

HARVEST OF THE MONTH - OCTOBER / APPLES

K-2



Kansas leads the world in the success of each student.

SEPTEMBER 17, 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

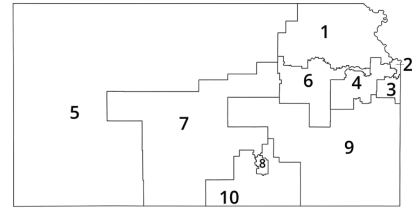
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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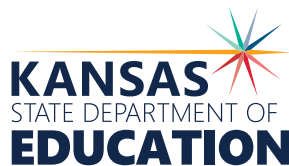


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Jan. 25, 2024

HARVEST OF THE MONTH

October / Apples

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 is a round fruit that can be red, yellow, or green. Show where fruits are found on a MyPlate.gov poster.

- This fruit grows on trees and can be sweet or tart.
- They are a healthy snack that is full of vitamin c and fiber.
- They have a peel on the outside of the fruit that you can eat.
- Peel- the outer layer of fruit
- They have 5 seed pockets in their cores.
- Core- the hard center part of certain fruits
- Some well known varieties of this fruit are called pink lady, golden delicious, red delicious, and granny smith.
- People eat this fruit raw, as juice, in pies, as chips, and cook and mash them up and eat them.

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

Optional: You could also place an apple in a brown paper bag and let the children reach in and feel it without peeking to see if they can guess what it might be as you give the clues.



HARVEST OF THE MONTH

VOCABULARY

Pattern: a combination of qualities, acts, tendencies, etc., forming a consistent or characteristic arrangement

Live: to have life, as an organism; be alive; be capable of vital functions

Grow: to increase by natural development, as any living organism or part by assimilation of nutriment; increase in size or substance

GENERAL RESOURCES

ENGAGE

Share with students that you have brought them a special treat of applesauce. Provide each student with a little snack of applesauce. Allow students to enjoy the applesauce. After students have enjoyed their snack, ask students the following question: "Why do we eat things like applesauce and apples?"

Solicit student answers and listen for ideas that focus around ideas that humans need food in order to live.

State: "If we need food like applesauce and apples, what might the apple need to have to live?"

Solicit student ideas. Write these ideas on the white board for the entire class to see.

EXPLORE

Share with students that plants like the apple the applesauce was made from needs water and light to grow. We as humans eat things like apples to live and grow.

Ask students to brainstorm ways that the class could make the apple into another thing they could eat to live and grow. Give students a blank piece of paper to individually brainstorm ideas. Students can use pictures to show their ideas. Provide three to five minutes for students for individual brainstorming.

Ask students to stand up, and find a partner to share their ideas. Provide time for pairs to share their ideas. Then have pairs pair up with another pair to form a group of four. Again, provide time for the group of four to share their ideas with each other.

As a class, ask students to share their brainstorm ideas. Write these ideas on either the white board or on an anchor chart.

Ask: "What patterns do you notice about these things we can turn apples into to help us live and grow?"

EXPLAIN

Use the following read aloud protocol to read the book *The Apple Orchard Riddle* by Margaret McNamara. As you read aloud the book, point out the parts in the book where the main characters are using the apples as a way to get food to live and grow.

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

Find a recipe that either the class has brainstormed to make and enjoy.

Ideas:

- Easy Cinnamon Apples¹
- Apple Crisp²
- Apple Cake³

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)

1 <https://joyfoodsunshine.com/stovetop-cinnamon-apples/>

2 <https://www.allrecipes.com/recipe/229274/apple-crisp-perfect-and-easy/>

3 <https://kirbiecravings.com/4-ingredient-apple-cake/>

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organism

- 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)

Crosscutting Concepts

Patterns

Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

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