

HARVEST OF THE MONTH - OCTOBER / APPLES

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

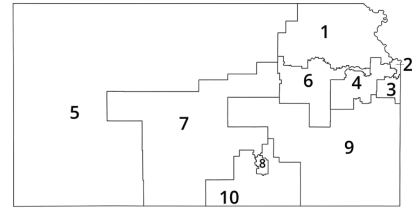
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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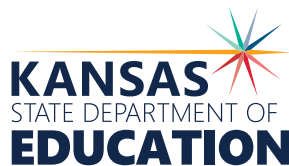


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Kansas leads the world in the success of each student.

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 ¹ 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

SCIENCE

Materials:

At least 2 apples (one to cut vertically and one to cut horizontally) if you also have a variety of apple types, you can compare differences between them, plate or cutting board, knife.

Optional materials- different varieties of apples to compare, tweezers, rulers, scales and magnifying glasses to explore attributes, individual small notebooks/science journals and crayons for each student to draw pictures of observations. You could also work one-on-one with students to discuss and label pictures in their science journals.

Procedure:

1. Cut the first apple in half vertically (top to bottom) and ask the children to describe what they see. Cut the second apple in half horizontally (side to side) and ask the children to describe what they see. Recall the fact from the Introduction Activity that apples have 5 seed pockets. Ask them if they can see the pockets and count them to see if there are 5.
2. Allow children to examine the insides of the cut apples using their 5 senses.

Ask and record answers.

- What does the inside of an apple feel like?
- What does it smell like?
- What does it look like?
- How does it taste?
- Do you eat apples at home? How do you eat them or what does your family cook with them?

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.PEL.P3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.P4.1	Sustains attention to task despite distractions.
PHD.NHE.P3.1	Eats a variety of foods.
PHD.NHE.P4.1	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
CL.SL.P3.1	Participates in conversations with a small group.
CL.SL.P4.1	Participates in conversations in increasing group sizes.
CL.SL.P4.2	Asks and answers questions and makes predictions.
M.CC.P3.1	Counts in sequence to 10
M.CC.P4.1	Counts in sequence to 20
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.
M.CC.P4.5	Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.
M.MD.P3.1	Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.
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.
S.SI.P3.1	Observes and experiments with how things work, seeks information from others.
S.SI.P4.1	Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.P3.2	Provides simple verbal or signed descriptions.
S.SI.P4.2	Provides greater detail in descriptions.

VOCABULARY

For dual language learners, be sure to include both languages for the following words.

- Peel - the outer layer of fruit
- Core - the hard center part of certain fruits

PHYSICAL ACTIVITY

Ten Apples Up on Top Bean Bag Activity

Read the book *Ten Apples Up on Top* by Dr. Seuss. Then give the children bean bags to use as apples themselves. Give them different tasks to do with their apples. For example,

- Walk across the room with the beanbag on their head, can they jump with their apple on their head? skip? run?
- Have students take turns calling out different ways to balance their beanbags on their bodies- on their elbows, on their shoulders, on their nose, on their eye, etc.
- Toss their apples up and catch them
- Toss their apple to a partner and catch them
- Have the students toss their apples in the apple basket when it is time for them to end the activity.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
PHD.GMS.P3.1	Demonstrates locomotor skills with control, coordination and balance in active play.
PHD.GMS.P4.2	Demonstrates coordination in using objects during active play.
PHD.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.

LITERACY

Syllable Sorting: with apple words. After discussing syllables together and demonstrating clapping out syllables. Have students sort pictures by the number of syllables a word has. Provide pictures of the following apple-related words like:

Apple, pie, juice, seed, peel, cider, applesauce, orchard, tree, core, basket, or pick.

Have children chart (on a dry erase board, felt board, or even a folder) how many syllables each word has by placing each apple word under the correct number of syllables.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.F.P3.2B	Blends compound words and syllables in spoken words.
CL.F.P4.2	Demonstrates understanding of spoken words, syllables and sounds.
CL.F.P4.2C	Blends syllables in spoken words.
CL.F.P4.2D	Segments syllables in spoken word.

Applesauce Writing: Seal applesauce in a resealable bag. Instruct students on how to use their finger to write the letter “A” in their applesauce. As they become skilled in their “a” writing encourage them to practice writing their name. Ask who has an a in their name?

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.LS.P3.1A	Begins to make letter-like forms and print some letters.
CL.F.P3.1C	Prints some uppercase and lowercase letters
CL.F.P3.1C	Recognizes letters in their name.
CL.F.P4.1D	Recognizes and names some uppercase and lowercase letters, in addition to those in first name.
CL.W.P4.2	Recognizably writes most of the letters in their name.

MATH

WAY UP HIGH IN THE APPLE TREE (FINGER POEM)

Way up high in the apple tree
(reach up high, spread fingers pretending to be a tree)

Five little apples smiled down at me
(Put 5 fingers out or make circles with hands and put around eyes, like pretending to have binoculars)

I shook that tree as hard as I could
(pretend to shake the tree)

Down came an apple
(bring hands down wiggling fingers, like falling rain)

Mmmmm, it was good!
(rub tummy)

Way up high in the apple tree

Four little apples smiled down at me

I shook that tree as hard as I could

Down came the apples

Mmmmm, it was good!

Way up high in the apple tree

Three little apples smiled down at me

I shook that tree as hard as I could

Down came the apples

Mmmmm, it was good!

Way up high in the apple tree

Two little apples smiled down at me

I shook that tree as hard as I could

Down came the apples

Mmmmm, it was good!

Way up high in the apple tree

One little apple smiled down at me

I shook that tree as hard as I could

Down came that apple

Mmmmm, it was good!

No more apples!

Extension activity: use a felt board or (or other visual) to follow along with the finger play. Put an apple tree with 5 apples hanging from it on the felt board. After each verse, have a student remove an apple and count how many apples are left. You could also have felt numbers to match the number of apples remaining on the tree. Leave the felt board out for students to play with during choice time.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.OA.P4.1	Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.
M.CC.P3.5	Uses number words to indicate the quantity in small sets of objects.
M.CC.P4.4A	Uses one to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.
CA.M.P3.2	Sings familiar, simple songs.
CA.M.P4.1	Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).
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.

Apple Pattern Match Use apple manipulatives to match patterns on a paper. Have several patterns printed on different strips of paper. For example, red, green, yellow, red, green, yellow. Have students match the pattern with apple manipulative to match the pattern. Apple manipulatives could be, construction paper apples, apple erasers, pom poms, or plastic apples.

Extend the activity by:

- Count the apples in the pattern and say how many total apples there are in the pattern
- Continue the pattern. What would come next?
- Create their own pattern on pattern strips that are not colored in yet and have a friend match it with manipulatives.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.OA.P3.2	Uses concrete objects including shapes to copy simple patterns.
M.OA.P4.3	Identifies patterns in the real world and in numbers.

FINE ARTS

DRAMATIC PLAY

Dramatic play centers could include:

- An apple stand
- Apple Orchard
- Grocery Store
- Home Kitchen

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.

VISUAL ARTS

Apple Prints

Cut apples in half both top to bottom and side to side. Provide paint in red, green, and yellow in shallow plates or pans. Children can make apple prints by pressing apples into the paint and then pressing them on their paper to make prints.

Be sure to talk about the colors they are using and how the differently cut apples look like on their prints.

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.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.

MUSIC

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

Now, let's make a long "a" sound

Ay-ples and ba-nay-nays

I like to ate, ate, ate ay-ples and ba-nay-nays

I like to ate, ate, ate ay-ples and ba-nay-nays

Let's try a long "e" sound

Ee-ples and ba-nee-nees

I like to eat, eat, eat ee-ples and ba-nee-nees

I like to eat, eat, eat ee-ples and ba-nee-nees

How about a long "i" sound?

I-ples and ba-nigh-nighs

I like to ite, ite, ite i-ples and ba-nigh-nighs

I like to ite, ite, ite i-ples and ba-nigh-nighs

Great! Let's sing it with a long "o" sound

Oh-ples and ba-no-nos

I like to ote, ote, ote oh-ples and ba-no-nos

I like to ote, ote, ote oh-ples and ba-no-nos

I know! Let's make an "oo" sound

Oo-ples and ba-noo-noos

I like to oot, oot, oot oo-ples and ba-noo-noos

I like to oot, oot, oot oo-ples and ba-noo-noos

Apples and bananas, one more time

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.F.P3.2	Plays with the sounds of language.
CL.F.P4.2	Demonstrates understanding of spoken words, syllables and sounds.
CA.DP.P3.1	Retells nursery rhymes and sings simple songs.
CA.M.P3.2	Sings familiar, simple songs.
CA.M.P4.1	Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).

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

Possible Book options with an apple theme:

- Apples for Everyone by Jill Esbaum
- The Apple Pie Tree by Zoe Hall
- The Apple Pie that Papa Baked by Lauren Thompson
- The Apples on the Tree by Steve Metzger
- Apple Countdown by Joan Holub
- How do Apples Grow? By Jill McDonald
- Ten Apples Up On Top! By Dr. Seuss

Possible Field Trips

Possible Field Trips related to apples could include:

- Farmers Market
- Local Apple Orchard
- 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.

Resources

- 1 <https://www.myplate.gov/sites/default/files/2020-12/Coloring%20Sheet.pdf>

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