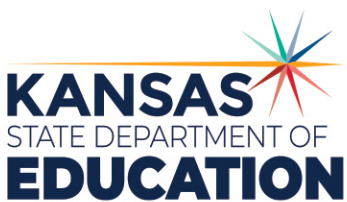


HARVEST OF THE MONTH - AUGUST / MELONS

# Preschool



*Kansas leads the world in the success of each student.*

OCTOBER 1, 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

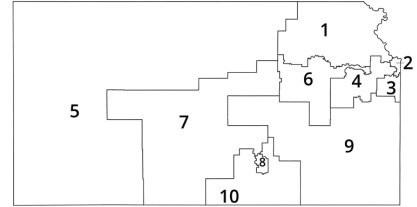
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## 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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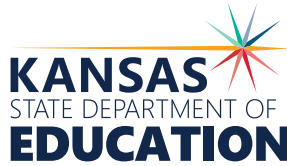


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*Kansas leads the world in the success of each student.*

Jan. 25, 2024

## HARVEST OF THE MONTH

# August / Melons

### INTRODUCTION

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

- These are a large, round, sweet fruit with a thick rind that have a fragrant, juicy inside that is usually eaten fresh. Show where fruits are found on a MyPlate.gov poster.<sup>1</sup>
  - Rind- a thick peel on the outside of fruit that protects it.
- They feel quite heavy for their size and can weigh anywhere from 1 to 50 pounds.
- They are a good source of Vitamin A which helps keep your eyes and skin healthy and Vitamin C which helps fight off germs.
- They grow on a vine.
  - Vine- a plant that has a long, thin stem that either climbs up something or creeps along the ground.
- They contain lots of water.
- The most common types in Kansas are cantaloupe, honeydew, and watermelon.
- Show picture.

What do you think this fruit might be? We will be learning about melons!



# SCIENCE

## RAMPS

Before cutting melons make predictions about which type of melon will roll farther and why they think so. Try it. Measure the distance of each roll with a tape measure. Be sure to use a gentle roll with lots of clearance so the melons are not destroyed in the roll! Compare the results.

- Extend this activity by placing a variety of small balls/spheres in the block area and tape measures so students can recreate this activity on their own.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
S.SI.P3.1	Observes and experiments with how things work, seeks information from others.
S.SI.P3.3	Begins to look for answers through active investigation.
S.SI.P4.1	Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.P4.3	Asks questions, predicts, experiments, draws conclusions and explains results.
S.MS.P3.1	Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.
S.MS.P4.1	Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines.

### Plant melon seeds.

Seeds from the exploration project may not sprout as many grocery store melons were picked before they were ripe, which can result in immature seeds that won't germinate so you'll need to purchase seeds. Talk about what they will need to grow. Track progress of the plants as they grow by recording what students see, measure growth etc.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
S.LT.P3.2	Understands that living things need water and food.
S.LT.P4.2	Understands plants and animals need air, food and water.

# VOCABULARY

For dual language learners, be sure to include both languages for the following words.

**Rind:** a thick peel on the outside of fruit that protects it.

**Seeds:** small parts made by plants from which new plans grow.

**Vine:** a plant that has a long, thin stem that either climbs up something or creeps along the ground.

**Sphere:** an object that is round like the shape of a ball.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.LS.P3.5	With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.
CL.LS.P4.5	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.
S.HHI.P3.2	Acquires and uses basic vocabulary for plants, animals and humans.

## PHYSICAL ACTIVITY

### Vine balance

Create a “vine” on the ground with a piece of tape, sidewalk chalk, or green yarn. Place “leaves” (bean bags) and “melons” (playground balls or balloons) on the vine. Have students take turns walking/balancing along the vine and picking up leaves and melons. You can have students collect and carry as many items as they can at once, or you can create a relay type game and have students pick up one item and bring it back to their home team harvest basket and toss it in. Creating multiple vines will prevent students from having to wait in line.

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.GMS.P4.2	Demonstrates coordination in using objects during active play.
PHD.GMS.P4.3:	Explores, practices and performs skill sets
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.

# LITERACY

## EXPLORATION ACTIVITY

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

### Materials Needed

Two or Three different types of melon (watermelon, cantaloupe, honeydew), 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 melons. Compare and contrast watermelon, cantaloupe, and honeydew. Create a chart showing things that are the same and different between the three. Use your five senses to explore. Make predictions before cutting into melons. Talk about the different parts of each melon using the words "rind," "seeds," and "fruit."

- Sight- What do they look like? On the outside? On the inside? What about the seeds?
- Sound- What do they sound like when you thump them?
- Touch- What do they feel like? On the outside? On the inside?
- Smell- What do they smell like? Before and after cutting
- 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.

# MATH

## COUNTING SEEDS

use melon seeds to count numbers, could use real seeds or paper seeds. Could count seeds or match pictures as appropriate for each student.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
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.P4.4	Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).
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.P4.5	Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.

### Spheres/circles hunt

Talk about how melons are spheres. A sphere is an object that is round like the shape of a ball. Circles are flat and spheres are three dimensional. Have students do a circle and sphere hunt around the classroom. When they find an object, ask if it is a sphere or a circle. Make a list of things students found and other things they can think of that are spheres and circles.

- Sphere- an object that is round like the shape of a ball.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.G.P3.3	Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.
M.G.P4.3	Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.

### Polling activity

Give students clipboards to take a poll of other students in the room about which type of melon is their favorite. Have students make one tally mark for each response. When finished polling classmates, count each tally mark, and write the number of votes for each type of melon. Compare results using words like more, less, most and least.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.MD.P4.3	Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity.



M.MD.P4.4	Collects data by categories to answer simple questions.
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.CC.P3.6	Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.
M.CC.P4.6	Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
M.CC.P4.8	Compares two numbers between 1 and 5 when presented as written numerals.

## FINE ARTS

### Visual Art - Seed Art

Allow them to dry or put them in the oven at a low temp. Students could color melon seeds with markers or leave black and white. Have students glue them to paper to create designs. (Watermelon seeds could also be glued to the watermelon shaker activity below) Great activity for prewriting and fine motor practice!

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.
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.

### Visual Art-Dotting seeds with Q-Tips

Provide a blank picture of melons or watermelon. Have students use a Q-Tip and paint to dot seeds onto the melon. (This activity could also be a part of the Watermelon instrument activity below.)

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.VA.P4.1	Uses a variety of materials and tools to create art
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.

**PRESCHOOL****DRAMATIC PLAY**

Dramatic Play centers could include:

- Farmer's market
- Farm
- Grocery store

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.I.P3.2	Initiates play with other children and takes on a variety of roles while playing.
ATL.I.P3.3	Explores, practices, understands social roles through play.
ATL.I.P4.3	Invites other children to join groups or activities.
ATL.I.P4.4	Makes and follows plans for games or activities with other children.
CA.DP.P3.3A	Uses costumes to become a character in everyday environment.
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.P4.3B	Creates and executes complicated plot with conflict and resolution.
CA.DP.P4.3C	Creates unique characters using imagination.
SS.E.P3.2	Trades or exchanges materials or objects with others.
SS.E.P4.3	Demonstrates an understanding that money can be exchanged for goods and services.
SED STANDARDS	See the Social Emotional Development Standards. Most of these are addressed during dramatic play.

Music - Song- "Down by the Bay" by Raffi

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.M.P3.2	Sings familiar, simple songs.

**Music**

Watermelon Shaker- Use a paper plate to make a watermelon shaker. Decorate fold the paper plate in half. Decorate the plate to look like a watermelon with crayons, markers, paint, collage, etc. Staple halfway around the folded paper plate then add 2-3 tbsp. of dried beans. Finish stapling around the paper plate to seal in the beans. Use shakers to make music together.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.M.P4.3	Creates own songs and movements, including musical instruments

# 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.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
N/A	See Learning Standards for Communication and Literacy

**PRESCHOOL****Possible book options with a melon theme:**

- The Watermelon Seed by Greg Pizzoli
- Down by the Bay by Raffi
- One Watermelon Seed by Celia Lottridge
- Icy Watermelon /Sandia Fria by Mary Sue Galindo
- Chasing Watermelons by Kevin White
- Watermelon Day by Kathi Appelt

**Possible Field Trips**

Possible Field Trips related to wheat/grain could include:

- Farmers market
- Farm or garden that grows melons
- Grocery store

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).

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.

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