

HARVEST OF THE MONTH - DECEMBER / DAIRY

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

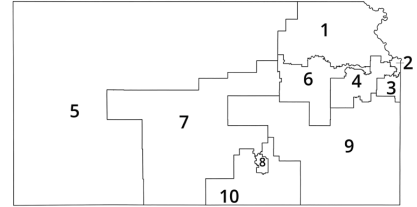
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9

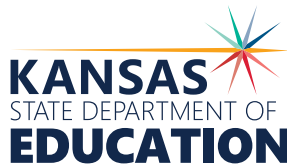


Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF
EDUCATION



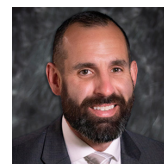
Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

December / Dairy

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 type of food doesn't grow from the ground. These types of food are made from milk. Usually from cows and goats, but sometimes other animals as well.
- This type of food provides our bodies with calcium which helps to make our bones and teeth strong.
- This type of food can include things like milk, whipped cream, yogurt, cheese, butter, and even ice cream!

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



GENERAL RESOURCES

ENGAGE

Provide each student with a piece of blank paper and crayons. Share a story of what you had for lunch making sure to include a dairy product. Your story could be something like this: "I was so hungry at lunch time. I had a big lunch that helped my stomach not be hungry anymore and gave me energy to be able to teach you this afternoon. I ate some string cheese, a salad with chicken and cheese, and I also had some strawberries. I was wondering what you had for lunch."

Ask students to draw a picture of what they had for lunch. Provide five to ten minutes to allow students to draw their lunch pictures.

Allow students to stand up, hand up, pair up with a partner to share their lunch pictures. Ask students to look for patterns or things their pictures have in common. Allow students to stand up, hand up, pair up two more times to share their pictures with two other students.

As a class, share out the patterns students noticed about their lunch drawings. As a teacher, record these patterns on the board.

Share with students that you noticed most lunches had something that would be in the dairy group like milk or cheese. Ask students why we need to eat foods in the dairy group. Allow for three to four students to share their answers.

EXPLORE

Project the Zoomed in on Dairy photo¹ on the board. On a scratch piece of paper, ask students to identify each zoomed in photo. Allow students to share their guesses and write them on the board. Reveal the correct answers to students².

Now ask students, "What do all of these products have in common?" Students should determine that each product is a dairy product and contains milk. Divide the students into pairs. Ask students to consider milk's journey from cow to carton. Ask: "How do you think milk is processed? What do you think happens to milk and dairy products before they are sold at the grocery store?"

Share the dairy video with your class.³

EXPLAIN

Use the following read aloud protocol to read the book *The Milk Makers* by Gail Gibbons.

-
- 1 https://cdn.agclassroom.org/media/uploads/LP792/Zoomed_in_on_dairy_2.png
 - 2 https://cdn.agclassroom.org/media/uploads/LP792/Zoomed_in_on_dairy_key_2.png
 - 3 <https://www.youtube.com/watch?v=1LEGI6SF4jc>
 - 4 | Kansas State Department of Education | www.ksde.org

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

Contact the Southwest Dairy Farmers to schedule a visit with the mobile dairy classroom⁴.

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)

Disciplinary Core Ideas

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

- 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)

⁴ <https://www.southwestdairyfarmers.com/schedule>

Connections to other DCIs in kindergarten: N/A

Articulation of DCIs across grade-levels: 1.LS1.A (K-LS1-1); 2.LS2.A (K-LS1-1); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1)

Common Core State Standards Connections: ELA/Literacy

W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)

Mathematics

K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-LS1-1)

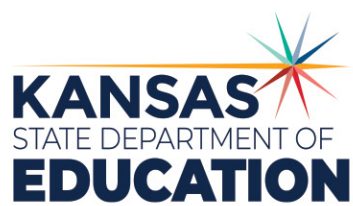
For more information, contact:

Eryn Davis
Farm to Plate Project Coordinator
Child Nutrition and Wellness
(785) 296-5060
Edavis@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

<https://www.ksde.org>



Kansas leads the world in the success of each student.