



Lesson 5: Agriculture Is Everywhere

Grade Level: Kindergarten

Time: 60 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. This lesson brings the unit full circle through a final purposeful read of *Kailey's Pig 'Tales'* and a hands-on Mystery Bag investigation in which students examine familiar and new everyday items one at a time and identify their agricultural sources. After the investigation, students learn about prepositions, complete sentence frames using position words tied to the investigation, and independently spell CVC words related to the unit.

Skillset: Purposeful final reading, describing the connection between two pieces of information in a text, describing the relationship between an illustration and the text, recalling and applying prior knowledge from across the unit, connecting words to real-life items and their agricultural sources, understanding and using prepositions, and spelling simple CVC words phonetically.

Kansas Academic Standards

Kansas ELA Standards

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

RI.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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.d Use the most frequently occurring prepositions in written work (to, from, in, out, on, off).

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

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 a connection between two pieces of information in the book, with prompting and support.
- Describe how an illustration relates to the text on a page of the book, with prompting and support.
- Identify real-life connections between words and the items they name during the Mystery Bag investigation.
- Recall information from experiences across the unit to identify an item's agricultural source.
- Understand and use the prepositions to, from, in, out, on, and off.
- Spell simple CVC words phonetically, drawing on knowledge of letter-sound relationships.

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 Michelle Johnson (physical copy or author read-aloud on unit landing page)

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
- Recording sheet
- Pencils and crayons

Writing:

- Preposition sentence frame worksheet — companion document (one per student)
- CVC picture spelling worksheet — companion document (one per student)
- Pencils and crayons

Lesson Procedures

1. Connecting to What We Know. 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; other animals like sheep, cattle, bees, goats, and chickens give us wool, leather, beeswax, and feathers, and crops like cotton, corn, soybeans, and trees give us fabric, starch, oil, and wood.

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."

- a. Ask students:
 - "What is one product we learned an animal can give us this unit?"
 - "What is one product we learned a crop can give us this unit?"
2. Final Read-Aloud. Set a listening purpose: "This is our last time reading *Kailey's Pig Tales* together. Listen for how one part of the book connects to another part, and look closely at the pictures to see what they show us."
 - a. Read *Kailey's Pig Tales* aloud. Pause at two key moments. Stopping Point Suggestions (2 total, brief): Keep stops brief. This is a final read. The goal is to reinforce the whole-book message before moving into the activity:
 - Stop #1 — Connection Between Ideas: page 11, which explains that pigs don't sweat much and that farmers provide water sprinklers or misters to help keep them cool. Ask students:
 - "Why do you think farmers give pigs water sprinklers or misters? What did we just learn about pigs and sweating?" (Pigs don't sweat much, so farmers use water to keep them cool.)
 - Stop #2 — Illustration and Text: page 13, the close-up picture of the pig's snout and bristly hair, paired with the text describing pigs' bristly hair, which is used to make brushes. Ask students:
 - "Look closely at this picture. What does it show us up close that helps us understand what the words just told us about?" (the bristly hair on the pig)
3. Bridge to the Activity — Agriculture Is Everywhere. Explain to students: "This whole unit, we have learned that pigs, other animals, and crops all give us things we use every day. Today we are going to find out that agriculture is hiding in even more places than we thought, inside a mystery bag!"
 - a. Show the bag and explain: "Inside this bag are some items we have already talked about, and some brand new ones. Our job today is to figure out where each one comes from."
4. Agriculture Is Everywhere — Mystery Bag Investigation. Before the lesson begins, place all of the items inside the backpack, tote bag, or mystery box and gather students where everyone can see the bag.
 - a. Explain to students: "You have spent the week learning that agriculture gives us much more than food. Today we are going to see how much agriculture is hiding in everyday life."
 - b. Invite one student at a time to reach into the bag and pull out one item. After each item is revealed, have students examine it and discuss how it connects to agriculture. As each item is discussed, place it in a growing display at the front of the room. Continue until all items have been revealed.
 - Ask questions such as:
 - "Have we seen this before?"
 - "What is it made from?"
 - "Does it come from a plant, animal, or tree?"
 - "What did we learn about this product earlier this week?"
 - "How is agriculture connected to this?"
 - If the product was used in an earlier lesson, encourage students to recall what they already learned.
 - For new products, guide students toward the source. For example:

- Paper towel or tissue → trees
 - Wooden spoon or craft stick → trees
 - Cotton sock → cotton plant
 - Cardboard → trees
 - Crayon → may include agricultural materials such as soy-based ingredients, depending on the product
 - Once all of the products are visible, ask students to look at the collection and discuss what they notice.
 - Ask:
 - "What do all of these products have in common?"
 - "Which ones came from plants?"
 - "Which ones came from animals?"
 - "Which ones came from trees?"
 - "Which product surprised you the most?"
 - c. End by emphasizing 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 raised or grown through agriculture."
5. Understanding Prepositions. Gather students where they can see chart paper clearly.
- a. Explain to students: "During our mystery bag investigation, we used a lot of little words to talk about where things were, like in, out, on, off, to, and from. Words like these are called prepositions. A preposition is a word that tells us where something is, or where it is going."
 - b. Model with the mystery bag itself. Put an item inside the bag and say: "The pencil is in the bag." Explain: "In tells us the pencil is inside the bag."
 - Take the item back out and say: "The pencil is out of the bag." Explain: "Out tells us the pencil is not inside the bag anymore."
 - Set the item on a table and say: "The pencil is on the table." Then remove it and say: "The pencil is off the table." Explain: "On and off tell us whether something is touching the table or not."
 - Hand the item to a student and say: "I am giving the pencil to a friend." Then explain: "The pencil comes from a tree. To and from tell us where something is going, or where it started."
 - c. Ask students: "Can you show me a preposition with your own body? Can you put your hand in the bag? Can you take your hand out of the bag?" Call on a few volunteers to demonstrate.
 - d. Explain to students: "Today we are going to practice reading and writing sentences that use these position words: to, from, in, out, on, and off."
6. Preposition Sentence Frames. Distribute the preposition sentence frame worksheet.
- a. Explain to students: "Our first two sentences use the word bag, just like the bag we used today. Let's read and complete them together."
 - Read sentence 1 aloud, pointing to the words and picture: "We put the cotton ball ____ the bag." Think aloud: "Which word tells us the cotton ball is going inside the bag? In. Let me sound it out: /i/ /n/. I'll write in."
 - Read sentence 2 aloud, pointing to the words and picture: "We take the pencil ____ of the bag." Think aloud: "Which word tells us the pencil is coming out? Out. Let me sound it out: /ou/ /t/. I'll write out."
 - b. Explain to students: "Now you are going to read and complete the last four sentences on your own, just like we practiced. Use the picture to help with the tricky word, sound out the position word, and write it in the blank."

- c. Students complete sentences 3–6 independently:
- "We put the crayon ____ the shelf." (on)
 - "We take the wool ____ the shelf." (off)
 - "The corn comes ____ a field." (from)
 - "We give the leather ____ a friend." (to)
 - Circulate and support:
 - Prompt: "What does the picture show? Is the item going in, out, on, off, to, or from?"
 - Prompt: "Try to sound out the word before you check the word bank."
- Note: Students who need additional support may use the word bank (to, from, in, out, on, off) posted where all students can see it, and may point to or trace the word rather than writing it independently. Students ready for a challenge can add a second sentence using a different preposition.
7. CVC Picture Spelling. Distribute the CVC picture spelling worksheet.
- Explain to students: "Now we are going to spell some short agriculture words all by ourselves. These words are things you might find on a farm or ranch, or things used to make products we use every day, just like the items in our mystery bag this week. Each picture is a word we can sound out and write using the letters and sounds we know."
 - Model with the first word, *pen*: point to the picture and think aloud: "/p/ /e/ /n/. Let me write the letters that match each sound: p...e...n. Pen!"
 - Explain to students: "Now you are going to spell the rest of the words on your own: pig, hen, ram, log, wax, and mud. Say each word slowly, listen for each sound, and write the letter that matches."
 - Students independently spell the remaining six words.
 - Circulate and support:
 - Prompt: "Say the word slowly. What is the first sound you hear? What letter matches that sound?"
 - Prompt: "Can you find that sound at the beginning, middle, or end of the word?"
- Note: Students who need additional support may spell with magnetic letters or letter tiles instead of writing, or may spell only the beginning and ending sounds of each word. Students ready for a challenge can use each CVC word in a short spoken sentence.
8. Closing Discussion and Kansas Connection. Gather students together with their completed worksheets and the mystery bag display.
- Ask students: "Choose one item from our collection and use one of today's words, to, from, in, out, on, or off, to tell us something about it. For example, 'This comes from a sheep,' or 'We took this out of the bag.'"
 - Call on a few volunteers to share. Ask students:
 - "Did any of the words you spelled today, like pig, hen, ram, or log, match something in our bag or on our display?"
 - "What was the connection?"
 - 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, and 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:

- "Look at our collection one more time. Whether the farms and ranches near you are just down the road, or something you have only seen in pictures or on a trip, which item in our bag connects closest to your own home, and why?"

Assessment: Assess student understanding through teacher observation during the final read-aloud, the Mystery Bag investigation, the preposition instruction, and both the sentence frame and CVC spelling worksheets. The teacher should note whether students can describe a connection between two pieces of information in the book, describe how an illustration relates to the text, connect an item to its agricultural source using prior knowledge, understand and correctly use the prepositions to, from, in, out, on, and off, and spell simple CVC words phonetically. The completed sentence frame and CVC spelling worksheets serve as the primary artifacts for this lesson.

Supplemental Activities: Display the collected Mystery Bag items along with their agricultural sources under a title such as "Agriculture Is Everywhere!" so the whole class can see how many everyday items connect back to a farm. For an extension activity, invite students to look around their own classroom or home for one more item that might come from agriculture and share what they find with the class. Add the prepositions to, from, in, out, on, and off to a classroom word wall or anchor chart, and continue practicing them in everyday classroom directions throughout the year.

Author: Kelsy Sproul, M.S., Literacy Specialist, 2026 KFAC Teacher of the Year, KFAC Curriculum Advisory Council, Former Elementary Teacher, Graduate Teaching Assistant and doctoral student at Kansas State University College of Education. Edited by Marissa Cook, KFAC intern, Kansas State University Secondary Education.

Name: _____

Preposition Sentence Frames

Read each sentence. Sound out the word that tells you 'where.'

Write the word in the blank.



1. We put the cotton ball _____ the bag.



2. We take the pencil _____ of the bag.



3. We put the crayon _____ the shelf.

Name: _____

Preposition Sentence Frames

Read each sentence. Sound out the word that tells you 'where.'

Write the word in the blank.



1. We take the wool _____ of the shelf.



2. The corn comes _____ a field.



3. We give the leather _____ a friend.

Name: _____

CVC Picture Spelling

Say the word. Listen for the sound. Write the letter that matches each sound.

pen














