

HARVEST OF THE MONTH - FEBRUARY / SWEET POTATOES

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

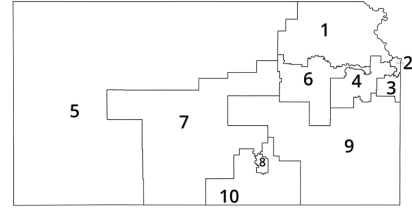
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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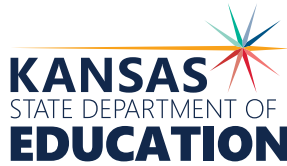


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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

February / Sweet Potatoes

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

SPROUTING SWEET POTATOES

Here are the supplies you need to get started sprouting sweet potatoes with kids.

- Clear container
- Water
- Toothpicks
- Knife
- Sweet potato
- Sunlight

Ask the children how new vegetables are usually grown. They will most likely say that you have to plant a seed. Tell them that seeds are not the only way to grow a vegetable. Some plants like sweet potatoes can be grown from a tuber. A tuber is an underground stem that is short, thick and round. Sweet potatoes are tubers. They grow from other sweet potatoes.

1. Cut the sweet potato in half.
2. Fill the clear container with water. The clear container will allow kids to observe the growth of the roots. I used a plastic condiment jar; you can use whatever you feel most comfortable with or have on-hand.
3. Insert 4 toothpicks into the middle of your sweet potato half. You will want to position your toothpicks so that 1-2 inches of the cut portion of the sweet potato is submerged in water when placed in your container. The toothpicks will hold your sweet potato upright in the container and allow water to circulate under the bottom.
4. Place your sweet potato in a sunny window.
5. Check it every day. If the water level drops, add more water. Be sure to change the water completely 2 or 3 times a week to keep the water fresh.
6. Roots should start to grow in the water in 2 to 3 weeks. Sprouts (stems with leaves) will start to grow in about 3-4 weeks.
7. Make drawings of your sweet potato throughout the experiment. Once when you first start, 3 weeks after and 6 weeks after. What differences do you notice? Measure and keep track of how much your sprouts grow. Track progress by taking pictures of the growth.
8. Optional: Take it one step further and invite your kids to help you plant the sprouts in the dirt outside when the soil is warm. At the end of the summer, dig up the plant to find more sweet potatoes.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
S.SI.P3.1	Observes and experiments with how things work, seek 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.
S.SI.P3.3	Begins to look for answers through active investigation.
S.SI.P4.3	Asks questions, predicts, experiments, draws conclusions and explains results.
S.LT.P3.1	Notices and asks questions about what is the same and what is the difference between categories of plants and animals.
S.LT.P4.1	Asks/answers questions about objects, organisms and events in their environments.
S.LT.P3.2	Understands that living things need water and food.
S.LT.P4.2	Understands plants and animals need air, food and water.

VOCABULARY

Tuber - a tuber is an underground stem that is short , thick and round. New stems that grow above the ground can grow from buds on tubers. Potatoes are tubers.

Soil - soil is another word for the dirt that plants grow in.

PHYSICAL ACTIVITY

HOT POTATO!

The Rules of Hot “Sweet” Potato

1. Children sit in a circle.
2. Prompt children to pass a ball/beanbag/ sweet potato around the circle while music plays in the background.
3. When the music stops, the person holding the “hot/sweet potato” is out. You can also avoid having children being out by having the person holding the Hot Sweet Potato demonstrating a quick physical activity or move that everyone else in the group will do before starting back up again. For example, have them demonstrate a dance move, do some jumping jacks, or a quick spin in their spot.
4. Any song will do, but here are some songs specific to potatoes you can find on YouTube
 - Hot Potato by Kerslapt! ¹
 - Hot Potato by the Wiggles²
 - Hot Potato by Patty Shukla³
 - The Hot Potato Song with Stops⁴

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.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.
CA.D.P3.2A:	Demonstrates the difference between still and moving.
CA.D.P4.2:	Dances to music with varying tempos.
CA.D.P3.4:	Listens to musical cues and teacher instruction.
CA.D.P4.4	Demonstrates the ability to listen and carry out instruction.

1 <https://youtu.be/kpmzjyh9ODI>

2 <https://www.youtube.com/watch?v=0v4-eAefurY>

3 <https://www.youtube.com/watch?v=JArZAErKBLc>

4 <https://www.youtube.com/watch?v=SiWLxjWho3U>

LITERACY

PASS THE SWEET POTATO POEM GAME

Have the students sit in a circle close enough to be able to pass a sweet potato between them.

Ask: "Who knows what letter "Sweet Potato" starts with". S! Have everyone make the "S" sound and draw a big "S" in the air with their pointer finger. Have them make the "s" sound and draw an s with their finger on the floor in front of them. Have them make the "s" sound and draw an s on the back of the person sitting next to them.

Tell them that you are going to read them a poem and each time they hear the "s" sound at the beginning of a word they will pass the sweet potato to the person to their right in the circle.

As you read, be sure to emphasize the "s" sound at the beginning of a word. If the students miss one, give a pause and repeat the word, emphasizing the s sound again.

Sweet potatoes are a superfood!

They are sweet, nutritious, and taste so good.

Under the soil sweet potatoes grow

Where their skins can be orange, white, red, purple or yellow.

You can snack on this scrumptious starchy, sweet, treat

by baking it till it's soft, smashed, served in soup or simply in raw sticks is neat.

Sweet potatoes are superb, so I say,

Go eat some sweet potatoes today!

Extensions:

Have the children not holding the potato draw an "s" in the air or on the floor each time they hear the "s" sound.

Read the poem again and find the rhyming words* in the poem. Have the students pass the potato each time they hear rhyming words.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.L.P3.9	Actively engages in small group reading activities with purpose and understanding.
CL.L.P4.10	Actively engages in large and small group reading activities with purpose and understanding.
CL.F.P3.2	Plays with the Sounds of Language
CL.F.P4.2	Demonstrates understanding of spoken words, syllables and sounds
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.F.P3.2A	Distinguishes whether two words rhyme or not.
*CL.F.P4.2A	Recognizes rhyming words.
CL.W.P3.3	With guidance and support, imitates shapes and strokes.
CL.W.P4.2	Recognizably writes most of the letters in their name
CL.LS.P3.1A	Begins to make letter-like forms and print some letters
CL.LS.P4.1A	Prints some uppercase and lowercase letters.

MATH

SWEET POTATO COMPARISONS

Supplies

- 2 sweet potatoes (that look quite different from each other)
- Chart paper and pen
- Balance scale
- Ruler or Tape Measure

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

Make a T chart to list the comparisons between the two sweet potatoes. Label the sweet potatoes potato 1 and potato 2 or come up with names for each of the potatoes so you can keep track of which potato the group is referring to.

Ask the children to compare the potatoes. Encourage them to use tools measure and compare the two. Write down the comparisons on the T Chart. For example:

- Measure the length of each potato. Which is longer? Which is shorter?
- Place them on the balance scale. Which is heavier? Which is lighter?
- Which is bigger? Which is smaller?
- Which is fatter? Which is skinnier?
- What other differences do they notice?

Extension: List what things are the same between the two?

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
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.P4.4	Collects data by categories to answer simple questions.
S.SI.P3.2	Provides simple verbal or signed descriptions
S.SI.P4.2	Provides greater detail in descriptions

Discuss with the students what each of the pictures represent before playing the game.

Tell the students what you want on your burger and have them build the burger in the order that you give. Be sure to start with manners by saying "Could I please have a burger with a bottom bun, hamburger patty, and top bun." Have students build the burger then count the number of ingredients together. Be sure to say "Thank you" when they begin to build and invite them all to pretend to eat their burger.

FINE ARTS

VISUAL ARTS

Sweet Potato Stamp Valentines

Supplies

- 1 - 2 sweet potatoes
- Washable paint or Ink pads
- Writing utensil
- Foam paint brushes
- Sharp knife for carving
- Paper

Your choice of decorations: stickers, markers, crayons, glitter/gems & glue, etc

1. Cut a sweet potato in half (or if large enough, into thirds). Take a section and draw a heart onto the exposed side of the potato.
2. Take a carving knife and carefully cut around the heart until the heart pushes out about ½ “ away from the potato. THIS IS A STEP FOR ADULTS ONLY!
3. Using a paint brush, paint the bottom of a heart with a color of your choice. [If you’re using an ink pad, just press the heart stamp into the pad].
4. Stamp the painted sweet potato onto paper to print a heart. Repeat using different colors (if using washable paint, it’s easy to rinse/wipe off the sweet potato, pat it dry, and re-paint with a different color).

If using ink pads, tell your kids to press down really hard with the potato stamp. Because the potato is fresh and has moisture, it doesn’t pick up the ink as well as if it was dry.

If using paint, don’t use too much paint. Otherwise, the print will lose its heart shape and will just look like a blob. Just use enough paint to lightly cover the heart.

5. Decorate the rest of the Valentine with whatever you choose!
6. Take a field trip to the post office to mail valentines.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
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.
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.
CA.VA.P3.3A	Works independently to create art.

DRAMATIC PLAY

Dramatic play centers could include:

- Post office
- Grocery Store

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.

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 sweet potatoe theme:

- The Gigantic Sweet Potato by Dianne De Las Casas
- Little Sweet Potato by Amy Beth Bloom
- Rah, Rah, Radishes! By April Pulley Sayre

Possible Field Trips

Possible Field Trips related to sweet potatoes could include:

- Grocery Store
- Post Office- Mail Sweet Potato Valentines to Families

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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