

Lesson 4: Products Also Come From Crops

Grade Level: Second 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. The class previews the words they will need, then reads four short crop cards with a clear purpose: figuring out which crop provided each item in the investigation basket. Students become crop-product investigators, using the cards to match materials and products to cotton, corn, soybeans, and trees, then reread the cards for fluency. After the review, students learn the e-drop rule at the moment they need it and write an opinion piece about their favorite crop product, supplying two reasons connected with linking words and using the spelling rule in their own sentences.

Skillset: Activating and connecting prior knowledge across lessons, recognizing and reading grade-appropriate words, reading text with a purpose and using it to solve a task, rereading for accuracy and fluency, matching crop products to their crop through hands-on investigation, recalling information from a hands-on investigation, applying the e-drop rule when adding a suffix, and writing an opinion piece that states an opinion, supplies reasons, uses linking words, and provides a concluding statement.

Kansas Academic Standards

Kansas ELA Standards

RF.2.3.f Recognize and read grade-appropriate words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read text with purpose and understanding.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, 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 e-drop rule.

(Note: For W.2.11.d, this lesson works only with the e-drop rule, because using, making, and writing are the words students need for their opinion pieces. Compound words were addressed in Lesson 3. The doubling rule is 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:

- Read grade-appropriate words from the crop cards accurately.
- Name the purpose for reading before they read, and use what they read to solve a task.
- Reread a short text smoothly enough to support understanding.
- Match crop products to the crop that provided them.
- Recall information from the investigation to answer questions.
- Apply the e-drop rule by dropping the final e before adding -ing.
- Use at least two e-drop words correctly in their own writing.
- Write an opinion piece that states an opinion, gives two reasons, uses the linking words because and also, and ends with a concluding statement.

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: "Words We Need Today" (fiber, kernels, starch, pulp, written before the lesson so students can read them at a glance)
- Chart paper titled: "Drop the E" (left blank at the start of the lesson; the teacher writes each word during Section 6)
- 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 cards, companion document (one set per small group)

Writing:

- Products Also Come From Crops 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 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: "Three of these are crops Kansas farmers grow. Cotton, corn, and soybeans all grow in fields right here in our state. Trees are a little different. Kansas has some tree farms and windbreaks, but most of the wood we use comes from forests in other states. We are including trees today because so many things in this room start with wood."
 - 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?"
3. Reading Our Crop Cards
 - a. Display the chart paper titled "Words We Need Today": fiber, kernels, starch, pulp.
 - b. Explain to students: "These four words are coming up in our reading today. You can read most of the words on these cards already. These four are the ones worth a minute, because they name things you may not have heard of."
 - c. Point to each word in turn and have students read it chorally.
 - d. Explain what each one means:
 - "Fiber is the thin, soft strands that cotton grows as. You can pull them apart with your fingers."
 - "Kernels are the seeds you see in rows on an ear of corn."
 - "Starch is a white powder that comes from corn. It is used in food and in other products."
 - "Pulp is wood that has been ground up into a soft, wet mush. That is the first step in making paper."

- e. Explain to students: "Now here is why we are reading today, and this part matters."
 - "In a few minutes, your group is going to get a basket of items, and you will have to figure out which crop each one came from."
 - "These four cards hold the answers. You are not reading them to fill in a worksheet. You are reading them because you need the information."
 - f. Display the cotton card and read it aloud as students follow along: "Cotton grows in a field. People pick the soft fiber and spin it into thread. The thread can be made into cloth or rope."
 - g. Ask students:
 - "What did this card tell us cotton can become?" (cloth or rope)
 - "Which of our four words showed up?" (fiber)
 - h. Read the corn card, the soybean card, and the tree card the same way, pausing after each to ask what that crop can become.
 - i. Explain to students: "Now we are going to read them again, and this time I want them to sound smooth, like you are telling somebody the information instead of figuring out the words."
 - j. Reread all four cards chorally with students, keeping a steady, natural pace.
 - k. Explain to students: "That sounded like reading, not like sounding out. When your reading sounds smooth, your brain has room left over to think about what it means."
 - l. Explain to students: "Your group will have these four cards during the investigation. When you are stuck on an item, go back and read the card again."
(Note: The purpose statement in step e is the part that makes this section work. Students should walk into the investigation knowing the cards are a tool they will need, not a reading assignment they already finished.)
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 cards.
 - c. Have groups place the crop source cards around their work area.
 - d. Explain to students: "You are going to be crop-product investigators. Your job is to examine each item, use your cards, 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. Place the cotton, the fabric, and the rope beside the cotton source card.
 - h. Hold up one less obvious item, such as the packing peanut.
 - i. 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. Read your cards and see which one mentions it."
 - j. Explain to students: "Here is what your group will do."
 - "Examine one item at a time."
 - "Look closely at the item, and touch it if that makes sense for the item."
 - "Read the cards together and look for the one that mentions it."
 - "Talk with your group about which crop it matches."
 - "Place the item beside that crop card."

- k. Release groups to begin investigating the remaining materials.
 - l. Circulate and ask questions such as:
 - "What do you notice? What does this feel like?"
 - "Which card helped you decide? Read me the part that told you."
 - "Is this the crop itself, a material made from the crop, or a finished product?"
 - 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 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 use the cards and reason together. Section 5 is where the answers come.)
5. Investigation Review
- 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:
 - "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."
(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.)
 - e. Allow students to correct any matches in their group after the class discussion.
 - f. Ask students:
 - "Which product surprised you the most?"
 - "Which item would you have never guessed came from a crop?"
 - "Did reading the card change anybody's mind? Tell us about that."
6. Shared Writing: Adding -ing
- 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: "Here is why Part 1 matters. In a few minutes, you are going to write about your favorite crop product, and you are going to need words like using, making, and writing. Those words are built with one rule, and once you know it, you will never have to guess."
 - f. Display the blank chart paper titled "Drop the E."
 - g. Write use on the chart.
 - h. Explain to students: "Use. Look at the end. There is a quiet e."

- i. Explain to students: "I want to add -ing. But -ing starts with a vowel, and the quiet e and that vowel cannot both be there. So the e has to go."
 - j. Cross out the e and write using beside it.
 - k. Explain to students: "Us-ing. That is the e-drop rule. When a word ends in a quiet e, and I add an ending that starts with a vowel, I drop the e first."
 - l. Write make on the chart and have students tell you what to do before you write making. Cross out the e as they watch.
 - m. Ask students:
 - "What would happen if I forgot and wrote makeing?" (it would be spelled wrong)
 - "How do I know the e has to go?" (because -ing starts with a vowel)
 - n. Point back to Part 1 on the sample sheet.
 - o. Explain to students: "Part 1 gives me a word that ends in a quiet e. I drop the e, add -ing, write the new word, and read it. Our first one is use, and we just did it together." (Write using on the line.)
 - p. Explain to students: "You will do the other three the same way. Drop the e, add -ing, write it, read it. Our chart stays up the whole time."
 (Note: Do not write these words on the chart before the lesson. Students need to watch the e get crossed out.)
7. Shared Writing: My Favorite Crop Product
- a. Point to Part 2, the direction line, and the drawing box.
 - b. 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 pencil, so that is what I will draw."
 - c. Draw a simple pencil in the drawing box as students watch.
 - d. Explain to students: "Read the direction line with me. Use at least two -ing words where you dropped the e. That means our spelling rule is not just a warm-up. You have to actually use it in your writing."
 - e. Point to the first labeled section. Introduce your topic and your opinion.
 - f. Explain to students: "My first sentence does two jobs. It tells my reader what I am writing about, and it tells them what I think."
 - "My favorite crop product is a pencil." (Write the sentence, thinking aloud.)
 - "There is no period printed on my sheet, so I put one there myself." (Add the period.)
 - g. Point to the second labeled section, Reason 1. Use the word because.
 - h. Explain to students: "Now my reader wants to know why. A reason tells why, and the word because is what connects my opinion to my reason."
 - "I like it because writing is fun." (Write the sentence, thinking aloud.)
 - "Look at that word. Writing. Write ends in a quiet e, so I dropped the e before adding -ing. That is one of my two." (Add the period.)
 - i. Point to the third labeled section, Reason 2. Use the word also.
 - j. Explain to students: "One reason is good. Two reasons are stronger. The word also tells my reader that another reason is coming."
 - "I also like using it at school." (Write the sentence, thinking aloud.)
 - "There is my second one. Using. Use ends in a quiet e, and I dropped it." (Add the period.)

- k. Explain to students: "Look at both of my -ing words. Writing came from write. Using came from use. Each one started with a word that ended in a quiet e, and each time the e came off."
 - l. Point to the last labeled section, your concluding statement.
 - m. Explain to students: "A concluding statement closes my writing. It tells my reader I am finished and reminds them what I think."
 - "That is why I like the pencil the best." (Write it, then add the period.)
 - "Notice I did not write favorite again. I said the same idea a different way, and that is what a good ending does."
 - n. Read the whole sheet back aloud, pointing to each sentence as you read it.
 - o. Explain to students: "Listen to how because and also hold my sentences together. Without them, my writing would sound like a list."
 - p. Explain to students: "My finished sheet stays right here while you write. Yours will have your own product and your own reasons, so it will not match mine."
 - q. Point to the checklist at the bottom of the sheet and read each line aloud with students.
 - r. Explain to students: "Last, I check my work. Did I name my topic and my opinion? Yes. Did I give two reasons? Yes. Did I use because and also? Yes. Did I write a concluding statement? Yes. Does every sentence have an end mark? Did I use two -ing words that needed the e dropped? Writing and using. Yes."
8. 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. Drop the e, add -ing, write the word, and read it."
 - "Choose your own favorite crop product from today."
 - "Draw your product in the box."
 - "Write each section in your own words, and put an end mark on every sentence."
 - "Use at least two -ing words where you dropped the e."
 - "Check your work with the checklist at the bottom."
 - c. Students complete the recording sheet independently.
 - d. Circulate and support:
 - Prompt for the e-drop rule: "Does that word end in a quiet e? What has to happen before you add -ing?"
 - Prompt for the requirement: "Find your two -ing words. Now check the base word. Did it end in an e you had to drop?"
 - Prompt for the opinion: "What is your favorite crop product from today? Say it in a whole sentence."
 - Prompt for reasons: "You told me what you like. Now tell me why. Start with because."
 - Prompt for the second reason: "What is one more thing you like about it? Start with also."
 - 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 listen for whether because and also are both there.

(Note: For students who need more support, cover all but one section with a sticky note so they write one sentence at a time, or let them say each sentence aloud before writing it. For students ready for more, challenge them to add a third reason using the word and.)

9. 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?"
 - "Which card helped your group the most during the investigation?"
 - "What was your opinion, and what were your two reasons?"
 - "Which two -ing words did you use? What came off the end of each one?"
- 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. Those crops give us more than just food. Clothes, rope, packing materials, and crayons all start with a crop a farmer grows and cares for. Wood is different. Most of it comes from forests in other states, and then it travels here to become the pencils, paper, and plates we use. Whether you live on a farm, in a small town, or in a city, some of the things in your own home started as a crop somewhere."
- 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 card reading, the investigation, and independent writing provides the main evidence of student understanding. During the card work, note whether students read the four preview words accurately and whether their second reading of the cards becomes smooth enough to support meaning. The clearest evidence for reading with purpose comes during the investigation: watch for which students return to the cards on their own when they are stuck, and whether they can point to the sentence that settled a match. The completed recording sheet is the primary artifact, showing whether students applied the e-drop rule to all four words in Part 1 and used at least two e-drop words correctly in their own writing, stated an opinion, supplied two reasons, used because and also to connect them, wrote a concluding statement, and used end punctuation throughout.

Supplemental Activities: Display the completed recording sheets under a title such as "Crops Give Us So Much More!" and keep the "Words We Need Today" and "Drop the E" charts 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. Keep the four crop cards in the partner reading basket so students can reread them for fluency, and add new e-drop words to the chart as they come up in other writing.

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Cotton



1. Cotton grows in a field.
 2. People pick the soft fiber and spin it into thread.
 3. The thread can be made into cloth or rope.
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Corn



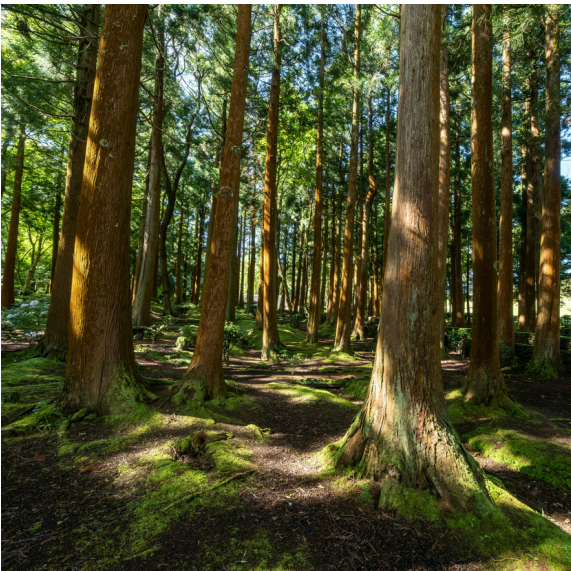
1. Corn grows on tall plants.
2. Farmers use the kernels for food and for starch.
3. Starch can be made into packing peanuts.

Soybeans



1. Soybeans grow in pods.
 2. Workers press the beans to get oil.
 3. The oil can be used to make crayons.
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Trees



1. Trees are grown for wood.
2. Mills cut the wood into pulp.
3. Pulp can be made into paper, plates, and cardboard.

Name: _____

Products Also Come From Crops

Part 1: Drop the 'E'

Drop the final 'e'. Add 'ing'. Write the new word, then read it.

Word

New word

use

make

write

bake

Part 2: Draw Your Favorite Crop Product

Name: _____

Products Also Come From Crops

Part 3: Write About Your Favorite Crop Product

1. Introduce your topic and opinion.

2. First reason. Use the word 'because.'

3. Second reason. Use the word 'also.'

4. Concluding statement.

☐

I named my topic and opinion.

☐

I wrote a concluding statement.

☐

I gave one reason, using 'because.'

☐

Every sentence has an end mark.

☐

I gave a 2nd reason, using 'also'

☐

I used two -ing words.