



Lesson 4: Products Also Come From Crops

Grade Level: Kindergarten

Time: 60 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 animals provide materials beyond food, this lesson shifts to crops. Students practice using question words and read short, picture-supported decodable sentence cards about crops and their products. Then they become crop-product investigators, matching materials and products from cotton, corn, soybeans, and trees to the crop that they come from. Following the investigation, students identify nouns and verbs before composing an opinion piece about their favorite crop product, with attention to high-frequency words and phonetic spelling.

Skillset: Asking and answering questions, reading decodable sentences and high-frequency words, recalling and sorting investigation findings, identifying nouns and verbs, composing an opinion piece using drawing, dictating, and writing, spelling phonetically, and connecting agriculture to everyday products.

Kansas Academic Standards

Kansas ELA Standards

RF.K.3.c Read common high-frequency words (e.g., the, is, it, a, to, you, and we).

RF.K.4 Read decodable texts that support instruction.

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

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.10.b Use frequently occurring nouns and verbs in writing.

W.K.10.c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

(Note: For W.K.10.c, this lesson focuses on four question words, what, where, who, and how, since these fit the investigation most naturally; when and why are not addressed.)

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:

- Understand and use the question words what, where, who, and how to gather information during an investigation.
- Read short decodable sentences about crops and their products, including common high-frequency words.
- Recall information from a hands-on investigation to answer questions.
- Match crop products to the crop they come from through hands-on investigation.
- Identify what a noun is and what a verb is, and explain the difference between them.
- Use a frequently occurring noun and verb in writing, and identify them by underlining the noun and circling the verb.
- Compose an opinion piece naming a favorite crop-made product and stating a preference about it, using drawing, dictating, and writing.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

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: *"My Favorite Crop Product!"*
- Markers

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
- 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 or cardboard
- Small basket or tray
- Optional magnifying glasses
- Question word cards: What, Where, Who, How (one set per small group)
- Crop sentence cards — companion document (one set per small group)

Writing:

- Products Also Come From Crops recording and writing 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 discovered that animals like sheep, cattle, bees, goats, and chickens give us more than food: wool, leather, beeswax, goatskin, and feathers. Who remembers one material or product we learned an animal can provide?"
 - a. Ask students:
 - "What is one material or product we learned an animal can provide, besides food?"
 - "Do you think animals are the only part of a farm that gives us useful materials, or do you think crops, the plants farmers grow, might give us materials too?"
 - b. Explain to students: "Today we are going to find out that crops, plants like cotton, corn, soybeans, and even trees, give us all kinds of materials and products too, not just food."
2. Introducing Crops. Display the four crop cards where all students can see them: cotton, corn, soybeans, and trees.
 - a. Explain to students: "These are all crops that farmers grow. A crop is a plant that farmers plant, grow, and harvest, or gather, for a purpose. 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 can give us other materials too."
 - b. Ask students:
 - "Have you ever seen a field of one of these crops before? Where?"
 - "What do you already know that cotton, corn, soybeans, or trees can be used for?"
3. Asking Questions Like an Investigator. Explain to students: "Today you are going to be crop-product investigators. Investigators ask questions to figure things out. A question word is a special word we use to start a question when we want to learn more. Today we are going to practice four question words: what, where, who, and how."
 - a. Hold up an ear of corn and explain to students, modeling each question word with the corn as the example:
 - "What: What is this? It's corn. The word 'what' helps us find out the name of something."
 - "Where: Where does corn come from? Corn grows on a farm, in a big field. The word 'where' helps us find out a place."
 - "Who: Who grows corn? A farmer grows corn. The word 'who' helps us find out a person."
 - "How: How is corn turned into things like cornstarch? I'm not sure yet; let's find out! The word 'how' helps us find out the way something happens."
 - b. Explain to students: "During our investigation today, each group is going to have four cards at your table: what, where, who, and how. When I come to visit your group, I'll pick up one of your cards and ask you a question about the item you're looking at. You can also pick a card yourself and ask your groupmates a question, just like a real investigator!"
4. Reading Our Crop Sentence Cards. Explain to students: "Before we investigate, let's practice reading our crop sentence cards together. Each card has a picture next to the tricky crop and product words, so you don't have to sound those out. But some of the other words on the card, you can actually read yourselves."
 - a. Display the corn sentence card (picture of corn beside the word corn, picture of a packing peanut beside the words packing peanut) and read it aloud, pointing to each word and picture: "This is corn. It can be used to make a packing peanut."

- Explain to students: "Let's find some words on this card that we already know how to read. Can you point to the word 'is'? What about 'a'? Those are high-frequency words, which means we see them all the time. When we learn to read them quickly without sounding them out, we call them sight words. 'This' is a sight word too; we know it because we see it so often."
- Point to each sight word and have students read it back chorally as a class:
 - Teacher points to 'This'; class reads: "This!"
 - Teacher points to 'is'; class reads: "is!"
 - Teacher points to 'It'; class reads: "It!"
 - Explain to students: "There is one more word on this card we can actually sound out together: can. Let's stretch out the sounds: /c/ (first finger), /a/ (second finger), /n/ (third finger). Now blend it: can."
- Explain to students: "Now look at the picture next to the word 'corn'. That picture is a helper. It tells us the word is corn, even though corn has letters we have not learned to sound out yet. And look at the picture next to the packing peanut. That helper picture tells us what corn can make."
- Read the whole sentence together as a class, pointing to each word and picture: "This is corn. It can make a packing peanut."
- b. Repeat briefly with the cotton sentence card (picture of cotton beside cotton, picture of clothes beside clothes): "This is cotton. It can make clothes." Point to and choral-read 'This', 'is', and 'It' again, and sound out can together once more.
- c. Explain to students: "When we investigate today, your group is going to try to read each sentence card together, just like we practiced. Use the pictures to help with the tricky word, and read the words you know: This, is, It, and can. I will come around to help if you get stuck."
- 5. Products Also Come From Crops Investigation. Divide students into small groups of 3–5 students.
 - a. Give each group the crop source cards, one basket of investigation materials and products, one set of sentence cards, and one set of question word cards (what, where, who, how). Have groups place the crop cards around their work area.
 - b. Explain to students: "Crops can be processed into materials, and those materials can be used to make products. Your job is to examine each item, read its sentence card with your group using the pictures to help, and decide which crop you think helped provide the material used to make it."
 - c. Model one example before students begin. Hold up cotton and a cotton fabric sample, and read the cotton sentence card together with the class, pointing to the words and pictures: "This is cotton. It can make clothes." Then ask students: "Where do you think cotton comes from?" Explain: "Cotton actually grows on a plant, right in a field! Let's touch and feel it."
 - Allow students to touch and examine the cotton. Explain to students: "Cotton grows on a plant, and that soft, fluffy cotton can be made into clothes, like this piece. Let's place the cotton and the clothes beside the cotton source card." Place the cotton and fabric beside the cotton source card.
 - d. Explain the directions before releasing groups: "Examine one item at a time. Read the sentence card together first, using the pictures to help with the tricky

- words. Look closely at the item. Touch and feel it. Talk with your group about what it might be made from and which crop you think it matches. Then place the item beside that crop card."
- e. Release groups to begin investigating the remaining materials. Continue until all items have been matched to a crop card. Do not immediately correct students as they sort. The goal is for students to make predictions and discuss their thinking together.
 - f. Circulate to each group.
 - Listen to groups read their sentence cards and support as needed, prompting:
 - "What does the picture tell you?"
 - Can you find the word 'is'?
 - Can you sound out 'can'?"
 - Also hold up a question word card (what, where, who, or how) and ask the group to answer using the item in front of them, such as:
 - "What can cotton become?"
 - "Where does cotton come from?"
 - "How can corn be used besides food?"
 - "Who grows soybeans?"
 - Also ask general 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?"
6. Investigation Review. Once all groups have finished matching every item, bring the class back together.
- a. Review each match as a class, using a simple crop-to-product chain. Use careful, accurate wording with manufactured products: say, "Materials from this crop can be used to make this product," and avoid telling students that every version of a product is made this way.:
 - "Cotton grows as a fluffy fiber on a cotton plant. That cotton fiber can be spun and woven into cloth, used to make clothing and towels."
 - "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, and cardboard."
 - b. Allow students to correct any matches in their group after the class discussion.
 - c. Ask students:
 - "Which product surprised you the most?"
 - "What did you learn crops can become besides food?"
 - "Which question word did your group use the most during your investigation?"
 - "What did you find out?"
7. Nouns and Verbs. Gather students where they can see chart paper clearly.
- a. Explain to students: "We just talked a lot about crops and products. Now let's look closely at some of the words we used. A noun is a word that names a

person, place, thing, or animal. A verb is an action word; it tells what someone or something does."

- b. Write the sentence, 'Cotton makes clothes.' on chart paper and think aloud: "Let's look at this sentence together. Cotton is a noun; it names a thing. I'll underline cotton." Underline cotton.
 - Ask students: "Is there another noun hiding in this sentence? Look closely... what about clothes? Clothes names a thing too, so clothes is a noun as well. Let's underline clothes too." Underline clothes.
 - Explain to students: "This sentence actually has two nouns, cotton and clothes. Now let's find our verb, our action word. 'Makes' tells us what cotton does. I'll circle 'makes'." Circle makes.
 - c. Write a second sentence, 'Farmers grow corn.', and ask students to help: "Can you find a noun in this sentence?" Guide students to underline farmers.
 - Ask students: "Is there another noun hiding in this sentence?" Guide students to underline corn.
 - "What is our verb, our action word?" Guide students to circle 'grow'.
 - d. Write a third sentence, "Trees provide wood."
 - Explain to students: "This sentence has two nouns and one verb, just like our other sentences."
 - Ask students:
 - "Can you find both nouns?"
 - "Can you find the verb?"
 - Underline trees and wood, circle 'provide', guided by student answers.
 - e. Explain to students: "Great work! In each of these sentences, we found one verb, our action word, and sometimes more than one noun."
8. Opinion Writing: My Favorite Crop Product. Explain to students: "Now we are going to write about our favorite crop product using at least one noun and a verb, just like we practiced. This kind of writing is called an opinion. An opinion is what you think or feel about something. For example, your favorite crop product is your opinion because it is what you like best. Other people may like something different and have a different opinion."
9. Explain to students: "Let me show you how I would write about my favorite crop product. My favorite is the pencil." On chart paper, write the sentence frame: "My favorite crop product is ____ because you can ____."
- a. Read the sentence frame aloud together, pointing to each word: "Let's read the words we already know. My... favorite... crop... product... is... because... you... can. These are high-frequency words that we see often and practice reading quickly so we can read by sight: my, is, because, you, and can are words we see all of the time."
 - b. Model completing and writing the sentence on chart paper, thinking aloud sound by sound for each key word:
 - "My favorite crop product is the pencil. Remember, a noun names a thing. 'Pencil' is my noun. Let me stretch out the sounds: /p/ (first finger), /e/ (second finger), /n/ (third finger), /s/ (fourth finger), /l/ (fifth finger). Let me write the letters that match each sound: p...e...n...c...i...l. Pencil. I'll underline 'pencil', because it's my noun."
 - "Because you can write with it. Remember, a verb is an action word. 'Write' is my verb; it tells the action I do with my pencil. Let me stretch out the sounds: /r/ (first finger), /i/ (second finger), /t/ (third finger). Let me

write the letters that match: w...r...i...t...e. Write. I'll circle 'write', because it's my verb."

- Underline pencil and circle write on the chart paper sentence.
- Read the completed sentence aloud together, tracking each word with your finger: "My favorite crop product is the pencil because you can write with it."
- Ask students:
 - "What is my favorite crop product?"
 - "What is the noun in my sentence? What is the verb? How do you know?"
 - "Which word in my sentence tells you this is my opinion, my favorite?"

- c. Give students a brief reminder: "Quick reminder as you write your own sentence: start with a capital letter, leave a space between your words, and end with a period."

10. Independent Writing. Distribute the Products Also Come From Crops recording and writing sheet.

- a. Explain to students: "First, write the crop you investigated and the product it can be used to make, just like we talked about during our investigation. Then, choose your own favorite crop product from today and write your opinion sentence using our frame: My favorite crop product is ____ because you can _____. Sound out each word yourself first, just like we practiced together. Underline your noun and circle your verb, just like we did together. Then draw a picture of your favorite crop product."
- b. Students complete the recording and writing sheet independently, with dictation available only for students who need additional support (see differentiation note below). Circulate and support:
 - Prompt for recall: "Which crop did you investigate? What material or product does it provide? What product can be made from that material?"
 - Prompt for opinion content: "What is your favorite crop product from today? Why do you like it?"
 - Prompt for phonetic spelling: "Say the word slowly. What is the first sound you hear? What letter matches that sound?"
 - Prompt for high-frequency words: "Can you find the word my, is, because, or you in your sentence? Those are words we already know."
 - Prompt for nouns and verbs: "Which word in your sentence names your product? That is your noun; underline it. Which word tells what you do? That is your verb; circle it."

(Note: Students who need additional support may dictate their recall sentence and their opinion sentence while the teacher or a classroom helper scribes, then underline the noun and circle the verb with guidance, or complete the sheet using only a drawing with the teacher labeling each part. Students ready for a challenge can write a second opinion sentence about a different crop product, underline a new noun, and circle a new verb.)

11. Closing Discussion and Kansas Connection. Gather students together with their completed recording and writing sheets.

- a. Ask students:
 - "What is one crop and product you learned about today?"

- "What question word did you use during your investigation? What did you find out?"
- b. Kansas Connection. Explain to students: "Kansas farmers grow huge amounts of corn, soybeans, and wheat every year, and some Kansas farmers grow cotton too. People also care for and harvest trees for wood in many parts of our state. Each one of these crops gives us more than just food. Clothes, packing materials, crayons, pencils, and paper 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, like a cotton shirt, a crayon, or a pencil, might have come from a crop on a farm."
- c. 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 piece of paper? 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 all the products that come from crops?"

Assessment: Assess student understanding through teacher observation during the question-word instruction, sentence card reading, crop-product investigation, investigation review, noun and verb instruction, and both shared and independent writing. The teacher should note whether students can read the picture-supported decodable sentence cards, use question words to gather information, recall information from the investigation, identify a noun and a verb, use a noun and a verb correctly in their own writing, compose an opinion sentence naming a favorite crop product, and spell simple words phonetically. The completed crop-product sort, recording, and writing sheet serve as the primary artifacts for this lesson.

Supplemental Activities: Display the sorted investigation categories alongside the completed recording and writing sheets under a title such as "Crops Give Us So Much More!" Guide students to notice how many different crops and materials connect to everyday products. For an extension activity, invite students to look around their classroom or home for an item made from a crop product and share what they find with the class. Add what, where, who, and how to a "Question Words" anchor chart, and add new noun and verb examples from the investigation to a classroom word wall, continuing practice with both throughout the unit.

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cotton



corn



soybeans



trees

what?

where?

who?

how?

Name: _____

Products Also Come From Crops

Part I: My Crop

Write about the crop you investigated. Then, write what it can be used to make.

My crop is

It can be used to make

Name: _____

Products Also Come From Crops

Part 2: My Favorite Crop Product

Write about the crop you investigated. Then, write what it can be used to make.

My favorite crop is

because you can

☐ I started with a capital letter.

☐ I ended with a period.

☐ I left a space between my words.

☐ I underlined my noun.

☐ I circled my verb.