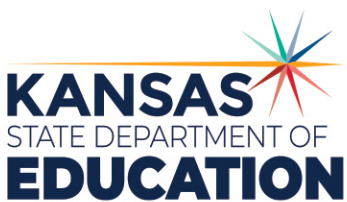


HARVEST OF THE MONTH - JULY / WHEAT & GRAINS

Preschool



Kansas leads the world in the success of each student.

SEPTEMBER 30, 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

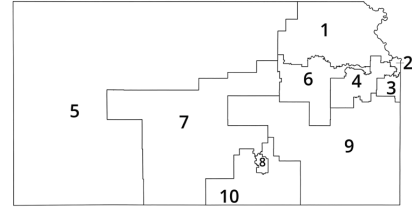
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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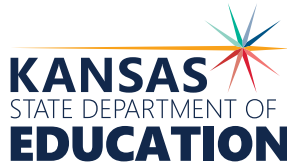


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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

July / Wheat & Grains

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.

- This food is a member of the grass family.
- it produces a dry one-seeded fruit called a kernel.
- They are high in fiber
- We usually grind them up to make flour.
- Show picture.

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



SCIENCE

GRAINS SENSORY TUB

Fill your sensory tub with grains of your choosing like rice, oats, quinoa, barley, etc. Provide measuring cups and spoons, bowls, magnifying glasses, a balance and or scale, rulers, and other items for the children to explore the grains with. Also be sure to provide a small notebook and writing utensil or clipboard for children to record their observations on about the grains in the tub. Allow children to explore and record their observations of the grain. Ask children questions about their observations and record them.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
S.SI.P3.1	Observes and experiments with how things work, seeks information from others.
S.SI.P3.2	Provides simple verbal or signed descriptions.
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.P4.2	Provides greater detail in descriptions.
M.MD.P4.1	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.

PHYSICAL ACTIVITY

Chicken Dance

Remind the children of the story of The Little Red Hen. Ask the children what kind of animal the Little Red Hen was. A Chicken! Teach the children the chicken dance.

There are many videos demonstrating the motions of the dance on YouTube along with the music to accompany it.

The Chicken Dance Steps

Chorus Steps:

- Beaks (open and close both hands in a beak shape for four beats)
- Wings (flap arms like wings for four beats)
- Tail Feathers (wag both hands together behind you like a tail feather for four beats)
- Claps (clap hands together for four beats)

Verse Movements (use these or others you or the children create):

- Skip
- Slide
- Gallop

Start with the Chorus steps first making sure to count to four as you do the steps, then proceed in explaining to kids which verse moves to do during “The Movement Break” which is the time between each Chicken Dance.

While moving, give the kids a cue to freeze and get ready for the dance by saying “Get your beaks ready!” before you start the chorus.

Here is what it will look like.

Chorus
 Verse: Skip in the open space

Chorus
 Verse: Slide in the open space

Chorus
 Verse: Gallop in the open space

Chorus

You can adapt or change the verse movements according to gross motor movements or skills the children prefer, or you want to work on.

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.P4.3	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.
SED.SD.P3.3	Follows rules and simple one-two-step directions.
ATL.PEL.P3.3	Remembers and follows one- or two-step directions.
CL.W.P3.6	With guidance and support from adults, collaborates with peers to recall information from experiences.
CL.W.P4.6	With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.
CA.D.P3.1	Explores moving all body parts in isolation.
CA.D.P3.1A	Explores cross lateral movements.

PRESCHOOL

CA.D.P3.2	Moves one body part in response to a simple rhythm pattern.
CA.D.P3.2A	Demonstrates the difference between still and moving.
CA.D.P3.2B	Moves over, under and around objects.
CA.D.P3.3	Creates high, medium and low shapes.
CA.D.P3.3B	Combines axial and locomotor movements together.
CA.D.P3.4A	Dances with purpose attentive to music and instruction.
CA.D.P4.1A	Skips, slides, leaps.
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.

LITERACY

LITTLE RED HEN SEQUENCING ACTIVITY

Materials: Book-The Little Red Hen, Clip Art of seeds, wheat, a flour sack, and loaf of bread.

Activity: Read the Little Red Hen (any available version will work). Talk about the sequence of events that happened during the story. Show the children the clip art of the events that happened in the story out of order. Have the students place the clip art in the correct order. This can be done as a large group, or have children cut out and glue the pictures in order individually.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.L.P4.3	With prompting and support, identifies characters, settings and major events or facts from a book or story.
CL.L.P4.7	With prompting and support, uses the illustrations to retell major events in the story
CL.SL.P3.1	Participates in conversations with a small group.
CL.SL.P3.1A	Begins to follow agreed-upon rules for discussions.
CL.L.P3.1	With prompting and support, asks and answers simple questions about the book or story's content.
SS.H.P3.7	Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., "when I was a baby..." or "before I moved into my new house...").
CL.L.P3.2	Uses pictures and illustrations to tell and retell parts of a book or story.
CL.L.P4.1	With prompting and support, asks and answers questions about key details in a book or story.
CL.L.P4.2	With prompting and support, retells books or stories with increasing detail and accuracy.

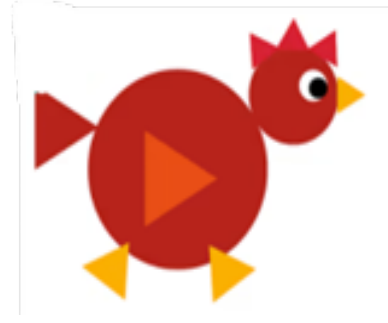
MATH

LITTLE RED HEN SHAPES AND COLORS

Use circles and triangles to create a little red hen.

Materials: provide the following construction paper shapes for each child.

- 1 large red circle (body)
- 1 smaller red circle (head)
- 1 medium red triangle (tail)
- 1 medium orange triangle (wing)
- 3 small yellow triangles (beak and feet)
- 3 small orange triangles (comb)
- 1 piece of paper to glue the shapes to
- 1 googly eye
- Glue



Ask the children to help you remember the story of the Little Red Hen.

Tell them you are going to work together to build their own Little Red Hens out of circles and triangles. Look at the shapes together. Ask the children which shape is a circle? What is the other shape called? Notice that the circle is made up one curved line. Look at the triangle. How many straight sides does it have. Count them together.

We have three different colors of shapes. What colors do you see? (red, orange, yellow)

Tell them to listen carefully so they know which shape and colors they need to use.

1. Glue the large red circle to the big paper.
2. Glue the small red circle to the top side of the large red circle to make a head.
3. Glue the three small orange triangles to the top of the head to make the comb of the hen.
4. Glue the small yellow triangle to the head to make the beak.
5. Glue the other two small yellow triangles to the bottom of the big red circle to make the feet.
6. Glue the medium red triangle to the middle of the large red circle to make the wing.
7. Glue the medium red triangle to the middle side of the big red circle to make the tail feather.
8. Glue the googly eye to the middle of the small circle to make the eye.

The important thing about this lesson is identifying the shapes and colors. Placement of the shapes is not vital. Children should have freedom to place shapes as they wish.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.G.P3.1	Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)
M.G.P4.1	Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)
M.G.P4.2	Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms
M.G.P3.3	Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.
M.G.P3.4	Plays with and manipulates shapes.
M.G.P4.3	Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.
CA.VA.P3.4A	Identifies shapes in art.
ATL.PEL.P3.3	Remembers and follows one- or two-step directions.
SED.SD.P3.3	Follows rules and simple one-two-step directions.
ATL.PEL.P4.2	Gathers information through listening. Remembers what was said in brief group discussion.
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.

FINE ARTS

Visual Art - Wheat Painting

Materials: a foam brush, paint (yellow and brown), fork, paper and a picture of wheat for reference.

Have students paint the stalks of wheat using foam brushes. Using the sides of the brush will give it a point at the top. Use the fork at a slight angle to make the wheat at the top of the stalks.

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.

PRESCHOOL

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:

- Bakery
- Farm
- Little Red Hen

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

PRESCHOOL

Possible book options with a wheat/grain theme:

- Grains (Healthy Eating) by Nancy Dickmann
- Where do Grains Come From? (From Farm to Fork: Where Does my Food Come From?) by Linda Staniford
- Wheat (All About Food Crops) by Cecelia Brannon
- The Little Red Hen by Jerry Pinkney (or any version)

Possible Field Trips

Possible Field Trips related to wheat/grain could include:

- Bakery
- Farm or garden that grows wheat or other grain
- 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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