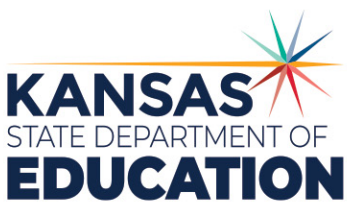


HARVEST OF THE MONTH - APRIL / LEAFY GREENS

Grades 3-5



Kansas leads the world in the success of each student.

SEPTEMBER 27, 2024

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

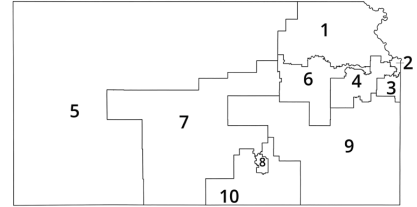
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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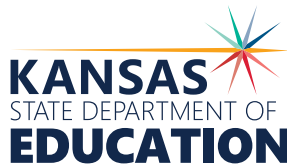


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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

April / Leafy Greens

INTRODUCTION

Over the next few weeks, we will be learning about a kind of food that we harvest in Kansas. I'm going to give you some clues to see if you can guess what this food is.

- This food is rich in iron which helps you stay active and alert.
- It is packed with vitamins A, C, K and B which helps us have healthy skin, eyes and bones and have lots of energy.
- It has fiber to help us have good digestion.
- They boost our immunity which helps keep us from getting sick.
- They also help us to have healthy grown both for our bodies and our minds.
- This type of food can be found in salads
- They can be eaten raw, boiled, stir-fried, and steamed
- These green vegetables are made up of leaves.

Can you guess what food I'm talking about? We will be learning about Leafy Greens!

Some leafy green foods are iceberg lettuce, cabbage, spinach, collard greens, and kale. Have you eaten any of these?



GENERAL RESOURCES

ENGAGE

Show students a bowl of spinach. State and pose the question while showing students a pile of spinach, kale, microgreens, collard greens, cabbage, romaine lettuce, and arugula: “These are leafy greens that when we eat them, we get nutrients for our body like vitamins, minerals, and fiber. What do these leafy greens need in order for them to be able to give us those nutrients?”

As a class, discuss student ideas and post them on a class anchor chart. This anchor chart will be referenced when making a claim to this question.

EXPLORE

Allow groups of students to investigate the question “What do these leafy greens need in order for them to be able to give us those nutrients like vitamins, minerals, and fiber?” Provide each group a sample of the leafy greens and magnifying glasses. Ask students to observe the sample of leafy greens and record any evidence they might see that would help answer the question. Students might see the veins of the plant that will get water to the plant where it needs.

Show the class plants of a few examples of leafy greens. Make sure to have one different plant per group. Again, ask students to observe the sample of leafy greens and record any evidence they might see that would help answer the question. Students will start to notice the plants all have roots, they are in soil that also gives the plants nutrients, and they might also mention the plant would need sunlight to grow.

EXPLAIN

Provide students with either a copy of the book titled *Green Power, Leaf and Flower Vegetables* by Meredith Sayles Hughes. As a class, look up each of the leafy greens in this book to again collect evidence that would help them answer the question, “What do these leafy greens need in order for them to be able to give us those nutrients like vitamins, minerals, and fiber?”

As a class, have a discussion about the evidence the students collected that would help them answer the question posed.

ELABORATE

As a class, craft an argument with a claim and evidence that answers the question “What do these leafy greens need in order for them to be able to give us those nutrients like vitamins, minerals, and fiber?”

KANSAS SCIENCE STANDARDS ADDRESSED**5-LS1** From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

5-LS1-1

Support an argument that plants get the materials they need for growth chiefly from air and water

Clarification Statement:

Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education.

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model.

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants acquire their material for growth chiefly from air and water.

Crosscutting Concepts

Energy and Matter

- Matter is transported into, out of, and within systems.

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