

HARVEST OF THE MONTH - APRIL / LEAFY GREENS

K-2



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

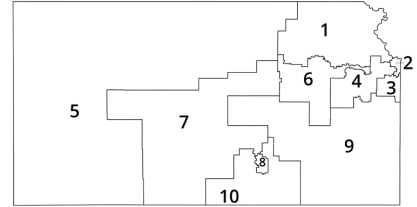
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

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



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9

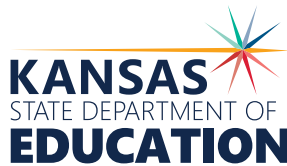


Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF
EDUCATION



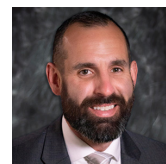
Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

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?



VOCABULARY

Patterns: repeating sequences or designs that can be found in nature or human-made systems

GENERAL RESOURCES

ENGAGE

Show students a bag of spinach. Ask: “Where do you think this spinach comes from?” or “What does this plant need in order to survive? Record student ideas on an anchor chart. On another sheet ask: “What do we (humans) need to survive?”.

Ask students, “What do you think you might have in common with spinach?” Challenge students to think about how we might organize this information. Having students lead this step is important as it allows them to think about the Cross Cutting Concept of Patterns. Have students share information and record student ideas. The purpose is for students to start seeing patterns between a plant’s need for “food” just like a human’s need for food.

EXPLORE

Students will explore by using informational text and keeping track of supporting details. Read aloud the book titled *Sylvia’s Spinach*.¹

EXPLAIN

Over time, as you grow the spinach plants, have students make observations of the plant. explain to students that all living things need food to grow. As a class, create a list that students ate for lunch. Explain that by eating this food, students are taking in the food their body needs to grow. Plants also need food to grow. Ask students what they have noticed they are “feeding” their plant to make it grow. Students should notice they have given their plant water and sunlight. They also might notice that the plant is in soil which also has plant food in the soil.

ELABORATE

When students’ plants have grown enough, you can make a salad for students to try spinach like in the book *Sylvia’s Spinach*. If plants are not big enough to eat yet, bring in a spinach salad for students to try. As students are trying spinach, reiterate that we are getting food from the spinach and the spinach was able to get food from the water, soil, and sun.

1 <https://www.youtube.com/watch?v=TRCC9SEo9Oo>

LITERATURE CONNECTIONS

READ ALOUD PROTOCOL

Reading aloud to children is an important part of helping them be proficient readers. It builds their oral vocabulary, which is foundational to establishing a strong reading and writing vocabulary. It builds background knowledge which will support future reading comprehension. Reading (and singing) with students is one of the best ways to “reset” the climate in your classroom, calm and refocus attention on learning. As you share a book with students, make sure students are seated comfortably and that you show the book’s illustrations as you read the text. This will allow students to utilize the illustrations to support vocabulary learning and comprehension. This will be extremely important for students who have recently arrived. Included below are some helpful tips for sharing a book with children that will ensure the experience is joyful and informative.

- Prepare for the reading, preview the book to see if there are any parts of the book that may be confusing and require additional explanation. Check for both content and language appropriateness.
- Think of a fun and engaging way to introduce the book. Engagement can be enhanced by having an item to accompany the book to peak their interest and curiosity. Consider an item integral to the theme/topic of the book (a piece of fruit, a spade, a cup of soil), a puppet, a brief story or an engaging question.
- Plan a few questions to propose before, during and after the reading- but don't make it an interrogation! Questions don't need to be literal or detail oriented, but can be thought provoking, such as “How might you fix this problem?” or “Think of a time when something like that happened to you?”, etc.
- Think of ways to keep each student actively engaged during the reading (raising hands, giving thumbs up/ down, discussing with a shoulder partner, clapping out answers, etc.)
- Encourage word curiosity! Stop at words not all students may know and conduct a think-aloud. “Boys and girls...I see a new word and I am wondering if anyone can tell me what “soil” is...
- Check for understanding. At the completion of the book, ask a few questions to check for general understanding related to the characters, plot, problem or solution in the story and/ or a few of the relevant who, what, when, where, why and how questions essential to comprehending the story.
- Leave the book where the children can access it for a re-reading experience, navigation of the pictures if a picture book and for a future writing model.

Allow each student to plant a spinach seed in a cup with soil. For each day that you are growing the plant, as a class document the amount of water you give the plant, how much growth the plant has made, and other observations they make.

KANSAS SCIENCE STANDARDS ADDRESSED

K-LS1-1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive

Clarification Statement:

Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

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

Analyzing and Interpreting Data

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. . (K-LS1-1)

Disciplinary Core Ideas

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

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

Crosscutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

For more information, contact:

Eryn Davis
Farm to Plate Project Coordinator
Child Nutrition and Wellness
(785) 296-5060
Edavis@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

<https://www.ksde.org>

