

HARVEST OF THE MONTH - JANUARY / BEEF

K-2



Kansas leads the world in the success of each student.

SEPTEMBER 21, 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

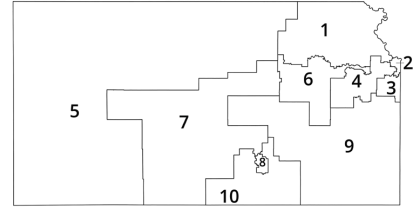
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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

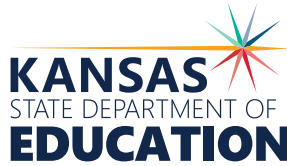


Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



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

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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!



VOCABULARY

Food: any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth

Live: remain alive

Grow: undergo natural development by increasing in size and changing physically

GENERAL RESOURCES

ENGAGE

Project the beef poster¹ on the classroom screen for all students to see.

Read the text to students. Ask students to think about the things they notice about the poster. Then ask students to share the things they notice with their shoulder partner. Conduct a class discussion about what they notice about the poster.

Ask: “What do you think this poster is trying to teach us?” Solicit student ideas, focusing on ideas that beef is a food that helps us grow.

EXPLORE

Explain to the students that you have a snack for them. Place a plate of grass and weeds and a plate of beef jerky on a table. Instruct the students to line up behind their choice.

Discuss their choices. Did anyone choose the grass? Why or why not?

Explain that people don’t usually eat grass because it contains material that cannot be digested by humans.

Ask the students to make a list of foods made with beef. Explain to the students that we have foods like steak, hamburgers, beef tacos, etc., because of grass. Discuss the fact that beef cattle graze pastures and rangelands, eating the grass.

Allow students to try a sample of beef jerky.

EXPLAIN

Use the following read aloud protocol with the coloring book². As the teacher is reading the book, students can color each page.

1 <https://beef.widen.net/s/wjtq8q8qgy/schoolfoodservice-poster>

2 <https://beef.widen.net/s/tpcvcffvhl/coloring-book>

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.

ELABORATE

Pair up students and play the cooperative learning game of “I have, who has” cards on the following page or print more online³.

- To play the card game I Have, Who Has?, you can follow these steps:
- Prepare cards: Create a set of cards with a question on one side and an answer on the other. You can use the cards for a variety of subjects, such as math, reading, or music.
- Shuffle and distribute cards: Shuffle the cards and divide them evenly among the players.
- Select a starter card: Choose a player to start the game with the starter card.
- Ask a question: The starter player reads their question aloud, which is in the format “who has...”. For example, “who has the number of people in each van?” .
- Respond: Players look at their cards to see if they have the answer. If they do, they say “I have!” and then ask their own question in the same format.
- Continue: Players continue taking turns asking and answering questions until the sequence returns to the first player, or until someone says “finished”.

3 https://docs.google.com/document/d/1MqNvM_GYQFrTPEUcjKLRxC4MPNw7wA7-zGPvPWHjFx8/edit

I HAVE, WHO HAS CARDS

<p>I have Selenium</p> <p>Who has Helps develop healthy red blood cells, transporting oxygen around the body; reduces tiredness and fatigue?</p>	<p>I have protein.</p> <p>Who has Supports normal blood pressure; contributes to muscle function?</p>
<p>I have Iron.</p> <p>Who has Helps and supports muscle growth and mass; supports bone maintenance?</p>	<p>I have Vitamin B-12.</p> <p>Who has For energy production; contributes to maintenance of normal teeth and bones?</p>
<p>I have zinc.</p> <p>Who has Vital for our nervous system and immune system to work properly?</p>	<p>I have riboflavin.</p> <p>Who has Helps immune system work normally; supports normal hair, nail and skin growth?</p>
<p>I have Phosphorus.</p> <p>Who has For energy production; red blood cell formation; reduces tiredness and fatigue</p>	<p>I have potassium.</p> <p>Who has Maintenance of normal blood pressure (when consumption is low)?</p>
<p>I have niacin.</p> <p>Who has For energy production; helps reduce tiredness and fatigue?</p>	<p>I have Vitamin B6</p> <p>Who has Helps process and convert food into energy; helps with functioning of the nervous system?</p>
<p>I have sodium.</p> <p>Who has Helps the immune system to work and supports normal hair, nail and skin growth?</p>	<p>I have Thiamine</p> <p>Who has For energy production and normal heart function?</p>

KANSAS SCIENCE STANDARDS ADDRESSED

K-LS1 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)

Connections to other DCIs in kindergarten: N/A

Articulation of DCIs across grade-levels: 1.LS1.A (K-LS1-1); 2.LS2.A (K-LS1-1); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1)

Common Core State Standards Connections: ELA/Literacy

W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)

Mathematics

K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (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>



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