



Lesson 5: Agriculture Is Everywhere

Grade Level: First Grade

Time: 60–70 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 5 of 5, the closing lesson of the *Kailey's Pig 'Tales'* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. The lesson brings the unit full circle through a final purposeful read of *Kailey's Pig 'Tales'*, where students describe the connection between two pieces of information and use the illustrations and details together to describe a key idea. Students then complete a Mystery Bag investigation, revealing familiar and new everyday items one at a time, tracing each to the plant, animal, or tree it comes from, and naming where they have seen that item in their own lives. After the review, students learn to match naming words and action words in singular and plural sentences before completing a recording sheet about one item from the bag.

Skillset: Purposeful final reading, describing the connection between two pieces of information in a text, using illustrations and details together to describe a key idea, identifying real-life connections between words and their uses, recalling and applying prior knowledge from across the unit, connecting everyday items to their agricultural sources, matching singular and plural nouns with the correct verb, spelling untaught words phonetically, and writing complete sentences with end punctuation.

Kansas Academic Standards

Kansas ELA Standards

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.12.c Identify real-life connections between words and their uses.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.10.c Use singular and plural nouns with matching verbs in basic sentences.

W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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:

- Describe the connection between two pieces of information in the book.
- Use the picture and the words together to describe a key idea on a page.
- Name where they have seen or used an item from the Mystery Bag in real life.
- Recall information from across the unit to identify an item's agricultural source.
- Choose the action word that matches a naming word that is one or more than one.
- Write sentences about an item, matching the naming word and the action word.
- Spell unfamiliar words phonetically, listening for every sound.

Agriculture Objectives

Students will be able to:

- Identify the plant, animal, or tree source for a variety of everyday items, including items not covered in earlier lessons.
- Explain that agriculture is present in many parts of daily life beyond food.

Materials Needed

Final Read-Aloud:

- Book: *Kailey's Pig 'Tales'* by Dan Yunk, illustrated by Michele Johnson (physical copy or author read-aloud on unit landing page)

Whole Class:

- Chart paper titled: "One and More Than One"
- 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

Agriculture Is Everywhere Mystery Bag Investigation:

- 1 backpack, tote bag, or mystery box
- Cotton ball
- Wooden pencil
- Paper
- Wool yarn
- Leather item such as a belt, keychain, or scrap
- Natural-bristle brush
- Bar of soap
- Cornstarch
- Crayon
- Cardboard
- Wooden spoon or craft stick
- Paper towel or tissue
- Cotton sock or small cotton fabric sample

Writing:

- Agriculture Is Everywhere 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: "This is our last lesson in the Kailey's Pig 'Tales' unit. We have learned that pigs give us more than pork. We learned that sheep, cattle, bees, goats, and chickens give us wool, leather, beeswax, goatskin, and feathers. We learned that crops like cotton, corn, soybeans, and trees give us cloth, starch, oil, and wood."
 - c. Ask students:
 - "What is one product we learned an animal gives us this unit?"
 - "What is one product we learned a crop gives us in this unit?"
 - d. Explain to students: "Today we are going to read our book one more time, and then go on one more investigation to find out just how many places agriculture is hiding."
 2. Final Purposeful Read
 - a. Hold up the physical copy of *Kailey's Pig 'Tales'*.
 - b. Explain to students: "This is our last time reading this book together. I want you to listen and look for two things."
 - "Listen for how one part of the book connects to another part."
 - "Look closely at the pictures, because the picture and the words work together to tell us something important."
 - c. Read *Kailey's Pig 'Tales'* aloud, pausing at two stopping points.
 - Stop 1, page 11, which explains that pigs do not sweat much and that farmers provide water sprinklers or misters to help keep them cool. Explain to students: "Two pieces of information on this page go together. Let's figure out how they connect." Ask students:
 - "What did the book just tell us about pigs and sweating?" (pigs do not sweat much)
 - "What do farmers give pigs?" (water sprinklers or misters)
 - "How do those two things connect?" (pigs cannot cool off by sweating, so farmers use water to help keep them cool)
 - d. Explain to students: "That is a connection. One piece of information explains why the other one happens."
 - Stop 2, page 13, the close-up picture of the pig's snout and bristly hair, paired with the text describing that pigs have bristly hair used to make brushes. Explain to students: "Now let's use the picture and the words together." Ask students:
 - "What do the words tell us here?" (pigs have bristly hair, and it is used to make brushes)
 - "Look closely at the picture. What does it show you that the words did not?" (how stiff and rough the hair really looks)
 - "Put the picture and the words together. What is the big idea on this page?" (a pig's bristly hair is stiff and strong, which is why it works well for making brushes)
 - e. Finish reading the book.

(Note: Keep both stops brief. This is a final read, so the goal is to reinforce the whole-book message before moving into the activity.)
 3. Agriculture Is Everywhere Mystery Bag Investigation
 - a. Before the lesson begins, place all of the items inside the backpack, tote bag, or mystery box.
 - b. Gather students where everyone can see the bag.

- c. Explain to students: "All unit long, we have learned that agriculture gives us much more than food. Today we are going to find out that agriculture is hiding in even more places than we thought, right inside this bag."
 - d. Show the bag.
 - e. Explain to students: "Inside this bag are some items we have already talked about, and some brand new ones. Our job is to figure out where each one comes from, and then to think about where you have seen that same thing in your own life."
 - f. Invite one student at a time to reach into the bag and pull out one item.
 - g. After each item is revealed, hold it up so everyone can see it, and have students examine it.
 - h. Ask questions such as:
 - "Have we seen this before? What did we learn about it?"
 - "What is it made from?"
 - "Does it come from a plant, an animal, or a tree?"
 - "Where have you seen one of these in real life? At home? At school? At the store?"
 - i. For items the class already studied, let students do the explaining and add only what they miss.
 - j. For new items, guide students toward the source:
 - "Paper towel or tissue comes from trees."
 - "Wooden spoon or craft stick comes from trees."
 - "Cotton sock comes from the cotton plant."
 - "Cardboard comes from trees."
 - "Crayons may include agricultural materials such as soy-based ingredients, depending on the product."
 - k. As each item is discussed, place it in a growing display at the front of the room.
 - l. Continue until all items have been revealed.
(Note: The real-life question in step h matters as much as the source question. Keep asking students where they have seen the item, not just what it is made from.)
4. Investigation Review
- a. Once all of the items are on display, gather students where they can see the whole collection.
 - b. Ask students:
 - "What do all of these items have in common?"
 - "Which ones came from plants?"
 - "Which ones came from animals?"
 - "Which ones came from trees?"
 - "Which item surprised you the most?"
 - c. Explain to students: "Here is the big idea. Agriculture is everywhere. Many of the things we eat, wear, use, write with, clean with, and build with begin with plants and animals that farmers and ranchers raise or grow."
 - d. Ask students: "Think about your morning before you came to school today. Name one thing you touched or used that might have started on a farm."
5. One and More Than One
- a. Display the chart paper titled "One and More Than One."
 - b. Explain to students: "Before we write about our items, we need to look at how our naming words and action words work together."
 - c. Hold up the pencil from the display.

- d. Write 'The pencil comes from a tree.' on the chart.
 - e. Explain to students: "There is one pencil. When I have one of something, my action word gets an s on the end. Comes."
 - f. Hold up two or three items from the display, such as the crayon, the paper, and the cardboard.
 - g. Write 'The crayons come from soybeans.' on the chart.
 - h. Explain to students: "Now I have more than one crayon. When I have more than one, my action word drops the s. Come."
 - i. Underline pencil and comes in the first sentence, and crayons and come in the second.
 - j. Explain to students: "Look at the two sentences. When the naming word has no s, the action word has one. When the naming word has an s, the action word does not."
 - k. Ask students:
 - "One sock. Would I say the sock come from cotton, or the sock comes from cotton?" (comes)
 - "Two socks. Would I say the socks come from cotton, or the socks comes from cotton?" (come)
 - "How can you check which one is right?" (look at the naming word and decide if it is one or more than one, then say it out loud and listen)
 - l. Explain to students: "Saying it out loud is your best check. If it sounds wrong when you say it, it probably is."
6. Shared Writing: Agriculture Is Everywhere
- a. Gather students where they can all see the sample recording sheet.
 - b. Explain to students: "Now we are going to fill out our last recording sheet of the unit. 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 a picture and a sentence with two action words. I circle the one that matches."
 - Read the first item aloud: "The sock (come / comes) from cotton."
 - "First I look at the naming word. Sock. That is one sock, with no s."
 - "One means my action word needs the s. Comes."
 - "Let me say it both ways. The sock come from cotton. The sock comes from cotton. The second one sounds right." (Circle comes.)
 - f. Read the second item aloud: "The crayons (come / comes) from soybeans."
 - "My naming word is crayons. That has an s, so it is more than one."
 - "More than one means my action word drops the s. Come." (Circle come.)
 - g. Explain to students: "You will do the last two the same way. Look at the naming word, decide if it is one or more than one, say it out loud, and circle the action word that matches."
 - h. Point to Part 2 and the drawing box.
 - i. Explain to students: "Part 2 is where I write about one item from our mystery bag. I am going to choose the wooden spoon, so that is what I will draw."
 - j. Draw a simple wooden spoon in the drawing box as students watch.
 - k. 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."

- l. Point to the word bank box at the top of Part 2.
 - m. Explain to students: "Before we start, look at this box. Agriculture and everywhere are two long words with tricky parts, so they are spelled for you right here. Every other word you write today, you sound out yourself."
 - n. Point to the first sentence frame.
 - o. Explain to students: "This one says, My item is a. I finish it by naming my item. I say my sentence in my head first, then write it."
 - "My item is a wooden spoon."
 - "Wooden is a word I have never written before. Watch what I do. I say it slowly and write the sounds I hear: /w/ /oo/ /d/ /e/ /n/. (Write wooden on the line, thinking aloud sound by sound.)"
 - "I did my best, and I kept going. That is exactly what you do when you hit a word you have never written." (Write spoon and finish the line.)
 - "Now I stop and look. My sentence is finished, so it needs a period at the end. The sheet does not give me the period, so I 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.)
 - p. Point to the second sentence frame.
 - q. Explain to students: "This one says, It comes from. This is where I tell my reader the plant, animal, or tree it started as."
 - "It comes from a tree." (Write a tree, thinking aloud, then add the period.)
 - r. Point to the third sentence frame.
 - s. Explain to students: "Look closely at this one. It says, Many blank come from a farm. The word many tells me I need more than one, so my naming word needs an s on the end."
 - "Many spoons come from a farm." (Write spoons, thinking aloud about the s, then add the period.)
 - "My action word is come, with no s, because I have more than one spoon. They match."
 - t. Point to the last sentence frame.
 - u. Explain to students: "My last sentence is my ending. It says, Now I know. This is where I tell my reader what I know after this whole unit."
 - "Now I know agriculture is everywhere."
 - "Agriculture and everywhere are both in my word bank, so I do not have to sound those out. I find them in the box and copy them letter by letter." (Write agriculture is everywhere, then add the period.)
 - v. Read the whole sheet back aloud, pointing to each sentence as you read it.
 - w. Point to the checklist at the bottom of the sheet and read each line aloud with students.
 - x. Explain to students: "Last I check my work. Did I name my item? Yes. Did I tell where it comes from? Yes. Do my naming words and action words match? Let me read each one out loud and listen. Did I put a period at the end of every sentence? Let me look at each one."
7. Independent Writing
- a. Distribute the Agriculture Is Everywhere 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. Circle the action word that matches each naming word."
 - "Choose one item from our mystery bag display."
 - "Draw your item in the box."
 - "Finish all four sentences in your own words, and put a period at the end of each one."
 - "Use the word bank for the big words. Sound out the rest."
 - "Check your work with the checklist at the bottom."
- c. Students complete the recording sheet independently.
 - d. Circulate and support:
 - Prompt for matching: "Is that naming word one or more than one? Now say the sentence out loud. Does it sound right?"
 - Prompt for the source: "What plant, animal, or tree did your item start as? Let's look at our display."
 - Prompt for the plural sentence: "The word many means more than one. What does your naming word need on the end?"
 - Prompt for closure: "What do you know now that you did not know at the start of this unit?"
 - Prompt for end punctuation: "Is that sentence finished? What does it need at the end?"
 - Prompt for the word bank: "Is that word in your word bank? Find it and copy it carefully."
 - Prompt for spelling: "That one is not in the bank, so say it slowly. What sounds do you hear? Write the letters that match and keep going."
 - e. When students finish, have them read all four of their sentences aloud to a neighbor or to you, listening for whether the naming words and action words match.

(Note: For students who need more support, let them choose an item they can see on the display and point to it while they talk the sentence through before writing, or cover all but one frame with a sticky note, so they finish one sentence at a time. For students ready for more, challenge them to add a sentence about a second item using a plural naming word.)

8. Closing Discussion and Kansas Connection

- a. Gather students together with their completed recording sheets and the mystery bag display.
- b. Ask students:
 - "Which item did you choose, and where does it come from?"
 - "What did you write for your ending sentence?"
 - "Look at the display one more time. Which item would you have never guessed came from a farm?"
- c. Kansas Connection. Explain to students: "Every item in our bag today connects back to a farm or ranch somewhere. Kansas ranchers raise sheep for wool and cattle for leather. Kansas farmers grow cotton, corn, and soybeans. Kansas woodlands and tree farms provide the wood used for paper, cardboard, and pencils. You do not have to live on a farm to use these products. A cotton sock in a dresser, a pencil in a backpack, or a bar of soap in a bathroom could all trace back to a Kansas farm or ranch, no matter where in Kansas you call home."
- d. Ask students:

- "Whether the farms and ranches near you are just down the road or something you have only seen in pictures, which item in our bag connects closest to your own home? Why?"
- "What is one thing you could tell your family tonight about where everyday things come from?"

Assessment: Teacher observation during the final read, the Mystery Bag investigation, and the grammar instruction provides the main evidence of student understanding. Watch for whether students describe how the two pieces of information on page 11 connect, use the picture and the words together on page 13 to state a key idea, trace each item to its plant, animal, or tree source, and name where they have seen that item in real life. The completed recording sheet is the primary artifact, showing whether students matched each action word to a singular or plural naming word, named an item and its source, provided an ending, used end punctuation, and spelled unfamiliar words phonetically.

Supplemental Activities: Display the collected Mystery Bag items with their agricultural sources under a title such as "Agriculture Is Everywhere!" and keep the completed recording sheets and the "One and More Than One" chart beside them, so the whole class can see how many everyday items trace back to a farm. For an extension, invite students to find one more item at home that might come from agriculture and share what they find with the class. Keep adding naming word and action word pairs to the chart throughout the year, and use the prompt "one or more than one?" during everyday writing to keep the skill alive past this unit.

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Name: _____

Agriculture is Everywhere

Part 1: One and More Than One

Circle the action word that matches the picture and the sentence.



The sock come/comes from cotton.



The crayons come/comes from soybeans.



The pencil come/comes from a tree.



The brushes come/comes from a pig.

Name: _____

Agriculture is Everywhere

Part 2: My Mystery Bag Item

Word Bank	
agriculture	everywhere

Draw the item you found in the mystery bag.

Sentence Frames

My item is a

It comes from

Many

Now I know

☐

I wrote my item.

☐

My naming verb and action verb match.

☐

I told where it comes from.

☐

I put a period at the end of each sentence.