

HARVEST OF THE MONTH - MARCH / PORK

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

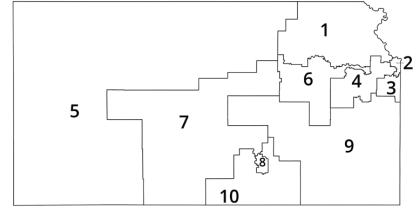
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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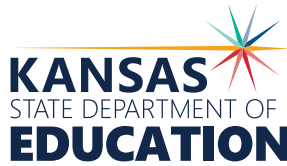


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Jan. 25, 2024

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!



SCIENCE

WHAT PIGS NEED

Watch the YouTube video “Pigs! Pig Fact and Learning About Pigs for Kids.”¹

Tell students that we are going to talk about what pigs need to live. Explain that a habitat is the home of an animal or plant.

Create a T Chart that has “pigs” on one side and “people” on the other. Ask the children about what pigs need in their habitat. Record what the children say pigs need in their habitat under the “pigs” side of the chart.

Now have the children explain what they need in their habitat. Record what people need on the chart on the “people” side of the chart.

When finished, talk about what is the same and what is different on each side of the chart.

Extension: Have the students draw pictures of pig habitats and people habitats.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
S.HHI.P3.1:	Comments on an animal’s appearance, behavior or habitat.
S.HHI.P3.2	Acquires and uses basic vocabulary for plants, animals and humans.
S.HHI.P4.1	Demonstrates an understanding that living things exist in different habitats.
*CA.VA.P3.1A	Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.
*CA.VA.P4.2	Uses a variety of materials and tools to create art.
*CA.VA.P4.2	Begins to create drawings that are better defined, more detailed and more realistic.

Vocabulary

Habitat - the home of an animal or a plant.

Snout - a snout is the front part of an animal’s head that sticks out. It includes the nose, mouth and jaws.

1 <https://youtu.be/06sDgp3wZUc>

PHYSICAL ACTIVITY

SNOUT RELAY

Talk about how pigs use their snouts to dig for food. Explain that a snout is the front part of the pig’s head that sticks out and includes their nose, mouth, and jaws.

Have the children pretend that their nose is their pig snout. Have them use their snouts to dig some “food” (a small ball or plastic food toy would work well) .

Have the children use their nose to roll or push their food from one spot to another. This could work well on a large circle rug where children could push their food from their spot on the rug to the center of the rug.

This could also be done in a larger format like a gym with larger balls being used for food.

Extension: set a timer and see how many pieces of food they can move to the target area in a set amount of time

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.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

PIGS ON THE RUN FINGER POEM

Teach the children "Pigs on the Run!" finger poem²

One Piggy, two piggies,
Hold up one and then two fingers

Three piggies, four
Hold up three and then four fingers

Wag their tails
Pretend to wag tail

And run out the door!
Slap hands on legs to make running sound

Five piggies, six piggies,
Hold up five and then six fingers

Seven piggies, eight
Hold up seven and then eight fingers

Hurry 'cross the yard
Slap hands on legs to make running sound

And jump the gate!
Clap hands

Nine piggies, ten piggies
Hold up nine and then ten fingers

Head down the street
Slap hands on legs to make running sound

And go to the market For a sweet and tasty treat!
Pat stomach.

Recite the poem a few times till most of the children have got it down. Do the finger poem at transition times or times when you need to gather the children together at group time, to line up, or when settling in before a meal or snack.

2 <https://www.themailbox.com/magazines/poem-card/pigs-on-the-run>

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.L.P3.4:	Interacts with a variety of books.
CL.L.P4.5:	Interacts with a larger variety of books and text
CA.DP.P3.1:	Retells nursery rhymes and sings simple songs.
CA.DP.P3.2A:	Participates in songs, stories, fingerplays, chants with voice and body together.

MATH

SINK THE BOAT

In the classroom's water table or in water tubs have the children count how many pigs they can fit in a boat before they sink the boat. Try providing boats of different sizes or made of different materials.

Use a foam tray as a boat and plastic toy pigs. Have the children place and count each pig on the boat until it tips or sinks.

Extension: Have students use tongs or tweezers to place the pigs in the boat.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.CC.P3.1:	Counts in sequence to 10.
M.CC.P4.1:	Counts in sequence to 20.
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.
*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.
S.SI.P4.1.:	Makes increasingly complex observations of objects, materials, organisms and events
S.MS.P3.1:	Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.

FINE ARTS

VISUAL ARTS

Painting with mud

Supplies

Talk about how pigs like to wallow in mud to keep cool. Ask the children how to make mud than do so together mixing soil and water together (you can also add a squirt of dish soap to the mix to make it easier to on the paper and help make clean up easier.

Allow children to use hands or paintbrushes to paint with the mud.

Extension: you can also add tempera paint to the mud to make different colors.

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.
CA.VA.P4.1	Uses a variety of materials and tools to create art.
CA.VA.P4.2	Begins to create drawings that are better defined, more detailed and more realistic.

DRAMATIC PLAY

Provide a copy of “The 3 Little Pigs” and “The True Story of the 3 Little Pigs!” in the Dramatic Play area along with costumes and props to use to reenact these stories. Be sure to read them to the class so they are familiar with both stories.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.DP.P3.1:	Retells nursery rhymes and sings simple songs.
CA.DP.P3.2	Begins to differentiate between real and pretend.
CA.DP.P3.2B:	Begins to change voice, emotion and body in play situations.
CA.DP.P3.3	Follows simple instructions to recreate story and dramatic movement.
CA.DP.P3.3A	Uses costumes to become a character in everyday environment.
CA.DP.P3.3B	Uses props/ objects in creative ways to promote and create a story.
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.P4.2	Anticipates story plot and structure of story.
CA.DP.P4.2A	Participates with others in listening and responding in dramatic role.

CA.DP.P4.2B	Acts out feelings with body and voice in dramatic play situations.
CA.DP.P4.3	Creates a story and assigns roles for self and others.
CA.DP.P4.3A	Repeats dialogue and movement to tell a story
CA.DP.P4.3B	Creates and executes complicated plot with conflict and resolution.

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 pork theme:

- Pigs! A My Incredible World Picture Book for Children by Hope Aicher
- Jumbo Giant Sausages by Julian Hilton
- Green Eggs and Ham by Dr. Seuss
- Chester the Worldly Pig
- Pigs by Robin Nelson
- The True Story of the 3 Little Pigs by Jon Scieszka

Possible Field Trips

Possible Field Trips related to pork could include:

- Grocery Store
- Vet's Office that works with pigs
- Pig Farm

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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