



Lesson 5: Agriculture Is Everywhere

Grade Level: Second 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 explain how the book's pictures make the words clearer. The class then returns to the text to gather the pig family words and discovers that six different words all name a pig, each one more exact than the last. Students 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 it in their own lives. The recording sheet asks students to choose the most exact pig word for four different situations and to write about one item from the bag.

Skillset: Explaining how an image contributes to and clarifies a text, understanding word relationships and nuances among the pig family words, choosing the most exact word for a situation, 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, and writing complete sentences with end punctuation.

Kansas Academic Standards

Kansas ELA Standards

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.12 Demonstrate understanding of word relationships and nuances in word meanings.

RI.2.12.a Identify real-life connections between words and their use.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

(Note: For RI.2.12, this lesson works with the pig family words: hog, boar, barrow, gilt, sow, and piglet.)

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 how a picture in the book makes the words clearer.
- Explain that hog, boar, barrow, gilt, sow, and piglet all name a pig, and tell what makes each one different.
- Choose the most exact pig word for a given situation.
- Recall information from across the unit to identify an item's agricultural source.
- Name where they have seen or used an item from the Mystery Bag in their own life, connecting the word to its real-life use.

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, used for the final read in Section 2 and again for the pig words on pages 5 and 6 in Section 3)

Whole Class:

- Chart paper titled: "All of These Are Pigs" (left blank at the start of the lesson; the teacher places each card during Section 3)
- 6 word cards (hog, boar, barrow, gilt, sow, piglet)
- 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, take a close look at some pig words, 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, and I want you watching the pictures as much as the words."
 - c. Explain to students: "Here is something good readers know. A picture in an informational book is not just decoration. It has a job. It makes the words clearer, or it shows you something the words could not explain on their own."
 - d. Explain to students: "Twice today I am going to stop and ask you what the picture is doing."
 - e. Read *Kailey's Pig 'Tales'* aloud, pausing at two stopping points.
 - Stop 1, pages 9 through 11, where the text explains that a pig has a long, flat nose called a snout, paired with the close-up picture of pigs digging in the dirt. Ask students:
 - "What do the words tell us about a pig's nose?" (It is long and flat, it is called a snout, and a pig uses it to dig)
 - "Now look at the picture. What does it show you?" (The snout pushed right down into the dirt, up close)
 - "How does that picture make the words clearer?" (You can see how flat and strong the snout is, and how a pig actually uses it to push through the dirt)
 - Explain to students: "That is the picture doing its job. The words told us a pig digs with its snout, and the picture showed us how that works."
 - Stop 2, page 13, the picture of the pig's bristly hair, paired with the text describing that pigs have bristly hair used to make brushes. Ask students:
 - "What do the words tell us here?" (Pigs have bristly hair, and it is used to make brushes)
 - "Now look closely at this picture. What does it show you that the words did not?" (How stiff and rough the hair really looks, and how close together it grows)
 - "How does that picture help you understand why the hair works for brushes?" (You can see it is stiff and strong, like the bristles on a brush)
 - f. Explain to students: "Both times today, the picture showed us something the words could only tell us about."
 - g. Finish reading the book.

(Note: Keep both stops brief. The question that matters in each one is the last one, where students explain what the picture does for the words. Accept any answer that names something the picture shows and the words do not.)

3. All of These Are Pigs

- a. Display the blank chart paper titled "All of These Are Pigs."
- b. Hold up the book again and turn back to pages 5 and 6.
- c. Explain to students: "Our book already gave us most of the words we need. Let's go back and find them."
- d. Reread pages 5 and 6 aloud. As each pig word comes up, stop, have students say it with you, and place that word card on the chart. Give the meaning as you place each one:
 - "A hog is a pig raised on a farm."
 - "A piglet is a baby pig."
 - "A sow is a mother pig that has had babies."
 - "A gilt is a young female pig that has not had babies yet."
 - "A boar is a father pig."
- e. Explain to students: "Our book gave us five. Farmers use one more that is not in the book." Place the barrow card on the chart.
 - "A barrow is a male pig that is raised for meat instead of for having babies."
- f. Explain to students: "Here is the interesting part. Every one of these words means a pig, but each one tells you something more exact."
- g. Explain to students: "Let's look at how these words relate to each other. I am going to ask two questions about each one."
 - "Is it young or grown?"
 - "Is it male or female?"
- h. Ask students:
 - "Which word is for the youngest pig?" (piglet)
 - "Which two words are for female pigs?" (sow and gilt)
 - "What is the difference between a sow and a gilt?" (a sow has had babies, a gilt has not yet)
 - "Which two words are for male pigs?" (boar and barrow)
- i. Explain to students: "Here is why farmers bother with all these words. Being exact matters when it is your job."
- j. Ask students:
 - "If a farmer says 'I have ten pigs', what do you still not know?" (how old they are, whether they are male or female)
 - "If a farmer says 'I have ten piglets', what do you know now?" (they are babies)
 - "A farmer walks into the barn and says, 'The sow needs more straw.' What do you picture?" (a mother pig that has had babies)
 - "Could you call a piglet a pig?" (yes) "Could you call every pig a piglet?" (no, only the babies)
- k. Explain to students: "That is the whole idea. Pig is the word that fits all of them. The other words are the exact ones, and a good writer picks the most exact word that is true."
- l. Explain to students: "This chart stays up because you are going to use these words yourself in a little while."

(Note: Keep the barrow explanation at the level given here. Second graders do not need more than 'it is a male pig raised for meat'.)

4. 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.)

5. 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."
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 and the word bank aloud with students.
 - e. Explain to students: "Part 1 gives me a situation. My job is to pick the most exact pig word for it. Our first one says, This pig is only two weeks old."
 - "Two weeks old is a baby. Which word on our chart means a baby pig? Piglet." (Write piglet on the line.)
 - "I could have written pig and been right, but piglet is more exact. That is what the direction asks for."
 - f. Explain to students: "You will do the other three the same way. Read the situation, look at our chart, and pick the most exact word. Watch out, because two of the words in the bank are not answers at all."
 - g. Point to Part 2 and the drawing box.
 - h. 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."
 - i. Draw a simple wooden spoon in the drawing box as students watch.
 - j. Point to the first labeled section, My item.
 - k. Explain to students: "First I name my item in a whole sentence."
 - "My item is a wooden spoon." (Write the sentence, thinking aloud.)
 - "There is no period printed on my sheet, so I put one there myself." (Add the period.)
 - l. Point to the second labeled section, 'Where it comes from.'
 - m. Explain to students: "Now I tell my reader what it started as. Not the store. The plant, animal, or tree."
 - "It comes from a tree." (Write it, then add the period.)
 - n. Point to the third labeled section, 'Where I have seen it in real life.'
 - o. Explain to students: "This one is about your own life. Where have you actually seen one of these?"
 - "I have seen a wooden spoon in my kitchen drawer." (Write it, then add the period.)
 - p. Point to the last labeled section, 'What I know now.'
 - q. Explain to students: "My last sentence is what I know after this whole unit, not just today."
 - "Now I know almost everything I use started on a farm." (Write it, then add the period.)
 - r. Read the whole sheet back aloud, pointing to each sentence as you read it.
 - s. Explain to students: "My finished sheet stays right here while you write. Yours will have your own item, so it will not match mine."
 - t. Point to the checklist at the bottom of the sheet and read each line aloud with students.
 - u. Explain to students: "Last, I check my work. Did I pick the most exact pig word for each one? Yes. Did I name my item? Yes. Did I tell where it comes from? Yes."

Did I tell where I have seen it? Yes. Does every sentence have an end mark? 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. Read each situation and write the most exact pig word."
 - "Choose one item from our mystery bag display."
 - "Draw your item in the box."
 - "Write each section in your own words, and put an end mark on every sentence."
 - "Check your work with the checklist at the bottom."
- c. Students complete the recording sheet independently.
- d. Circulate and support:
 - Prompt for exact words: "You wrote pig. Is that true? Yes. But can you be more exact? Look at our chart."
 - Prompt for the chart: "Read the situation again. What does it tell you about how old the pig is, or whether it is male or female?"
 - Prompt for the source: "What plant, animal, or tree did your item start as? Let's look at our display."
 - Prompt for real life: "Where have you actually seen one of these? Picture the room it was in."
 - Prompt for closure: "What do you know now that you did not know at the start of this unit?"
 - Prompt for punctuation: "Read that sentence out loud. Where does it stop? What goes there?"
- e. When students finish, have them read all of their sentences aloud to a neighbor or to you.
(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. For students ready for more, challenge them to write about a second item from the display.)

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?"
 - "Think back to our book. Which picture helped you understand the words the most?"
 - "Name one pig word and tell me exactly what it means."
 - "What did you write for your last sentence?"
- c. Kansas Connection:
- d. 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. The wood in our pencils and paper mostly comes from forests in other states, and then it travels here. You do not have to live on a farm to use any of this. 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 farm or a ranch, and some of them started right here in Kansas."

e. 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 pig words discussion, and the Mystery Bag investigation provides the main evidence of student understanding. During the read, note whether students can say what each picture shows that the words do not, and how it makes the words clearer. During the discussion, note whether students can explain what separates a sow from a gilt or a boar from a barrow, and whether they understand that pig fits all six while each other word is more exact. During the investigation, note whether students can name a place in their own life where they have seen each item, not just what it is made from. The completed recording sheet is the primary artifact, showing whether students chose the most exact pig word in all four situations, named an item and its source, named where they have seen it in real life, wrote what they know now, and used end punctuation throughout.

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 "All of These Are Pigs" chart beside them. 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 the pig words chart up and add other animal family words as they come up, such as calf and heifer for cattle or lamb and ewe for sheep, so students keep noticing that exact words carry more information.

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Name: _____

Agriculture is Everywhere

Part 1: Pick the Most Exact Word

Word Bank	
hog	gilt
boar	sow
barrow	piglet

1. This pig is only two weeks old.

2. This pig just had five babies.

3. This female pig has not had babies yet.

4. This male pig is the father of the piglets.

Name: _____

Agriculture is Everywhere

Part 2: My Mystery Bag Item

Draw the item you found in the mystery bag below.
Then, write about it in each section on the next page.

Name: _____

Agriculture is Everywhere

Part 3: Mystery Bag Writing

1. My item

2. Where it comes from

3. Where I have seen it in real life

4. What I know now

☐ I picked the most exact pig word.

☐ I named my item.

☐ I told where it comes from.

☐ I told where I have seen it.

☐ Every sentence has an end mark.