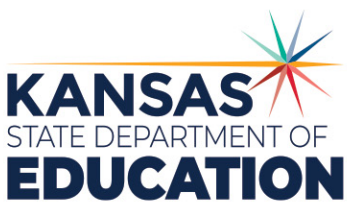


HARVEST OF THE MONTH - APRIL / LEAFY GREENS

Preschool



Kansas leads the world in the success of each student.

SEPTEMBER 12, 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

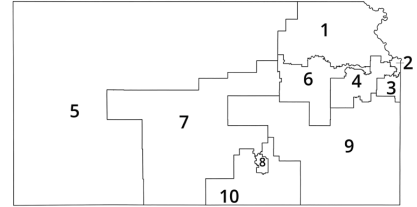
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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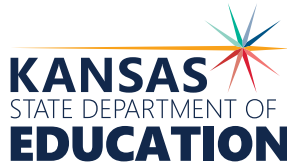


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Kansas leads the world in the success of each student.

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?



SCIENCE

LEAFY GREEN EXPLORATION

(Science, Approaches to Learning, Mathematics, Physical Health and Development, Literacy and Communication)

Materials Needed

Two or Three different types of leafy greens (romaine or iceberg lettuce, spinach, kale, collard greens, etc.), knife for cutting them, cutting board, paper and pencil for recording observations

Optional materials

tweezers and magnifying glasses to explore details, individual small notebooks/science journals and crayons for each student to draw pictures of observations. You could also work one-on-one with students to discuss and label pictures in their science journals.

Procedure

Use your 5 senses to explore different types of leafy greens. Compare and contrast. Create a chart showing things that are the same and different between the three. Use your five senses to explore. Make predictions before tasting. Talk about the different parts of each.

- Sight- What do they look like?
- Sound- What do they sound like?
- Touch- What do they feel like?
- Smell- What do they smell like?
- Taste- What do they taste like?

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.PEL.P3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.P4.1	Sustains attention to task despite distractions.
PHD.NHE.P3.1	Eats a variety of foods.
PHD.NHE.P4.1	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
CL.SL.P3.1	Participates in conversations with a small group.
CL.SL.P4.1	Participates in conversations in increasing group sizes.
CL.SL.P4.2	Asks and answers questions and makes predictions.
M.MD.P3.1	Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.

M.MD.P4.1	Describes and compares objects using measurable attributes (length, size, capacity and weight).
M.MD.P4.2	Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.
S.SI.P3.1:	Observes and experiments with how things work, seeks information from others.
S.SI.P4.1	Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.P3.2	Provides simple verbal or signed descriptions.
S.SI.P4.2	Provides greater detail in descriptions.

Physical Activity

VEGGIE SALAD

have students sit crisscross in a circle. Give each student a picture of a vegetable (tomatoes, cucumbers, lettuce, peppers). Make sure everyone knows what their vegetable is. Have one person be the chef. The chef will stand in the middle of the circle and call out one type of vegetable. Everyone who has that type of vegetable and the chef must get up from the circle go around the outside of the circle to find an open spot. The person who does not find a spot becomes the chef. If the teacher yells “Veggie Salad!” everyone must get up and find a new spot.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
PHD.GMS.P3.1	Uses locomotor skills with increasing coordination and balance.
PHD.GMS.P4.1	Demonstrates locomotor skills with control, coordination and balance in active play.
PHD.PF.P3.1	Participates in a variety of active play exhibiting strength and stamina.
PHD.PF.P4.1	Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.
SED.SD.P3.3	Follows rules and simple one-two-step directions.
SED.SD.P3.4	Begins to display socially competent behavior with peers.
SED.SD.P4.5	Displays socially competent behavior with peers.
ATL.C.P3.3	Remembers and applies two rules simultaneously (e.g., books go here, trucks there).
ATL.C.P4.5	Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.

LITERACY

SOUND SORTING L AND G

Use 2 coffee cans to separate small toys and pictures that start with the letters L and G. Decorate the outside of each can indicating what letter they represent. Talk about the sounds that “L” and “G” make. Do some sorting together as a group. What letter does “Leafy” start with? What letter does “Greens” start with? Go through several examples together. Do we have any friends who’s names start with these letters?

This activity can then be done in different ways. You can continue as a group by giving each child a toy and going one by one around the group having the child put their toy in the correct letter can. This can make for a good transition activity. You can also have this as a sorting activity in centers where children can sort a group of toys on their own into the correct letter cans. You could also have students do this sorting in pairs or small groups.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.SL.P4.1	Participates in conversations in increasing group sizes.
CL.F.P3.1C	Recognizes letters in their name.
CL.F.P4.1D	Recognizes and names some uppercase and lowercase letters, in addition to those in first name
CL.F.P4.2F	States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.
CL.F.P4.3	Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.

MATH

MATH SALAD

Make a salad by using dice to determine how many of each ingredient to include in the salad.

Materials Needed

Salad Ingredients: These can be pictures, felt cut outs, plastic food toys, etc. You'll need to have multiple of each ingredient so that there is enough for each child to build their salad. This activity can be done in small groups, with partners, or individually depending on how many salad ingredients you are able to collect. You will also need dice. For children who are not yet ready to count to 12, you will only need one die. Lastly, you'll need a "bowl" to put the salad in as they build it.

Activity

Have the child choose an ingredient. Next have them or their partner roll the dice to see how many of that ingredient they need to include in their salad. They may need to count the dots on the dice to figure out how many they need. Continue with each salad ingredient. When all of their ingredients are added they can mix up their salads. (They could use a play spoon, salad tongs, hands, or even toss the ingredients in their bowls to mix.)

After they have mixed their salads, they can deconstruct their salads by sorting out ingredients and returning each ingredient to their pile for the next person to build their salad, or for them to build another salad.

Extension: Have the students build a recipe card for their salads as they build them. Have a laminated recipe card with pictures of each ingredient. Have the students write with a dry erase marker the number of each ingredient they are putting in their salad as they build it.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.CC.P3.1	Counts in sequence to 10.
*M.CC.P3.2	Demonstrates an understanding that number names can be represented with a written numeral.
*M.CC.P4.2	Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).
M.CC.P3.3	Uses one-to-one correspondence during play situations.
M.CC.P3.5	Uses number words to indicate the quantity in small sets of objects.
M.CC.P4.4A	Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.
M.CC.P4.7	Subitizes to five
M.MD.P3.2	Sorts objects into two or more groups by their properties or uses.

FINE ARTS

DANCE/MUSIC

Wilted Cabbage Dance

Talk about how fresh cabbage is crisp and stiff, but when you cook it, it wilts and gets soft and soggy. Ask the students what it might look like for a crisp piece of cabbage to dance. Move your body like a crisp piece of cabbage. Play some fast paced, upbeat music for them to dance to for about 30 seconds.

Now have them imagine what a wilted cooked piece of cabbage might move. Move your body like a soggy piece of cabbage. Play them some slow music to dance to like a wilted piece of cabbage for about 30 seconds.

Now tell them they will have to listen carefully to the music to see if they should dance like a fresh crisp piece of cabbage, or like a piece of wilted cabbage. Switch back and forth between fast and slow music for them to dance to.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.D.P3.1	Explores moving all body parts in isolation.
CA.D.P3.1A	Explores cross lateral movements.
CA.D.P3.2	Moves one body part in response to a simple rhythm pattern.
CA.D.P3.3	Creates high, medium and low shapes.
CA.D.P3.4	Listens to musical cues and teacher instruction.
CA.D.P3.4A	Dances with purpose attentive to music and instruction.
CA.D.P4.2	Dances to music with varying tempos.
CA.D.P4.3	Creates movement based on imagery from pictures, books or other ideas.
CA.D.P4.4	Demonstrates the ability to listen and carry out instruction.
CA.D.P4.4A	Demonstrates the ability to create movement and discovery and maintain spatial awareness.

VISUAL ARTS

Leaf Rubbing- show the children how to do a leaf rubbing with leafy greens. Show the children how to lay a leaf flat on the table and then cover it with paper. Next, take an unwrapped crayon and lay it flat. Then rub the flat crayon over the veins and textures of the leaves. Have children try different leaves and colors.

Extension: See if they can tell what kind of leaves they made rubbings of. Help the children label the leaves they colored.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.VA.P3.1A	Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.
CA.VA.P3.3A	Works independently to create art.
CA.VA.P3.4A	Identifies shapes in art.
CA.VA.P4.1	Uses a variety of materials and tools to create art.
ATL.PEL.P3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.P3.2	Ignores distractions briefly when engrossed in an activity.
ATL.PEL.P3.3	Remembers and follows one- or two-step directions.
ATL.PEL.P4.1	Sustains attention to task despite distractions.
ATL.PEL.P4.2	Gathers information through listening. Remembers what was said in brief group discussion.
ATL.PEL.P4.3	Carries out tasks, activities, projects or experiences from beginning to end.
ATL.PEL.P4.4	Remains focused on the task at hand even when frustrated or challenged.
PHD.FMS.P3.1	Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.
PHD.FMS.P4.1	With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.

DRAMATIC PLAY

Dramatic Play centers could include:

- Restaurant
- Grocery Store
- School Cafeteria

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.DP.P3.1:	Retells nursery rhymes and sings simple songs.
CA.DP.P3.2	Begins to differentiate between real and pretend.
CA.DP.P3.2B:	Begins to change voice, emotion and body in play situations.
CA.DP.P3.3	Follows simple instructions to recreate story and dramatic movement.
CA.DP.P3.3A	Uses costumes to become a character in everyday environment.
CA.DP.P3.3B	Uses props/ objects in creative ways to promote and create a story.
CA.DP.P4.1	Takes a role in acting out a story
CA.DP.P4.1A	Creates dialogue specific to a type of character.
CA.DP.P4.2	Anticipates story plot and structure of story.
CA.DP.P4.2A	Participates with others in listening and responding in dramatic role.
CA.DP.P4.2B	Acts out feelings with body and voice in dramatic play situations.
CA.DP.P4.3	Creates a story and assigns roles for self and others.
CA.DP.P4.3A	Repeats dialogue and movement to tell a story
CA.DP.P4.3B	Creates and executes complicated plot with conflict and resolution.

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 pique 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.

The most effective field trips will include careful preparation for before, during and after the field trip itself. Kansas Early Learning Standards aligned with this activity will vary widely depending on how you carry out the event especially Social Studies Standards. Plan out which standards you wish to target before, during, and following up from your trip.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
N/A	See Learning Standards for Communication and Literacy. Read Alouds can cover many/most of these if you follow the protocol.

Possible book options with a leafy green theme:

- Muncha! Muncha! Muncha! By Candace Flemming & G. Brian Karas
- Sylvia's Spinach by Katherine Pryor
- From the Garden by Michael Dahl
- Hello, World! Garden Time : A book of Plants and Gardening for Kids by Jill McDonald
- Lettuce Grows on the Ground by Mari Schuh

Possible Field Trips

Possible Field Trips related to leafy greens could include:

- Restaurant
- School Cafeteria
- Grocery Store Produce Section

Carefully crafted field trips offer opportunities to enhance children's development across cognitive, motor, and social and emotional domains (Bozdogan 2008; Bailie 2010). They are a valuable part of the learning experience, and the educational benefits have been substantiated through years of research. Planned excursions outside the classroom contribute to learning new information (Kisiel 2003; Scribner-MacLean & Kennedy 2007; Nadelson & Jordan 2012) and make content relevant as students integrate that new information with their prior learning (Lei 2010a, 2010b). High-quality field trip experiences lead to increased interest in and a deeper understanding of subject matter (National Research Council 2009).

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