

Lesson 1: Kailey's Pig 'Tales'

Grade Level: Second Grade

Time: 45–55 minutes

Subject: ELA

Overview: This lesson is Lesson 1 of 5 in the *Kailey's Pig 'Tales'* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Lesson 1 serves as an ELA-only anchor lesson focused on a first read of the text through an author read-aloud. Students are introduced once again to the anchor character Kailey, who returns from previous units, providing an immediate and meaningful connection to what students already know. Students use the question words who, what, where, when, why, and how to ask and answer questions at three stopping points, and work out the meaning of new pig vocabulary from the text itself. The class then recounts key ideas on a shared chart about what pigs are, how farmers care for them, and what products they provide. This lesson bridges two previous units: *Growing Up Strong*, connecting what students learned about protein and healthy eating to farm animals like pigs as a real source of that food, and *Farmers and Ranchers Care about their Animals!*, connecting what students learned about farmers and ranchers providing food, shelter, and care to how Farmer Rich cares for his own pigs in this book.

Skillset: Activating and connecting prior knowledge across units, following agreed-upon discussion rules and gaining the floor respectfully, using question words to ask and answer questions about key details, determining the meaning of unfamiliar words and phrases from the text, recounting key ideas from a text read aloud, and understanding Kansas connections between agriculture and healthy food.

Kansas Academic Standards

Kansas ELA Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.

SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

Objectives

English Language Arts Objectives

Students will be able to:

- Ask and answer questions using who, what, where, when, why, and how about key details in *Kailey's Pig 'Tales'*.

- Determine the meaning of new words and phrases, such as hog, snout, sense of smell, bristly hair, and pork, using the text.
- Follow discussion rules by gaining the floor respectfully, listening with care, and speaking one at a time.
- Recount key ideas and details from the read-aloud.
- Connect what they learned about protein in *Growing Up Strong* to pigs and pork.

Materials Needed

- Book: *Kailey's Pig 'Tales'* by Dan Yunk, illustrated by Michele Johnson (physical copy for teacher use or author read-aloud on unit landing page)
- Chart paper titled: "What Did We Learn About Pigs?"
- Question word cards or a short posted list where all students can see: who, what, where, when, why, how
- Markers
- *Growing Up Strong* anchor chart or unit materials from the previous unit (for reference)

Lesson Procedures

1. Connecting to What We Know
 - a. Gather students where they can all see you and the chart paper.
 - b. Explain to students: "In our last unit, *Growing Up Strong*, we learned about eating a rainbow of foods, protein that helps our muscles grow, and carbohydrates that give us energy."
 - c. Ask students:
 - "What does protein do for our bodies?" (helps our muscles grow and our bodies get strong)
 - "What is one food we learned about that has protein in it?" (meat, eggs, beans, milk, cheese)
 - "Where do you think foods like ham, bacon, or pork chops come from?" (a pig)
 - d. Explain to students: "We have a brand new book to read today, and you will never guess who shows up again. Kailey. This time she is going to visit Farmer Rich, a friend of her grandpa's, and spend the day learning all about pigs."
 - e. Hold up the physical copy of *Kailey's Pig 'Tales'*.
 - f. Explain to students: "This book was written by Dan Yunk, the same Kansas author who wrote *Growing Up Strong*. The pictures were made by Michele Johnson, the same illustrator."
 - g. Kansas Connection:
 - h. Explain to students: "Kansas has many farms that raise pigs, also called hogs, for food. Farmers work hard every single day to take good care of their pigs. Today we are going to find out how pigs connect to the food we eat."
2. Setting the Purpose for Listening
 - a. Explain to students: "Before we start, let's remember how we talk together during a discussion."
 - "We gain the floor in a respectful way. That means we raise a hand and wait to be called on instead of calling out."
 - "We listen to each other with care."
 - "We speak one at a time, and we stay on the topic we are discussing."

- b. Explain to students: "When we read an informational book, a book that teaches us true information, we read it with a purpose. Our purpose today is to find out what we can learn about pigs."
 - c. Display the question word cards or posted list.
 - d. Explain to students: "Good readers ask questions while they read, and these six words are how we start them."
 - "Who asks about a person."
 - "What asks about a thing or an animal."
 - "Where asks about a place."
 - "When asks about a time."
 - "Why asks for a reason."
 - "How asks about the way something happens."
 - e. Explain to students: "As I read, I am going to stop three times. At each stop, you will answer some questions, and then you will ask your own using one of these six words."
 - f. Ask students:
 - "Have you ever seen a real pig at a farm, a fair, or a petting zoo? What did it look like?"
 - "What do you think Kailey is going to learn about pigs today?"
3. First Read: Author Read-Aloud
- a. Read *Kailey's Pig 'Tales'* aloud from the physical copy. Read expressively, holding the book so students can see the illustrations.
 - b. Stop at the three points below.
 - Stop 1: Pages 5 and 6, after the book explains that pigs raised on a farm are called hogs and introduces the pig family words. Ask students:
 - "Farmer Rich used the word hog. Using what the book just told us, what does hog mean?" (A pig raised on a farm)
 - "How did the book help you figure that out?" (The sentence said it right there)
 - "The book gave us three more words. A boar is a daddy pig. A gilt is a mommy pig who has not had babies yet. A sow is a mommy pig who has had babies. What do we call a baby pig?" (A piglet)
 - "Why do you think farmers need a different word for each one instead of calling them all pigs?" (So farmers know exactly which pig they are talking about)
 - Ask students: "Now it is your turn. Use one of our question words to ask something about these pages."
 - Stop 2: Pages 9 through 11, after the facts about pigs being mammals, their snouts, their sense of smell, and their skin. Ask students:
 - "What is one thing the book says a pig eats?"
 - "The book says a pig has a long, flat nose called a snout. What does a pig use its snout for?" (Digging and smelling)
 - "The phrase sense of smell is in this part. What do you think it means?" (How well an animal can smell things)
 - "Why do farmers give pigs mud and water?" (Pigs do not sweat very much, so mud and water help keep them cool)
 - "That answer used the word why. What kind of answer does a why question always give us?" (A reason)

- Ask students: "Ask your own question about these pages. Try starting it with how or why this time."
- Stop 3, pages 13 and 14, after the pig products and the meat we call pork. Ask students:
 - "The book says pigs have bristly hair on their skin. What do you think bristly hair means?" (Short, stiff, rough hair)
 - "What clue in the book or the picture helped you decide?" (The book says it is used to make brushes, and brushes are stiff)
 - "What is bristly hair used to make?" (Brushes)
 - "The book tells us the meat from a pig is called pork. What are three foods made from pork that the book named?" (Ham, bacon, and pork chops)
 - Ask students: "Ask one more question of your own about anything you have heard so far."
- c. Finish reading the book.
 (Note: Keep the stops short so the book keeps its flow. Steps e, h, and k are where students ask their own questions, which is the asking half of RI.2.1. Expect to wait several seconds before the first hand goes up, and resist filling the silence.)
- 4. Recounting Key Ideas and Chart Building
 - a. Display the chart paper titled "What Did We Learn About Pigs?"
 - b. Explain to students: "Now we are going to recount what we learned. Recounting means telling it back in our own words, in an order that makes sense. We will build a chart together as we go."
 - c. Explain to students: "Remember to gain the floor respectfully. Raise your hand and wait to be called on."
 - d. Ask students:
 - "What is a pig raised on a farm called?" (A hog)
 - "Who takes care of the pigs in this book, and what does he do for them?" (Farmer Rich, who gives them food, shelter, and care)
 - "What does a pig use its snout for?" (Digging, and it has a strong sense of smell)
 - "Why do pigs need mud and water?" (They do not sweat very much, so it keeps them cool)
 - "What is one thing pigs give us besides food?" (Bristly hair, used to make brushes)
 - "What do we call the meat that comes from a pig?" (Pork: ham, bacon, and pork chops)
 - e. Record each idea on the chart as students share. Read each one back together after writing it.
 - f. Explain to students: "Now recount the whole thing. Tell your classmates three key ideas from this book in an order that makes sense, as if you were telling someone who has never read it."
 - g. Call on two or three students to recount, and prompt with "What came next?" if they stall.
 - h. Ask students:
 - "Is there a key idea we left off our chart?"
 - "What is a question you still have about pigs?"
 - i. Record any new ideas students add to the chart.
 - j. Cross-unit connection:

- Ask students: "Grandpa said Farmer Rich has to give his pigs food, shelter, and good care to keep them healthy. Think back to our unit *Farmers and Ranchers Care about their Animals!* How does what Grandpa said about Farmer Rich connect to what we learned in that unit?"
5. Closing Discussion and Kansas Connection
- a. Return to the closing pages and reread the end of Kailey's visit to the farm.
 - b. Ask students:
 - "At the end of the book, Kailey's family eats pork chops for dinner. Why do you think that connects to what they learned that day?"
 - "Grandma says maybe Brynley can come on their next ag adventure. Why do you think learning about agriculture is something Kailey's family likes to do together?"
 - "What is one key idea you would tell someone who hasn't read this book?"
 - c. Kansas Connection: Explain to students: "Just like Kailey learned from Farmer Rich, pigs are an important part of farming right here in Kansas. Farmers and ranchers across our state raise pigs and care for them every day, whether you live on a farm, in a small town, or in a city. In our next lessons, we are going to learn even more about pigs and all the ways they help us, not just for food."
 - d. Ask students:
 - "If you live out in the country, have you ever seen or visited a farm that raises pigs? What did you see?"
 - "If you live in a town or city, have you ever seen pork, like bacon or ham, at the grocery store? Where do you think it came from before it got there?"
 - "No matter where you live, what is one thing about pigs you could tell your family tonight?"

Assessment: Teacher observation throughout the lesson provides evidence of student understanding. Watch for whether students answer who, what, where, when, why, and how questions about key details, ask their own questions using those words at the three stopping points, and determine the meaning of hog, snout, sense of smell, bristly hair, and pork from the text rather than waiting to be told. During the chart discussion, note whether students recount key ideas in an order that makes sense and whether they gain the floor respectfully. Unprompted connections to *Growing Up Strong* indicate developing schema and meaningful learning transfer.

Supplemental Activities: Display the completed "What Did We Learn About Pigs?" chart alongside the "How Do We Grow Up Strong?" chart from the previous unit. Guide students to notice that pork, one of the protein foods discussed in the last unit, comes directly from the pigs they learned about today. Start a running "Pig Words" list beside the chart with hog, boar, gilt, sow, piglet, snout, bristly, and pork, and add to it throughout the unit. Keep the question word cards posted and use them during other read-alouds this year. Invite students to write and illustrate one key idea they learned about pigs and share it during morning meeting.

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