



Lesson 2: Pigs Provide More Than Pork

Grade Level: First Grade

Time: 60–70 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 2 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. Building on Lesson 1, students become pig product investigators, examining real items and pictures to predict whether each one comes from a pig. After the investigation, the class decodes the product words and sorts them into two categories, food from a pig and not food from a pig, so students see the concept behind the sort. Students then complete a two-part recording sheet: a word sort and an informative piece that names the product that surprised them most, supplies two facts about it, and ends with a closing thought, and sentences with end punctuation.

Skillset: Activating and connecting prior knowledge across lessons, decoding regularly spelled one-syllable words, sorting words into categories to understand the concept behind them, recalling information from a hands-on investigation, writing an informative piece that names a topic and supplies facts, providing a sense of closure in writing, and using end punctuation.

Kansas Academic Standards

Kansas ELA Standards

RF.1.3.b Decode regularly spelled one-syllable words.

RI.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.11.b Use end punctuation for sentences.

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

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.

Agriculture and the Environment

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

Objectives

English Language Arts Objectives

Students will be able to:

- Decode regularly spelled one-syllable words such as ham, pork, chop, brush, skin, and soap.
- Sort pig product words into the categories Food from a Pig and Not Food from a Pig.
- Explain what the two categories show about what pigs provide.
- Recall information from the investigation to answer questions.
- Write an informative piece that names a topic, supplies two facts, and ends with a closing thought.
- Use end punctuation at the end of each sentence.

Agriculture Objectives

Students will be able to:

- Identify that pigs provide both food products and non-food products.
- Explain that agriculture provides more than food, including fiber and other everyday materials.

Materials Needed

Whole Class:

- Chart paper and markers
- Two-column class chart, labeled Food from a Pig and Not Food from a Pig
- 6 word cards (ham, pork, chop, brush, skin, soap)
- 1 teacher sample recording sheet, enlarged or displayed (chart paper, document camera, or poster-sized copy), used to model the whole sheet from start to finish

What Can a Pig Provide? Investigation (per small group of 3–5 students):

- Pig mat (taped or glued together at the long end to create an 11x17 sheet)
- 3 category labels: I Know It Comes From Pigs, It Might Come From Pigs, I Don't Think It Comes From Pigs
- 1 basket or tray containing the investigation items: clean bacon package, plastic model, or picture card; clean ham package, plastic model, or picture card; clean pork chop package, plastic model, or picture card; natural-bristle paintbrush or artist brush; small leather sample or piece of pigskin leather, or a pigskin picture card if leather cannot be verified; unopened packet of unflavored gelatin; bar of soap; empty gelatin capsule for teacher demonstration, or a picture of a gelatin capsule
- Optional magnifying glasses

Writing:

- What Can a Pig Provide? Recording sheet, companion document (one per student)
- Pencils
- Crayons or colored pencils, if desired

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 lesson we visited Farmer Rich's farm with Kailey and learned a lot about pigs. We learned that a pig raised on a farm is called a hog, and that pork, the meat from a pig, can be made into ham, bacon, and pork chops."
 - c. Ask students:
 - "What is a pig raised on a farm called?" (a hog)
 - "What are three foods made from pork that we learned about last time?" (ham, bacon, and pork chops)

- d. Explain to students: "Today we are going to find out that pigs give us a lot more than pork. You are going to become pig product investigators. Your job is to look closely at different items and use clues to figure out whether each one comes from a pig."
2. What Can a Pig Provide? Investigation
 - a. Divide students into small groups of 3-5 students.
 - b. Give each group one pig mat, the three category labels, and one basket of investigation items.
 - c. Have groups place the pig mat in the center of their work area and arrange the three category labels around it.
 - d. Explain to students: "Your job is to examine each item in your basket and decide whether you think it is connected to pigs. You are making predictions, just like real scientists. You are not expected to know every answer right away."
 - e. Hold up one obvious item, such as the ham package.
 - f. Explain to students: "Let's look at this one together. What is it? Where do you think ham comes from? Which category should we put it in?"
 - g. Place the item in the correct category as a class.
 - h. Hold up one less obvious item, such as the natural-bristle brush.
 - i. Explain to students: "Now look at this brush. Are we sure it comes from a pig? If we are not sure, we can put it under It Might Come From Pigs. That is a good choice when you are still investigating."
 - j. Explain to students: "Here is what your group will do."
 - "Examine one item at a time."
 - "Look closely at it, and touch it if that makes sense for the item."
 - "Talk with your group about what it is and what it might be made from."
 - "Decide together which category fits best, and place the item beside that label."
 - k. Release groups to begin the investigation.
 - l. Circulate and ask questions such as:
 - "What do you notice? What does it feel like?"
 - "Why do you think it belongs there?"
 - "Are you sure, or are you still wondering?"
 - "Does everyone in your group agree?"
 - "Could this item be made from more than one kind of material?"(Note: Do not correct sorts during the investigation. The goal is for students to predict and reason together. Section 3 is where the answers come.)
3. Investigation Review and Word Sort
 - a. Bring the class back together once all groups have finished sorting every item.
 - b. Confirm the obvious food products first: that bacon, ham, and pork chops come from pigs.
 - c. Explain to students: "Pigs have stiff, bristly hair, and that bristly hair can be used to make some kinds of brushes."
 - d. Explain the remaining products to students:
 - "Pigskin can be made into leather."
 - "Gelatin can be made from animal materials, including pigs."
 - "Animal fats can be used to make some soaps."
 - "Some gelatin capsules can be made from animal-derived gelatin."(Note: Keep this wording exact. Say that materials from pigs can be used to make a product, not that every version of that product is made from pigs.)

- e. Ask students:
 - "What surprised you?"
 - "What did you learn that pigs can provide besides pork?"
 - f. Display the two-column class chart labeled Food from a Pig and Not Food from a Pig.
 - g. Explain to students: "Now we are going to sort the words for these products. Putting words into groups helps us see what they have in common."
 - h. Hold up the word card ham.
 - i. Explain to students: "Let's read it together. Watch me tap the sounds: /h/ /a/ /m/. Ham."
 - j. Ask students: "Is ham something we eat, or something we use?" (something we eat)
 - k. Place the ham card under Food from a Pig.
 - l. Repeat with the remaining five cards: pork, chop, brush, skin, and soap. For each one, have students tap the sounds and read the word before deciding where it belongs.
 - m. Ask students:
 - "Look at our Food from a Pig column. What do all of those words have in common?" (They are all things we eat)
 - "Now look at our other column. What do those words have in common?" (They are all things we use, and they are not food)
 - "So what do our two groups tell us about pigs?" (pigs give us food and other useful things too)
4. Shared Writing: Sorting Our Words
- a. Gather students where they can all see the sample recording sheet.
 - b. Explain to students: "You made a lot of discoveries as pig product investigators. Now we are going to fill out our recording sheet. I am going to do my whole sheet from start to finish, one part at a time. Watch what I do."
 - c. Point to the name line and write your name.
 - d. Point to Part 1 and read the word bank aloud with students.
 - e. Explain to students: "Part 1 asks me to read each word and write it in the box where it belongs. Let me do the first one."
 - f. Model with the word ham, thinking aloud:
 - "I read it first. /h/ /a/ /m/. Ham."
 - "Now I decide. Is ham something we eat, or something we use? It is something we eat."
 - "So it goes in the Food from a Pig box."
 - g. Write ham in the Food from a Pig box.
 - h. Explain to students: "You will do the rest of the words the same way. Read the word, decide which box it goes in, and write it there. Our class chart is right here if you need it."
5. Shared Writing: Writing About My Product
- a. Point to Part 2 and the drawing box.
 - b. Explain to students: "Part 2 is where I write about the product that surprised me most. Mine was the brush."
 - c. Draw a simple brush in the drawing box as students watch.
 - d. Point to the first sentence frame.
 - e. Explain to students: "My first sentence names my topic. It says, My surprising product is, and then I fill in the blank. Let me tap it out: /b/ /r/ /u/ /sh/. Brush."

- f. Write brush in the blank.
 - g. Explain to students: "Now look closely. There is no period printed on my sheet. I have to put it there myself, because every sentence needs an end mark."
 - h. Add a period at the end of the sentence.
 - i. Point to the second sentence frame.
 - j. Explain to students: "My next two sentences give my reader facts. This one says, It is made from. I learned that a brush can be made from pig bristles, so that is what I write."
 - k. Write pig bristles in the blank and add a period.
 - l. Point to the third sentence frame.
 - m. Explain to students: "This one says, I also learned that pigs give us. I am going to write soap, because that one surprised me too."
 - n. Write soap in the blank and add a period.
 - o. Point to the last sentence frame.
 - p. Explain to students: "My last sentence is my closing thought. It says, Now I know. This is where I tell my reader what I think after everything I learned today. I am going to write, pigs give us more than food."
 - q. Write pigs give us more than food in the blank and add a period.
 - r. Read the whole sheet back aloud, pointing to each sentence as you read it.
 - s. Explain to students: "Now my whole sheet is finished. I sorted my words, I drew my picture, I wrote my four sentences, and I put a period at the end of every single one."
6. Independent Writing
- a. Distribute the What Can a Pig Provide? recording sheet and pencils to each student.
 - b. Explain to students: "Now it is your turn. Here is what you will do."
 - "Write your name at the top."
 - "Read each word and write it in the box where it belongs."
 - "Draw the product that surprised you most."
 - "Write your four sentences, and put a period at the end of each one."
 - c. Students complete the recording sheet independently.
 - d. Circulate and support:
 - Prompt for decoding: "Tap out the sounds in that word. What word is it?"
 - Prompt for sorting: "Is that something we eat, or something we use?"
 - Prompt for recall: "Think back to our investigation. Which item surprised you the most?"
 - Prompt for facts: "What did we learn that your product is made from?"
 - Prompt for closure: "What do you know now that you did not know this morning?"
 - Prompt for punctuation: "Read that sentence out loud. Where does it stop? What goes there?"
 - e. When students finish, have them read their sentences aloud quietly and check that each one ends with a period.
 (Note: Students who need additional support may keep the class chart in view while sorting and dictate their closing sentence while the teacher or a classroom helper scribes. Students ready for a challenge can add a second fact sentence, or sort the words with the class chart covered.)
7. Closing Discussion and Kansas Connection
- a. Gather students together with their completed recording sheets.

- b. Ask students:
- "What is one product we learned about today that comes from a pig, besides pork?"
 - "Look at our two word groups. What do they tell us about what pigs provide?" (pigs give us food and other things we use)
 - "What did you write for your closing sentence? What do you know now?"
- c. Kansas Connection. Explain to students: "Pig farmers in Kansas raise pigs for many reasons, not just for pork. The bristly hair, the pigskin, and even the fat from a pig can be used to make everyday products people use all the time. Whether you live on a farm, in a small town, or in a city, some of the products in your own home might have come from a pig, even ones that do not look like food at all."
- d. Ask students:
- "If you live in the country, have you ever visited a pig farm? What did you notice about the pigs?"
 - "If you live in a town or city, have you ever seen a leather item, a brush, or a bar of soap at a store? Now that you know more, what might that item be made from?"
 - "No matter where you live, what is one thing you could tell your family tonight about all the things pigs can provide?"

Assessment: Teacher observation during the investigation, the class word sort, and independent writing provide the main evidence of student understanding. Watch for whether students decode the one-syllable product words accurately, sort them into the correct category, and explain what the two categories show about what pigs provide. Note whether students recall information from the investigation to answer questions, and whether they identify both food and non-food products from pigs. The completed recording sheet is the primary artifact, showing whether students sorted the six words correctly, named a topic, supplied two facts about it, provided a closing thought, and used end punctuation at the end of each sentence.

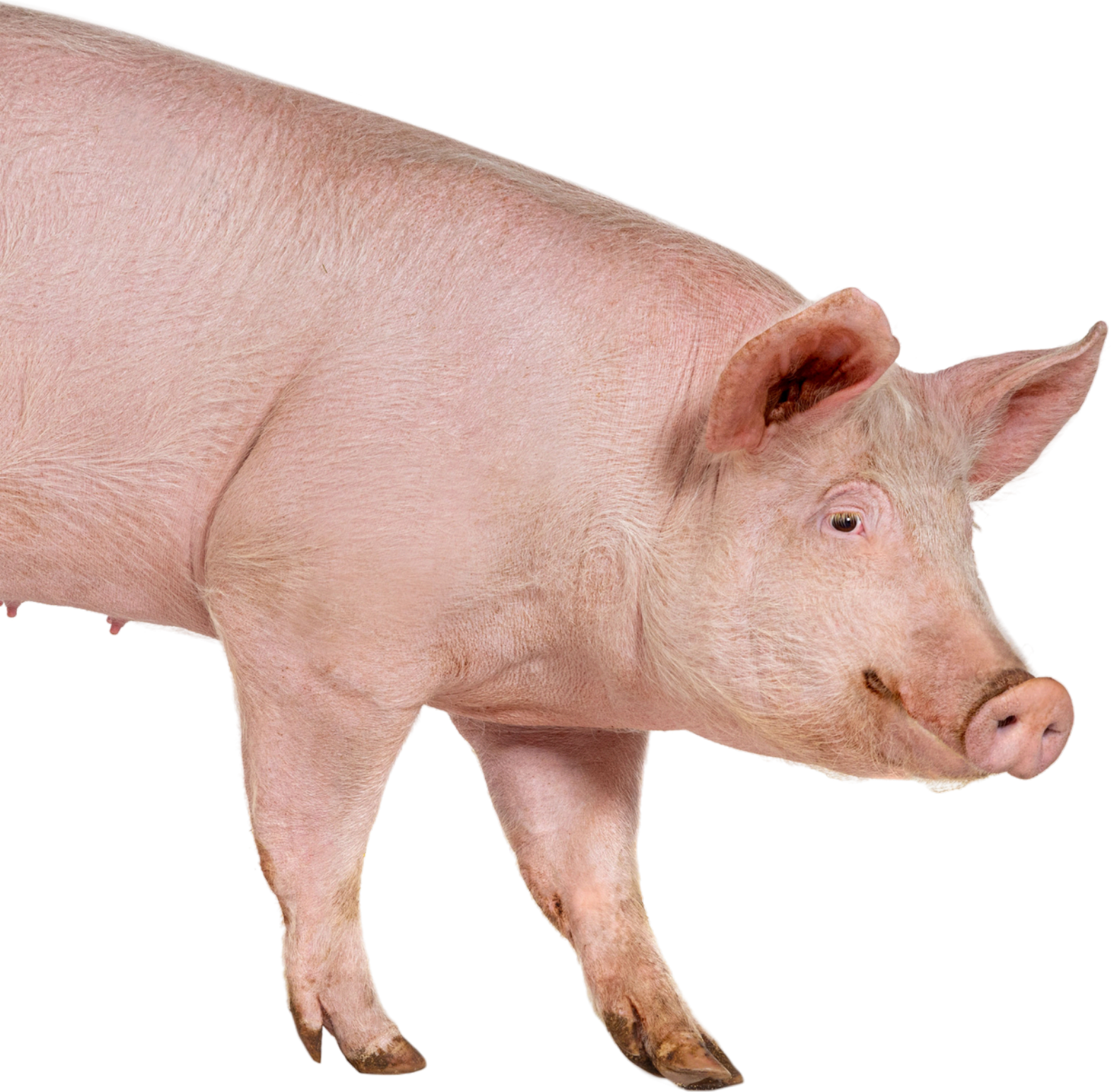
Supplemental Activities: Display the completed recording sheets under a title such as "Pigs Provide More Than Pork!" and keep the two-column word chart beside them so students can see the concept the sort represents. Guide students to notice how many everyday items connect back to a single animal. For an extension, invite students to look around their classroom or home for an item made from an animal product and share what they find. Add new one-syllable product words to the chart throughout the unit as they come up.

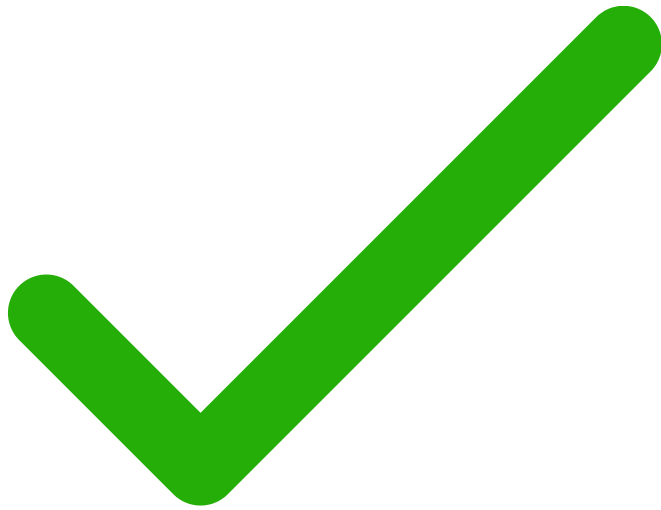
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What Can A



Pig Provide?





I know it comes from pigs.



It might come from pigs.



I don't think it comes from pigs.

Name: _____

What Can a Pig Provide?

Word Bank

h a m	p o r k
c h o p	b r u s h
s k i n	s o a p

Part 1: Sort The Words

Products To Eat

Other Products

Name: _____

What Can a Pig Provide?

Part 2: Draw Your Surprising Product

Draw a picture of the product that surprised you the most.

Part 3: Tell What You Learned

My surprising product is

It is made from

I also learned that pigs give us

Now I know