

HARVEST OF THE MONTH - MARCH / PORK

K-2



Kansas leads the world in the success of each student.

SEPTEMBER 23, 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

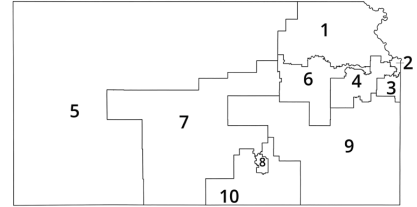
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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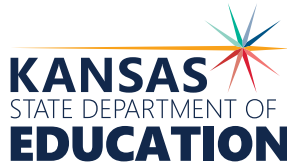


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Jan. 25, 2024

HARVEST OF THE MONTH

March / Pork

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 a vegetable that grows underground in the soil.
- They are a good source of Vitamin A which helps keep our eyes and immune system healthy. They are also good for our hearts and blood pressure. They are also a good source of Vitamin C and fiber which help with digestion.
- They are oval shaped, and their skin can be tan, brown, or purplish red and their insides can be white, orange, or purple.
- They are sweet and even have sweet in their name!
- They can be eaten raw, baked, mashed, and as an ingredient in pies and casseroles. Many of us eat them with marshmallow melted on top around Thanksgiving.

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



VOCABULARY

Difference: When something does not have the same characteristics or properties as the other things it is with.

Habitat: the natural home or environment of an animal, plant, or other organism.

Organism: Any living thing.

Similarity: When things share the same characteristics or properties.

GENERAL RESOURCES

ENGAGE

Pose the question to students: Where have you seen pigs in a habitat? Allow for students to share with their shoulder partners and then allow students to share aloud as a class.

Pass out the group of pictures to each group of four students. Ask the groups to look at the pictures of pigs in a habitat.¹ Task the group to look at the pictures, and identify the similarities and differences they see of the pigs and their habitat. Give one student the job of being the writer for their group who will circle the similarities of the habitats in red and circle the differences in blue.

Once the groups are completed with identifying similarities and differences, lead groups through a gallery walk. Each group will spend one minute, sharing with their team things they identified in common.

Share the objective with students that as a class, we are going to learn about different habitats Pigs live in in Kansas.

EXPLORE

Prepare to read aloud the book *Pigs* by Gail Gibbons. Introduce the book that you will be reading that will help the class understand what types of things pigs need in their habitats. Task students keep a list on either a piece of paper or a white board of what they notice about pig habitats and what might they wonder about pig habitats.

Read aloud the book *Pigs* by Gail Gibbons.

After reading the book, use the Kagan structure of mix, freeze, pair, share for students to share a notice and a wonder.

Mix-Freeze-Pair

1. Instruct students to walk around and mix/mingle as music plays.
2. When the music stops, have students freeze and pair with the first person they make eye contact with.
3. Pairs share information or respond to a question/prompt posed by the teacher.

1 <https://docs.google.com/document/d/1Wmn2DchPB1y37jNyAubwIwCl87yVhHNj01GeNzznwZs/edit?usp=sharing>

4. When the music re-starts, have students finish their sentence, thank their partner and mix/mingle again.
5. Repeat steps 2 to 4 as desired.

Use this structure three times for students to share their notices and wonders.

EXPLAIN

Share the following about why pigs are raised in the midwest: Hogs love crops like soybeans and field corn, which are typically grown in the region. Keeping them close to an abundant and reliable food source just makes sense.²

Kansas is home to about 1,000 hog farms³. It's ranked 10th in the country for the number of pigs — about 2.7% of the U.S. total. In 2019, Kansas hog farmers sold 3.7 million animals, which produced more than 600 million pounds of pork. That's about 160 pounds of pork per hog!⁴

Show 'Visit to a Kansas Pig Farm!' video⁵ showing inside a Kansas pig farm.

Create a class list of observations that are seen about what a pig in a farm habitat will need.

ELABORATE

Share with students that you are going to connect with a Kansas pig farmer, and you would like for each student to write a question that will allow them to collect data about what a pig needs to survive on a pig farm. This will allow them to make observations that will help them answer their questions.

Connect with a Kansas Pig Farm at kspork.org.

2 <https://kansasfarmfoodconnection.org/spotlights/what-do-pigs-eat>

3 <https://www.kspork.org/kansas-pork-stats/>

4 <https://kansasfarmfoodconnection.org/spotlights/seven-fun-facts-about-pigs-and-pork>

5 <https://www.youtube.com/watch?v=I9gHonSwuSA>

KANSAS SCIENCE STANDARDS ADDRESSED

2-LS4-1 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

1-LS1-1

Make observations of plants and animals to compare the diversity of life in different habitats

Clarification Statement:

Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.

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

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (2-LS4-1)

Disciplinary Core Ideas

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Crosscutting Concepts

N/A

Observable features of the student performance by the end of the grade

1. Identifying the phenomenon under investigation
 - a. Students identify and describe* the phenomenon and purpose of the investigation, which includes comparisons of plant and animal diversity of life in different habitats.
2. Identifying the evidence to address the purpose of the investigation
 - a. Based on the given plan for the investigation, student describe* the following evidence to be collected:
 - i. Descriptions* based on observations (firsthand or from media) of habitats, including land habitats (e.g. playground, garden, forest, parking lot) and water habitats (e.g., pond, stream, lake).
 - ii. Descriptions based on observations (firsthand or from media) of different types of living things in each habitat (e.g., trees, grasses, bushes, flowering plants, lizards, squirrels, ants, fish, clams).
 - iii. Comparisons of the different types of living things that can be found in different habitats.
 - b. Students describe* how these observations provide evidence for patterns of plant and animal diversity across habitats.

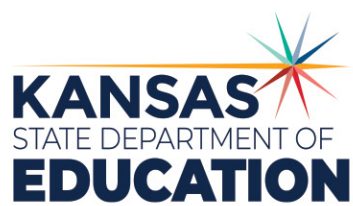
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