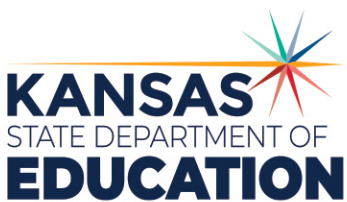


HARVEST OF THE MONTH - JUNE / CUCUMBERS

# 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

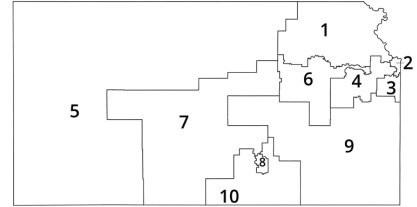
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## 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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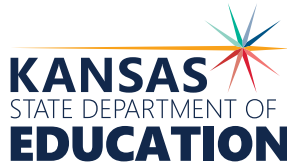


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*Kansas leads the world in the success of each student.*

Jan. 25, 2024

## HARVEST OF THE MONTH

# 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.



# SCIENCE

## EXPLORATION ACTIVITY

### Materials

Cucumbers, knife, cutting board, chart paper and marker to record observations.

### Optional materials

different varieties of cucumbers 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 cucumber open, make some predictions and record the children's answers:
2. Allow children to examine the insides of the cut cucumber using 4 of their senses.
  - Ask and record answers.
  - What does the outside and inside of a cucumber feel like?
  - What does it smell like?
  - What does it look like?
  - How does it taste?
  - Do you eat cucumbers 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.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.

# PHYSICAL ACTIVITY

## CUCUMBER SAYS

### Materials:

Each child will need a cucumber cutout. You can use the pickles from the math game mats for this.

This game is the same as Simon Says, but you will use cucumbers to practice position and body part words.

Tell the children we are going to say cucumber says! Listen carefully to find out what we are supposed to do with our cucumbers. Be sure to only do what cucumber says!

Instruct children to put their cucumbers on, off, over, under, move around, inside, etc. different body parts or clothes like their Head, Back, Elbow, Nose, Wrist, Feet, Ankles, Shoulders, or Stomach.

For example, Cucumber says move around your waist. Then move your cucumber around your waist. Cucumber says, hid inside your sock. Etc.

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.
ATL.PEL.P3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.P3.2	Ignores distractions briefly when engrossed in an activity.
ATL.PEL.P3.3	Remembers and follows one- or two-step directions.
ATL.PEL.P4.1	Sustains attention to task despite distractions.
ATL.C.P4.5	Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.

**PRESCHOOL**

CL.LS.P3.1E	Uses some prepositions.
CL.LS.P4.1E	Uses an increasing amount of frequently occurring prepositions.

# LITERACY

## C IS FOR CUCUMBER

**Materials:**

- Paper or dry erase board and marker
- Playdough

This activity should be done at a table.

Have the students say the word “cucumber with you”. Write it on a piece of paper or dry erase board for them to see. Ask the students what sound they hear at the beginning of that word. Ask what that letter is making that sound in the word cucumber. Ask them to look at the word you wrote and find all of the C’s. Underline both c’s as the children point them out.

Explain that the capital letter c is a big curve, and the lowercase c is a small curve. Demonstrate each on a piece of paper or dry erase board. Ask the children to use their finger to write a big c in the air. Next, ask them to make the letter c with their bodies.

Next, give each student some playdough. Have them make the letter c with their playdough, both upper and lower case.

**Extension:** allow students to create other things with their playdough that start with the c sound.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.SL.P3.1	Participates in conversations with a small group.
CL.SL.P3.1A	Begins to follow agreed-upon rules for discussions.
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.LS.P4.2	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).
CL.F.P3.1C	Recognizes letters in their name.
CL.F.P4.1C	Recognizes that letters are grouped to form words.

<b>CL.F.P4.1D</b>	Recognizes and names some uppercase and lowercase letters, in addition to those in first name
<b>CL.F.P4.3</b>	Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.
<b>PHD.FMS.P3.1</b>	Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.
<b>PHD.FMS.P4.1</b>	With fluency and accuracy, uses classroom and household tools independently and with eye hand coordination to carry out activities.

# MATH

## CUCUMBER MARCH

### Materials

- Cucumber mats (Provided at the end of the unit. Laminate for repeated use.)
- Tape to secure mats on the ground
- music

Affix enough cucumber mats in a circle on the ground to have enough for each child in the class. Mix up the order of the mats.

Have the children to walk slowly around the cucumber mat circle while the music is playing. When the music stops, they look at the mat they are standing on to determine what their number is. The teacher calls out a number and the student(s) standing on that number decide on a dance move for the rest of the class to join them in.

Repeat the process as many times as you wish.

<b>SECTION</b>	<b>KANSAS EARLY LEARNING STANDARDS ADDRESSED</b>
<b>M.CC.P3.3</b>	Uses one-to-one correspondence during play situations.
<b>M.CC.P3.4</b>	Initiates counting without prompting.
<b>M.CC.P3.5</b>	Uses number words to indicate the quantity in small sets of objects.
<b>M.CC.P4.4</b>	Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).
<b>M.CC.P4.4A</b>	Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.
<b>M.CC.P4.4B</b>	Understands that the number of objects remains the same regardless of the order in which the objects were counted.

**PRESCHOOL**

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.
ATL.I.P3.4	Recognizes own abilities and expresses satisfaction when demonstrating them to others.
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.
CA.D.P3.1	Explores moving all body parts in isolation.
CA.D.P3.1A	Explores crosslateral movements.
CA.D.P3.2	Moves one body part in response to a simple rhythm pattern.
CA.D.P3.2A	Demonstrates the difference between still and moving.
CA.D.P3.4	Listens to musical cues and teacher instruction.
CA.D.P3.4A	Dances with purpose attentive to music and instruction.
CA.D.P4.2	Dances to music with varying tempos.

# FINE ARTS

## DRAMATIC PLAY

Dramatic play area ideas could include:

- Farm
- Grocery Store
- Pickle factory
- Deli
- Farmer’s Market

## VISUAL ARTS

### making green

Ask the students what color the skin of cucumbers are. Green! Let them know that today you are going to make the color green out of two different colors.

Using your preferred paint, show them the primary colors Red, Blue, and Yellow. Ask them if they know what two colors mixed together make the color green. Experiment with the color combinations they suggest by mixing the two colors of paint together to see what color it makes. When the children come up with the correct color combination of blue and yellow, help them to mix a small batch of their own just enough for them to paint a picture of their favorite green thing.

This activity can be done with finger paints or using paintbrushes.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
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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..

**PRESCHOOL**

- 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 cucumber theme:**

- The Pickle Patch Bathtub by Frances Kennedy
- From the Garden, A Counting Book About Growing Food by Michael Dahl
- Cucumber Soup by Vickie Leigh Krudwig
- Plant it Grow It Eat It by Little Grasshopper Books
- Cool as a Cucumber by Sally Smallwood

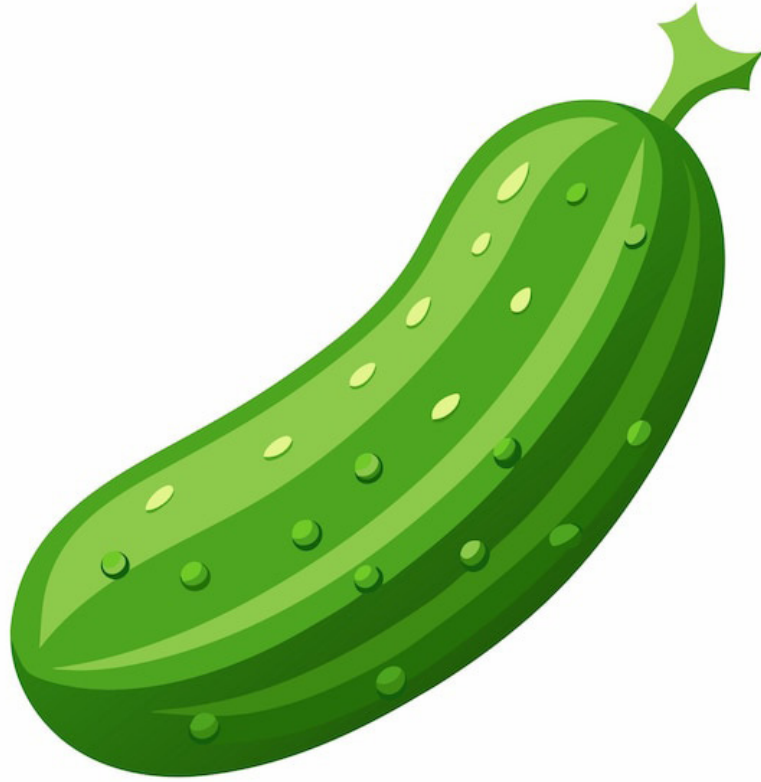
**Possible Field Trips**

Possible Field Trips related to cucumbers could include:

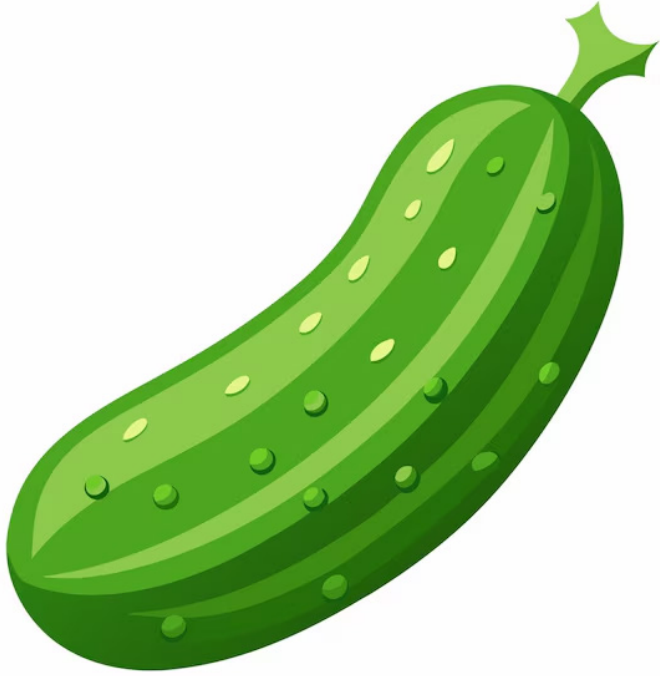
- Farm that grows cucumbers
- Grocery Store
- Pickle factory
- Deli

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).

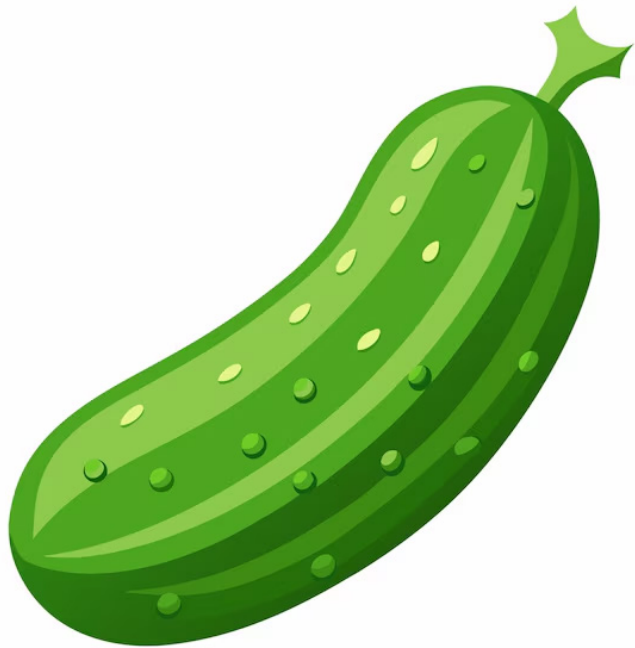
The most effective field trips will include careful preparation for before, during and after the field trip itself. Kansas Early Learning Standards aligned with this activity will vary widely depending on how you carry out the event especially Social Studies Standards. Plan out which standards you wish to target before, during, and following up from your trip. Harvest of the Month Preschool Program

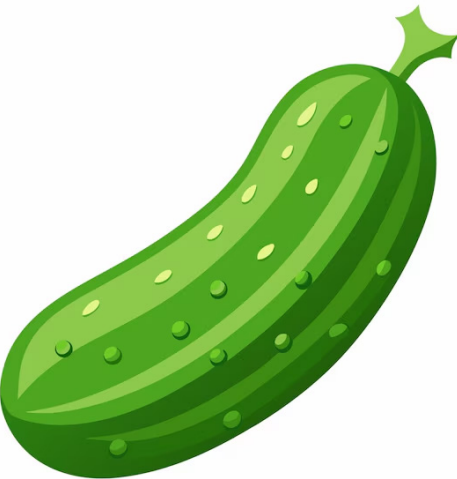
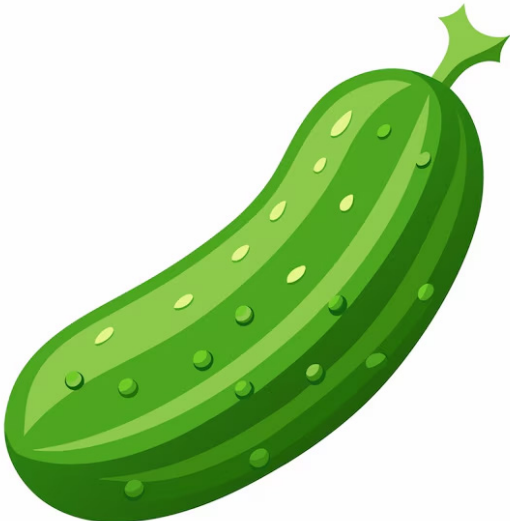
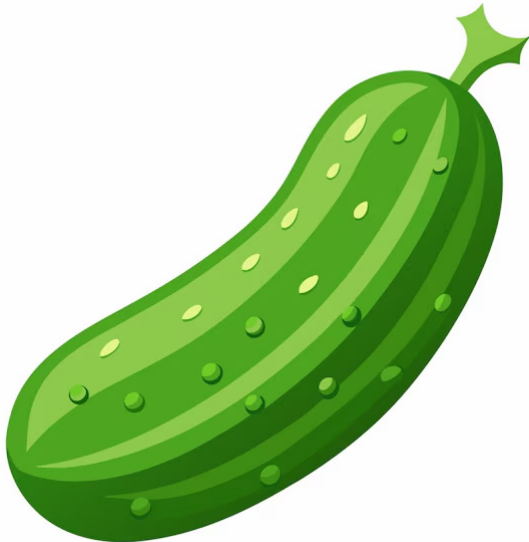


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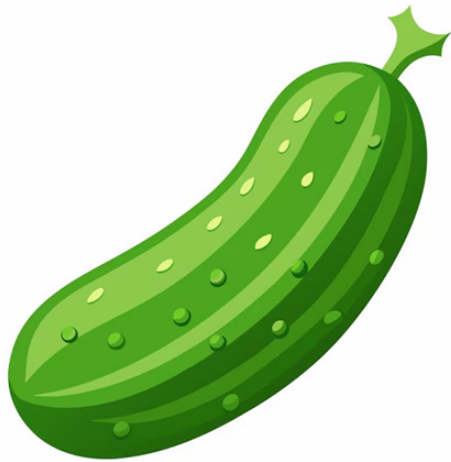
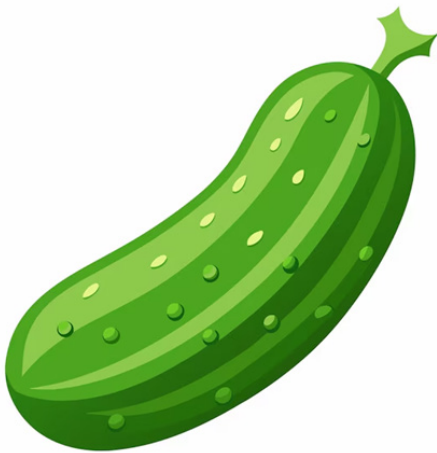
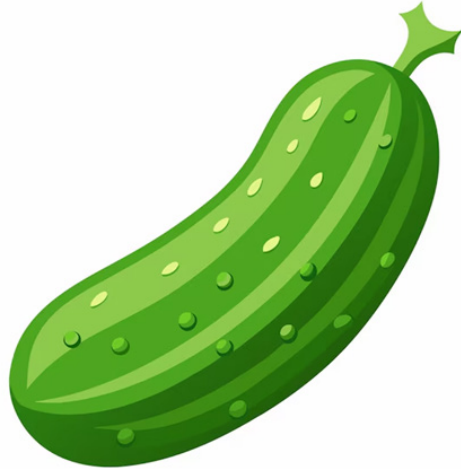
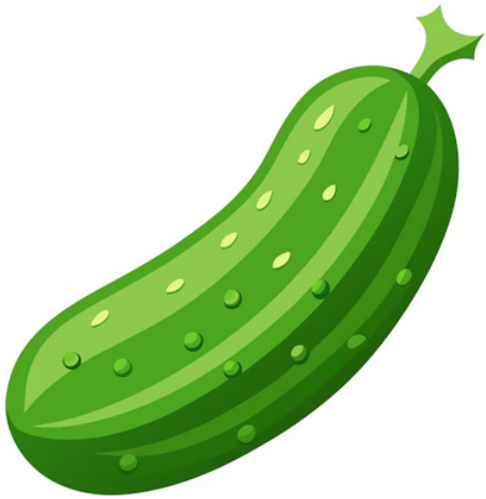


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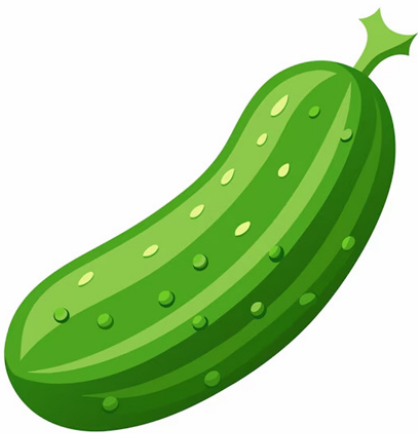
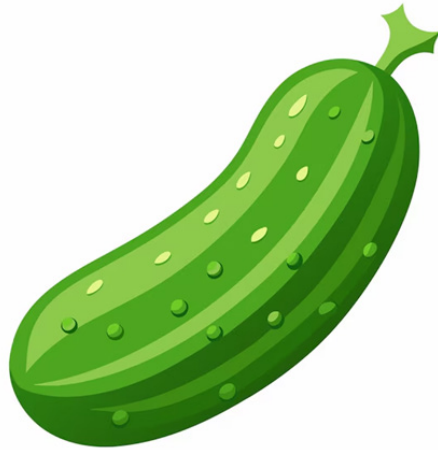
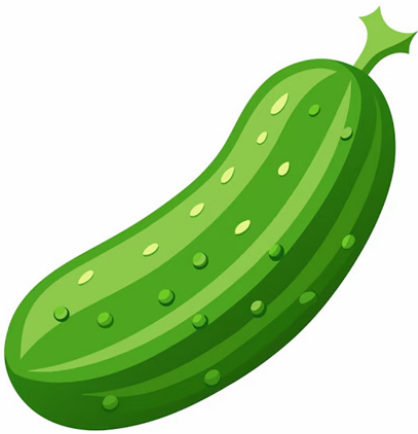
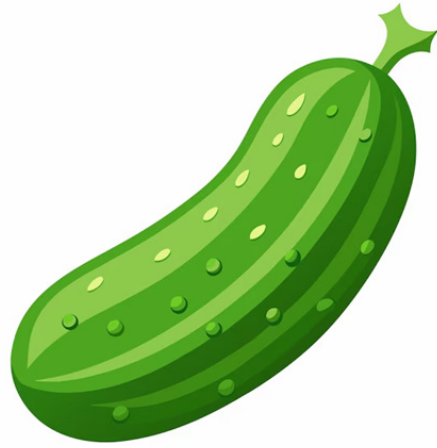
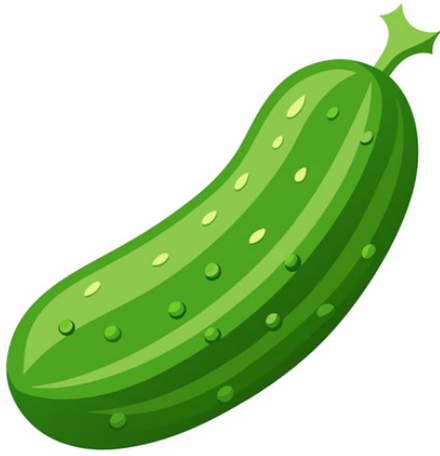




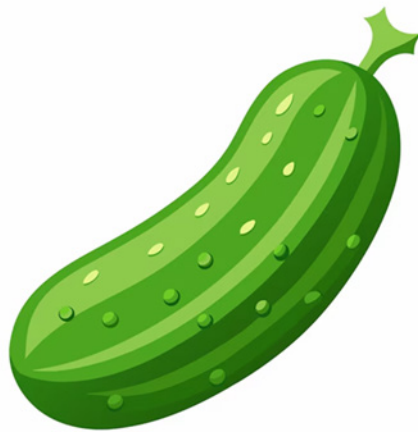
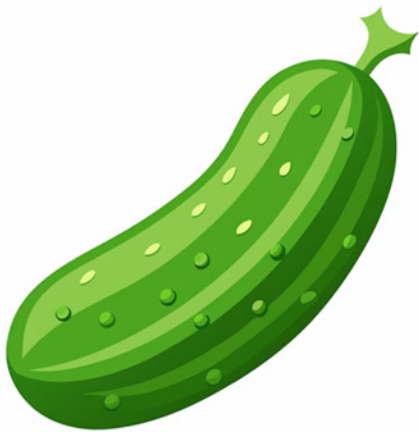
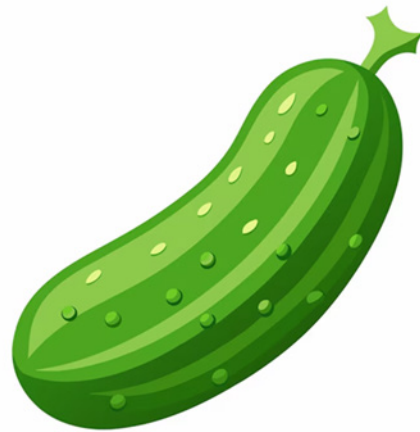
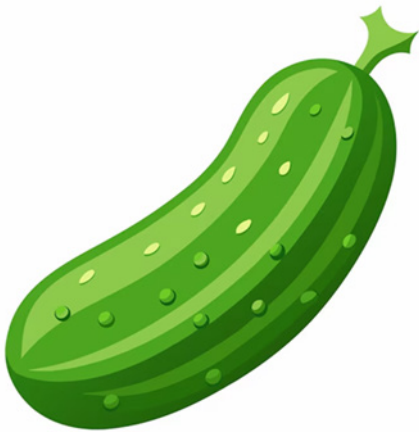
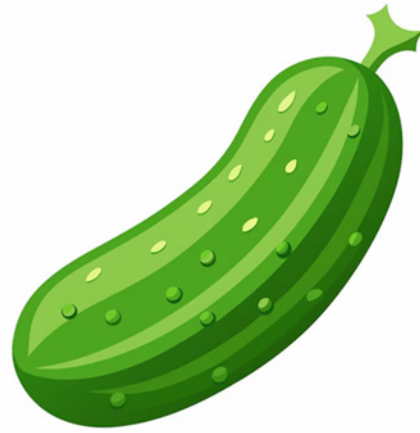
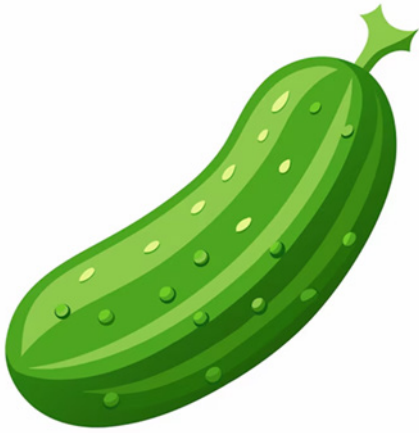
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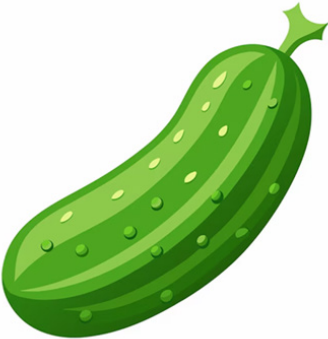
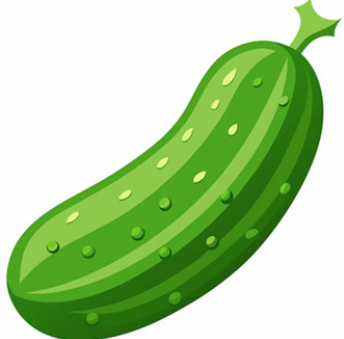
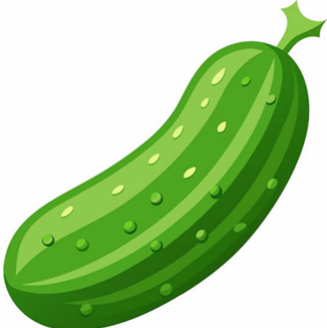
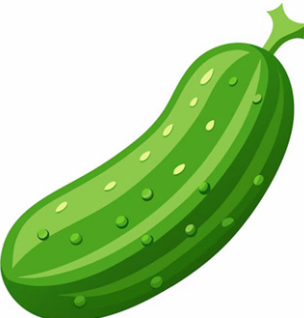
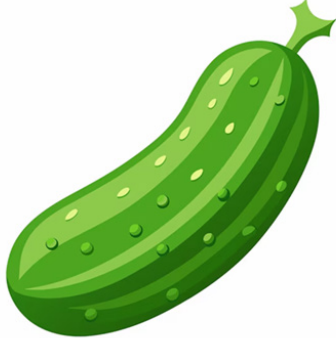
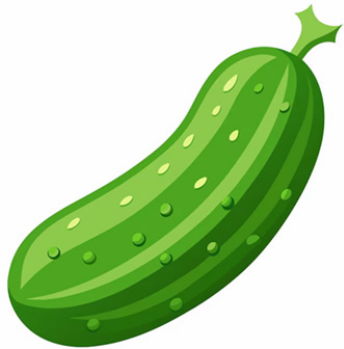
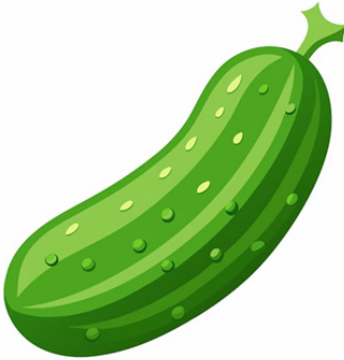


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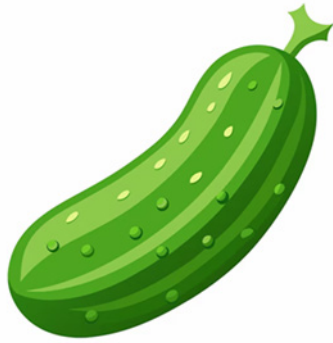
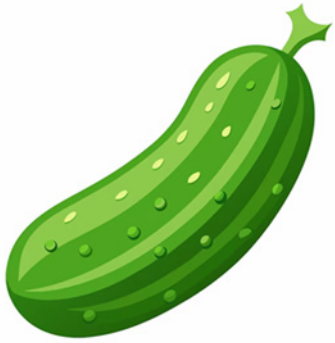
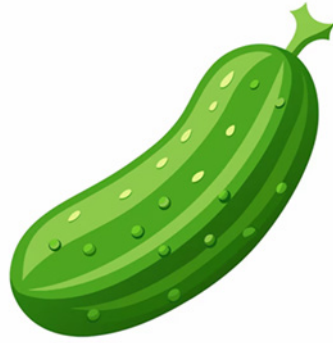
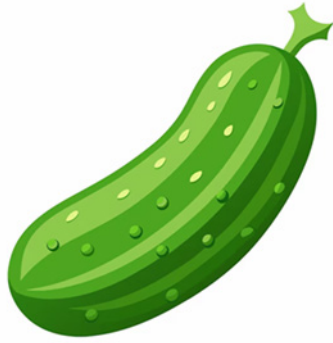
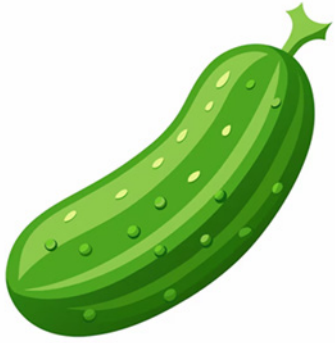
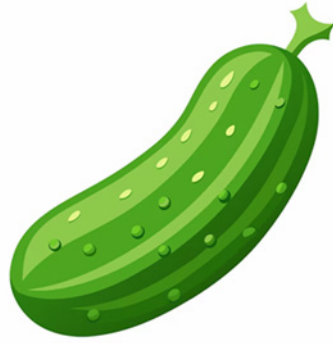
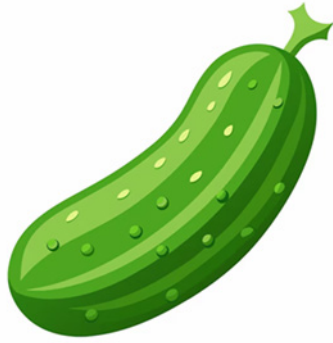
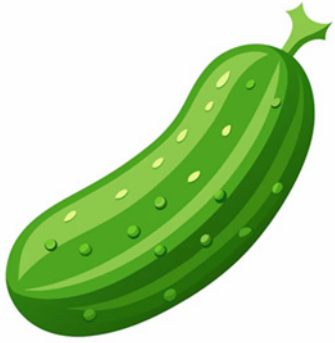


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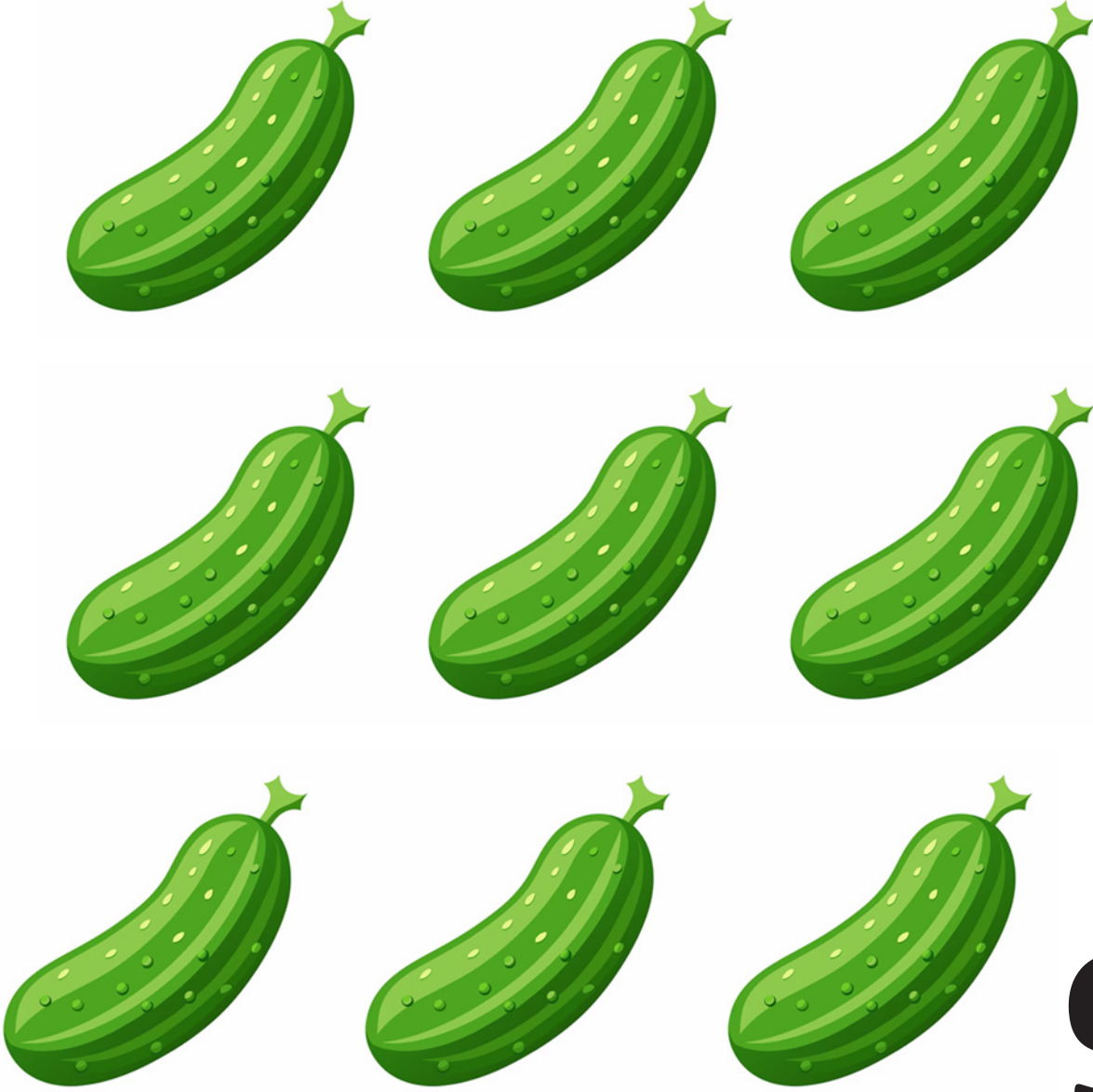




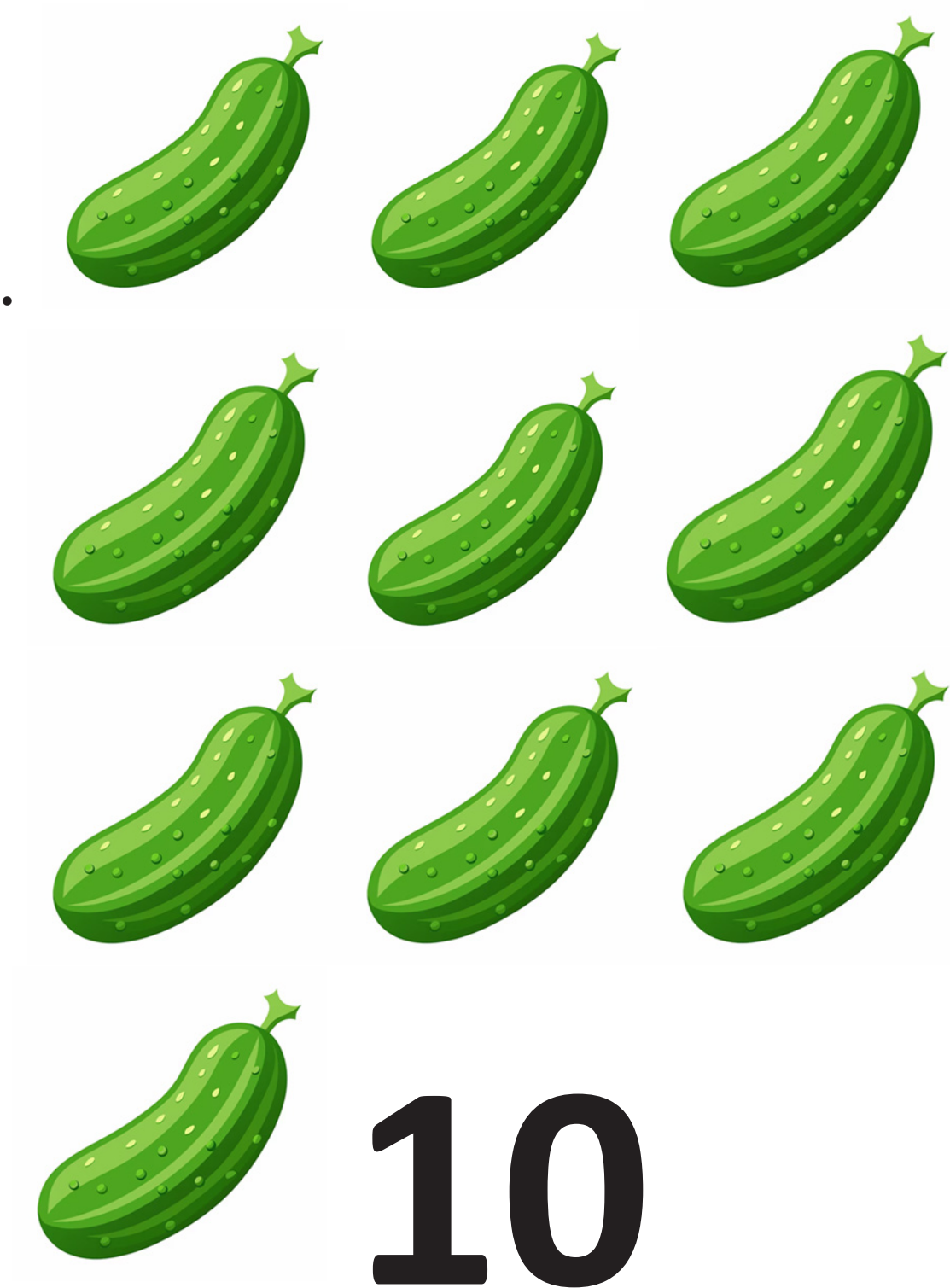
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