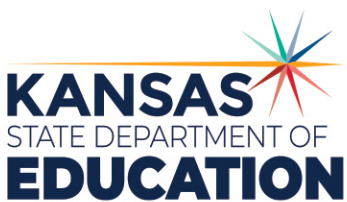


HARVEST OF THE MONTH - MAY / MIXED BERRIES

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

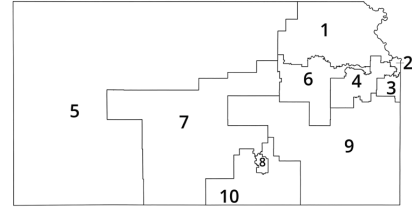
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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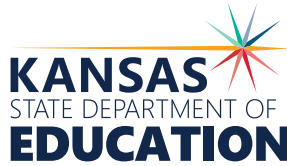


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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

May / Mixed Berries

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.

- They are small, edible fruits.
- They are usually juicy, round, and brightly colored.
- They taste sweet or sour,
- They may have many small seeds.
- They are grown on trees, shrubs, bushes and on plants along the ground
- This type of food is usually high in things like vitamin c and antioxidants which help keep us from getting sick.
- You can eat them fresh, in a smoothie, or baked in muffins or even a pie!

What do you think this fruit might be? We will be learning about berries!

Some different types of berries include raspberries, strawberries, blackberries, gooseberries, blueberries, huckleberries, mulberries and currants. Have you ever tried any of these? Which are your favorite? How do like to eat them?



SCIENCE

EXPLORATION ACTIVITY

Materials

Two or Three different types of berries (strawberries, blueberries, blackberries, raspberries, gooseberries, etc.), paper and pencil for recording observations

Optional materials

tweezers and magnifying glasses to explore details, 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

Use your 5 senses to explore different types of berries. Compare and contrast berries. Create a chart showing things that are the same and different between them. Use your five senses to explore. Make predictions before tasting. Talk about the different parts of each berries using the words "stem," "seeds," and "fruit."

- Sight- What do they look like? On the outside? On the inside? What about the seeds?
- Sound- Do they make any sound?
- Touch- What do they feel like? On the outside? On the inside?
- Smell- What do they smell like?
- Taste- What do they taste like? Are they sweet? Sour?

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

STRAWBERRY TOSS GAME

Explain: Strawberries are picked from a field where they grow. After the strawberries are picked they are put into small crates/baskets and then sent to the store for us to buy. We are going to play a game to practice and see how fast we can get our strawberries into the basket.

- Make 1-3 strawberry beanbags out of red felt (depending on number of students), or small red socks. Use green felt to make leaves for the beanbags. Color the black dots (seeds) on the felt with a permanent marker. Sew or glue the beanbags together and fill with beans or rice.
- Set up a small area of the room, or outdoors, such that a line of baskets (try varying sizes!) are in one row. Have the children line up, opposite each basket, close enough for the bag to land in the basket but far enough away to allow child to have to run.
- To play the game have the students throw the beanbag into the basket and then run and get it out and run it back to the next student. Continue this until the entire team of students have had a turn. You can make the game into a relay and have a race between two or more teams or just play the game with one team. If you only have enough students for one team and you still want to make it a race you could time how long it takes them to complete the game.

Source: Utah State University Extension

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.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.PEL.P3.4	Practices an activity many times until successful.
ATL.PEL.P4.3	Carries out tasks, activities, projects or experiences from beginning to end.

PRESCHOOL

ATL.PEL.P4.4	Remains focused on the task at hand even when frustrated or challenged.
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.GMS.P4.3	Explores, practices and performs skill sets.
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.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.

LITERACY

JAMBERRY

Read Jamberry by Bruce Degen to the group. There are also some good read alouds of this book posted on YouTube if you do not have a copy of the book for your classroom.

Before you read, place different color of pom-poms (berries) all around the room for the children to “pick”.

Gather the children in a group and ask, “Has anyone ever gone berry picking? If so, what kind of berries did you pick?” After they share, display a bowl of mixed pom-pom “berries”. Have students identify the color and then give the berries a name. Now read aloud the story Jamberry by Bruce Degen.

Ask the children “Has anyone noticed that we have some berries around our classroom? Give each student a container to gather berries in. Read the story again and have the children very quietly go berry picking while you read. Have them return to the group when the story is over.

Extension: Ask the children if they noticed any words in that book that seemed made-up (hatberry, shoeberry, canoeberry, etc.). invite them to create their own made-up berry words to transition to the next part of the day.

Extension: Ask the children what the family made with the berries they picked in the book. Tell them you have some real berries that you can make some jam out of.

Make a no-cook strawberry jam using the recipe shown. Then provide crackers, paper plates, and plastic knives and invite little ones to enjoy a delicious jam and cracker snack!

Ingredients

1.59 oz. package instant fruit pectin

1½ c. sugar

4 c. mashed frozen strawberries

Directions

Mix the pectin and sugar in a large bowl. Add the strawberries and stir for three minutes. Allow the jam to stand for 30 minutes before serving. Cover and refrigerate any leftover jam.

Be sure to have the book available for the children to read on their own along with the pom-pom berries and containers so they can go on berry hunts during their free-play time.

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.SL.P4.1	Participates in conversations in increasing group sizes.
CL.SL.P4.1A	Follows agreed upon rules for discussions.
CL.SL.P4.5	Speaks understandably to express ideas, feelings and needs.
CL.LS.P3.5	With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.
CL.L.P3.1	With prompting and support, asks and answers simple questions about the book or story's content.
CL.L.P4.1	With prompting and support, asks and answers questions about key details in a book or story.
CL.L.P4.3	With prompting and support, identifies characters, settings and major events or facts from a book or story.
CL.L.P3.3	Exhibits curiosity and interest in learning new words.
CL.L.P3.4	Interacts with a variety of books.
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.

MATH

VOLUME COMPARISON AND COUNTING

with strawberries and blueberries

Before gathering the children fill two cups of the same size. One with strawberries, and one with blueberries.

Ask the children to observe the two cups. Ask them- Are the cups the same size? Are the fruits the same size? Which fruit is bigger?

How many strawberries do you think are in this cup? Estimate and record answers.

How many blueberries do you think are in this cup? Estimate and record answers.

Do you think there is the same amount of each, or do you think there are more strawberries or more blueberries? How can we find out?

Count and record how many of each fruit is in each cup. Ask -Did they have the same amount? Which had more?

They came from the same size cups. Why do you think there were more blueberries? The strawberries are larger and have a greater volume. They take up more space, so fewer of them will fit in the cup than the blueberries.

Try again with other differently sized manipulatives (blocks, counters, large beads, etc.).

Extension: Provide objects, cups and dry erase boards and markers or clipboards (for recording results) in the math area for students to measure, count, and compare on their own.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.CC.P3.1	Counts in sequence to 10.
M.CC.P3.2	Demonstrates an understanding that number names can be represented with a written numeral.
M.CC.P4.1	Counts in sequence to 20.
M.CC.P3.3	Uses one-to-one correspondence during play situations.
M.CC.P3.4	Initiates counting without prompting.
M.CC.P3.5	Uses number words to indicate the quantity in small sets of objects.
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.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.P4.1	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.P3.3	Begins to look for answers through active investigation.
S.SI.P4.1	Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.P4.3	Asks questions, predicts, experiments, draws conclusions and explains results.

FINE ARTS

DRAMATIC PLAY

Dramatic play area ideas could include:

- Smoothie shop
- Bakery
- Berry farm
- Farmers market

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.

PRESCHOOL**VISUAL ARTS****Berry Fingerpainting**

Look at pictures of different berries together. Talk about what they look like. What colors do they see? What shapes are the berries? Keep the pictures out so students can see them and then have them create their own pictures of berries. Provide students with various colored fingerpaints and paper for them to create a picture of berries using their fingers. Allow to dry and hang in the classroom.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.VA.P3.1A	Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.
CA.VA.P3.3A	Works independently to create art.
CA.VA.P4.1	Uses a variety of materials and tools to create art.
CA.VA.P4.4	Discusses own artistic creations and those of others.

MUSIC/DANCE**Here We Go Round the Mulberry Bush**

Begin seated in a large circle. Ask the children What is your favorite type of berry?

Which berry do you like the least? Show the children a picture of mulberries. Ask them “do you know what kind of berries these are? These are called Mulberries. Have you eaten these berries before? Today we have a song about mulberries.

Teach the children the song “Here We Go Round the Mulberry Bush”. This traditional children’s song can be found on YouTube if you are unfamiliar with the melody.

Once they have the chorus down, add in each verse. Have the children create actions to go along with each verse. For each chorus, have the children walk, skip, dance, or move in different ways around the circle.

Extension: what other things do you do in the mornings to get ready for the day? Create additional verses and actions with other activities the children come up with.

Lyrics

(Chorus)

Here we go 'round the mulberry bush
The mulberry bush
The mulberry bush
Here we go 'round the mulberry bush
On a cold and frosty morning

(Verse 1)

This is the way we wash our face
Wash our face
Wash our face
This is the way we wash our face
On a cold and frosty morning

(Repeat Chorus)

(Verse 2)

This is the way we brush our teeth
Brush our teeth
Brush our teeth
This is the way we brush our teeth
On a cold and frosty morning

(Repeat Chorus)

(Verse 3)

This is the way we comb our hair
Comb our hair
Comb our hair
This is the way we comb our hair
On a cold and frosty morning

(Repeat Chorus)

(Verse 4)

This is the way we put on our clothes
Put on our clothes
Put on our clothes
This is the way we put on our clothes
On a cold and frosty morning

(Repeat Chorus)

PRESCHOOL

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.
CA.D.P3.1	Explores moving all body parts in isolation.
CA.D.P3.1A	Explores cross lateral 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.P3.3B	Combines axial and locomotor movements together.
CA.D.P3.4	Listens to musical cues and teacher instruction.
CA.D.P3.4A	Dances with purpose attentive to music and instruction.
CA.M.P3.2	Sings familiar, simple songs.
CA.M.P4.1	Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).
CA.M.P4.2	Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).
CA.DP.P3.2A	Participates in songs, stories, fingerplays, chants with voice and body together.
CA.DP.P3.2B	Begins to change voice, emotion and body in play situations.

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

PRESCHOOL**Possible book options with a mixed berries theme:**

- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear by Audrey Wood
- Jamberry by Bruce Degen
- Blueberries for SAL by Robert McCloskey
- Berry Magic by Teri Sloat and Betty Huffmon
- Here we go round the Mulberry Bush by Annie Kubler

Possible Field Trips

Possible Field Trips related to mixed berries could include:

- Farmers market
- Farm or garden that grows berries
- Grocery store
- Smoothie shop
- Bakery

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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