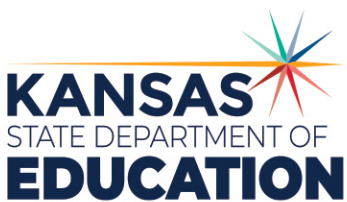


HARVEST OF THE MONTH - SEPTEMBER / TOMATOES

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

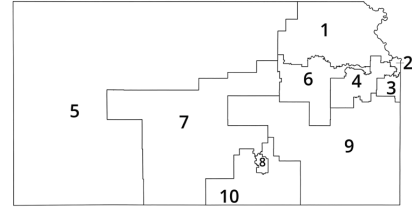
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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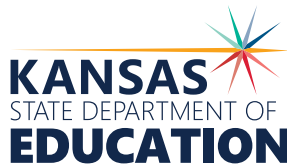


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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

September / Tomatoes

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 or oval fruit that is often mistaken for a vegetable. Show where fruits and vegetables are found on a MyPlate.gov poster¹. They come in many colors include red, yellow, orange, green and even purple and pink!
- They grow on a vine.
- They are good for your heart's health.
- They can be eaten fresh and are used as an ingredient in things like juice, soup, sauces, salsa, or ketchup
Ingredient- an ingredient is one part of a mixture.
- Show picture.

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

Optional: You could also place a tomato 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



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

SCIENCE

EXPLORATION ACTIVITY

Materials

At least 2 tomatoes (one for dissecting and one for tasting) if you also have a variety of tomato types, you can compare differences between the two, plate or cutting board, knife,

Optional materials

different varieties of tomatoes 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. Before you cut the tomato open, make some predictions and record the children's answers:

"Tomatoes are a plant and grow from seeds. How many seeds do you think could be in the inside this tomato?" Write down guesses.

"Do you predict that bigger tomatoes will have bigger seeds, or more seeds than the smaller ones?"

Cut one tomato in half and count the seeds together. Group them into groups of ten to easily keep count. Record the number of seeds you count. Ask "How many tomato plants could grow from this tomato and its seeds? (one for each seed)"

2. Allow children to examine the insides of the cut tomato using 4 of their senses (save the second tomato for tasting).

Ask and record answers.

- What does a seed need to grow?
- What does the inside of a tomato feel like?
- What does it smell like?
- What does it look like?
- Cut up second tomato for children to taste. How does it taste?
- Do you eat tomatoes 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.

Ingredient - an ingredient is one part of a mixture.

PHYSICAL ACTIVITY

Pizza Delivery!

Each student must deliver their pizzas by carrying their pizzas without dropping them through a variety of challenges. Pizzas are frisbees carried upside down on their open hands-like a waiter in a restaurant. You could also add a beanbag for a little weight if you wish. Have students start at one side of a gym or playground with their pizzas. Give them instructions on how to move and say "Pizza Delivery!" Then shout "Freeze" when you are ready for them to try a different movement. If they drop their pizzas, it's ok. Just pick it up and continue.

Have students try different movements while delivering their pizzas. For example,

- use giant steps
- hop on one foot
- hop on both feet
- walk across a balance beam
- zig-zag around a line of cones or poly spots (or other obstacles)
- Walk through a large hula hoop
- Walk backwards
- Gallop
- Do 3 spins
- Run
- Tiptoe
- Switch hands
- Trade pizzas with a friend
- Balance their pizza on their head

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.
ATL.PEL.P3.3	Remembers and follows one- or two-step directions.
ATL.PEL.P4.2	Gathers information through listening. Remembers what was said in brief group discussion.
SED.SD.P3.3	Follows rules and simple one-two-step directions.
SED.SD.P4.5	Displays socially competent behavior with peers.

LITERACY

LETTER HUNT

This activity can be done as a large or small group activity, indoors or outdoors.

Ask the children, “What letter does “tomato” start with? /T/-t/-tomato” Let children answer. Demonstrate how to draw a capital and lower-case letter t. Talk about how a capital T has a long line that starts at the top and goes all the way down and then has a line across the top. A lower-case t has line that starts a little above the middle and a line across the midline. If you use different descriptions for your handwriting feel free to use the explanation from your curriculum on how to form the letters. Have students “write” t’s in the air with their fingers, first a capital T, then a lower-case t. Ask the students to make a t with their bodies.

Tell students that you are going to go on a letter hunt for the letter t. We are going to look for t’s around the classroom. Have students to walk around the classroom to find t’s. When they find one, they should point it out. You could have them shout out “tomato!” or simply “T!”

Another way to do a letter hunt is to find shapes that look like the letter t. For example, the junction in tile floors where the tiles meet, or on the playground you may find two sticks that are crossed like the letter t. You could have students draw or take pictures of what they find.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.LS.P3.1A:	Begins to make letter-like forms and print some letters.
CL.LS.P4.1A	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.P3.3	With guidance and support, imitates shapes and strokes.

PRESCHOOL

CL.W.P4.3:	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
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MATH

MAKING PIZZA SAUCE

Follow the recipe below to make fresh tomato pizza sauce

Ingredients

- 1 pound fresh tomatoes 3-4 medium, quartered
- 6 ounces tomato paste 1 small can
- 2 tablespoons olive oil
- 2 teaspoons dried oregano
- 1 teaspoon honey or granulated sugar
- 2 medium cloves garlic minced
- 1/2 teaspoon kosher salt plus more to taste
- 1/8 teaspoon freshly ground black pepper plus more to taste
- 2-3 tablespoons chopped fresh basil optional
- Pinch crushed red pepper flakes optional

Instructions

Have children take turns adding ingredients to the blender. Be sure to count out loud together how many tomatoes, teaspoons, tablespoons etc. of each ingredient they are adding. Compare the amount of the ingredients you are adding. "Is a teaspoon more or a tablespoon more? How do you know?" When all ingredients have been added, blend until completely pureed. Add additional salt and pepper to taste.

If you don't have a blender, chop the fresh tomatoes, and finely mince the garlic, then add them along with the other ingredients to a bowl. Stir until combined, taste, and add additional salt and pepper if desired.

Keeps refrigerated in an airtight container for 2-3 days.

Taste your pizza sauce with premade breadsticks or extend the activity by making pizzas with your homemade sauce using premade pizza crusts or English Muffins. Spread your pizza sauce on the crust or English Muffins then add desired toppings like peperoni, cooked beef, or sausage, and of course mozzarella cheese! Read "Pete's a Pizza" by William Steig while enjoying your treat.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
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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.
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.
M.CC.P3.1:	Counts in sequence to 10.
M.CC.P4.1:	Counts in sequence to 20.
M.CC.P3.6:	Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.
M.CC.P4.6:	Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
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.P4.2:	Directly compares two objects with a measurable attribute in common to see which objects has "more than"/"less than" the attribute.

FINE ARTS

DRAMATIC PLAY

Dramatic Play centers could include:

- Pizzeria
- Farm
- 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.

PRESCHOOL

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

Possible book options with a tomato theme:

- Too Many Tomatoes by Eric Ode
- Growing Vegetable Soup by Lois Ehlert
- Plants Feed Me by Lizzy Rockwell
- Runaway Tomato by Kim Cooley Reeder
- Pete’s a Pizza by William Steig
- A Fruit is a Suitcase for Seeds by Jean Richards
- I Will Never Not Eat a Tomato by Lauren Child

Possible Field Trips

Possible Field Trips related to wheat/grain could include:

- Pizza parlor
- Farm or garden that grows tomatoes
- 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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