

Lesson 4: Products Also Come From Crops

Grade Level: First Grade

Time: 60–70 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 4 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 3's discovery that many animals provide materials beyond food, this lesson shifts to crops. Students read short decodable sentence cards about cotton, corn, soybeans, and trees, learning that an e added to the end of a word changes the vowel sound, then reread the cards for accuracy and fluency. Students become crop-product investigators, matching materials and products to the crop that provided them. After the review, students write an opinion piece about their favorite crop product on a recording sheet that also asks them to add a final e to five short words.

Skillset: Activating and connecting prior knowledge across lessons, knowing the final e pattern for long vowel sounds, reading decodable sentences with accuracy and fluency, matching crop products to their crop through hands-on investigation, recalling information from a hands-on investigation, writing an opinion piece that names a topic, states an opinion, supplies a reason, and provides closure, spelling untaught words phonetically, and connecting agriculture to everyday products.

Kansas Academic Standards

Kansas ELA Standards

RF.1.3.c Know final -e and common vowel team patterns for representing long vowel sounds.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, 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.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

(Note: For RF.1.3.c, this lesson works only with the final e pattern. Common vowel team patterns are not addressed here.)

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

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:

- Explain that an e at the end of a word makes the first vowel say its name.
- Add a final e to a short word, write the new word, and read it.
- Read short decodable sentences about crops and their products accurately and smoothly.
- Match crop products to the crop that provided them.
- Recall information from the investigation to answer questions.
- Write an opinion piece that names a favorite crop product, gives a reason, and ends with a closing thought.
- Spell untaught words phonetically, listening for every sound.

Agriculture Objectives

Students will be able to:

- Identify that crops such as cotton, corn, soybeans, and trees provide materials for many everyday products, not just food.
- Explain that agriculture provides more than food, including fiber and other materials that come from crops.

Materials Needed

Whole Class:

- Chart paper titled: "Our Final e Words"
- 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

Products Also Come From Crops Investigation (per small group of 3–5 students):

- Crop source cards or mats for: cotton, corn, soybeans, trees
- Cotton balls or a cotton boll, if available
- Small cotton fabric sample or cotton T-shirt
- Short piece of cotton rope or cotton twine
- Dried corn kernels
- Cornstarch
- Corn-based biodegradable packing peanut, if available
- Dried soybeans
- Soy-based crayon, if available
- Small piece of unfinished wood
- Pencil
- Paper plate
- Paper or cardboard
- Small basket or tray
- Optional magnifying glasses
- Crop sentence cards, companion document (one set per small group)

Writing:

- Products Also Come From Crops recording sheet, companion document
- 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 were animal-product investigators, and we found out that sheep, cattle, bees, goats, and chickens all give us more than food."
 - c. Ask students:
 - "What is one material or product we learned comes from an animal, besides food?" (wool, leather, beeswax, goatskin, feathers)
 - "Do you think animals are the only part of a farm that gives us useful materials, or might crops give us materials too?"
 - d. Explain to students: "Today we are going to find out that crops give us materials and products too. A crop is a plant that a farmer plants, grows, and harvests on purpose."
2. Introducing Crops
- a. Display the four crop cards where all students can see them: cotton, corn, soybeans, and trees.
 - b. Explain to students: "These are all crops that Kansas farmers grow. We already know some crops give us food, like corn we eat on the cob. Today we are going to find out that these same crops give us other materials too."
 - c. Ask students:
 - "Have you ever seen a field of one of these crops? Where?"
 - "What do you already know that cotton, corn, soybeans, or trees can be used for?"
 - d. Explain to students: "Before we investigate, we are going to read some sentence cards about these crops. One of our words has a spelling pattern I want to show you first."
3. Reading Our Crop Sentence Cards
- a. Display the chart paper titled "Our Final e Words."
 - b. Write the word mad on the chart.
 - c. Explain to students: "Let's read this word. /m/ /a/ /d/. Mad. The a says its short sound, /a/."
 - d. Add an e to the end so the word reads made.
 - e. Explain to students: "Now watch what happens when I add an e to the end."
 - "The e at the end is quiet. It does not make a sound of its own."
 - "Its job is to reach back and tell the first vowel to say its name."
 - "So the a does not say /a/ anymore. It says /A/. Mad becomes made."
 - f. Read both words aloud with students, pointing to each: "mad, made."
 - g. Write tap on the chart, then add an e so it reads tape. Have students read both words and tell you what the e did to the a.
 - h. Write rop on the chart, then add an e so it reads rope. Have students read both words and tell you what the e did to the o.
 - i. Ask students:
 - "What does the final e do to the vowel in front of it?" (it makes the vowel say its name)
 - "Does the final e make a sound of its own?" (no, it is quiet)
 - j. Display the corn sentence card and read it aloud, pointing to each word and picture: "This is corn. It can make a packing peanut."
 - k. Explain to students: "Look at the word make. It has our final e at the end. The e is quiet, and the a says its name. Make."

- l. Explain to students: "The word make is on all four of our cards, so you will get to read it again and again."
 - m. Display the cotton sentence card and read it with students: "This is cotton. It can make a rope."
 - n. Explain to students: "There are two final e words in this sentence. Can you find them both?" (make, rope)
 - o. Display the wood sentence card and read it with students: "This is wood. It can make a plate."
 - p. Ask students: "Which words have the quiet e at the end?" (make, plate)
 - q. Display the soybean sentence card and read it with students: "This is a soybean. It can make a crayon."
 - r. Explain to students: "Now we are going to read all four cards one more time, and this time we are going to make them sound smooth, like we are talking."
 - s. Reread each card chorally with students, tracking under each word with your finger and keeping a steady, natural pace.
 - t. Explain to students: "That sounded like reading, not like sounding out. When our reading sounds smooth, it is much easier to understand what it means."
 - u. Explain to students: "Your group will have these four cards during the investigation. Read each one together before you decide where the item goes."
(Note: Keep the final e work brief and anchored to the words students will actually read today: make, rope, and plate.)
4. Products Also Come From Crops Investigation
- a. Divide students into small groups of 3 to 5 students.
 - b. Give each group the four crop source cards, one basket of investigation materials, and one set of crop sentence cards.
 - c. Have groups place the crop cards around their work area.
 - d. Explain to students: "You are going to be crop-product investigators. Your job is to examine each item, read its sentence card with your group, and decide which crop provided the material used to make it."
 - e. Hold up the cotton and the cotton fabric sample.
 - f. Explain to students: "This is cotton. Cotton grows as a soft, fluffy fiber right on a plant in a field. Farmers harvest that fiber, and it can be spun into thread and woven into cloth, like this piece."
 - g. Read the cotton sentence card together with the class, pointing to each word and picture: "This is cotton. It can make a rope."
 - h. Place the cotton, the fabric, and the rope beside the cotton source card.
 - i. Hold up one less obvious item, such as the packing peanut.
 - j. Explain to students: "Now look at this packing peanut. Which crop do you think gave us the material for this? If you are not sure, that is fine. Make your best guess, and we will check together later."
 - k. Explain to students: "Here is what your group will do."
 - "Examine one item at a time."
 - "Read the sentence card for that crop together first."
 - "Look closely at the item, and touch it if that makes sense for the item."
 - "Talk with your group about what it might be made from and which crop it matches."
 - "Place the item beside that crop card."
 - l. Release groups to begin investigating the remaining materials.

- m. Circulate and listen to groups read their sentence cards, supporting as needed with prompts such as:
 - "Read that word again. What does the quiet e tell the vowel to do?"
 - "Try the whole sentence one more time, smooth like talking."
 - n. Also ask investigation questions such as:
 - "What do you notice? What does this feel like?"
 - "Which crop do you think it came from? What makes you think that?"
 - "Is this the crop itself, a material made from the crop, or a finished product?"
 - o. Continue until all items have been matched to a crop card.
 (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
 - a. Bring the class back together once all groups have matched every item.
 - b. Review each match with students:
 - "Cotton grows as a fluffy fiber on a cotton plant. That fiber can be spun and woven into cloth, and used to make clothing, towels, and rope."
 - "Corn provides starch. Corn starch can be used to make biodegradable packing materials and other products."
 - "Soybeans provide soybean oil. Soybean oil can be used to make crayons and other manufactured products."
 - "Trees provide wood and pulp. Wood and pulp can be used to make pencils, paper, cardboard, and paper plates."
 - c. Allow students to correct any matches in their group after the class discussion.
 - d. Ask students:
 - "Which product surprised you the most?"
 - "What did you learn crops can become besides food?"
 - "Which item would you have never guessed came from a crop?"
 (Note: Keep this wording exact. Say that materials from a crop can be used to make a product, not that every version of that product is made this way.)
6. Shared Writing: My Favorite Crop Product
 - a. Gather students where they can all see the sample recording sheet.
 - b. Explain to students: "You did great work as crop-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 says add an e to the end, write the new word, then read it. Our first word is pin."
 - "/p/ /i/ /n/. Pin. The i says its short sound."
 - "Now I add an e to the end." (Write pine on the line.)
 - "The e is quiet, so the i says its name. Pine. That is a kind of tree."
 - f. Explain to students: "You will do the other four the same way. Add the e, write the new word, and read it. Our chart is right here if you need it."
 - g. Point to Part 2 and the drawing box.
 - h. Explain to students: "Part 2 is where I write about my favorite crop product. A favorite is an opinion. An opinion is what you think or what you like best, and your opinion does not have to match anybody else's. My favorite is the paper plate, so that is what I am going to draw."

- i. Draw a simple paper plate in the drawing box as students watch.
 - j. Explain to students: "Now look at the writing lines. The beginning of each sentence is already there for you. Your job is to finish the sentence with your own words."
 - k. Point to the first sentence frame.
 - l. Explain to students: "This one starts with My favorite crop product is. I finish it by naming my product. I am going to say my sentence in my head first, and then write it."
 - "My favorite crop product is a paper plate." (Write a paper plate on the line, thinking aloud.)
 - "Now I stop and look. My sentence is finished, so it needs a period at the end. That tells my reader to stop. The sheet does not give me the period, so I have to put it there myself." (Add the period.)
 - "Now I read it back to check that it makes sense." (Read the full sentence aloud, tracking under each word with a finger.)
 - m. Point to the second sentence frame.
 - n. Explain to students: "My next sentence gives my reader a reason. A reason tells why I like it."
 - "I like it because I can use it at my party." (Write I can use it at my party, thinking aloud, then add the period.)
 - o. Point to the third sentence frame.
 - p. Explain to students: "This one says, I use it when. This is where I tell my reader more about when I use my product."
 - "I use it when my family eats outside." (Write my family eats outside, thinking aloud, then add the period.)
 - q. Point to the last sentence frame.
 - r. Explain to students: "My last sentence is my ending. It says, That is why I. An ending tells my reader I am finished."
 - "That is why I like paper plates." (Write like paper plates, thinking aloud, then add the period.)
 - s. Read the whole sheet back aloud, pointing to each sentence as you read it.
 - t. Explain to students: "My finished sheet is going to stay right here while you write. Yours will have your own product and your own reasons, so it will not match mine."
 - u. Point to the checklist at the bottom of the sheet and read each line aloud with students.
 - v. Explain to students: "Last, I check my work. Did I tell what my favorite product is? Yes. Did I tell why I like it? Yes. Did I write an ending? Yes. Did I put a period at the end of every sentence? Let me look at each one."
 - w. Explain to students: "One more thing about spelling. When you come to a word you have never written before, say it slowly, listen for every sound you can hear, and write it down. Do your best, and keep going."
7. Independent Writing
- a. Distribute the Products Also Come From Crops 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. Add an e to each word, write the new word, and read it."
 - "Choose your own favorite crop product from today."

- "Draw your product in the box."
 - "Finish all four sentences in your own words, and put a period at the end of each one."
 - "Check your work with the checklist at the bottom."
- c. Students complete the recording sheet independently.
- d. Circulate and support:
- Prompt for final e: "Say the short word. Now add the e. What does the vowel say now?"
 - Prompt for opinion content: "What is your favorite crop product from today? Why do you like it?"
 - Prompt for the reason: "You told me what you like. Now tell me why you like it."
 - Prompt for closure: "How will your reader know you are finished?"
 - Prompt for end punctuation: "Is that sentence finished? What does it need at the end?"
 - Prompt for spelling: "Say the word slowly. What sounds do you hear? Write the letters that match."
 - Prompt for rereading: "Read that sentence back to me and see if it makes sense."
- e. When students finish, have them reread all four of their sentences aloud to a neighbor or to you.
- (Note: For students who need more support, cover all but one frame with a sticky note so they finish one sentence at a time, or let them dictate the sentence to you and then copy it. For students ready for more, challenge them to add a fifth sentence of their own with no frame.)
8. Closing Discussion and Kansas Connection
- a. Gather students together with their completed recording sheets.
- b. Ask students:
- "What is one crop and product you learned about today?"
 - "What does a final e do to the vowel in front of it? Give me one of our words."
 - "What did you write for your ending sentence?"
- c. Kansas Connection. Explain to students: "Kansas farmers grow huge amounts of corn, soybeans, and wheat every year, and some Kansas farmers grow cotton too. Trees are cared for and harvested for wood in many parts of our state as well. Each one of these crops gives us more than just food. Clothes, rope, packing materials, crayons, pencils, paper, and paper plates all start with a crop a farmer grows and cares for. Whether you live on a farm, in a small town, or in a city, some of the things in your own home might have come from a crop on a farm."
- d. Ask students:
- "If you live in the country, have you ever seen a field of corn, soybeans, or cotton? What did you notice?"
 - "If you live in a town or city, have you ever used a pencil, a crayon, or a paper plate? Now that you know more, what crop might that item have come from?"
 - "No matter where you live, what is one thing you could tell your family tonight about the products that come from crops?"

Assessment: Teacher observation during the sentence card reading, the investigation, and independent writing provides the main evidence of student understanding. During the sentence card work, note whether students can explain what a final e does to the vowel in front of it and whether their rereading of the four cards becomes smooth enough to support meaning. During the investigation, note whether students match crop products to the correct crop and use the sentence cards to help them decide. The completed recording sheet is the primary artifact, showing whether students added a final e to all five words and read the new words, named a favorite crop product, gave a reason for their opinion, provided an ending, placed a period at the end of each sentence, and spelled unfamiliar words phonetically.

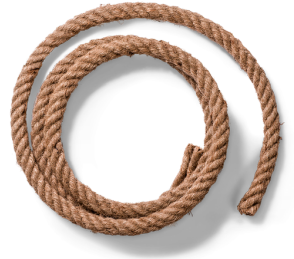
Supplemental Activities: Display the completed recording sheets under a title such as "Crops Give Us So Much More!" and keep the "Our Final e Words" chart beside them. Guide students to notice how many different crops and materials connect to everyday products. For an extension, invite students to look around their classroom or home for an item that might be made from a crop product and share what they find with the class. Add new final e words to the chart throughout the unit as they come up, and have students reread the four crop sentence cards during partner reading time to keep building fluency.

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Crop Sentence Cards



This is cotton. It can make a rope.



This is corn. It can make a packing peanut.



This is a soybean. It can make a crayon.



This is wood. It can make a plate.



Name: _____

Products Also Come From Crops

Part 1: Add the E

Write an 'e' at the end of each word below.

Write the new word, then read it.

Word

New word

pin ____

tap ____

mad ____

can ____

not ____

Name: _____

Products Also Come From Crops

Part 2: My Favorite Crop Product

Draw your favorite product that comes from a crop below.

My favorite crop product is

I like it because

I use it when

That is why I

☐

I wrote my favorite crop product.

☐

I wrote an ending.

☐

I wrote about why I like it.

☐

I put a period at the end of each sentence.