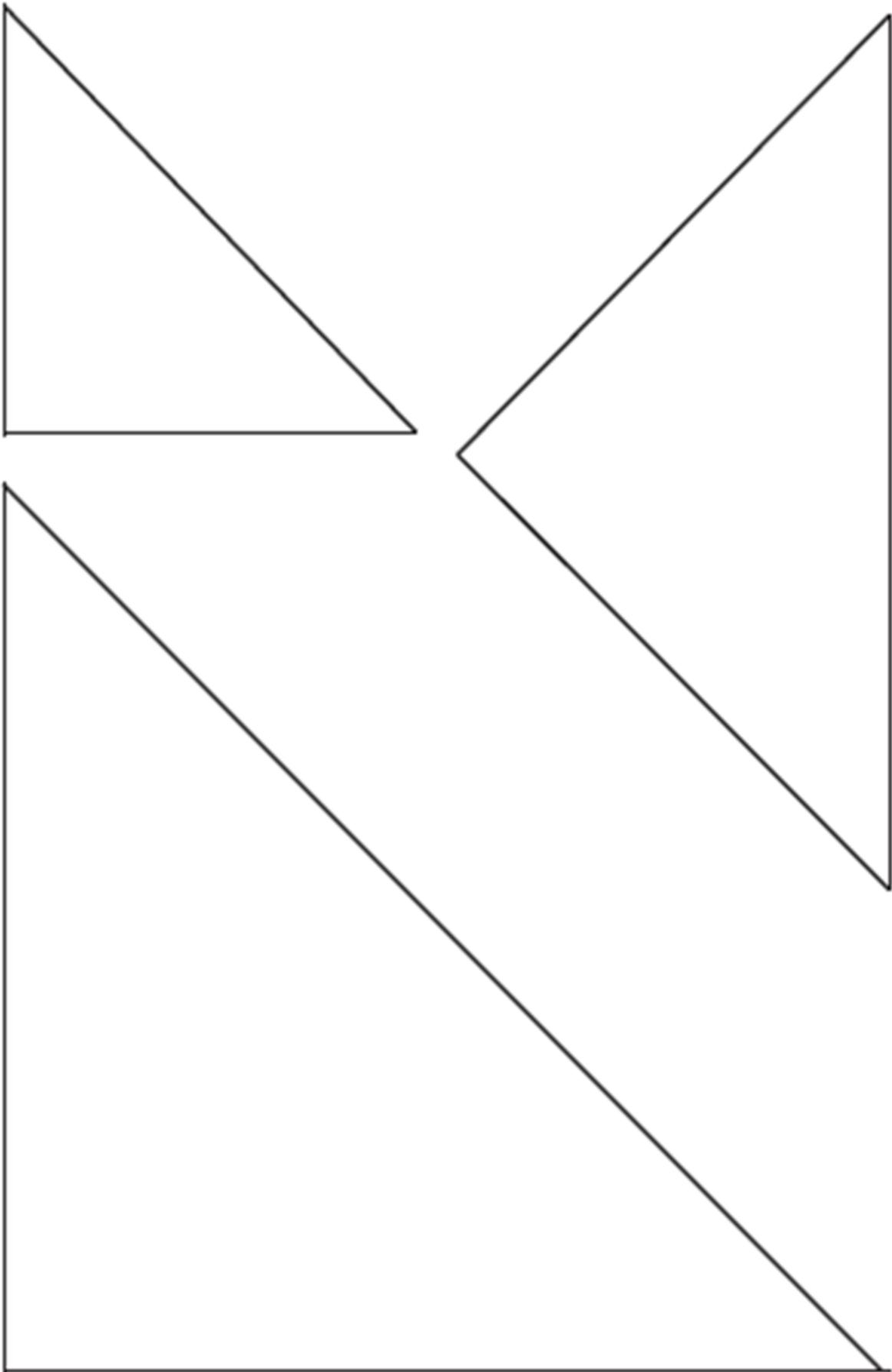


Square Shape Patterns



Page intentionally left blank

Triangle Shape Patterns



Page intentionally left blank

Quilt Squares

Now that you know how to make paper quilt squares, please share what you learned while completing this craft.

What was your favorite part of making your paper quilt?

What was the most difficult part of this activity?

If you could make another paper quilt, what would you do differently?

Draw a picture or write about what you did with your craft once it was completed.

This quilt activity can be entered into the 2026 Monroe County Fair. Dept. 17 Early Age Categories, Class A, Lot 12 or 15 for those in 2nd Grade; Class B, Lot 13. for those in K or 1st Grade.

Growing with Groundwater

Plants need water to grow. Water comes from precipitation and groundwater. We are going to build a mini terrarium that will allow our plants to grow using groundwater as the source of water. **Time to plant!**

Materials:

Clear plastic container or jar with lid (wide-mouth canning jar would work well for this)

Gravel

Potting Soil

Spray Bottle Filled with Water

Plant Seeds (Herbs or Vegetables Grow Quickly)

Large Spoon or Trowel

4-H Connection

4-H creates a safe space where youth can take what they know, develop an idea (or hypothesis) and test it out. It doesn't matter if their idea does or doesn't work. It doesn't matter if their hypothesis was or wasn't right. What does matter is the exploration of their ideas, trying something new, and knowing it is okay to fail sometimes. That's when the learning happens.

Procedure:

1. Fill the bottom of your jar with 1 to 2 inches of gravel and add about 4 inches of potting soil on top of the gravel.
2. Plant the seeds as directed on the seed package.
3. Water generously with a spray bottle. Watch as the water trickles down through the soil and into the gravel layer. The water you see below the surface of the soil is called groundwater and will be used by the seeds.
4. Secure the lid and place in a sunny window. Over the next few days, watch as the sides of the jar become foggy. This is condensation or clouds. As the water on the walls of the jar becomes heavy it will fall onto the ground as rain and will become groundwater again.
5. If your jar becomes too foggy, open the lid slightly for a day or two. If you leave the lid off too long, the soil may dry out. If this happens just spray some more water in the jar.
6. Watch your seeds grow.



What do you think will happen to the seeds?

How long do you think the seeds will take to grow above the soil so you can see them?

Do you think your terrarium will get too foggy or too dry first? Make a prediction now then come back and write what actually happened.

Growing with Groundwater

Now that you know how to plant seeds and grow plants, please share what you learned while completing this activity.

What was your favorite part of this groundwater experiment?

What happened to your covered container two days after you placed it in a sunny place?
Did you see water on the side of the container?

If you could make another terrarium, what would you plant in it?

Draw a picture or write about you making your terrarium.

What Do Seeds Need?

Plants, just like humans, need certain things to survive. The four things plants need to survive are water, sunlight, nutrients and air.

Let's Experiment!

Let's experiment with the needs of seeds. We will try planting seeds and placing one to grow in the light and the other in a dark place.



Which plant do you think will sprout more quickly: the plant in the light or the plant in the dark?

What are the 4 things plants need to survive?

1. _____
2. _____
3. _____
4. _____

Materials: 2 Plastic Cups or Pots
 Potting Soil
 Seeds
 Water

Procedure:

1. Fill the plastic cups or pots 2/3 full with potting soil
2. Plant the seeds according to the directions on the package.
3. Water the seeds so the soil is damp.
4. Place one cup or pot in a well lit area and the other in a dark area without light.
5. Water regularly and watch them grow!

What happened to the seed that was placed in the light?

What happened to the seed that was placed in the dark?

Using Your Super Senses



We use our senses every time we eat. Colors, crunches, smells, textures, and taste all matter when we choose fruits and vegetables to eat.

Most people do not eat the recommended amount of vegetables and fruit. According to myplate.gov, children should eat 2 1/2 cups of vegetables each day and 1 1/2 cups of fruit per day. If we are not familiar with a vegetable or fruit, it can be tough to try a new taste. Sometimes we need to see and learn about a fruit or vegetable a few times before we learn to like it. Vegetables and fruits are packed with vitamins, minerals and fiber that keep us healthy. They help us grow strong, have healthy skin and hair, and do our best when we play and learn.

4-H Connection

The second of the four H's is "health," which includes things like good sleep habits, choosing nutritious foods, getting exercise, and making other choices that support our well-being. In 4-H, youth can explore a wide range of projects where they can learn about health, including: child development; fun and fitness; foods and nutrition—from growing or raising their own food to cooking; safety; lots of different outdoor activities like hiking, canoeing, camping, and more. Over time, they may become a youth leader in health projects they love.

Materials:

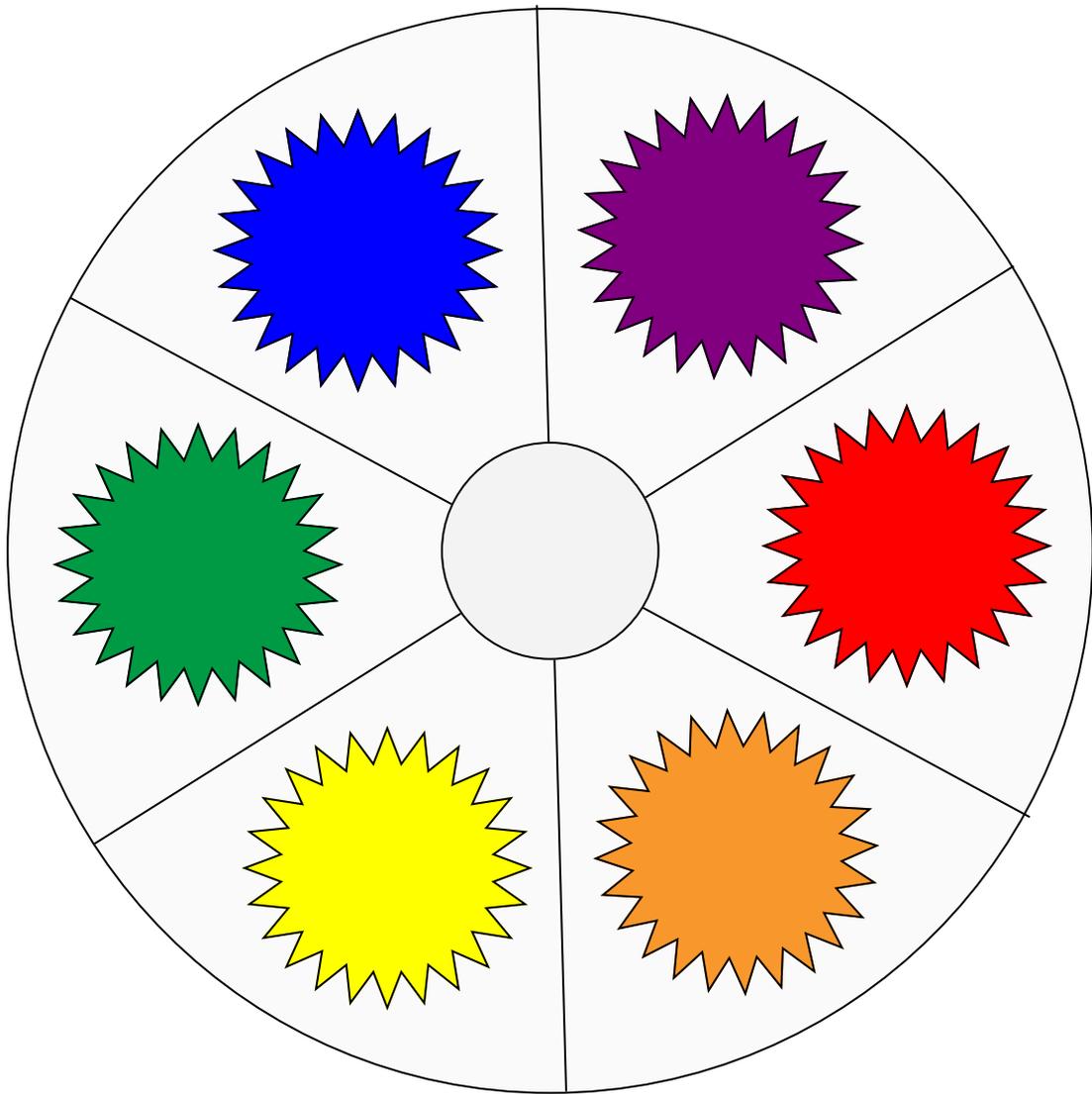
- Crayons or colored pencils
- White medium-sized paper plate
- 14"x22" white poster board
- A banana or pineapple slice placed inside a small paper bag (don't tell youth which one)
- An orange or a kiwi placed inside a small paper bag (don't tell youth which one)
- Baby carrots or a carrot stick
- Blueberries in a clear container
- Red bell pepper

Procedure:

1. Using the color wheel (next page), write at least one fruit or vegetable for each color.
2. Put a checkmark (✓) behind the fruits and vegetables you have tasted before.
3. Using your sense of smell only, see if you can identify which fruit someone put inside the first small paper bag.
4. Using your sense of touch only, see if you can identify which fruit someone put inside the second small paper bag.
5. Ask everyone to close their eyes and see if they can guess what vegetable you are eating using only their sense of hearing. Bite into a baby carrot or carrot stick.
6. Pretend you are creating a healthy snack on a paper plate. Draw two vegetables or fruits. One that you know you already like and one that you haven't eaten that you want to try. Aim to get two different colors of fruits or vegetables on your paper plate. Next to each food item, write how that food might help your body (see the above Did you know? Section for the information).
7. Glue your paper plate to a piece of white 14"x22" poster board, add a title and enter it in the fair under Department 17 Class A Lot 35 Display/poster showing two healthy snack options with explanation of why they are good choices.

Did you know? Eating different colored fruits and vegetables helps your body and mind. Red, blue, and purple fruits and vegetables can boost your memory. Green ones give you strong bones and teeth. Orange and yellow ones keep your eyes sharp and help you fight off colds.

Using Your Super Senses



Reflection Questions:

Did you guess correctly or incorrectly the fruits inside each small paper bag?

What did you discover when you used your five senses to explore fruits and vegetables?

How did you choose the two fruits and vegetables you drew on your plate?

What are your favorite ways to eat fruits and vegetables? (raw, cooked, cut into pieces, etc.)

Marshmallow Poppers

See how far marshmallows fly with these reusable, recycled popper. Your popper can also be used to spread birdseed for your feathered friends or celebrate holidays with confetti.

Materials you'll need:

- Empty toilet paper tubes
- Decorative scrap paper
- Markers to decorate popper, if desired
- 12" balloons
- Scissor

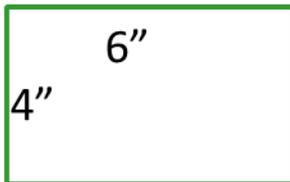


4-H Connection

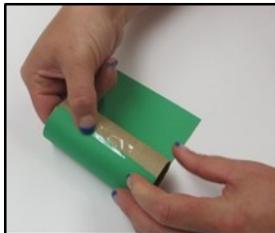
4-H is about having fun! By creating something fun from an item that might otherwise be discarded (toilet paper tube), we can save the landfill from unneeded rubbish while also creating a toy to play with. Have fun with this popper by exploring the many different uses. Construct two poppers and have some friendly competition to see how far you and your friend can fling things, like mini marshmallows!

Directions:

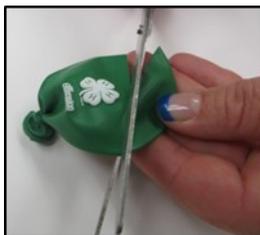
- 1) Cut a piece of paper into a rectangle measuring 4" X 6". Decorate if desired.



- 2) Using glue or tape, secure the rectangle around the empty toilet paper tube.



- 3) Tie a knot in the end of a balloon. Cut the top 1/3 of the balloon off. Keep the part of the balloon that has a knot.



- 4) Carefully stretch the balloon over one end of the toilet paper tube. If it doesn't stay securely on the tube, tape can be used to secure it in place.



- 5) Put a mini marshmallow or other small, unbreakable object inside the empty tube. Aim the tube away from people. Pull the knot in the balloon back a few inches and quickly release your hold on the knot. The marshmallow or small object should be propelled forward.



Marshmallow Poppers

Circle the parts of the popper that are reused.

Toilet paper tube

Paper

Balloon

You can use your popper to send small objects flying. Construct two part poppers and have a friendly competition with friends to see who can send a mini marshmallow flying the farthest. Then measure how far it flew. Whose marshmallow went the farthest?

With an adult's help, find five objects that fit inside your popper that are safe to pop. Examples of objects include: regular sized marshmallow, mini marshmallow, pom pom, cotton ball, balled up piece of paper, etc.) Now, pop each item then measure the distance they flew. List the items in order, from farthest to shortest distance flown,

How many feet did the farthest object fly?

Attach a photo or draw a picture of your marshmallow popper.

Object:	Distance flown:

Takeoff!

Construct two different paper airplanes and see which one travels farther!

Materials:

- 2-8 1/2"X11" pieces of paper
- Simple Paper Airplane Template
- Dart Paper Airplane Template
- Paper Clips
- Measuring Tape

4-H Connection

In 4-H, we work together to accomplish our goals. Some of our goals are individual (like those included in a 4-H Record Book), and some goals are made as a group (learn something new in the club selected 4-H project). Competitions and contests are held to encourage members to step out of their comfort zone and try their best at a particular talent or skill. Just like with these paper airplanes, we don't need to compete to get our airplane to fly farther than anyone else's, it is more about trying again and again to make our airplane fly the best it can fly. It is more about continually modifying our goal and how we aim to reach it that matters.

Procedure:

1. Construct one paper airplane using the Simple Paper Airplane Template on page 43.
2. Construct one paper airplane using the Dart Paper Airplane Template on page 44.
3. Make a prediction, Which airplane design do you think will travel the farthest?

4. Test each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?

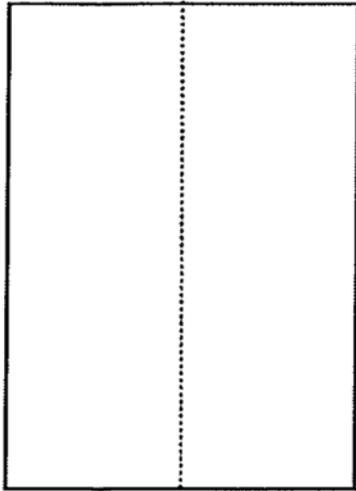
5. Try adding a paperclip to each plane's nose.

6. Make a prediction. Do you think the airplanes will fly farther with or without the paperclip?

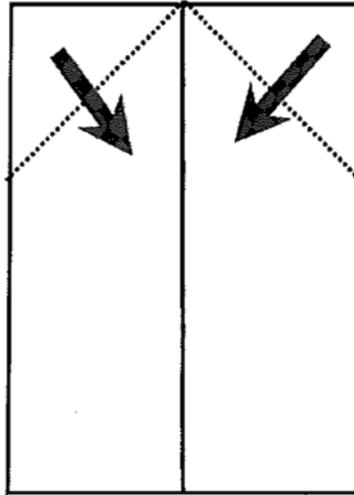
7. Retest each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?

How far did they fly?	Test 1 without paper clip	Test 2 without paper clip	Test 3 without paper clip	Test 1 with paper clip	Test 2 with paper clip	Test 3 with paper clip
Simple Airplane						
Dart Airplane						

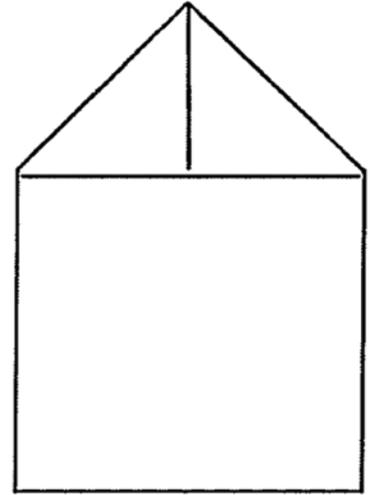
A Simple Paper Airplane Template (fold at dotted lines)



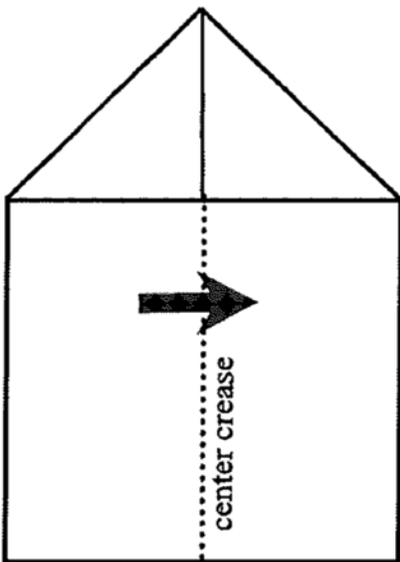
Crease paper in half



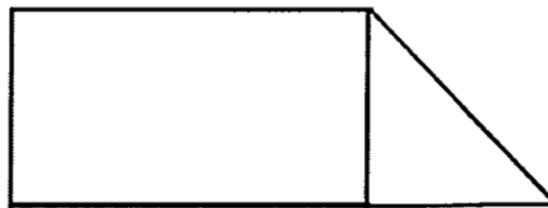
Fold corners down



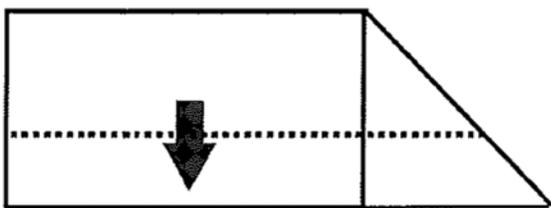
Should look like this



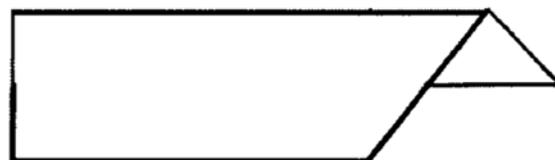
Fold plane in half at center crease



Should look like this

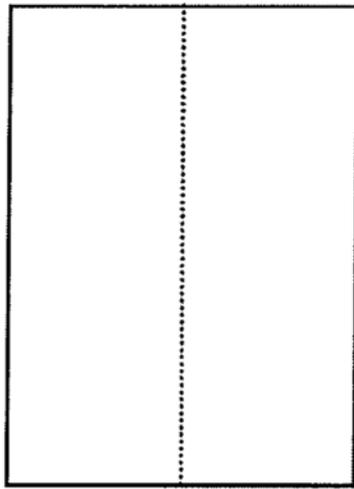


Fold wings down

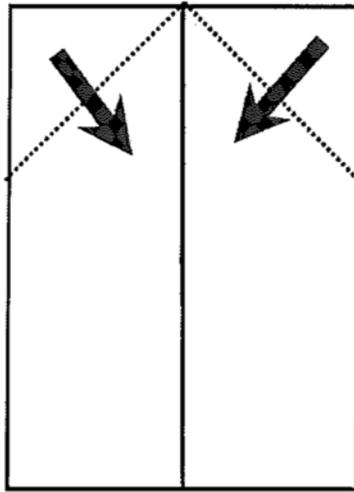


Should look like this

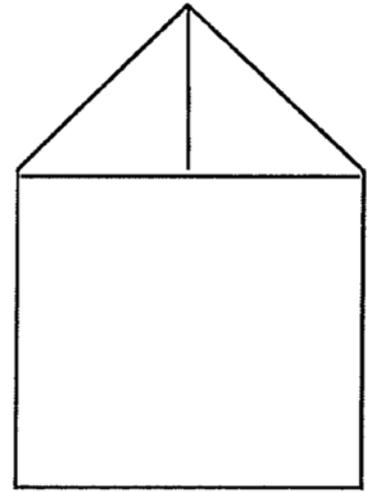
Dart Paper Airplane Template (fold at dotted lines)



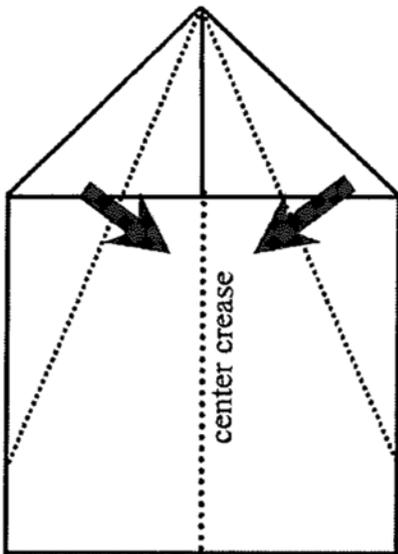
Crease paper in half



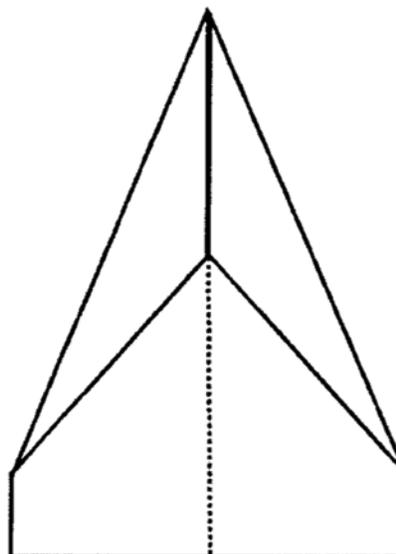
Fold corners down



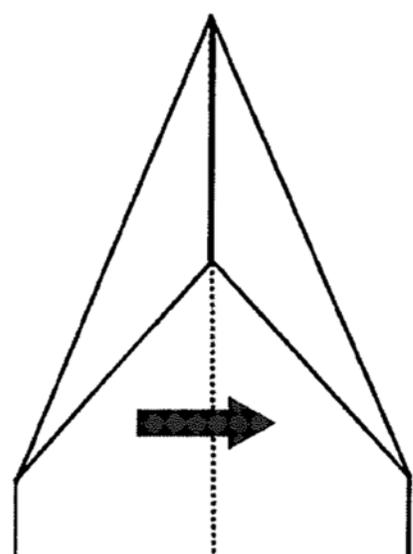
Should look like this



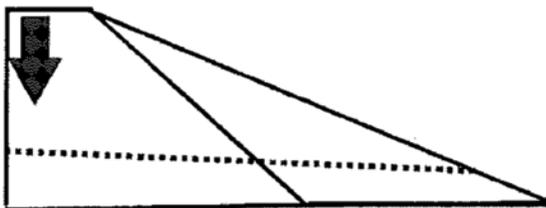
Fold sides into center crease



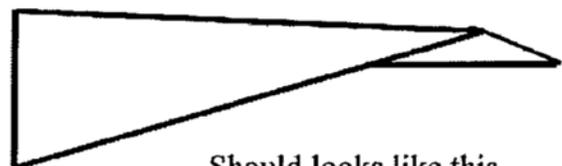
Should look like this



Fold plane in half at center crease



Fold wings down



Should look like this

Takeoff!

Now that you know how to make two different styles of paper airplanes, please share what you learned while completing this activity.

What was your favorite part of this paper airplane experiment?

Which paper airplane design traveled farthest?

Did adding a paperclip change the distance the plane traveled?

If you could make another paper airplane and try this experiment again, what style of airplane would you design?

Draw a picture or write about you making or flying your paper airplane.

All About Leaves

Let's collect, identify and preserve leaves!

Materials:

- Roll of Wax Paper
- Fall Leaves
- Plain, Scrap Paper
- Clothes Iron
- Ironing Board
- Old T-shirt
- 9 x 12" Construction Paper
- Stapler or glue
- Marker for Labeling Leaves
- Tree Field Guide

4-H Connection

Fall leaves present an opportunity for us to stop and take a look around at how our world can change so quickly. Leaves can be green one day and then they change colors and float to the ground the next. In 4-H, it is important to also to stop and take a look around. Look at what older 4-Hers are doing so younger 4-Hers have something to aspire to.

Procedure:

1. Take a nature walk and collect some fall leaves.
2. Using a tree field guide identify each leaf (see next page.)
3. Lay leaves flat by layering them between plain paper. Repeat layers until all leaves are placed. Make a paper-and-leaf sandwich and place a heavy book on top. After a couple of days carefully remove the pressed leaves. Use a clothes iron to smooth the leaves out if you don't want to wait!
4. Cut two pieces of waxed paper 1 foot long. Lay out the pressed leaves on one piece of the waxed paper in any pattern, but make sure to leave a 1 inch border on the long sides and a 2 inch border at each end.
5. Have an adult help you with ironing your design.
 - A. Fabric is needed between the wax paper and the iron. Place a piece of soft, thin cotton cloth on the ironing board. (An old T-shirt works well)
 - B. Place your wax paper with your leaf design on top of the cloth.
 - C. Place the second piece of wax paper on top of your leaf design.
 - D. Place a second piece of cloth on top of that.
6. Set the iron to a medium setting. When the iron is heated, press it firmly onto the cloth where one corner of the wax paper is located. Slowly pull the iron across the cloth over the wax paper while maintaining firm pressure. It will only need a second or two for the wax to adhere. Repeat until the entire assembly has been ironed.
7. Use the construction paper to make a border around your waxed paper and adhere it using a stapler or glue.
8. Have an adult help hang your artwork in a window!





All About Leaves

Leaf Identification Guide

Circle the leaves you have found around your house, school, neighborhood, or on a nature hike.

 <p>Maple</p>	 <p>Oak</p>	 <p>Birch</p>	 <p>Ash</p>	 <p>Poplar</p>
 <p>Black Walnut</p>	 <p>Hickory</p>	 <p>Sycamore</p>	 <p>Basswood</p>	 <p>Cottonwood</p>

These are just a few types of leaves, please use a Tree Identification Guide from a bookstore or library for more information. Or check out the Wisconsin Department of Natural Resource (DNR) <http://eekwi.org/veg/treekey/treestart.htm>

All About Leaves

Draw a picture or attach a photo of your waxed paper leaf craft or of you on a nature walk in the woods.

Create-a-Critter



Make up a brand new critter!

Materials:

- Straws
- Toothpicks
- Cotton balls
- Paper
- Paper plates
- Modeling clay
- Crayons
- Leaves
- Sticks
- Bottle caps
- Buttons
- Any other items you might have

4-H Connection

“To Make the Best Better” — The 4-H motto encourages each member to do his or her best and improve the next time, so their “best” becomes “better.” Members stretch their abilities and capacities to reach their full potential. Create more than one critter and see if how your ability to create changes over time.

Procedure:

Construct your critter by using some of the materials listed, and then draw a picture of your creation. Decide the details by completing the sentences below.

My critter's name is _____.

It lives in the _____.

It eats _____.

It moves by _____.

It is special because it _____.

Draw a picture or attach a photo of you and your critter creation.



Create a Habitat

Choose an animal and create its habitat!

For this activity, choose any animal and look up its habitat. An animal's habitat is the area in which it lives. For example, your habitat is your house because it is where you live.

You can make your habitat out of anything you would like. A few suggestions are: shoebox, construction paper, glue, markers, grass and twigs.

4-H Connection

Wildlife WHEP Wisconsin 4-H & Wisconsin 4-H Forestry offers hands-on learning activities, art contest, and wildlife/forestry contests. These educational opportunities are open to youth in grades 3-13, so it's something to look forward to. For more information:

<https://fyi.uwex.edu/whepwi4h/>

My animal is a _____.

It lives _____.

It eats _____.

Draw a picture or attach a photo of you and the habitat you researched and recreated.



Ant ANTatomy

Create your own ANT!

Ants are a type of insect that have six legs, two antennae and three body sections. The three body sections are the head, thorax and abdomen.

Ants live in colonies made up of queens, males and workers. They are amazing creatures that come in different colors, with black being the most common. Ants can carry up to 27 times their body weight!

What color ants have you seen before? _____

How many antennae do ants have? _____

Can you name the three body sections of an ant? _____

How many legs do ants have? _____

Time to make your ant!

4-H Connection

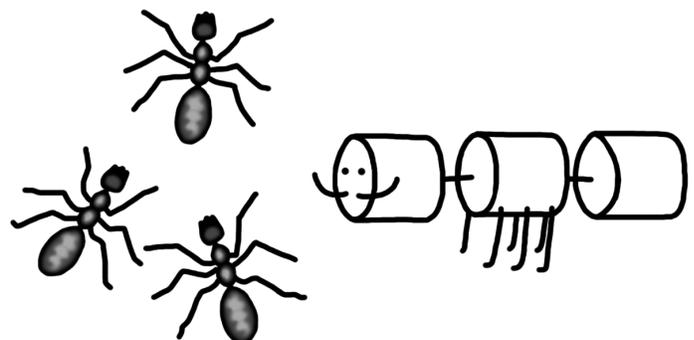
Much like ants (who have three main body parts) a good 4-H club meeting should have a balance of three main parts: education, business, and recreation. Members should leave a meeting knowing what business they discussed, learned something, and had fun!

Materials:

- Three large marshmallows
- 4 large pipe cleaners cut in half
- 2 toothpicks
- Scissors
- Markers

Procedure:

1. Use the three large marshmallows as the body sections and connect them using toothpicks.
2. Cut 4 large pipe cleaners in half to make 8 small pipe cleaners. Use 6 for the legs and insert 2 for the antennae.
3. Decorate your ant using markers.



Ant ANTatomy

Draw a picture or attach a photo of you and your ant creation.

Sand Painting

Let's create a picture using sand!

Materials:

- Dry sand (in paper cups)
- Pencil
- Crayons
- White glue
- Paper or cardboard
- Newspapers



Procedure:

1. Use a pencil to draw a picture design lightly on paper.
2. Apply a bead of glue to the pencil lines.
3. Sprinkle sand gently over the wet glue.
4. Tilt the paper so the extra sand falls off the paper onto the newspaper.
5. Let dry.
6. Use crayons to add details or color to the sand painting.

4-H Connection

Arts & Crafts is a national 4-H project. It features curriculum that will guide you through the project. For a copy contact your County 4-H Office. For more internet resources explore: <https://fyi.uwex.edu/wi4hprojects/arts-communication/arts-crafts/>

Note: Colored sand can be used, if available.

Draw a picture or attach a photo of you and your sand painting.

This picture can be entered into the 2026 Monroe County Fair. Dept. 17 Early Age Categories, Class A, Lot 17 for those in 2nd Grade; Class B, Lot 14 or 28 for those in K or 1st Grade.

Graham Cracker Scram

Let's make a delicious and nutritious snack!

Ingredients:

- Graham crackers
- Peanut butter
- Bananas, sliced
- Milk



Equipment:

- Plastic knife
- Paper plates
- Cups for milk
- Napkins



4-H Connection

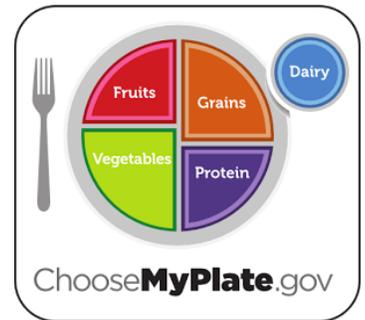
Foods & Nutrition is a national 4-H project within the category of Family, Home, and Health. This project area includes cooking, baking, and food preservation.

Procedure:

1. Before making the snack, make sure to wash your hands with soap and warm water.
2. Use the plastic knife to slice the bananas.
3. Take a half of a graham cracker and spread peanut butter on it. Put the slices of banana on top of the peanut butter. Add the other half of the graham cracker to the top and enjoy with a glass of milk.

This snack includes many food groups. Can you draw a line to the correct food group each ingredient belongs in?

- | | |
|-----------------|---------|
| Graham crackers | Dairy |
| Peanut butter | Fruits |
| Banana | Protein |
| Milk | Grains |
- Note: A dashed line is drawn from 'Peanut butter' to 'Protein'.*



This snack is made with everyday foods that are healthy for us, like peanut butter and fruit. Can you think of any other everyday foods you could use to make a similar snack with at least three food groups?

First Aid

Examine the items you find in a first aid kit, and write what they are used for.



Bandages



Sterile Gauze



Adhesive Tape



Antiseptic Wipes



Antibiotic Ointment



Sterile Gloves

Now, let's make a first aid kit!

Ask an adult to help gather the materials listed above. Find an old coffee can, plastic zip-lock bag, old lunch box, plastic container or anything that can help hold your first aid supplies. Keep your first aid kit in a safe place you can easily get to.

4-H Connection

Health is a national 4-H project within the category of Family, Home and Health. This project area focuses on first-aid skills, lifesaving skill development, hygiene, nutrition and physical activities.

First Aid

Draw a picture or attach a photo of you and your first aid kit.

Let's Learn About Sound!

Sound is a vibration moving through air, water, or some other material. Our ear collects these vibrations and turns them into a signal which is sent to our brain. **Let's Make Some Noise! Build a Kazoo!**

Materials:

- Toilet Paper Tube
- Waxed Paper
- Rubber Band
- Crayons
- Scissors



4-H Connection

4-H provides a safe space for youth to master skills and develop their natural curiosity. Encouraging a child to take a project or activity one step beyond the directions, with the aid of a caring adult, allows the young person to try something new and explore the previously unknown.

Procedure:

1. Cut a 2 1/2" square of waxed paper to cover the toilet paper tube.
2. Secure the waxed paper to the end of the toilet paper tube using a rubber band.
3. Decorate your kazoo using crayons.
4. Practice humming without your kazoo.
5. Now try to hum using your kazoo. Put your lips against the wax paper and hum.

Does your humming noise sound different when you use a kazoo?

What is vibrating on your kazoo?

Do you think that changing the length of the kazoo will change the sound? _____.
Try it! Use a paper towel tube instead of a toilet paper tube.

Draw a picture or attach a photo of you and your kazoo.

Make a Constellation

Constellations are pictures made up of stars. They were often named after items people were familiar with like animals or mythical people. Construct a constellation.

Materials:

- 8 ½ " × 11" White Paper
- 8 ½ " × 11" Black Construction Paper
- Pencil
- Metal Pin
- Stars Cutouts
- Scissors
- Glue
- White Crayon



4-H Connection

If you enjoy learning about outer space and travel beyond Earth learn more about the 4-H Space Camp which is available for youth in grades 6-8. Campers travel to Huntsville, Alabama to the NASA Center to participate in the Pathfinder Program. For more information: <https://fyi.uwex.edu/wi4hedopp/space-camp/>.

Procedure:

1. Draw a picture of your constellation on the white paper. You may draw a constellation from one listed on the next page or create your own.
2. Line up your white and black papers. Using the metal pin, poke a hole through every point of your design.
3. Cut out stars and glue one on every pin hole on the black construction paper.
4. Connect the stars using a white crayon.

Draw a picture or attach a photo of you and your constellation.

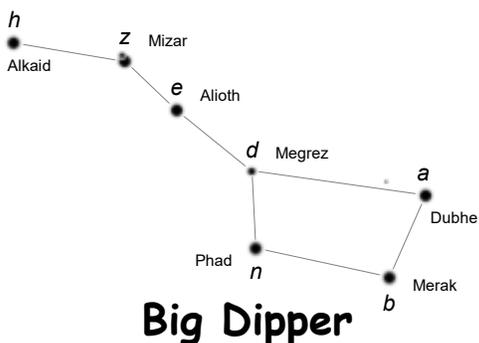
Star cutout pattern:



Make a Constellation

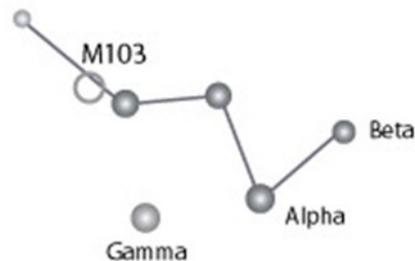
Examples of Constellations

ALL YEAR



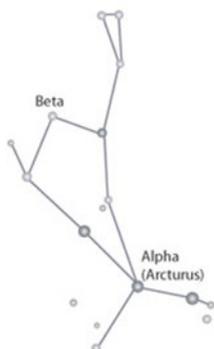
Big Dipper

Did you know? The Big Dipper is not a constellation! It is a group of stars called an *asterism* that is part of the constellation Ursa Major, or Big Bear.



Cassiopeia

WINTER

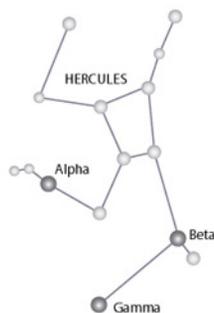


Boötes

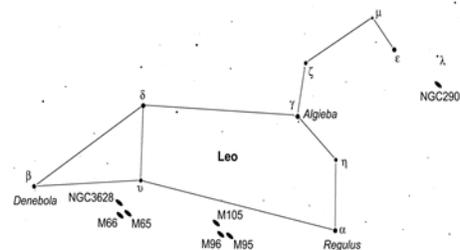


Taurus

SUMMER



Hercules



Leo

Measuring Rain

Rain is a type of precipitation that is often measured using a rain gauge.
Let's make a rain gauge!

Materials:

- Glass Jar
- Permanent Marker
- Ruler
- Stickers
- Paint



Procedure:

1. Place a ruler along a glass jar and mark every $\frac{1}{2}$ inch using a permanent marker. Make sure to label the marks.
2. Decorate your rain gauge using stickers or paints however you would like.
3. Place rain gauge outside in a flat open area. Make sure to empty the jar after each rain.

4-H Connection

Science can be defined as the study of the world around us, a thread that runs through all aspects of our lives. Science is the theory that lies behind all 4-H projects.

Observations:

How much rain was in your rain gauge after a storm?

What other types of precipitation are there?

Draw a picture or attach a photo of you and your rain gauge.



Festival of Arts

If you participated in the Monroe County 4-H Festival of Arts, use this page for newsletter or newspaper clippings, photos, drawings, and other items to show your involvement.

Foods Revue

If you participated in the Monroe County 4-H Foods Revue use this page for newsletter or newspaper clippings, photos, drawings, and other items to show your involvement.

Project Days

If you participated in the Monroe County 4-H Clover College, use this page for newsletter or newspaper clippings, photos, drawings, and other items to show your involvement.

Clover College

If you participated in the Monroe County 4-H Clover College use this page for newsletter or newspaper clippings, photos, drawings, and other items to show your involvement.

Cloverbud Camp

If you participated in a Monroe County 4-H Cloverbud Camp, use this page for newsletter or newspaper clippings, photos, drawings, and other items to show your involvement.

Other County Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in countywide 4-H events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

Club Events

On these pages, put clippings, pictures, drawings, and other items showing your participation in your 4-H Club events.

References

- 4-H Cloverbud Activity Record Book B, By Michelle Grimm, Kim Drolshagen, and Michelle Schroeder, University of Wisconsin-Extension, 2010



UW-MADISON EXTENSION