



Lesson 2: Pigs Provide More Than Pork

Grade Level: Second 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. Groups share their predictions before the class confirms where each product really comes from, then name where each one shows up in their own lives. The class then sorts the pig words they have been using by whether the vowel says its short sound or its name, learning that the vowel teams oa and ea and the quiet e all make a vowel say its name. Students complete a two-part recording sheet: spelling four pig words their own way and correcting them against a beginning dictionary, then writing an informative piece that introduces a product, defines it, supplies two facts, and ends with a concluding statement.

Skillset: Activating and connecting prior knowledge across lessons, distinguishing long and short vowels in one-syllable words, recognizing that a long vowel can be spelled more than one way, using a beginning dictionary to check and correct spellings, identifying real-life connections between words and their uses, recalling information from a hands-on investigation, and writing an informative piece that introduces a topic, uses facts and definitions, and provides a concluding statement.

Kansas Academic Standards

Kansas ELA Standards

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RI.2.12.a Identify real-life connections between words and their use.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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:

- Read one-syllable pig words and tell whether the vowel sound is short or long.
- Explain that a short vowel says its sound and a long vowel says its name.
- Name the vowel teams oa and ea, and explain that the first vowel says its name while the second is silent.
- Explain that the same long vowel sound can be spelled more than one way.
- Spell a word the best they can, then use a beginning dictionary to check and correct it.
- Name where they have seen or used a pig product in real life.
- Recall information from the investigation to answer questions.
- Write an informative piece that introduces a topic, defines it, supplies two facts, and ends with a concluding statement.

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 Pig Product and Where We See It
- Two-column class chart, labeled Short Vowel and Long Vowel (left blank at the start of the lesson; the teacher places each card during Section 4)
- 10 word cards (ham, chop, skin, brush, pig, soap, hide, meat, roast, bone)
- Beginning dictionaries, one per student or one per pair
- 1 beginning dictionary the teacher can display, or a document camera
- 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 and left posted during independent writing

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

- 1 large pig mat or pig silhouette
- 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; shaving brush or picture card; 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

(Teacher preparation: Before the lesson, check that oats, nose, beans, and mud all appear in the beginning dictionaries your students will use. None of these four words appear on the Short Vowel and Long Vowel chart, so the chart can stay up the whole time without giving the answers away.)

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 to 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?"
 - "Could this item be made from more than one kind of material?"

- m. Give groups a one-minute warning before the investigation ends.
 - n. Explain to students: "Finish the item you are on, then stop. Leave everything exactly where your group put it. Do not move anything, because we are going to talk about what each group decided."
(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 Real-Life Connections
- a. Bring the class back together, leaving every group's sorted items where they are.
 - b. Explain to students: "Before I tell you anything, I want to hear what your groups decided. You did the investigating, so you go first."
 - c. Ask students:
 - "What did your group put under I Know It Comes From Pigs, and how did you know?"
 - "Which item did your group talk about the longest before deciding?"
 - "Did any group put something under I Don't Think It Comes From Pigs? Which one?"
 - d. Explain to students: "Now let's find out. Some of you are going to be right, and some of you are about to be surprised. Both of those are good investigations."
 - e. Explain to students: "Let's start with the ones most of you were sure about. Bacon, ham, and pork chops all come from pigs."
 - f. Explain to students: "Pigs also have stiff, bristly hair, and that hair can be used to make some kinds of brushes, including paintbrushes and shaving brushes."
 - g. Explain the remaining products to students:
 - "Pigskin, which is the hide of a pig, can be made into leather."
 - "Gelatin can be made from animal materials, including pigs."
 - "Animal fat 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.)
 - h. Allow groups to move any items they want to change now that they know.
 - i. Display the two-column class chart labeled Pig Product and Where We See It.
 - j. Explain to students: "Knowing what a word means is one thing. Knowing where that word shows up in your own life is what makes it stick. Let's do that with each of these."
 - k. Write ham in the first column.
 - l. Ask students: "Where do you see ham in real life? Think about your own house, the store, or a restaurant." (at dinner, in a sandwich, in the meat section at the store)
 - m. Record one or two student answers in the second column beside ham.
 - n. Repeat with brush, hide, soap, and gelatin, writing the product in the first column and students' real-life answers in the second.
 - o. Ask students:
 - "Which of these do you use most often without ever thinking about where it came from?"
 - "Look at the whole chart. What does it tell us about pigs?" (pigs give us food and many other things we use every day)
4. Short Vowel or Long Vowel?

- a. Explain to students: "Now let's listen to the words themselves. Ham. Chop. Soap. Hide. Almost every pig word we have used today is a short word with just one vowel sound."
- b. Display the blank two-column chart labeled Short Vowel and Long Vowel.
- c. Explain to students: "That one vowel sound does one of two jobs."
 - "A short vowel says its sound. The a in cat says /a/."
 - "A long vowel says its name. The a in cake says /A/."
- d. Hold up the word card ham.
- e. Explain to students: "Let's read it. /h/ /a/ /m/. Ham. Now listen to just the middle."
- f. Ask students: "Is the a saying its sound or its name?" (its sound)
- g. Place the ham card under Short Vowel.
- h. Hold up the word card soap.
- i. Explain to students: "Read it with me. Soap. Listen to the vowel. /O/. The o is saying its name."
 - "Look at how it is spelled. There are two vowels side by side, o and a, but you only hear one sound. When two vowels work together to make one sound, we call that a vowel team."
 - "This vowel team is o-a."
 - "When you see the vowel team oa, the first vowel says its name and the second vowel is silent. The o says /O/ and the a says nothing at all."
 - "So any time you see oa in a word, try the long o sound first."
- j. Place the soap card under Long Vowel.
- k. Hold up the word card meat.
- l. Explain to students: "Meat. Listen to the vowel. /E/. The e is saying its name."
 - "Here is another vowel team. This one is e-a."
 - "The vowel team ea works the same way. The first vowel says its name and the second vowel is silent. The e says /E/ and the a says nothing."
 - "So when you see ea, try the long e sound first."
- m. Place the meat card under Long Vowel.
- n. Hold up the word card hide.
- o. Explain to students: "Hide. The i says its name here too, but look closely. There is no vowel team in this one."
 - "The e on the end is quiet. It does not make a sound of its own."
 - "Its job is to reach back and tell the i to say its name."
 - "So a long vowel can be made two ways: a vowel team like oa or ea, or a quiet e on the end."
- p. Place the hide card under Long Vowel.
- q. Hold up the remaining cards one at a time: chop, skin, brush, pig, roast, and bone. For each card, have students read the word, say the vowel sound by itself, and tell you which column it belongs in. For the long vowel words, also ask which vowel team they see, or whether a quiet e is doing the job.
- r. Ask students:
 - "How do you decide which column a word goes in?" (read it, listen to the vowel, and decide whether it says its sound or its name)
 - "Before you even read roast, what did the oa tell you?" (that the o would say its name)
 - "Look at our long vowel column. What is making the long sound in each one?" (oa in soap and roast, ea in meat, a quiet e in hide and bone)

- s. Explain to students: "This chart stays up while you write, because you are about to use some of these words yourself."
(Note: Do not place the word cards before the lesson. Students need to read each word and decide the column themselves.)
(Note: The oa and ea rule holds for every word on this chart, but ea has common exceptions students will meet elsewhere, such as bread and head. Teach the rule as a first try, not as a rule that never breaks.)
5. Shared Writing: Checking Our Spellings
- Gather students where they can all see the sample recording sheet.
 - 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."
 - Point to the name line and write your name.
 - Point to Part 1 and read the directions aloud with students.
 - Explain to students: "Part 1 has four pictures. For each one I say the word, write it the best I can, and then look it up to see whether I got it right."
 - Point to the first picture.
 - Explain to students: "This one is oats, a grain some farmers feed their animals. Let me stretch it out. /O/ /t/ /s/."
 - "The o says its name, so I need a long o."
 - "We learned two ways to make a long vowel. A vowel team, or a quiet e on the end. I am going to try the quiet e." (Write otes on the My try line, saying each letter as you write it.)
 - Explain to students: "That follows a rule we just learned, and it looks right to me. But I am not completely sure, so I am going to check instead of moving on."
 - Distribute the dictionaries, one per student or one per pair.
 - Explain to students: "Quick reminder of our two steps."
 - "The words are in ABC order. This one starts with o, so I go to the O pages."
 - "The guide words at the top tell me the first and last word on that page. I keep turning until my word would fit between them."
 - Find oats and display the entry, or read it aloud.
 - Explain to students: "O-a-t-s. Look at that. My thinking was good, because a quiet e really does make a long o. But this word uses our other way, the vowel team oa."
 - "Here is the big thing to notice. The same long o sound can be spelled more than one way, and I cannot tell by listening which one a word uses."
 - "If I had not checked, I would have turned in the wrong spelling and never known."
 - Write oats on The dictionary says line, then circle long.
 - Point to the second picture and explain to students: "Your turn. This one is nose, because a pig uses its nose to dig and to smell. Say it, write your try, then look it up."
 - Give students a short work time, then bring them back.
 - Ask students:
 - "What did you write for your try?"
 - "What does the dictionary say?" (n-o-s-e)
 - "Which way does this word make its long o, a vowel team or a quiet e?" (a quiet e)

- "Oats and nose have the exact same vowel sound. Are they spelled the same way?" (no)
- q. Write nose on the sample sheet and circle long.
- r. Explain to students: "The last two pictures are yours during writing time. Say it, write your try, look it up, and mark the vowel. If your try already matches, that is a win. Write it again on the second line and move on."

(Note: Students have used dictionaries in earlier lessons, so this is a reminder of the steps rather than a first teaching. If your students are still shaky on guide words, slow step n down and find nose together as a class instead. Do not tell students their first try is wrong before they look it up. The point is that the dictionary settles it, not the teacher.)

(Note: Expect a range of first tries on nose, such as noze or noas. The oats and nose pair is the heart of this section, so if time runs short anywhere, keep both of those and cut elsewhere.)
- 6. 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, so that is what I will draw."
 - c. Draw a simple brush in the drawing box as students watch.
 - d. Point to the first labeled section, 'Introduce your topic'.
 - e. Explain to students: "Introducing my topic means telling my reader right away what I am writing about. I do not make them guess."
 - "My surprising product is a brush." (Write the sentence, thinking aloud.)
 - "There is no period printed on my sheet, so I put one there myself." (Add the period.)
 - f. Point to the second labeled section. What is it? Tell your reader.
 - g. Explain to students: "This part is a definition. A definition tells my reader what something is, in case they have never seen one."
 - "A brush is a tool with stiff hairs." (Write the sentence, thinking aloud, then add the period.)
 - "Notice I did not only name it. I told what it is."
 - h. Point to the third labeled section, 'Two facts you learned'.
 - i. Explain to students: "Now I give my reader two true things I learned today. A fact is something I can point to in our investigation."
 - "Pigs have stiff hairs called bristles." (Write it, then add the period.)
 - "Bristles can be used to make brushes." (Write it, then add the period.)
 - j. Stop writing and pick up the dictionary.
 - k. Explain to students: "Look at the word bristles. I am not sure about that one. Is it b-r-i-s-t-l-e-s or b-r-i-s-s-e-l-s? I am going to check before I go any further."
 - l. Look up bristle, show students what you found, and correct the word on the sheet if needed.
 - m. Explain to students: "That is the part I want you to copy. Not my sentences, my habit. When you are not sure, you stop and look."
 - n. Point to the last labeled section, 'Your concluding statement'.
 - o. Explain to students: "A concluding statement is the sentence that closes my writing. It tells my reader I am finished and leaves them with the big idea."
 - "Now I know pigs give us more than food." (Write it, then add the period.)
 - p. Read the whole sheet back aloud, pointing to each sentence as you read it.

- q. Explain to students: "My finished sheet stays right here while you write. Yours will have your own product, your own definition, and your own facts, so it will not match mine."
 - r. Point to the checklist at the bottom of the sheet and read each line aloud with students.
 - s. Explain to students: "Last I check my work. Did I name my topic? Yes. Did I tell my reader what it is? Yes. Did I give two facts? Yes. Did I write a concluding statement? Yes. Does every sentence have an end mark? Did I use my dictionary to check two words? Let me look at each one."
7. Independent Writing
- a. Distribute the What Can a Pig Provide? recording sheet and pencils to each student, and make sure every student has a dictionary within reach.
 - b. Explain to students: "Now it is your turn. Here is what you will do."
 - "Write your name at the top."
 - "Finish Part 1. Say the word, write your try, look it up, and circle short or long."
 - "Choose the product that surprised you most."
 - "Draw your product in the box."
 - "Write each section in your own words, and put an end mark on every sentence."
 - "Check at least two of your own words in the dictionary."
 - "Check your work with the checklist at the bottom."
 - c. Students complete the recording sheet independently.
 - d. Circulate and support:
 - Prompt for the first try: "Do not wait until you are sure. Stretch the word out and write what you hear, then go find out."
 - Prompt for the dictionary: "What letter does it start with? Turn there. Now read the guide words at the top."
 - Prompt for checking: "You said you were not sure about that word. What could you do right now?"
 - Prompt for vowels: "Say the word. Now say just the vowel. Is it saying its sound or its name?"
 - Prompt for the definition: "Pretend I have never seen one. What is it?"
 - Prompt for facts: "What did we learn in our investigation that is true about your product?"
 - Prompt for closure: "How will your reader know you are finished?"
 - Prompt for punctuation: "Read that sentence out loud. Where does it stop? What goes there?"
 - e. When students finish, have them read their whole piece aloud quietly and check that each sentence ends with an end mark.
 (Note: For students who need more support, open the dictionary to the correct letter section before handing it to them, or let them say each sentence aloud before writing it. For students ready for more, challenge them to look up a third word, or to find another pig word and decide which vowel column it belongs in.)
8. 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 Where We See It chart. Which product do you use the most?"
 - "Oats and nose have the same vowel sound. How is each one spelled? What did the dictionary teach you?"
 - "What did you write for your concluding statement?"
- c. Kansas Connection. Explain to students: "Pig farmers in Kansas raise pigs for many reasons, not just for pork. The bristly hair, pigskin, and even pig fat 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 vowel sort, and independent writing provides the main evidence of student understanding. Watch for whether students read each one-syllable word and correctly identify the vowel as short or long, and whether they can say what is making the long sound, a vowel team or a quiet e. The strongest evidence for the dictionary standard is unprompted: note which students stop on their own during writing to check a word they are unsure about. The completed recording sheet is the primary artifact, showing whether students made a reasonable first attempt at each word, corrected it against the dictionary, and marked each vowel correctly, as well as whether they named a topic, defined it for the reader, supplied two facts from the investigation, wrote a concluding statement, and used end punctuation throughout.

Supplemental Activities: Display the completed recording sheets under a title such as "Pigs Provide More Than Pork!" and keep the Where We See It chart and the Short Vowel and Long Vowel chart beside them. 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 that might be made from an animal product and share what they find. Keep the dictionaries accessible during every writing block this year, and add new long vowel spellings to the chart as students discover them.

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