

HARVEST OF THE MONTH - JUNE / CUCUMBERS

K-2



Kansas leads the world in the success of each student.

SEPTEMBER 27, 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

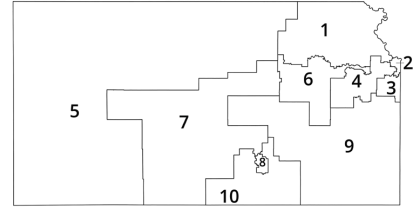
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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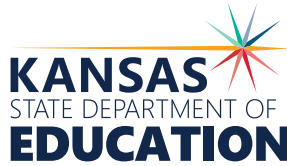


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Jan. 25, 2024

HARVEST OF THE MONTH

June / Cucumbers

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 vegetable grows on long creeping vines.
- They have fuzzy leaves
- They are green on the outside and white on the inside
- They contain a lot of water and are a good snack to keep you hydrated
- Their skins contain vitamins A and C
- People eat this vegetable raw in slices or in salads.
- They can also be made into pickles.
- Show picture.

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

Optional: You could also place a cucumber 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.



GENERAL RESOURCES

ENGAGE

Pose the question to students, "Do you think there are different types or varieties of cucumbers like we have different varieties of apples?" Solicit student responses.

Ask, "If we wanted to figure out what might be the same and different about different types or varieties of cucumbers, what would be some things we would want to look for?" Listen for student answers of looking at color, shape, size, or anything that would show their wanting to see patterns about the different varieties of cucumbers.



EXPLORE

Show students pictures of different varieties of cucumbers that grow in Kansas or if you have actual cucumbers from at least three different varieties, you can show students realia.

Ask students to look for patterns that show that the cucumbers are recognizable as similar but can also vary in many ways. Provide students with ten minutes to look at the pictures or realia. Ask students to circle the things that are the same in red, and circle the things that are different in blue.

After ten minutes, ask students to do a gallery walk where they will look at each group's pictures. Give students three-star stickers to put on other groups' pictures to place on those ideas circled that seem to be the same as their groups' thoughts.

Pictures of Cucumber Varieties

			<p>DASHER</p>
			<p>SPRINT</p>

		RAIDER
		BURPEE HY
		MARKETMORE
		LIBERTY
		BURPLESS HY



SPACEMAKER

EXPLAIN

Read Cucumber Soup by Vickie Krudwig. Use the following read aloud protocol with students.

ELABORATE

Use the following recipe to make cucumber soup using different varieties of cucumbers. Make 4 small batches using four different varieties of cucumbers. As a class, ask students to create a list of patterns in the taste to see if they can recognize similarities and differences that the cucumbers might make in the cucumber soup.

Recipe for cucumber soup¹

A fun fact about cucumbers is that they have a substance called cucurbitacin that causes some cucumbers to create a list of patterns in the taste to see if they can recognize similarities and differences that the cucumbers might make in the cucumber soup.

1 <https://www.allrecipes.com/recipe/233369/easy-cold-cucumber-soup/>

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.

KANSAS SCIENCE STANDARDS ADDRESSED

1-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

1-LS3-1

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents

Clarification Statement:

Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.

Assessment Boundary

Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

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

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Connections to other DCIs in first grade: N/A

Articulation of DCIs across grade-levels: 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1)

Common Core State Standards Connections: ELA/Literacy

RI.1.1

Ask and answer questions about key details in a text. (1-LS3-1)

W.1.7

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS3-1)

W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

Mathematics

MP.2

Reason abstractly and quantitatively. (1-LS3-1)

MP.5

Use appropriate tools strategically. (1-LS3-1)

1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)

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