

Lesson 5: Kansas On Your Plate

Grade Level: Kindergarten

Time: 60 minutes

Subject: ELA, Science

Overview: This lesson is Lesson 5 of 5, the closing lesson of the *Celebrate Wheat* unit within the *Growing Readers* micro-curriculum, based on the series of books written by Kansas author Dan Yunk. This lesson brings the unit full circle by returning to the pizza party at the end of the book and examining every ingredient on the pizza through the lens of Kansas agriculture. Using a felt pizza board, students place and discuss each ingredient, crust, cheese, pepperoni, sausage, peppers, and onions, while learning how each one is connected to Kansas farmers and the land. The lesson integrates explicit ELA instruction across informational text features, author's purpose, text-to-text connections, and informative writing, while building science and agriculture literacy around food systems and the relationship between plants, animals, and the food people eat. Lesson 5 also serves as a transition lesson into the next unit, *Milk Comes From a Cow?*, which will focus on dairy and beef cattle by introducing students to the role of animals, dairy cows, and pigs, in producing the food on their pizza.

Skillset: Activating and connecting prior knowledge across the unit, book orientation and features, author's purpose and reasons, vocabulary development, illustrations/text connections, text-to-text and text-to-experience connections, asking and answering questions, discussion norms and collaborative conversation, sequencing key events, and Kansas connections through wheat and food knowledge.

Kansas Academic Standards:

Kansas ELA Standards

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.2 Ask and answer questions about key details and sequence events in a read-aloud.

RI.K.4 Ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 Describe the relationship between illustrations and the text in which they appear.

RI.K.8 Identify the reasons an author gives to support points in a text.

RI.K.9 Identify basic similarities and differences between two texts on the same topic.

Science Standards

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. All animals need food to live and grow. They obtain their food from plants or other animals.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

National Agriculture Literacy Outcomes

T2.K-2.a Describe how plants are grown and used for food.

T2.K-2.b Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs).

T2.K-2.d Identify examples of food and fiber products that come from plants and animals.

T3.K-2.b Recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.

T5.K-2.a Identify the ways farmers use land to grow crops and raise animals.

Objectives:

English Language Arts Objectives

Students will be able to:

- Identify the front cover, back cover, title page, author, and illustrator of *Celebrate Wheat* and define the role of each.
- Ask and answer questions about key details and unknown words encountered during discussion.
- Describe how illustrations in *Celebrate Wheat* relate to the text and to the pizza activity.
- Explain the reasons the author gives for why wheat and Kansas agriculture are important.
- Compare and contrast *Celebrate Wheat* with their own experiences with food.
- Compose an informative sentence about one pizza ingredient and its agricultural origin by using drawing, dictating, and writing.

Materials Needed

- Book: *Celebrate Wheat* by Dan Yunk (physical copy)
- Book: *The Soil Neighborhood* by Dan Yunk (physical copy)
- Felt pizza board (one per student or one shared class board)
- Felt pizza ingredient pieces: crust, cheese, pepperoni, sausage, peppers, onions (pre-cut, labeled)
- Real ingredient samples or photographs: wheat flour, milk or cheese, pepperoni/sausage, green pepper, onion
- Chart paper and markers
- Simple map of Kansas
- Student draw-and-write paper for “My Favorite Pizza” writing activity (one per student)
- Pencils and crayons
- Sentence frame displayed on chart paper: “The ____ comes from ____.”
- Hand wipes or paper towels

Lesson Procedures

1. Connecting to What We Know
 - a. Explain to students: “*We have spent the last several days learning about wheat and Kansas crops. We planted wheat seeds, studied seeds from many different*

Kansas crops, compared popcorn and popped sorghum, and learned that Kansas farmers grow food that ends up on our tables every day. Today is our last lesson in this unit, and we are going to bring everything together."

- b. Ask students:
 - *"What is one thing you remember learning about wheat? "*
 - *"What Kansas crops do you remember from our wheat farm in a glove?"*
 - *"At the end of Celebrate Wheat, what was Kailey celebrating ?"*
 - c. Explain/bridge the connection to students: *"Kailey's birthday party ended with pizza — and so will our unit! Today, we are going to look closely at every ingredient on a pizza and find out how each one is connected to Kansas agriculture. You might be surprised how many Kansas farmers had a hand in making your pizza. "*
2. Revisit *Celebrate Wheat* (Hold up the physical copy of the book).
- a. Explain to students: *"Before we begin our pizza activity, let's revisit our book one more time. We are going to look at it like readers who know a lot more than we did the first time we read it."*
 - b. Ask students to identify:
 - *"What is on the front cover? What does it tell us about the book?"*
 - *"Can you find the title page? What information does it give us?"*
 - *"Who is the author? What does the author do?"*
 - *"Who is the illustrator? What does the illustrator do?"*
 - c. Explain to students: *"The illustrator's job is to help us understand the words. Let's look at one page together."*
 - d. Open to the page showing the combine or the wheat field. Ask students:
 - *"What does this illustration show?"*
 - *"How does this picture help us understand what Grandma is telling Kailey?"*
 - *"Could we understand the story without these pictures? Why or why not?"*
 - e. Explain to students: *"Authors of informational books give us reasons to help us understand why their topic is important. Dan Yunk wrote this book to help us understand where our food comes from."*
 - f. Ask students:
 - *"What reasons does the author give for why wheat is important?"*
 - *"Why do you think Dan Yunk wanted kids to know about wheat and Kansas farming?"*
 - g. Explain to students: *"Good readers make connections. We can connect this book to other books we have read, and we can connect it to our own lives."*
 - h. Ask students:
 - *"How is Celebrate Wheat similar to The Soil Neighborhood? How are they different?"*
 - *"Both books are about things that grow from the ground in Kansas. What else do they have in common?"*
 - *"How does what you learned in this book connect to your own life — to food you eat, or things you have seen?"*

Record student responses on chart paper.

3. Vocabulary

- a. Explain to students: *“As we talk about our pizza ingredients today, we are going to hear some new words. When we hear a word we don’t know, we ask questions to figure out what it means. Good readers do this.”*
- b. Introduce and briefly explain the following vocabulary before the pizza activity:
 - **Harvest** – to gather a crop when it is ready
 - **Process** – to prepare something through a series of steps
 - **Pasteurize** – to heat milk quickly to kill harmful bacteria and make it safe to drink
 - **Gluten** – a protein in wheat flour that helps bread rise and hold its shape
 - **Curd** – the soft, solid part of milk used to make cheese
 - **Ripening** – aging cheese over time to develop its flavor
- c. Explain to students: *“If you hear one of these words during our lesson and you are not sure what it means, raise your hand and ask. That is what good readers and scientists do.”*

4. Felt Pizza Activity: Explain to students: *“Kailey’s birthday pizza had a lot of ingredients on it. Today we are going to build our own pizza using felt pieces, and as we add each ingredient, we are going to learn where it comes from and how Kansas farmers helped make it.”*

- Ask students: *“What are your favorite pizza toppings?”* Allow students to share briefly.
- Explain to students: *“As I tell you about each ingredient, you will place the felt piece that matches on your pizza board. Let’s start building!”*
- a. Ingredient 1: The Crust: Hold up a sample of wheat flour or a photo of a wheat field. Explain to students: *“Pizza crust is made from wheat flour — and we know a lot about wheat! The farmer plants wheat kernels in the ground. When the wheat is ready to harvest, the farmer uses a combine to cut the wheat in the field and loads the kernels into trucks. The trucks carry the wheat to a grain elevator, where it is stored and cleaned. Then the wheat is sold and shipped to a mill, where it is ground into flour. Wheat flour contains a protein called gluten. When a baker adds yeast, warm water, and other ingredients to the flour, the gluten traps air bubbles released by the yeast — and the dough rises! That rising dough becomes our pizza crust.”*

Have students place the crust felt piece on their pizza board.

Ask students:

- *“What crop does the crust come from?”*
- *“What machine does the farmer use to harvest wheat?”*
- *“What is wheat turned into before it becomes crust?”*
- b. Ingredient 2: The Cheese: Hold up a sample of cheese or a photo of a dairy cow. Explain to students: *“Cheese is made from milk, and milk comes from dairy cows. Dairy farmers once milked their cows by hand, but today most use milking machines that apply a gentle vacuum to collect the milk. To make cheese, the milk is first pasteurized — heated quickly and cooled to kill any harmful bacteria. Then the milk is treated to form a soft substance called curd. The curd is pressed*

into blocks and aged in storage rooms. The longer the cheese ages, the sharper its flavor becomes. Then it is packaged and sent to stores. The cheese on your pizza started with a dairy cow on a farm."

Have students place the cheese felt piece on their pizza board.

Ask students:

- *"What animal does cheese come from?"*
- *"What is the big science word for heating milk to make it safe?" (pasteurize)*
- *"We are going to learn a lot more about dairy cows in our next unit. What questions do you have about them already?"*

c. Ingredient 3: Pepperoni and Sausage

Hold up a pepperoni sample or a photo of pigs. Explain to students: "Pepperoni and sausage are made from pork, which comes from pigs. It takes about six months from the time a pig is born to produce a full-grown animal ready for processing. Farmers who raise pigs work hard to keep their animals healthy, because healthy animals mean a successful farm. After the pigs are processed, the meat is inspected by the United States Department of Agriculture — the USDA — to make sure it is safe to eat. Then the pork is made into products such as pepperoni and sausage, and sent to stores and restaurants. About half of all pork in the United States is sold in grocery stores."

Have students place the pepperoni and sausage felt pieces on their pizza board.

Ask students:

- *"What animal does pepperoni come from?"*
- *"Who inspects the meat to make sure it is safe?"*
- *"Why do you think farmers want to keep their animals healthy?"*

d. Ingredient 4: Peppers

Hold up a green pepper or a photo of a pepper plant. Explain to students: "Green peppers are a vegetable — well, actually they are a fruit! Because peppers have seeds inside them, they are technically the fruit of the pepper plant. Green peppers are usually picked while they are still green and unripe. If left on the plant longer, they turn red or yellow and become even sweeter. Peppers grow on small bushy plants and can be grown in Kansas gardens. When they are ready, they are picked by hand or machine, cleaned, and sent to grocery stores."

Have students place the pepper felt piece on their pizza board.

Ask students:

- *"Are peppers a fruit or a vegetable? How do you know?"*
- *"What color do peppers turn when they are fully ripe?"*

e. Ingredient 5: Onions

Hold up an onion or a photo of an onion plant. Explain to students: "Onions are a tasty vegetable that adds flavor to food. Unlike peppers, onions grow underground — the part we eat is actually a bulb that forms beneath the soil. Onions have long green tops above the ground. Young onions before the bulb develops are called scallions. Onions can be grown from seeds or small starter bulbs called sets. In Kansas, onions are grown mostly in gardens. They are

picked by hand or machine, cleaned, and sent to grocery stores or processing plants.”

Have students place the onion felt piece on their pizza board.

Ask students:

- *“Where does the part of the onion we eat grow — above or below the ground?”*
- *“How is an onion plant different from a wheat plant?”*

5. Discussion

- Gather students with their completed felt pizzas. Explain to students: *“Look at your pizza. Every single ingredient on it came from a farm. Let’s talk about what we learned.”*
- Ask students:
 - *“Which ingredient surprised you the most? Why?”*
 - *“Which ingredients came from plants?”*
 - *“Which ingredients came from animals?”*
 - *“How is making pizza similar to the wheat journey Grandma described in the book?”*
 - *“Dan Yunk wrote this book to celebrate wheat. After today, what else would you want to celebrate?”*
- Reinforce vocabulary by asking:
 - *“Who can tell me what pasteurize means?”*
 - *“What is gluten and why does it matter for pizza crust?”*
 - *“What happens to cheese during ripening?”*
- Explain to students: *“We read two books in our micro-curriculum — The Soil Neighborhood and Celebrate Wheat. Both books are about things that grow in Kansas. How are they the same? How are they different?” Record responses on chart paper.*

6. Informative Writing — My Favorite Pizza

- Explain to students: *“Now it is your turn to be the author. Just like Dan Yunk used words and pictures to teach us about wheat, you are going to use a drawing and a sentence to teach someone else about one pizza ingredient and where it comes from.”*
- Display the sentence frame: *“The ____ comes from ____.”*
- Model completing the sentence frame aloud:
 - Prompt: *“The crust comes from wheat.”* or *“The cheese comes from milk.”*
- Provide draw-and-write directions explaining to students: *“First, draw your whole pizza. Then circle one ingredient you want to write about. Finally, write your sentence using the frame on the board.”*
- Remind students of writing conventions: *“Remember: start with an uppercase letter, leave spaces between your words, listen for the sounds, and end with a period.”*
- Students may:
 - Draw their pizza and circle one ingredient

- Copy or complete the sentence frame
 - Write letters that match the sounds they hear
 - Dictate their sentence to the teacher
- g. The teacher should circulate and support:
- Uppercase letter at the start
 - Spacing between words
 - Letter-sound correspondence
 - End punctuation
 - Rereading with finger tracking
7. Kansas Connection
- a. Gather students to the carpet and display a simple map of Kansas.
 - b. Explain to students: *“Kansas is one of the top agricultural states in the country. Farmers here grow wheat, corn, soybeans, sorghum, and sunflowers. They raise pigs, dairy cows, and beef cattle. So much of what ends up on our plates — including our pizza — has roots right here in this state.”*
 - c. Explain to students: *“Today, you built a pizza — and without Kansas farmers, that pizza would be a lot harder to make. The crust came from wheat grown in Kansas fields. The cheese came from a dairy cow on a Kansas farm. Even the peppers and onions can be grown right here in Kansas gardens. Some of you live on farms or ranches and already know what it means to raise animals or grow crops for food. Others of you may have never thought about where your pizza comes from before today — and now you know. Every ingredient on your pizza has a story, and a lot of those stories start in Kansas. Kailey figured that out at her birthday party. Now you know it too. The next time you sit down for a pizza night with your family, you can be the one who tells the story of where it all came from. That is what it means to celebrate wheat — and to celebrate Kansas agriculture.”*
 - d. Ask students:
 - *“Which pizza ingredient surprised you the most when you learned where it comes from?”*
 - *“Have you ever seen any of these crops or animals on a farm or ranch near you?”*
 - *“How does learning about where food comes from make you feel about farmers?”*

Assessment:

Student understanding is assessed through ongoing formative and observational measures embedded throughout the lesson, including participation in book feature identification, text-to-text and text-to-experience discussions, vocabulary acquisition, the felt pizza activity, and the informative draw-and-write response. The teacher should note whether students can identify the author’s purpose, describe the relationship between illustrations and text, connect pizza ingredients to their agricultural origins, and apply correct writing conventions (uppercase letters, spacing, end punctuation) in their sentences. Student questions recorded at the end of the lesson about dairy and beef cattle serve as a formative pre-assessment for the next unit.

Supplemental Activities:

My Favorite Pizza — Draw and Write: Students draw their pizza from the felt activity, circle one ingredient they want to highlight, and complete the sentence frame: “The ____ comes from ____.” Ready students may extend with a second sentence (e.g., “Farmers grow wheat to make the crust.”). Students who need support may dictate while the teacher scribes, or use letter-sound knowledge to approximate spelling. Completed papers can be displayed alongside the class opinion graph from Lesson 4 and the germination gloves from Lesson 3 as a visual record of the unit’s learning journey. Take-home papers give students a natural way to share what they learned with their families — and a reason to talk about Kansas agriculture at the dinner table.

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