

Lesson 1: Kailey's Pig 'Tales'

Grade Level: Kindergarten

Time: 45–50 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 by Kansas author Dan Yunk. This ELA-only anchor lesson focuses on a first read of the text through an author read-aloud. Students revisit the familiar character Kailey as they explore a new informational text about pigs, the people who raise them, and the products pigs provide. Through a purposeful read-aloud, students identify book features, learn about the roles of the author and illustrator, ask and answer questions about key details and unfamiliar words, and participate in collaborative discussion. The lesson connects prior learning about protein and healthy eating from *Growing Up Strong* with the agricultural practices and animal care introduced in *Farmers and Ranchers Care About Their Animals!*.

Skillset: Activating and connecting prior knowledge across units, identifying book features, naming the author and understanding the author's role, engaging with informational text with purpose and understanding, asking and answering questions about key details and unknown words with prompting and support, participating in collaborative discussion following agreed-upon rules, asking questions to seek help or clarify understanding, and Kansas connections between agriculture and healthy food.

Kansas Academic Standards

Kansas ELA Standards

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.4 With prompting and support, 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.13 Actively engage in individual or group readings of informational text with purpose and understanding.

SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.3 Ask and answer questions to seek help, get information, or clarify what is not understood.

Objectives

English Language Arts Objectives

Students will be able to:

- Identify the front cover, back cover, and title page of *Kailey's Pig 'Tales'*.
- Name the author and illustrator of the book and explain that the author writes the words and the illustrator makes the pictures.

- Ask and answer questions about key details in the text with prompting and support.
- Ask and answer questions about unknown words encountered in the text with prompting and support.
- Engage actively in the read-aloud with a specific listening purpose.
- Participate in discussion by listening to others and taking turns speaking.
- Ask questions to seek help or clarify what they do not understand.
- Connect prior learning about protein and healthy eating to new information about pigs and pork.

Materials Needed

- Book: *Kailey's Pig 'Tales'* by Dan Yunk (physical copy for teacher use or author read-aloud on unit landing page)
- Chart paper titled: "What Did We Learn About Pigs?"
- Markers
- Growing Up Strong anchor chart or unit materials from the previous unit (for reference)

Lesson Procedures

1. Connecting to What We Know. Explain to students: "In our last unit, we learned all about growing up strong and healthy by eating a rainbow of foods. We learned that protein is a nutrient that helps our bodies grow and build muscle, and that carbohydrates give us energy. Who remembers what protein does for our bodies?"
 - a. Ask students:
 - "What is one food we learned about that has protein in it?"
 - "Where do you think foods like ham, bacon, or pork chops come from?"
 - b. 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 heading out to visit Farmer Rich, a friend of her grandpa's, to spend the day learning all about pigs."
 - c. Kansas Connection. Explain to students: "Kansas has many farms that raise pigs, also called hogs, for food. Farmers work hard every day to provide their pigs with food, water, and the care they need. Today we are going to learn all about pigs and how they connect to the food we eat."
2. Book Orientation. Hold up the physical copy of *Kailey's Pig 'Tales'*. Explain to students: "Before we read, let's look at the parts of our book. Every book has important features that give us information before we even begin reading."
 - a. Hold up the front cover and explain: "This is the front cover. The front cover shows us the title of the book and gives us a picture that tells us what the book might be about. The title of this book is *Kailey's Pig 'Tales'*. What do you see on the cover? What do you think this book will be about?"
 - b. Hold up the back cover and explain: "This is the back cover. The back cover is at the very end of the book. Sometimes it gives us more information about the book or who wrote it."
 - c. Open to the title page and explain: "This is the title page. It is one of the first pages inside the book. It tells us the title of the book again and gives us the name of the person who wrote it."
 - d. Ask students:
 - "Which part of the book do we look at first, the front cover or the back cover?"
 - "What information do we find on the title page?"
 - "If you wanted to find out who wrote this book, where would you look?"

- e. Explain to students: “Every book has an author. The author is the person who writes the words. The words in this book were written by Dan Yunk, the same author who wrote *Growing Up Strong*. Dan Yunk is a Kansas author who writes books that help children understand where their food comes from and how to live healthy lives. Without the author, there would be no words in the book: no story, no information, nothing to read.”
 - Ask students:
 - “What is the name of the author of this book?”
 - “What does the author do?”
 - “Dan Yunk has written other books we have read too. Why do you think he keeps writing books that connect to farming, ranching, and healthy eating?”
 - f. Explain to students: “This book also has an illustrator. The illustrator is the person who creates the pictures. Michelle Johnson created the illustrations in this book, the same illustrator who created the pictures in *Growing Up Strong*. Without the illustrator, we would have no pictures to help us understand what the words are describing. The author and the illustrator work together: one gives us the words, and the other gives us the pictures.”
 - Ask students:
 - “What is the name of the illustrator of this book?”
 - “What does the illustrator do?”
 - “How do Michele Johnson’s pictures help us understand what Dan Yunk’s words are telling us?”
3. Setting the Purpose for Listening. Explain to students: “When we read an informational book, a book that teaches us true information, we always read it with a purpose. Our purpose today is to find out: what can we learn about pigs? As I read, listen for interesting facts about pigs, including what they look like, what they do, how farmers care for them, and what foods come from them.”
- a. Prompt students to think ahead:
 - “Have you ever seen a real pig before, 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?”
(Note: RI.K.13, actively engaging with purpose, means students have a listening goal before the read-aloud begins. Recording pre-reading predictions honors student thinking and creates a reason to listen carefully.)
4. First Read: Author Read-Aloud. Read *Kailey’s Pig ‘Tales’* aloud from the physical copy. Read expressively, holding the book so students can see the illustrations. Stopping Point Suggestions (3 total, brief stops to maintain flow): Keep stops short to maintain the flow of the story. Encourage students to ask their own questions during Stop #2 and Stop #3 to build SL.K.3.:
- a. Stop #1 — Unknown Words: Pages 5–6 — after pigs raised on the farm are sometimes called hogs, the family of pig words is introduced. Ask students:
 - “Farmer Rich used a word we might not know: hog. The book tells us a hog is a pig raised on a farm. Have you heard that word before?”
 - “The book also tells us some other new words: a daddy pig is called a boar, a mommy pig who has not had babies yet is called a gilt, and a mommy pig who has had babies is called a sow. What do we call a baby pig?”

- “Why do you think farmers need a different word for a pig at each stage, instead of just calling them all pigs?”
 - b. Stop #2 — Key Details: Pages 9–11 — pigs are mammals, and interesting facts about their snouts, smell, and skin
 - Ask students:
 - “The book tells us pigs are mammals and eat both plants and protein or animal-based foods. What is one thing you remember pigs eating?”
 - “The book tells us pigs have a long, flat nose called a snout. What do pigs use their snout for?”
 - “The book says pigs do not sweat very much. What do farmers give pigs to help keep them cool instead?”
 - “Do you have any questions so far about what you have heard?”
 - c. Stop #3 — Key Details: Pages 13–14 — pig products and the meat we call pork
 - Ask students:
 - “The book says pigs have bristly hair on their skin. What did we learn that bristly hair can be used to make?”
 - “The book tells us the meat from a pig is called pork. What are three foods made from pork that the book named?”
 - “Is there anything you want to know more about?”
5. Discussion Rules. Explain to students: “Before we talk about our book, let’s remember our discussion rules. When we talk as a class, we have two important rules: listen to each other with care, and take turns speaking. Let’s practice both right now.”
- a. Model listening with care: “Listening with care means: your eyes are on the person speaking, your hands are still, and you are thinking about what they are saying, not about what you want to say next. Watch me show you.” (Model attentive listening with a student.)
 - b. Model taking turns: “Taking turns means: you wait until the other person is finished before you speak. If you have something to say, you can raise your hand or wait for a pause. We do not talk over each other.”
 - c. Practice with a low-stakes question: “Let’s practice our rules. I am going to ask: What is one word you learned about pigs today? When I call on you, say your answer. Everyone else, listen with care and wait your turn.”
(Note: SL.K.1.a, discussion rules are most effective when explicitly modeled and practiced before the substantive discussion begins, not just named.)
6. Comprehension Discussion and Chart Building. Display the chart paper: “*What Did We Learn About Pigs?*”
- a. Explain to students: “Now we are going to use our discussion rules as we talk about what we learned. I am going to ask you questions about the book, and we are going to build a chart together with what we found out about pigs.”
 - b. Ask students and record each idea on the chart as students share. Read each one back together after writing it.:
 - “What is a pig raised on a farm called?” (A hog.)
 - “What is one word for a pig family member we learned?” (Boar, gilt, sow, or piglet.)
 - “What does a pig use its snout for?” (Digging; they also have a strong sense of smell.)

- “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.)
 - Encourage student questions:
 - “Does anyone have a question about one of the ideas on our chart? Is there something you want to understand better?”
 - “Does anyone want to add something we missed?”
 - c. Cross-unit connection. Ask students: “Grandpa said Farmer Rich needs to give his pigs food, shelter, and good care to keep them healthy. Do you remember our unit Farmers and Ranchers Care about their Animals!? That unit was all about how farmers and ranchers care for their animals by providing shelter, food, water, and medical care. How does what Grandpa said about Farmer Rich connect to what we learned in that unit?”
7. Closing Discussion and Kailey’s Conversation. Return to the closing pages and reread the end of Kailey’s visit to the farm.
- a. 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 mentions that maybe Brynley can come on their next AG adventure. Why do you think learning about agriculture is something Kailey’s family enjoys doing together?”
 - “Kailey learned a lot about pigs today. What is one thing YOU learned about pigs?”
 - b. Kansas Connection. Explain to students: “Just like Kailey learned from Farmer Rich, we are learning that pigs are an important part of farming in Kansas. Farmers and ranchers across our state raise pigs and care for them every day to help provide food for us, no matter where we live. In our next lessons, we are going to learn even more about pigs and all the different ways they help us, not just for food.”
 - c. 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 to the store?”
 - “No matter where you live, what is one thing about pigs you could tell your family tonight?”

Assessment: Student understanding is assessed through ongoing formative and observational measures embedded throughout the lesson, including participation in the book orientation discussion, ability to identify the front cover, back cover, and title page, ability to name the author and explain the author’s role, engagement during the read-aloud at each stopping point, participation in the comprehension discussion following agreed-upon rules, willingness to ask questions to seek help or clarify understanding, ability to answer questions about key details and unknown words with prompting and support, and contributions to the chart of ideas about pigs. Teacher should note whether students can articulate at least one fact about pigs and whether they make unprompted connections between this book and *Growing Up Strong* from

the previous unit, as these cross-unit connections 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. Invite students to draw a picture showing one fact they learned about pigs and share it during morning meeting. Display these drawings alongside the chart as a visual representation of student thinking, and use them as a reference throughout the unit.

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