Swine

*Lesson Plan for Grade K, Science*

*Prepared by NAITC*

*Modified by Mississippi State University, School of Human Sciences*

*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

Students will learn basic information about pigs and the products they provide through reading the book, *Pigs*, by Gail Gibbons, completing a worksheet, and participating in a class activity.

# EDUCATIONAL STANDARDS

**Mississippi College-and-Career Readiness Standards:**

L.K.3A.2 Construct explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space).

ELA-W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**NALOs:**

T2.K-2 b Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs).

# OBJECTIVES

* Students will describe the life cycle of pigs

# MATERIALS NEEDED

Activity 1:

* *Pigs- True or False* handout, 1 copy
* *Pigs*, by Gail Gibbons

Activity 2:

* *This Little Pig* worksheet, 1 per student

Activity 3:

* *Pork Products Cards*, 1 copy per class

### Essential Files (maps, charts, pictures, or documents)

* [Swine Breeds Diagram (for optional enriching activity)](https://drive.google.com/file/d/1IdQ0n92plfKuiX3UIwjFszvFOnFXJgoj/view?usp=drive_link)
* [Pork Product Cards](https://drive.google.com/file/d/1m5Crz1dZJsrSj4jOHci4Cifq5CR8WYHO/view?usp=drive_link)
* ["This Little Pig" worksheet](https://drive.google.com/file/d/1LmSRamoxJZQYmCQhxdGBi-eKxCrzTJdm/view?usp=drive_link)
* [True or False Statements](https://drive.google.com/file/d/1gWpVKSLdzsklZxbh5WcJh9V3K8kjBwOP/view?usp=drive_link)

# Lesson Set Up:

1. Have the book *Pigs*, by Gail Gibbons ready to read aloud to students.
2. Before class, print the attached document, *Pigs-True or False.* Cut the paper into strips, leaving 1 statement per strip. You will have 13 statements.

Activity 2:

1. List vocabulary words on the board.
2. Print the This Little Pig Worksheet (1 per student)

# VOCABULARY

**boar:** adult, male pig

**piglet:** baby pig

**sow:** adult, female pig

**swine:** a pig

# Ag Facts:

* Mississippi ranks 17th in the nation in swine production
* About 190,000 pigs are produced annually on 437 hog farms
* In 2019 the value of Mississippi’s swine production was $96 million

# Background information for teachers:

In the United States pigs are most commonly raised for their meat. Meat from a pig is called *pork*. Some pork, such as bacon and ham is processed by smoking the meat to add flavor. Sausage is pork meat that has been ground up and seasoned. Pork chops or roasts are considered fresh meat because they are not smoked or seasoned. Pork is a good source of protein and vitamins.

Pigs are part of the **swine** family. Male swine are called **boars**. Female swine are called **sows**. Baby pigs are called **piglets** or *pigs*. Once a pig reaches market weight (about 240 pounds) they are called *hogs*. It takes about 6 months for a baby pig to grow to market size.

A sow gives birth to a litter of pigs about twice per year. A litter usually has six to 12 baby pigs. During the first 3-5 weeks baby pigs are nourished by their mother's milk. Eventually they are weaned and eat corn, wheat and other grains.

There are many breeds of pigs around the world. In the United States common breeds include Duroc, Hampshire, Yorkshire, and Spots. The most obvious characteristics that distinguish breeds of pigs are their color and if their ears stand erect or if their ears are droopy. For example, the Yorkshire pig is white and it's ears stand erect. The *Duroc* pig is solid red (brown) in color and has large, droopy ears. The *Hampshire* is black with a white "belt" around it's shoulders. It has ears that stand erect. *Spots* is white with black spots and has large, droopy ears. 

# LEARNING PROCEDURES

Interest Approach:

1. Write the word “pig” on the board. Ask students what they think of when you say the word “pig.” Record their words on the board.
2. To encourage class participation and to better gauge prior understanding, ask further questions. Examples include:
   * **"What color(s) can pigs be?"**
   * **"Why do we raise pigs?"**
   * **"Where do pigs usually live?"**
   * **"What do pigs eat?"**

### Procedures

Activity 1:

1. Draw a line down the center of your board. Write, *True* on one side of the line and *False* on the other. Clarify the definitions of these two words and let the students know that they will be learning about pigs. They will be identifying statements as either true or false.
2. Pass the strips of paper containing the True/False statements out to individual students or teams of students (depending on class size). Instruct the student(s) to read their statement and then listen carefully as you read them a book. As you read, they will learn if their statement is true or false. Instruct the students to raise their hands when they know the answer to their statement. Once the statement has been identified as either true or false, place a strip of paper on the appropriate side of the board with tape or a magnet.
3. Read the book, *Pigs* by Gail Gibbons. There will be 1 true or false statement for each 2 pages of the book.
   * Pigs on the farm originally came from wild boars. *(True)*
   * Pigs have 5 toes, just like humans. *(False. Pigs have 4 toes.)*
   * A baby pig is called a piglet. *(True)*
   * Pigs only come in one size and color. *(False. There are many sizes and colors [breeds] of pigs)*
   * Pigs are very smart. They can be trained to do tricks just like a dog. *(True)*
   * Pigs wallow in water or mud to stay cool. *(True)*
   * Pigs have very good eyesight. *(False. Pigs have poor eyesight, but a very keen sense of smell.)*
   * Pigs eat corn, grains, and soybean meal. *(True)*
   * All pigs are kept inside barns. *(False. Some pigs are kept inside large barns with heating and air conditioning. Other pigs are kept housed outdoors with shelter from the heat or cold.)*
   * A mother pig has between 3 and 5 piglets in every litter. *(False. There are typically six to twelve baby pigs in a litter.)*
   * Pigs grow very quickly. They will weigh over 200 pounds when they are 6 months old. *(True)*
   * Most pigs are raised for their meat. *(True)*
   * If you visit a fair, you will not see pigs. *(False. Most fairs have pigs along with many other farm animals.)*

Activity 2:

1. Review basic pig facts that your students have learned thus far. List vocabulary words on the board. Clarify the definitions of words your students are still unfamiliar with.
2. Hand out *This Little Pig* worksheet. Complete side A first. Instruct students to write the swine-related words under the appropriate pictures.
3. Complete side B second. Read the sentences to students. Instruct them to underline the vocabulary words in the sentences. Students will complete the worksheet by drawing pictures to illustrate the vocabulary words.

**Concept Elaboration and Evaluation**

After conducting these activities, use the following questions to review and summarize the key concepts:

* What color(s) can pigs be? *(White, black, brown, red, or multi colored)*
* Why do we raise pigs? *(Primarily for meat such as ham, bacon, pork chops, and sausage)*
* Where do pigs usually live? *(inside barns, but they can also be raised outdoors)*
* What do pigs eat? *(Corn and soybeans)*

Additional Learning Procedures

To help students review and elaborate more about swine, try using the [“Think Pair Share”](https://drive.google.com/file/d/1faV7J9XFL6GG7dSPtkysllp6xeI5sKuz/view?usp=drive_link) method to allow students to think deeper and make new connections.

Additional Things to Consider:

[First Look at Farm Animals](https://www.agfoundation.org/recommended-pubs/first-look-at-farm-animals)

[Pig](https://www.agfoundation.org/recommended-pubs/pig)

[Pigs](https://www.agfoundation.org/recommended-pubs/pigs)



Source: <https://www.agclassroom.org/teacher/matrix/>

*For more information and additional lessons visit*

*https://msfb.org/ag-in-the-classroom/lesson-plans/.*