

HARVEST OF THE MONTH - JANUARY / BEEF

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# Preschool



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

SEPTEMBER 13, 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

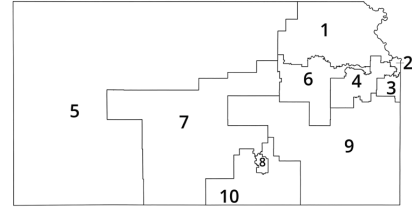
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## 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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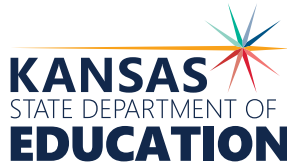


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*Kansas leads the world in the success of each student.*

Jan. 25, 2024

## HARVEST OF THE MONTH

# January / Beef

### 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 is another type of food we get from cattle.
- Its an excellent source of protein and give us 10 essential nutrients including B-vitamins, zinc, and iron that give us energy, helps us to have strong muscles and help keep us healthy.
- This type of food can include things like hamburgers, steak, and roasts.

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





# SCIENCE

## LIVING OR NOT LIVING NATURE WALK AND SORT

Talk about what it means to be living or not living. A nature walk is a great way to do this. While on a nature walk, you may notice the birds up in the trees and the flowers next to some rocks by the sidewalk you're walking on. You also may notice some butterflies or other bugs. Are the flowers and birds living? Are the rocks living? What about the sidewalk? The bugs? Why or why not?

When you return from your nature walk talk about how living things

- grow, get bigger, or develop
- eat and drink water
- breathe air
- have babies, eggs, or seeds
- move or respond to touch or the environment

If something has all of these characteristics, then it is living. For example, a cow:

- grows
- it needs water and gets food from the sun
- it breathes air
- it has baby calves
- it responds to touch

Do a living things sort. Show the children pictures and sort them into piles of things that are living and those that are nonliving. Be sure to include Cows and beef products! This part of the activity can be done as a large group, or as a folder game in the science center.

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.
M.MD.P3.2:	Sorts objects into two or more groups by their properties or uses.
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.

# PHYSICAL ACTIVITY

## HEY DIDDLE-DIDDLE JUMPING

Recite the Hey Diddle-Diddle Nursey Rhyme (see literacy section). Tell the children that today we are going to see how far they can jump. Show them a ruler and tell them this ruler measures one foot. Ask the children “How far do you think you can jump?” Record predictions for the following kinds of jumping:

- On one foot?
- Backwards?
- On Carpet?
- Outside?

Have fun trying out the variations above and record the results. Did they jump farther or shorter than what they predicted? What other kinds of jumping can they come up with?

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.C.P4.4	Invents new activities through play.
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.
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.

# LITERACY

## HEY DIDDLE-DIDDLE

Recite the classic nursery rhyme Hey Diddle-Diddle.

Hey diddle, diddle  
The cat and the fiddle  
The cow jumped over the moon  
The little dog laughed  
To see such sport  
And the dish ran away with the spoon !

Recite it again and have the children repeat each line after you. Recite it again as a group together as a full class until they've got it memorized.

Ask the children if these things could really happen. Can a cat play the fiddle? Can a cow jump over the moon? Can a little dog laugh? Can a dish run away with a spoon? These things are all pretend or make-believe.

Have the children help you act out the rhyme. You'll need a cat, a cow, a dog, a dish, and a spoon. Talk about what each of the characters does and then have the children act it out as you all recite the rhyme again. If helpful, you can have the children hold up pictures to show each line of the rhyme.

**Extension:** Give students pictures of each part of the rhyme. Have them place them in order of the rhyme. They could also cut out (scissor practice) and glue (fine motor) pictures in order of the rhyme (retelling story) to a piece of construction paper.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.DP.P3.2:	Begins to differentiate between real and pretend.
ATL.C.P4.3:	Understands what is real and what is make believe.
CA.DP.P3.1	Retells nursery rhymes and sings simple songs
CA.DP.P3.3:	Follows simple instructions to recreate story and dramatic movement.
CA.DP.P4.1:	Takes a role in acting out a story.
CL.L.P3.1:	With prompting and support, asks and answers simple questions about the book or story's content.
CL.L.P4.1	With prompting and support, asks and answers questions about key details in a book or story.
CL.L.P3.2	Uses pictures and illustrations to tell and retell parts of a book or story.
CL.L.P4.2:	With prompting and support, retells books or stories with increasing detail and accuracy.

# MATH

## BUILD A BURGER

This small group activity encourages students to practice giving and following directions, taking turns, and counting.

Cut out pictures of burger ingredients for students to build their own burgers. Clip art is available online. Laminating these pieces will help make them last longer. Ingredients could include:

- Top bun
- Bottom bun
- Hamburger patty
- Tomato
- Lettuce
- Cheese
- Pickles
- Ketchup
- Mustard
- Mayonnaise
- Mushrooms
- Pineapple
- Other local favorite burger toppings

Discuss with the students what each of the pictures represent before playing the game.

Tell the students what you want on your burger and have them build the burger in the order that you give. Be sure to start with manners by saying “Could I please have a burger with a bottom bun, hamburger patty, and top bun.” Have students build the burger then count the number of ingredients together. Be sure to say “Thank you” when they begin to build and invite them all to pretend to eat their burger.

Allow students to take turns saying what they would like on their burgers for the other students to build and encourage them to use their manners as well.

This could also be done as a felt board activity in a large group setting by giving each student an ingredient and the students could bring up ingredients as you call them out. It could be done as a transition activity. Call out the ingredient that you need. Have them place the ingredient on the burger and then the student could move on to the next activity.

Extend the activity-

- ask if this burger has more or less ingredients than the burger they built last
- name the colors of each of the ingredients
- create “picture recipes” of burgers for the students to replicate as a folder/bag activity on their own

<b>SECTION</b>	<b>KANSAS EARLY LEARNING STANDARDS ADDRESSED</b>
M.CC.P3.1	Counts in sequence to 10.
M.CC.P4.1	Counts in sequence to 20.
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.P4.5	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.
CL.SL.P3.1A	Begins to follow agreed-upon rules for discussions.
CL.SL.P4.1A:	Follows agreed upon rules for discussions.
CL.SL.P3.5	Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.
CL.SL.P4.5	Speaks understandably to express ideas, feelings and needs.
SED.SD.P3.3	Follows rules and simple one-two-step directions
SED.SD.P4.5	Displays socially competent behavior with peers.
SED.SD.P3.4:	Begins to display socially competent behavior with peers
SED.SD.P3.5	Begins to participate in conversational turn-taking.
SED.SD.P4.6:	Participates in conversational turn-taking by listening and responding to what was said.
ATL.PEL.P3.3:	Remembers and follows one- or two-step directions.



# FINE ARTS

## MUSIC

### Old MacDonald

Old MacDonald had a farm,

Ee i ee i oh!

And on that farm he had some cows,

Ee i ee i oh!

With a moo-moo here,

And a moo-moo there

Here a moo, there a moo,

Everywhere a moo-ooo

Old MacDonald had a farm,

Ee i ee i oh!

Repeat with other animals like

Dogs-Woof Woof

Turkeys-Gobble Gobble

Chickens- Cluck Cluck

Pigs- Oink Oink

And other animals the children want to have on the farm!

### Extension activities

- Make picture cards of each animal and pull pictures out of a bag to choose what animal is next.
- Clap out the syllables of each animal name.
- Instead of telling the students what animal comes next, give the sounds of the animal and have the students blend the sounds to guess the next animal. For example, you will sing, "Old MacDonald had a farm, E-I-E-I-O. And on that farm he had a /d/ /u/ /k/." Students guess what animal you are sounding out.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.M.P3.2:	Sings familiar, simple songs
CA.DP.P3.1	Retells nursery rhymes and sings simple songs.
CA.M.P4.1:	Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).
CL.F.P3.2B:	Blends compound words and syllables in spoken words.
CL.F.P4.2	Demonstrates understanding of spoken words, syllables and sounds.
CL.F.P4.2C:	Blends syllables in spoken words
CL.F.P4.2D	Segments syllables in spoken word.
CL.F.P4.2E	With prompting and support, blends and segments initial and ending sounds of single syllable words.

## VISUAL ARTS

### Collage

Talk briefly as a group about what foods are beef products. What beef do they eat at home? Tell the children you are going to make a beef collage. Before using scissors, talk about how to properly hold and use them and what safety expectations you have with them.

Provide magazines, and sales ads with pictures of food in them. Have the children cut out pictures of beef products and glue them to a piece of construction paper. You can have them make individual collages or work together to make a larger class collage.

This activity will build skill with scissors, fine motor, and knowledge about which food items are beef.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.VA.P3.1	Begins to use scissors.
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.

## DRAMATIC PLAY

Dramatic play centers could include:

- Burger Stand
- Farm
- Vets Office
- Home kitchen or backyard BBQ

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.

# 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. Read Alouds can cover many/most of these if you follow the protocol.

## Possible book options with a beef theme:

- From the Farm to the Table by Kathy Coatney
- Five Little Cows: A Cow'nting Book by Sara Sullivan
- Cows by Cari Meister
- Cow Facts for Kids by Samuel J Wilco

## Possible Field Trips

Possible Field Trips related to Beef could include:

- Cattle Ranch
- Grocery Store
- Vet Clinic (One that treats cattle would be great so children can ask about how they care for dairy cows)

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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