



Lesson 3: Other Animals Provide Products

Grade Level: Second Grade

Time: 60–70 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 3 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 2's investigation of pig products, students briefly return to Kailey's Pig 'Tales' to use clues in a sentence to determine what a word means, then use that work to identify the author's main purpose for writing the book. Students become animal-product investigators again, this time examining materials from sheep, cattle, bees, goats, and chickens and matching each item to the animal that provided it. During the review, the class reads the compound words that name those products and learns that a compound word keeps both whole words when it is spelled. Students then complete a recording sheet that builds compound words and writes about one animal, defining its product and supplying facts.

Skillset: Activating and connecting prior knowledge across lessons, using definition and synonym clues in a sentence to determine word meaning, identifying the author's main purpose, decoding two-syllable compound words with long vowels, generalizing the compound word spelling pattern, matching animals to the materials and products they provide through hands-on investigation, 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.c Decode regularly spelled two-syllable words with long vowels.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.11.a. Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase.

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.d Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and the e-drop rule.

(Note: For W.2.11.d, this lesson works only with compound words, because compound words are the two-syllable long vowel words in RF.2.3.c. The doubling rule and the e-drop rule are not addressed here.)

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:

- Use definition and synonym clues in a sentence to determine what a word means.
- Identify the author's main purpose and name what he wants to explain.
- Read two-syllable compound words by breaking them into the two smaller words.
- Explain that a compound word keeps both whole words when it is spelled.
- Match animal products to the animal that provided them.
- Recall information from the investigation to answer questions.
- Write an informative piece that introduces an animal, defines its product, supplies two facts, and ends with a concluding statement.

Agriculture Objectives

Students will be able to:

- Identify animals involved in agricultural production and their uses.
- Identify examples of fiber and other non-food products that come from animals.
- Explain that agriculture provides more than food, including fiber and other everyday materials.

Materials Needed

Whole Class:

- Book: *Kailey's Pig 'Tales'* by Dan Yunk, illustrated by Michele Johnson (physical copy or author read-aloud on unit landing page)
- Chart paper titled: "Our Compound Words" (left blank at the start of the lesson; the teacher writes each word during Section 5)
- Markers
- 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

Other Animals Provide Products Investigation (per small group of 3–5 students):

- Animal cards or mats for: sheep, cattle, bees, goat, chicken
- Wool yarn
- Wool felt or a small wool item
- Small leather scrap or leather item
- Small block of beeswax or beeswax candle
- Beeswax lip balm with beeswax listed as an ingredient
- Small goatskin item or drumhead sample, or a picture card if a real sample is not available
- Feather duster, craft feather, or feather pillow sample, or a picture card if a real sample is not available
- Small basket or tray
- Optional magnifying glasses

Writing:

- Other Animals Provide Products recording sheet, companion document (one per student)
- Pencils and crayons

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 became pig product investigators and found out that pigs give us much more than pork."
 - c. Ask students:
 - "What is one product we learned comes from a pig, besides pork?" (a brush, leather, soap)
 - "Do you think pigs are the only farm animal that gives us useful materials, or might other animals too?"
 - d. Explain to students: "Today we are going back to our book for just a few minutes to be word detectives. Then we are going to find out that many other farm animals give us materials and products too, just like pigs do."
2. Purposeful Return to the Text
 - a. Hold up the physical copy of *Kailey's Pig 'Tales'*.
 - b. Explain to students: "Sometimes a book uses a word you have never heard before. Good readers do not always have to stop and ask. Often the sentence itself tells you what the word means."
 - c. Explain to students: "We are looking for two kinds of clues today."
 - "Sometimes the sentence gives you the meaning right there. That is a definition clue."
 - "Sometimes the sentence gives you another word that means almost the same thing. That is a synonym clue."
 - d. Reread the sentence that tells us a pig has a long, flat nose called a snout. Ask students:
 - "What is a snout?" (a pig's long, flat nose)
 - "Which words in the sentence told you?" (the sentence says a long, flat nose called a snout)
 - "Is that a definition clue or a synonym clue?" (a definition clue)
 - e. Reread the sentence that tells us the meat from a pig is called pork. Ask students:
 - "What does pork mean?" (meat that comes from a pig)
 - "Which words gave you the meaning?" (the meat from a pig is called pork)
 - f. Reread the sentence that tells us pigs raised on a farm are called hogs. Ask students:
 - "What does hog mean?" (a pig raised on a farm)
 - "Hog and pig are two words that mean almost the same thing. What kind of clue is that?" (a synonym clue)
 - g. Explain to students: "Now I want you to notice something about this author."
 - h. Ask students: "Dan Yunk did not just use the words snout, pork, and hog. What did he do every single time?" (he told us what they mean)
 - i. Explain to students: "That tells us something important. Every author writes for a reason, and that reason is called the author's purpose. Some authors write to tell a made-up story. Some write to explain something true."

- j. Ask students:
 - "Is this book a made-up story, or does it teach us true information?" (true information)
 - "Why would an author stop to explain a word like snout?" (because he wants us to learn it, not just read past it)
 - "So what is this author's main purpose?" (to explain what pigs are like and how farmers care for them)
- k. Explain to students: "That is the author's purpose. He wants to explain, so he teaches us the words we need along the way."
(Note: Keep this return to the text brief. Three words and the purpose question are enough. Accept any purpose answer that says the author wanted to explain or teach something true about pigs, and guide students away from "to tell a story about Kailey.")
3. Introducing Other Animals
 - a. Explain to students: "Pigs are not the only animal that gives us useful materials. Farmers also raise sheep, cattle, bees, goats, and chickens, and each one gives us a special material that can be made into different products."
 - b. Display the five animal cards where all students can see them: sheep, cattle, bees, goat, and chicken.
 - c. Ask students:
 - "Have you ever seen any of these animals before? Where?"
 - "What do you think an animal like a sheep might give us?"
4. Other Animals Provide Products Investigation
 - a. Divide students into small groups of 3 to 5 students.
 - b. Give each group the five animal cards and one basket of investigation items.
 - c. Have groups place the animal cards around their work area.
 - d. Explain to students: "You are going to be animal-product investigators again. Your job is to examine each item in your basket and decide which animal gave us the material to make it."
 - e. Hold up one obvious item, such as the wool yarn.
 - f. Explain to students: "This is yarn made of wool. Which animal do you think gives us wool? Sheep grow a soft, curly coat, and farmers shear, or cut, that coat off without hurting the sheep. That wool can be spun into yarn and used to make sweaters and blankets."
 - g. Place the yarn beside the sheep card.
 - h. Hold up one less obvious item, such as the beeswax candle.
 - i. Explain to students: "Now look at this candle. Which animal might have given us the material for this? If you are not sure, that is fine. Make your best guess, and we will check together later."
 - 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 might be made from and which animal it matches."
 - "Place the item beside that animal's card."
 - 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 with that animal?"

- "Are you sure, or are you still wondering?"
 - "Does everyone in your group agree?"
- 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, because we are going to talk about what each group decided."
(Note: Do not correct matches during the investigation. The goal is for students to predict and reason together. Section 5 is where the answers come.)
- 5. Investigation Review and Compound Words
 - a. Bring the class back together, leaving every group's matched items where they are.
 - b. Explain to students: "Before I tell you anything, I want to hear from your groups. Which item did your group discuss the longest?"
 - c. Take two or three group answers.
 - d. Review each match with students:
 - "Sheep grow wool. Wool can be spun into yarn or made into felt, and used to make clothing like sweaters and mittens."
 - "Cattle provide hide, which can be made into leather. Leather can be used to make belts, shoes, and other leather goods."
 - "Bees make beeswax. Beeswax can be used to make candles and can be an ingredient in products like lip balm."
 - "Goats provide goatskin. Goatskin has traditionally been used to make drumheads and some other musical-instrument materials."
 - "Chickens have feathers. Feathers can be used to make pillows, comforters, feather dusters, crafts, and even fishing flies."
 (Note: Keep this wording exact. Say that materials from an animal can be used to make a product, not that every version of that product is made this way.)
 - e. Allow students to correct any matches in their group after the class discussion.
 - f. Ask students:
 - "What surprised you?"
 - "Which animal's product was new information for you?"
 - g. Display the blank chart paper titled "Our Compound Words."
 - h. Explain to students: "Listen to two of the words we just used. Beeswax. Goatskin. Those are longer words than most of the ones we read, and they are built in a way that makes them easy."
 - i. Write beeswax on the chart.
 - j. Explain to students: "Look closely. I can see two whole words hiding in here."
 - "Bees." (Draw a line between bees and wax.)
 - "Wax."
 - "When two whole words join together to make one new word, we call it a compound word."
 - k. Explain to students: "That is how I read it. I do not sound out all seven letters. I find the two words and read them one at a time. Bees-wax. Beeswax."
 - l. Explain to students: "Listen to the first part. Bees. The e says its name, so this is a long vowel word with two chunks."
 - m. Write goatskin on the chart. Explain to students: "Your turn to find the two words. Look for where one word ends and the next one starts."
 - n. Ask students: "Where should I draw my line?" Draw it where students tell you, between goat and skin.

- o. Ask students:
 - "What are the two words?" (goat and skin)
 - "Which part has the long vowel?" (goat)
 - "What is making that long o?" (the vowel team oa)
 - p. Write sheepskin, cowhide, and beehive on the chart one at a time. For each word, have students name the two smaller words, tell you where the line goes, and read the word in two chunks.
 - q. Explain to students: "Here is the spelling part, and it is the best news you will hear today."
 - "When you spell a compound word, you keep both whole words exactly as they are."
 - "You do not drop a letter. You do not add a letter. Bees plus wax equals beeswax, with every letter still there."
 - "Not every long word works this way. Sometimes when we put parts of words together, letters do change, and we will learn those another day."
 - "Compound words are the ones where nothing changes, and that is what we are working on today."
 - r. Ask students:
 - "If I know how to spell goat and I know how to spell skin, what do I know?" (how to spell goatskin)
 - "How many letters do I take out when I put them together?" (none)
 - s. Explain to students: "This chart stays up while you write."
(Note: Do not write these words on the chart before the lesson. Students need to watch each word get split into its two parts.)
6. Shared Writing: Building Compound Words
- a. Gather students where they can all see the sample recording sheet.
 - b. Explain to students: "You did great work as animal-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 directions aloud with students.
 - e. Explain to students: "Part 1 gives me two words. I put them together, write the new word, and then read it. The first one is bee plus hive."
 - "I write the whole first word. B-e-e."
 - "Right after it, I write the whole second word. H-i-v-e."
 - "Nothing comes out, and nothing gets added." (Write beehive on the line.)
 - "Now I read it in two chunks. Bee-hive. Beehive."
 - f. Explain to students: "You will do the other three the same way. Write both whole words, then read it in two chunks. Our chart is right here if you need it."
7. Shared Writing: Writing About My Animal
- a. Point to Part 2 and the drawing box.
 - b. Explain to students: "Part 2 is where I write about one animal from our investigation. I am going to choose the bees, so that is what I will draw."
 - c. Draw simple bees and a candle 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 name my animal and what it gives us, both in one sentence."
 - "Bees give us beeswax." (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 it."
 - "Beeswax is a soft, yellow wax." (Write the sentence, thinking aloud, then add the period.)
 - "Watch my compound word. Bees, then wax. Both whole words."
- 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."
 - "Bees make it in a beehive." (Write it, then add the period.)
 - "People use beeswax to make candles." (Write it, then add the period.)
 - "There is my second compound word. Bee, then hive."
- j. Point to the last labeled section, your concluding statement.
- k. 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 bees give us more than honey." (Write it, then add the period.)
- l. Read the whole sheet back aloud, pointing to each sentence as you read it.
- m. Explain to students: "My finished sheet stays right here while you write. Yours will have your own animal and your own facts, so it will not match mine."
- n. Point to the checklist at the bottom of the sheet and read each line aloud with students.
- o. Explain to students: "Last, I check my work. Did I name my animal? Yes. Did I tell my reader what the product is? Yes. Did I give two facts? Yes. Did I write a concluding statement? Yes. Does every sentence have an end mark? Did I keep both whole words in my compound word? Let me look."
- 8. Independent Writing
 - a. Distribute the Other Animals Provide Products 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."
 - "Finish Part 1. Put the two words together, write the new word, and read it in two chunks."
 - "Choose one animal from our investigation."
 - "Draw your animal and the product it helps make."
 - "Write each section in your own words, and put an end mark on every sentence."
 - "Check your work with the checklist at the bottom."
 - c. Students complete the recording sheet independently.
 - d. Circulate and support:
 - Prompt for compound words: "What are the two words? Write both of them, all the way."
 - Prompt for decoding: "Cover the second word. Read the first part. Now read the rest."
 - Prompt for animal recall: "Which animal are you writing about? What does it give us?"
 - Prompt for the definition: "Pretend I have never seen it. What is it?"

- Prompt for facts: "What did we learn in our investigation that is true about your animal?"
 - 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 reread their whole piece aloud quietly and check their compound word spellings.
- (Note: For students who need more support, let them use the class chart while writing and say each sentence aloud before writing it. For students ready for more, challenge them to find or invent another animal compound word, such as lambskin or henhouse, and read it in two chunks.)
9. Closing Discussion and Kansas Connection
- a. Gather students together with their completed recording sheets.
 - b. Ask students:
 - "What is one animal and product you learned about today, besides pigs?"
 - "What word from our book had a clue right in the sentence? What did the clue tell you?"
 - "Why did the author keep stopping to explain words? What was his purpose?"
 - "What did you write for your concluding statement?"
 - c. Kansas Connection. Explain to students: "Kansas farmers and ranchers raise many different animals: pigs, sheep, cattle, goats, chickens, and even bees. Each one gives us more than just food. Wool, leather, beeswax, goatskin, and feathers all start with an animal that a farmer or rancher cares for. Whether you live on a farm, in a small town, or in a city, some of the things in your own home, like a wool sweater, a leather belt, or a candle, might have come from an animal on a farm."
 - d. Ask students:
 - "If you live in the country, have you ever seen sheep, cattle, goats, or chickens on a farm? What did you notice?"
 - "If you live in a town or city, have you ever seen a wool sweater, a leather item, or a candle at a store? Now that you know more, what animal might that item have come from?"
 - "No matter where you live, what is one thing you could tell your family tonight about all the animals that provide products?"

Assessment: Teacher observation during the return to the text, the investigation, the compound word work, and independent writing provides the main evidence of student understanding. Watch for whether students use a definition or synonym clue to explain what snout, pork, and hog mean, and whether they can name what the author set out to explain. During the review, note whether students find the two smaller words inside each compound word and read it in two chunks. The completed recording sheet is the primary artifact, showing whether students built all four compound words with both whole words intact, named an animal, defined its product 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 "Animals Give Us So Much More!" and keep the "Our Compound Words" chart beside them.

Guide students to notice how many different animals and materials connect to everyday products. 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 adding compound words to the chart throughout the year as they come up in other reading, and have students split each new one into its two words.

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Name: _____

Other Animals Provide Products

Part 1: Build the Word

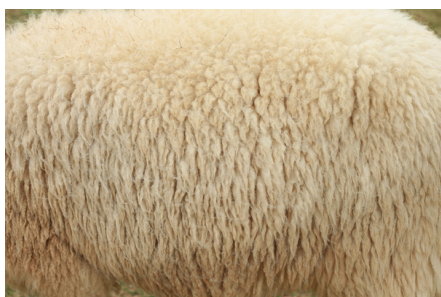
Put the two words together. Write the new word. Then, read it.



bee + hive



goat + skin



sheep + skin



cow + hide

Name: _____

Other Animals Provide Products

Part 2: Draw Your Animal

Draw your animal or the product it provides.

Name: _____

Other Animals Provide Products

Part 3: Write About Your Animal.

1. Introduce your topic.

2. What is it? Tell your reader.

3. Two facts you learned.

4. Concluding statement.

☐

I named my topic.

☐

I explained my product.

☐

I gave two facts.

☐

I wrote a concluding statement.

☐

Every sentence has an end mark.

☐

I kept both words in my compound word.