

Lesson 2: Pigs Provide More Than Pork

Grade Level: Kindergarten

Time: 60 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, examine real items and pictures, and sort them into categories. Students then complete a recording sheet that integrates phonics and informative writing. They compare words using short vowel sounds and write, draw, and identify the source of a product that surprised them during the investigation.

Skillset: Activating and connecting prior knowledge across lessons, associating short vowel sounds with their spellings, distinguishing similarly spelled words by their differing sounds, sorting objects into categories to build understanding of a concept, recalling information from a hands-on investigation, composing an informative piece using drawing, dictating, and writing, and writing letters to match consonant and short vowel sounds.

Kansas Academic Standards

Kansas ELA Standards

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit, bat/bad).

RI.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.11.c Write a letter or letters for most consonant and short vowel sounds.

(Note: For RF.K.3.b, this lesson focuses only on short vowel sounds; long vowel sounds are not addressed.)

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:

- Associate short vowel sounds with their spellings in pig-related words.
- Distinguish between similarly spelled words by identifying the sounds of letters that differ.
- Sort investigation items into categories based on whether they come from a pig.
- Recall information from the investigation to answer questions.
- Compose an informative piece using drawing, dictating, and writing to name a product and explain what it is made from.
- Write a letter or letters to match consonant and short vowel sounds.

Agriculture Objectives

Students will be able to:

- Identify food and non-food products that can come from pigs.
- Recognize that agriculture provides products beyond food, including materials used to make everyday items.

Materials Needed

Whole Class:

- Chart paper for shared writing and word teaching
- Markers

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. Explain to students: “In our last lesson, we visited Farmer Rich’s farm with Kailey and learned so much about pigs. We learned that a pig raised on a farm is called a hog, and we learned that pork, meat from a pig, can be made into ham, bacon, and pork chops. Today we are going to find out that pigs actually give us a lot more than just pork!”
 - a. Ask students:
 - “What is a pig raised on a farm called?”
 - “What are three foods made from pork that we learned about last time?”

- b. Explain to students: “Today you are going to become pig product investigators. You are going 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. Divide students into small groups of 3–5 students.
 - a. Give each group one pig mat, the three category labels, and one basket of investigation items. Have groups place the pig mat in the center of their work area and arrange the three category labels around the pig.
 - b. Explain to students: “You are going to act as pig product investigators today. 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, and you are not expected to know every answer right away.”
 - Model the process with one obvious item, such as the ham package: “Let’s look at this together. What is this? Can anyone try to read the word on the package? Let’s sound it out together: h... a... m... ham! Do you know where ham comes from? Which category should we place it in?” Place the item in the correct category as a class.
 - Show students one less-obvious item, such as the natural-bristle brush: “Now look at this brush. Are we sure this comes from a pig? If we are not sure, we can place it under It Might Come From Pigs. That is a perfectly good choice when we are still investigating.”
 - c. Explain the directions before releasing groups: “Examine one item at a time. Look closely at it. Touch and feel it if that makes sense for the item. Use a magnifying glass if you have one. Talk with your group about what the item is and what it might be made from. Decide together which category fits best, and place the item beside that label.” Release groups to begin the investigation. Do not immediately correct students as they sort. The goal is for students to make predictions and discuss their thinking together. Circulate among groups 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?”
 - As students reach the ham package during their investigation, prompt lightly: “Can you try to read the word on this package? Let’s sound it out together: h... a... m... ham!”
3. Investigation Review. Once all groups have finished sorting every item, bring the class back together.
 - a. Review the obvious food products first and confirm that bacon, ham, and pork chops come from pigs.
 - b. Discuss the natural-bristle brush: “Pigs have stiff, bristly hair, and that bristly hair can be used to make some kinds of brushes.”
 - c. Briefly introduce the remaining mystery products. Use careful, accurate wording with manufactured products, saying, “Materials from pigs can be used to make this product,” and avoid telling students that every version of a product is made from pigs: “Some everyday products can be made with materials from pigs. Pig bristles can be used for brushes, pigskin can be made into leather, and materials from pigs can be used to make some gelatin. Some gelatin capsules can be

made from animal-derived gelatin. Fats from the hog can be used to make some soaps.”

- d. Ask students:
 - “What surprised you?”
 - “What did you learn that pigs can provide besides pork?”
4. Informative Writing: Reading and Writing Our Pig Words. Gather students where they can see chart paper clearly.
 - a. Explain to students: “You just made so many great discoveries as pig product investigators! Now it's time to fill out our recording sheet together. Your recording sheet has two parts, and we are going to work through each one. Let's start with the first part. On your recording sheet, you will see four words that all look a little bit alike. Only one of these words matches the meat that comes from a pig. Let's compare them closely.” Model sounding out and checking each word, one at a time, saving ham for last:
 - “Let's start with this word (point to the word ram). Let me stretch out the sounds on my fingers: /r/ (first finger), /a/ (second finger), /m/ (third finger). Let me blend it together: ram. The middle sound, /a/, is a short vowel sound, the sound the letter a makes in the middle of ram. Does ram match the meat from a pig? No, a ram is actually a different animal. This word does not match.”
 - “Let's try the next word (point to the word hem). Stretching it out: /h/ (first finger), /e/ (second finger), /m/ (third finger). Blending it together: hem. The middle sound, /e/, is a short vowel sound, the sound the letter e makes in the middle of hem. Does hem match the meat from a pig? No, a hem is part of your clothing. This word does not match either.”
 - “Let's try the next word (point to the word hat). Stretching it out: /h/ (first finger), /a/ (second finger), /t/ (third finger). Blending it together: hat. The middle sound, /a/, is a short vowel sound too, the same sound we just heard in ram. Does hat match the meat from a pig? No, a hat is something you wear on your head. This word does not match.”
 - “Let's try our last word (point to the word ham). Stretching it out: /h/ (first finger), /a/ (second finger), /m/ (third finger). Blending it together: ham. The middle sound, /a/, is a short vowel sound too, the sound the letter a makes in the middle of ham. Does ham match the meat from a pig? Yes! Ham is the word we are looking for. Let me write the letter that matches each sound: h... a... m. I will circle ham and write it on the line.”
 - “Did you notice that ram, hat, and ham all have that same short a sound in the middle? Even though they are three different words, they share the same short ‘a’ vowel sound. Only hem has a different middle sound, the short ‘e’. We listened carefully to the middle sound in each word to help us compare them.”
 - b. Ask students:
 - “Which word did we circle and write?”
 - What was different about ram?
 - What was different about hem?
 - What was different about hat?”
 - c. Explain to students: “In a moment, you will use this same strategy on your own, with a different set of words on your sheet. You will stretch out the sounds, check each word, and circle and write the one that matches, just like we did with ham.”

For the second part of your sheet, you get to choose your own most surprising product. Let me show you with an example: my most surprising product today was actually the brush."

- Model composing and writing the sentence on chart paper, thinking aloud: "My surprising product today was the brush. "Let me say that slowly—b-r-u-sh.
 - Let me stretch out the sounds on my fingers: /b/ (first finger), /r/ (second finger), /u/ (third finger), /sh/ (fourth finger). "The middle sound, /u/, is a short 'u' vowel sound, just like the sound we practiced in ham was a short 'a' sound."
 - Now let me write the letters that match each sound: b... r... u... sh. Brush!":
 - Point to the finished word and reread the whole thought: "I wrote brush, the product that surprised me. Now I still need to add my picture and decide what my brush came from."
 - Model drawing a simple picture of the brush under the written word: "Let me draw a quick picture of my brush, so my reader can see it, not just read about it." Draw a simple sketch of a brush on the chart paper as students watch.
 - Model checking the box last; explain to students: "Now that I have written and drawn my brush, let me decide what it came from. I learned that a brush can be made from pig bristles, so I will check that box now."
- d. Explain to students: "Now you know exactly how to complete your whole sheet: sound out and compare your words, then write, draw, and check the box for your own surprising product. Let's go do it!"
5. Independent Writing. Distribute the What Can a Pig Provide? recording sheet.
- a. Explain to students: "First, complete the word comparison part of your sheet. Sound out each word, just like we practiced with ham, and circle and write the one that matches. Then, think about the item that surprised you most today. Write the name of that product, draw a picture of it under your word, and check the box that shows what it came from last."
- b. Students complete the recording sheet by sounding out and circling the matching word, then drawing and writing about their surprising product, with dictation available only for students who need additional support (see differentiation note below). Circulate and support:
- Prompt for the word comparison: "Can you stretch out this word on your fingers? Does it match, or is one sound different?"
 - Prompt for recall: "Think back to our investigation. Which item surprised you the most?"
 - Prompt for letter-sound writing: "Say the word slowly. What is the first sound you hear? What letter matches that sound?"
 - Prompt for the checkbox: "What did we learn that your product is made from? Which box should you check?"
- (Differentiation: Students who need additional support may circle the matching word without writing it on the line, and may dictate their surprising-product answer while the teacher or a classroom helper scribes, or complete that portion using only a drawing and a checked box. Students ready for a challenge can write a full sentence about their surprising product.)

6. Closing Discussion and Kansas Connection. Gather students together with their completed recording sheets.
 - a. Ask students:
 - “What is one product we learned about today that comes from a pig, besides pork?”
 - “How did we figure out which word matched, ham, or one of the other words? What did we do when we weren't sure?”
 - b. Kansas Connection. Explain to students: “Pig farmers in Kansas raise pigs to provide food, but the materials from hogs can be used to make some everyday products, such as brushes, leather, and certain products containing gelatin. 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!”
 - c. 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: Assess student understanding through teacher observation during the investigation, shared writing, and independent writing. Teacher should note whether students can associate short vowel sounds with their spellings, distinguish similarly spelled words, sort investigation items with reasonable justification, recall information from the investigation, and compose an informative piece naming a surprising product and its source. The completed pig mat sorts and recording sheet, including both the word-comparison and informative-writing portions, serves as the primary artifact for this lesson.

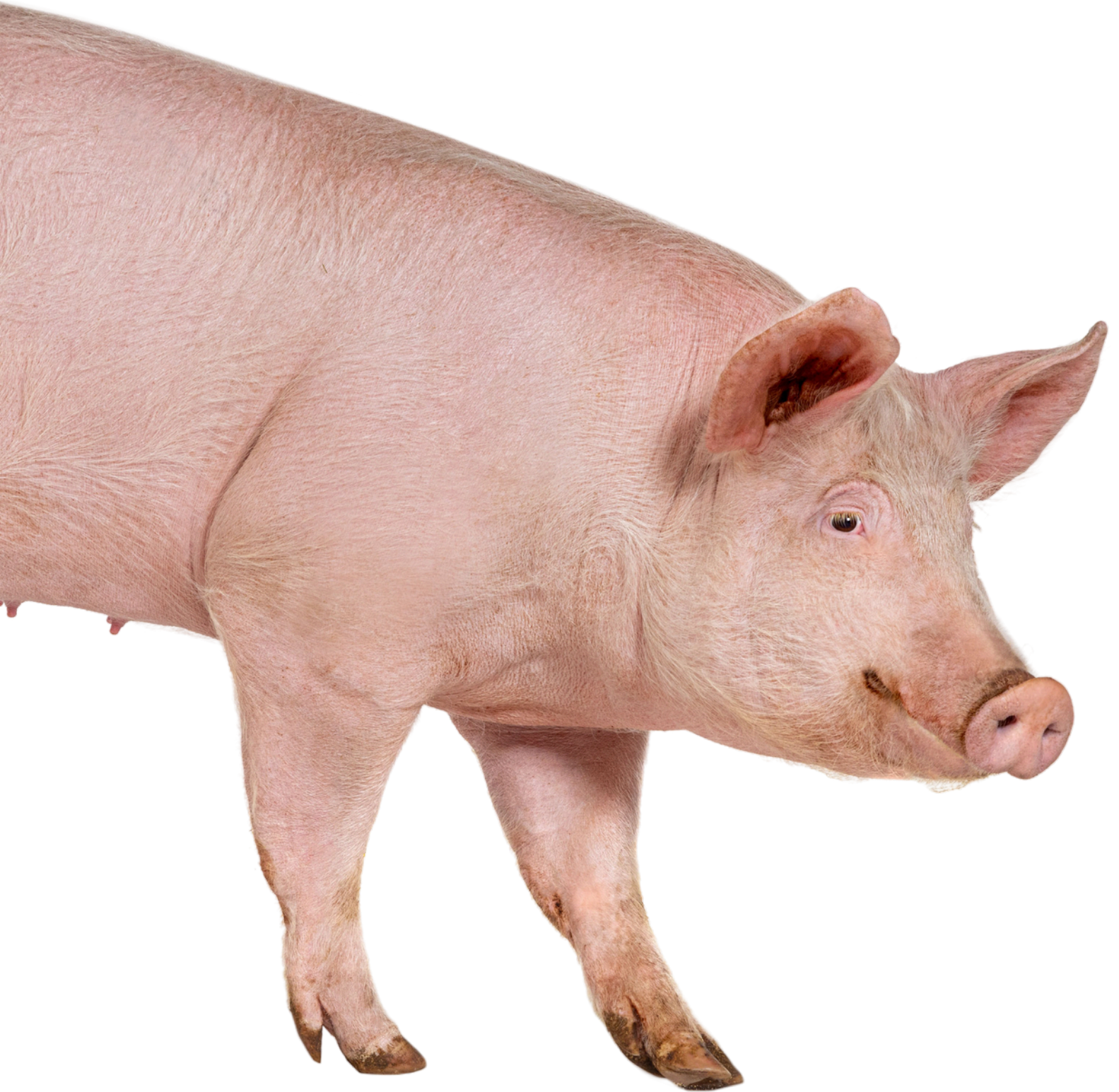
Supplemental Activities: Display the sorted investigation categories alongside the completed recording sheets under a title such as *“Pigs Provide More Than Pork!”* Guide students to notice how many everyday items connect back to a single animal. For an extension activity, invite students to look around their classroom or home for an item made from an animal product and share what they find with the class. Add new short-vowel pig words to a word wall throughout the unit, such as *pen* (short e) or *mud* (short u), for continued practice.

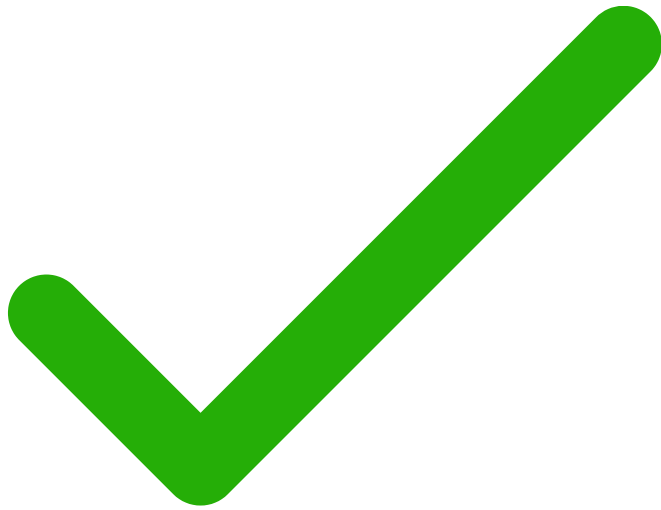
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What Can A



Pig Provide?





I know it comes from pigs.



It might come from pigs.

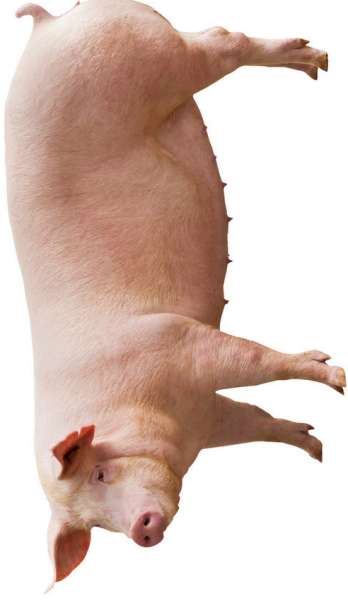


I don't think it comes from pigs.

Name: _____

What Can a Pig Provide?

Part 1: Find the Word



dig

pig

peg

pit

Write the word below.

Name: _____

What Can a Pig Provide?

Part 2: My Most Surprising Product

Write the name of the product that surprised you most. Draw a picture of it.
Then, check the box that shows what it came from.

My most surprising product was:

Draw your product below.

It came from:

Check the box that says where your product came from.

☐ **Pig bristles (stiff hair)**

☐ **Pig fat**

☐ **Pig skin**

☐ **Gelatin**