



Lesson 3: Other Animals Provide Products

Grade Level: Kindergarten

Time: 60 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 revisit *Kailey's Pig 'Tales'* to explore words with more than one meaning, then discover that many other farm animals also provide useful materials beyond food. Students become animal-product investigators again, this time examining materials and products from sheep, cattle, bees, goats, and chickens, matching each item to the animal that provided it. Students complete a recording sheet naming their chosen animal, the material it provides, and the product made from that material, with explicit phonics instruction in consonant phoneme-grapheme correspondence woven directly into the modeled writing.

Skillset: Activating and connecting prior knowledge across lessons, identifying new meanings for familiar words, identifying the main topic and key details of a text, identifying a reason an author gives to support a point, actively engaging in group reading with purpose, matching animals to the materials and products they provide through hands-on investigation, recalling information from a hands-on investigation, composing an informative piece using drawing, dictating, and writing, applying phoneme-grapheme correspondence for predictable consonants, spelling simple words phonetically, and Kansas connections between agriculture and everyday products.

Kansas Academic Standards

Kansas ELA Standards

RF.K.3.a Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.11.a Identify new meanings for familiar words and apply them accurately.

RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.

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.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

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:

- Identify new meanings for the familiar words and distinguish them from other meanings.
- Identify the main topic and retell key details from a purposeful return to the text.
- Identify a reason the author gives to support a point in the text.
- Actively engage in group reading of an informational text with a purpose and understanding.
- Match animal products to the animal that provided them through hands-on investigation.
- Recall information from the investigation to answer questions.
- Compose an informative piece naming an animal, the material it provides, and the product made from that material, using drawing, dictating, and writing.
- Apply phoneme-grapheme correspondence for predictable consonants when writing.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

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 how agriculture provides more than food, including fiber, energy, and other everyday materials.

Materials Needed

Read-Aloud:

- Book: *Kailey's Pig 'Tales'* by Dan Yunk, illustrated by Michelle Johnson (physical copy)
- Chart paper titled: "Words With More Than One Meaning"
- Markers

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. Explain to students: "In our last lesson, we became pig product investigators and discovered that pigs give us so much more than pork: bristly hair for brushes, pig hide for leather, and more. Who remembers one product we learned pigs can provide?"
 - a. Ask students:
 - "What is one product we learned that comes from a pig, besides pork?"
 - "Do you think pigs are the only farm animal that gives us useful materials, or do you think other animals might too?"
 - b. Explain to students: "Today we are going to go back to our book *Kailey's Pig Tales* 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: Words With More Than One Meaning. Explain to students: "Some words in our book mean more than one thing. The word might sound exactly the same, but it can mean something different depending on how it is used. Today, as we revisit a few pages, we are going to be word detectives and figure out the different meanings of some tricky words." Set a listening purpose: "Listen carefully as I reread a few pages. Our purpose today is to find words that have more than one meaning and figure out what each meaning is." (Note: Keep this return to the text brief and focused on the three target words; the goal is a quick word-detective activity, not a full second reading.)
 - a. Text Review #1 — Litter: briefly revisit the page where the book explains that a mother pig, called a sow, usually has about ten to twelve piglets in one litter and can have two litters in a year.
 - Explain to students: "In our book, the word litter means a group of baby animals born at the same time, like a litter of piglets. But litter has another meaning too. Litter can also mean trash or garbage that someone drops on the ground instead of throwing it away, like a candy wrapper on the sidewalk."
 - Ask students:
 - "In our book, what does the word 'litter' mean?"
 - "What is the other meaning of 'litter' that I just told you about?"
 - "If I said, 'please don't litter at the park,' which meaning of 'litter' am I using?"
 - "If I said, 'the dog had a litter of six puppies,' which meaning of 'litter' am I using?"
 - b. Text Review #2 — Pen: point to the illustration showing the pigs in their fenced area. Explain to students: "Look at this picture. This fenced-in area where the pigs stay is called a pen. A pen is a small, fenced space that keeps farm animals safely in one area. Pen has another meaning too. Have you ever used a pen to write with? A pen is also a tool people use to write, with ink inside it."
 - Ask students:

- "What does the word 'pen' mean when we are talking about where the pigs stay?"
 - "What is the other meaning of 'pen'?"
 - "If I said, 'I wrote my name with a pen,' which meaning of 'pen' am I using?"
 - "If I said, 'the pigs are in the pen,' which meaning of 'pen' am I using?"
- c. Stop #3 — Root/Rooting: point to the illustration showing the pigs digging in the dirt with their snouts. Explain to students: "Look at this picture. When pigs use their snout to dig around and search in the dirt, often looking for food, we call it rooting. Root has other meanings too. A root can also be the part of a plant that grows underground and takes in water. And if you root for someone, that means you are cheering for them, like rooting for your favorite team."
 - Ask students:
 - "What does the word 'rooting' mean when we are talking about what the pigs are doing in the dirt?"
 - "What are the two meanings of the word 'root' that I just told you about?"
 - "If I said, 'the root of the tree grew deep underground,' which meaning of 'root' am I using?"
 - "If I said, 'we rooted for our team at the game,' which meaning of 'root' am I using?"
 - What was the main topic of the pages we just reread?
 - Can you retell one detail we found?
- d. Ask students about the author's reason: "Later in the book, Farmer Rich explains that he still has work to do after the girls leave. He needs to make sure his pigs have food, a safe place to stay, and the care they need to stay healthy. Why do you think the author included that part? What reason does the book give us for why farmers work so hard?"
- 3. Introducing Other Animals. Explain to students: "We just learned that words can have more than one meaning. Now guess what else can be true about more than one thing: farm animals! Pigs are not the only animal that gives us useful materials. Farmers also raise sheep, cattle, bees, goats, and chickens, and each one of these animals can provide special materials that can be used to make different products."
 - a. Display the five animal cards where all students can see them: sheep, cattle, bees, goat, and chicken.
 - b. 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. Divide students into small groups of 3–5 students.
 - a. Give each group the five animal cards and one basket of investigation items. Have groups place the animal cards around their work area. Explain to students: "You are going to be animal-product investigators again, just like we were with pigs. Your job is to examine each item in your basket and decide which animal you think gave us the material to make it."
 - b. Model the process with one obvious item and a less obvious item.
 - Direct students, "Let's look at this together. This is yarn made of wool. Which animal do you think gives us wool? [Point to sheep card.] That's

- right, sheep! Sheep grow a soft, curly coat, and farmers shear, or cut, that coat off without hurting the sheep. Farmers can spin the wool into yarn, then use it to make sweaters, blankets, and more. Let's place this yarn beside the sheep card."
- Show students one less-obvious item, such as the beeswax candle: "Now look at this candle. Which animal do you think might have given us the material for this? If we are not sure, that is okay. We can make our best guess and check it together later."
- 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 might be made from and which animal you think it matches. Then place the item beside that animal's card."
 - d. Release groups to begin the investigation. Continue until all items have been matched to an animal. 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 with that animal?"
 - "Are you sure, or are you still wondering?"
 - "Does everyone in your group agree?"
5. Investigation Review. Once all groups have finished matching every item, bring the class back together.
- a. Review each match as a class; use careful, accurate wording with manufactured products, saying "materials from this animal can be used to make this product, and avoid telling students that every version of a product is made this way.:
 - "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. A goat's hide can be made into leather called 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."
 - b. Allow students to correct any matches in their group after the class discussion.
 - c. Ask students:
 - "What surprised you?"
 - "Which animal's product was new information for you?"
 - "Did we have any matches to fix after hearing the answers together?"
6. Informative Writing: Naming Our Animal, Material, and Product. Gather students where they can see chart paper clearly.
- a. Explain to students: "You just did such great work as animal-product investigators. Now it's time to fill out our recording sheet together. Your recording sheet asks you to choose one animal, then tell what material it provides and what product can be made from that material. Let me show you how I would fill out my own recording sheet. I am going to choose the goat."

- b. Model writing on chart paper, thinking aloud, with explicit attention to consonant phoneme-grapheme correspondence:
- "First I write my animal: goat. Let me stretch out the sounds: /g/ (first finger), /oa/ (second finger), /t/ (third finger). The first sound I hear is /g/, and the letter that matches it is g. That's a consonant. The last sound I hear is /t/, and the letter that matches that sound is t. That's a consonant too. Let me write the letters that match each sound: g...oa...t. Goat."
 - "Next, I write what it provides: skin. Let me stretch out the sounds: /s/ (first finger), /k/ (second finger), /i/ (third finger), /n/ (fourth finger). The first sound, /s/, matches the letter s, a consonant. The next sound, /k/, matches the letter k, another consonant. Let me write the letters: s...k...i...n. Skin."
 - "Now I write what it can be used to make: drum. Let me stretch out the sounds: /d/ (first finger), /r/ (second finger), /u/ (third finger), /m/ (fourth finger). The first sound, /d/, matches the letter d, a consonant. The last sound, /m/, matches the letter m, a consonant. Let me write the letters: d...r...u...m. Drum."
 - "Did you notice that almost every word I wrote started and ended with a consonant sound? Consonants are letters like g, t, s, k, n, d, r, and m. Matching the right letter to each consonant sound helps us spell words."
 - Ask students:
 - "What animal did I choose?"
 - "What material does a goat provide?"
 - "What product can be made from goatskin?"
 - "What consonant sound did you hear at the beginning of drum?"
- c. Explain to students: "Now I need to draw a picture of my goat and my drum, so my reader can see them, not just read about them." Model drawing a simple sketch of a goat and a drum on the chart paper. Now you know exactly how to complete your own recording sheet: choose your animal, sound out and write what it provides, sound out and write what it can be used to make, and then draw your picture. Let's go do it!"
7. Independent Writing. Distribute the Other Animals Provide Products recording sheet.
- a. Explain to students: "Choose one animal from today's investigation: sheep, cattle, bees, goat, or chicken. Sound out each word yourself first, like we practiced together, and write your animal, what it provides, and what you can make from it. Then draw a picture of your animal and your product."
- b. Students complete the recording sheet independently, sounding out and writing each word, with dictation available only for students who need additional support (see differentiation note below). Circulate and support:
- Prompt for animal recall: "Which animal are you writing about? What is the first sound you hear in that word?"
 - Prompt for material recall: "What does that animal provide? Say it slowly. What sound do you hear first?"
 - Prompt for product recall: "What can that material be used to make? Say it slowly before you write it."
 - Prompt for consonant sounds: "What letter matches that sound? Is it a consonant?"
- (Note: Students who need additional support may dictate their animal, material, and product answers while the teacher or a classroom helper scribes, or

complete the sheet using only drawings with the teacher labeling each part. Students ready for a challenge can write a full sentence, such as "A goat gives us skin to make a drum.")

8. Closing Discussion and Kansas Connection. Gather students together with their completed recording sheets.
 - a. Ask students:
 - "What is one animal and product you learned about today, besides pigs?"
 - "What word from our book today had more than one meaning? What were the two meanings?"
 - b. Kansas Connection:
 - c. Explain to students: "Kansas farmers and ranchers raise many different animals: pigs, sheep, cattle, goats, chickens, and even bees. Each one of these animals gives us more than just food. Wool, leather, beeswax, goatskin, and feathers all come from animals farmers and ranchers care 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: Assess student understanding through teacher observation during the return to the text, the animal-product investigation, the investigation review, shared writing, and independent writing. Teacher should note whether students can identify the meaning of litter, pen, and root/rooting as used in the text and articulate at least one other meaning for each word, identify the main topic and retell a key detail from the reread pages, identify a reason the author gives for Farmer Rich's actions, sort investigation items with reasonable justification, recall information from the investigation, apply phoneme-grapheme correspondence for predictable consonants, and compose an informative piece naming an animal, its material, and its product. The completed animal-product sorts and recording sheet serve as the primary artifacts for this lesson.

Supplemental Activities: Display the sorted investigation categories alongside the completed recording sheets under a title such as "Animals Give Us So Much More!" Guide students to notice how many different animals and materials connect to everyday products. 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 litter, pen, and root/rooting to a "Words With More Than One Meaning" word wall, and continue adding new multiple-meaning words throughout the unit.

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