Alaska Agriculture in the Classroom for Pre-K (Ages 3-5)

Lesson Goal
The goal of this lesson is to teach Pre-K students how to recognize pigs, care for them, recognize the taste of pork, and to understand that pork products provide nutrients for personal health.

Student Objective
The student will be able to understand why pigs are raised and how to care for them, participate in a physical activity, participate in a group activity, recognize the images of pigs and their family members, participate in making food products, and make healthy food choices.

Activities
- **Story Time:** Agriculture in Alaska, Children’s Books
- **Exploring:** Farm Animal Life Cycles, Farm Chores, and Pork & Products
- **Creating:** Paper Roll Pigs and Pigs in Blankets
- **On the Go:** Six Little Pigs Song
- **MyPlate:** Making Healthy Food Choices, Apple-Ham Grilled Cheese, and Pigs in a Blanket

Vocabulary
Pigs, pork, boar, sow, piglet, litter, hide, and hair.

Rubric

<table>
<thead>
<tr>
<th>Alaska Early Learning Guideline Domains</th>
<th>Student Target</th>
<th>Facilitating Activities</th>
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<tr>
<td>1 – Physical Well-Being, Health, and Motor Development</td>
<td>The student participates in a physical activity, involving coordination and movement. The student recognizes and participates in making and eating nutritious foods.</td>
<td>• Six Little Pigs Song &amp; Dance • Pigs in Blankets</td>
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<tr>
<td>2 – Social and Emotional Development</td>
<td>The student participates in a group activity, displays cooperative teamwork to accomplish a group goal, and recognizes individual contributions.</td>
<td>• Animal Life Cycles</td>
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<td>3 – Approaches to Learning</td>
<td>The student sustains attention on a multi-task project with specified requirements.</td>
<td>• Farm Animal Life Cycles and Paper Roll Pigs</td>
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<td>4 – Cognition and General Knowledge</td>
<td>The student communicates comprehension by recognizing the images of animals and is able to show understanding of how to care for them. The student is able to choose healthy foods.</td>
<td>• Farm Chores and Pork Products • Making Healthy Food Choices, Apple-Ham Grilled Cheese, and Pigs in a Blanket</td>
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<tr>
<td>5 – Communication, Language, and Literacy</td>
<td>The student listens with attentiveness and curiosity. The student mimics sounds and actions.</td>
<td>• Story Time • Six Little Pigs Song</td>
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It doesn't happen often but sometimes a sow needs a little help with her piglets. One year we had a sow that had a huge litter. She needed some help because she could not nurse all the piglets at once. There was one piglet that became the runt of the litter and kept getting pushed out of the feeding line. We took the piglet in and made it a bottle with milk and electrolytes. Soon enough, she became a full time bottle baby named Cupcake.

That means that Cupcake lived in our house! She grew quickly and moved on from a bottle to bowls of rice cereal and bananas. She followed us around and liked getting warm baths. She even learned how to use a litter box!

One day, we went to town and Cupcake was home alone. When we got back we couldn't find her. Fortunately, she made it easy to track her down. Cupcake had walked in her cereal so there were little footprints around the house. She had gone for quite the adventure. After following the tracks, they stopped. We knew she had to be around somewhere. Looking carefully, we finally saw a little nose sticking out of the bed from under the covers. Cupcake had made herself a pig in a blanket.

John and Michaella Anderson
907 Livestock in Fairbanks, AK

**Children's Books**

**Materials**
- Children's book *Pigs* by Gail Gibbons

**True or False Questions**
1. Read *Pigs* to the students.
2. Discuss how pigs are raised and how pork food products are made from pigs. Use the resources of information found at the end of this lesson.
4. Tell students that you will be asking what they remember from the book.
5. Explain what true and false means—thumbs up=true and thumbs down=false.
6. Read each statement out loud and ask the students to tell you whether it is true or false.

**Option:** Ask students to try making up their own true or false statement and have them take turns sharing it with the class. Ask the students to share their reasoning for the statement being true or false.

**True or False Statements**
- 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.
- 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.
- 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.
Exploring

Farm Animal Life Cycles

Materials
- Pictures of Farm Animal Mama and Babies
- Mama and Baby cards
- A box or container

1. Show pictures of farm animal families and discuss that farm animals such as cattle, sheep, pigs, and chickens provide milk, meat, and eggs for humans to eat. All farm animals go through a life cycle that begins when they are born or hatched. Baby animals grow into adult animals and can become parents.

2. Show pictures of pig family members. Discuss that pigs are part of the pig’s family, that male pigs are called boars, female pigs are sows, and baby pigs are piglets.

3. Explain to your students that you have cards that show a mother and a baby for farm animal in the box. Using a picture, show your students the place in the room where each animal family will gather.

4. Have each student draw an animal member card from your container and ask them to go to the location that shows the same animal family.

5. After all of the students have found their animal family, ask them to compare their images. Have the groups of students take turns showing the class their cards. Discuss as a class, the similarities and differences between the mother and baby.

6. Discuss with the students how these animal families or groups change over time, that young babies will grow up and may have babies of their own.

Contemplation: Why do humans raise pigs? Where do pigs live? What do pigs eat? What sound does a piglet make? Can you have a pig for a pet?

Pork & Products
Extension Project

Materials
- Pork & Products images
- Pig Family Cards
- Different Kinds of Pigs Page
- Pig Coloring Page

1. Using the Pork Products images, discuss that some pigs are raised for human food or other products. Discuss that in the U.S., pigs are mostly raised for meat, called pork. A pig raised for meat is called a hog. It takes about 6 months for a baby pig to grow to market size. Pork is a good source of protein and vitamins. Ask students what kind of pork they like to eat?

2. Using the Pig Family Cards, explain that a sow can give birth to a litter of pigs twice per year, with six to 12 baby pigs per litter. Baby pigs drink their mother’s milk for 3-5 weeks and when weaned, eat corn, wheat, and other grains. Can you imagine such a big family?

3. Using the Different Kinds of Pigs image, discuss that there are many kinds (breeds) of pigs. The most common in the U.S. are Duroc, Hampshire, Yorkshire, and Spots. The most obvious difference in kinds of pigs are their color and if their ears are droopy or stand up.

Pig Shows!

4. Ask students if they’ve ever seen a pig show at the fair? Explain that farmers and their children show pigs at the fair for fun and to win ribbons for their healthy pigs and all the hard work they do on the farm!

5. Hand out the Pig Coloring Page and ask students to color the pig in any way they wish. When finished, have the students walk in a circle with their colored pig and then award all of them a ribbon (or sticker) for their hard work!
Find a better video!
Farm Chores

Materials
• Pig Farming Chore Job Cards
• Other Farm Chore Cards
• Pig Product Images
• Video Clip, The Amazing Pig, Pigs for Kids, Year of the Pig 2019, Wild Animals—https://www.youtube.com/watch?v=Na_IZDK6QyY

1. Ask the students to name some jobs that farmers do each day. Discuss that farmers raise pigs to provide food, clothing, and other products for us.

2. Ask students what they think it would be like to be a pig farmer. A pig farmer must know how to feed and care for pigs to keep them healthy and happy. Farmers are the caregivers of animals.

3. Ask students what they need for their bodies to be healthy and happy? Students should recognize their need for food, clothing, and shelter. Ask students who takes care of them.

4. Explain that the video, The Amazing Pig, shows pig farmers at work. Show the video to the students. Stop the video along the way and point out what pig farmers do to take good care of their pigs.

Farm Chore Game:

5. To prepare for this activity; print out and hide multiple copies of the farm chore cards in the classroom—don’t make it too hard to find. Use both the Pig Farming cards and the Other Farm Chore Cards. Tape one copy of each farm chore card to separate desks or display them in separate areas of the classroom. Laminating the cards will make them easy to clean and reuse.

6. Ask students to look for the farm chore cards hidden in the classroom, take one, and then go to the table that has the same card taped to it. Make sure there are enough cards hidden for all of the students to have at least one farm chore card.

7. Assist students in taking turns displaying their cards and explaining and/or acting out the farm chore on the card.

Creating Paper-Roll Pigs

Materials
• Paper-Roll Pig Template
• Toilet paper roll or cardboard tube
• Crayons
• Scissors
• Glue
• Paper
• Printer

Instructions
1. Print copies of the template onto plain or pink paper—enough for each student plus a few extras for students who need to practice.

2. Hand out a template to each student and ask them to color the parts (if printed onto plain paper) and when they are done, to cut them out, or pre-cut the templates.

3. Glue the large rectangular piece onto the tube. If the tube is larger than the template, trim the tube down or for larger tubes, cut out another piece of pink paper and add it to the tube.

4. Glue on the head, arms and chest.

5. Fold the feet tabs and glue them to the inside, bottom of the toilet paper roll.

6. Fold the tail in half and glue it on so it looks colored on each side then fold the tab and glue it to the tube.

7. Glue the corncob into one of the hands of the pig.
Six Little Pigs Song

Materials

- Six Little Pigs song
- Room to dance

1. Sing the first line of the song as you demonstrate the movements of the dance to go along with the described actions of the pigs in the song.
2. Ask the student’s to repeat the first line and mimic your movements. Repeat with each line of the first stanza.
3. Sing and demonstrate the entire song and ask the students to sing and dance along.
4. Repeat the song as many times as you like for a good workout and a lot of fun!

Six Little Pigs Song

Six little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.

Five little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.

Four little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.

Three little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.

Two little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.

One little pigs rolled in the mud, squishy, squashy, felt so good. The farmer took one pig out. Oink, Oink, Oink, the pig did shout.
MyPlate

Making Healthy Food Choices

*Materials*
- MyPlate Poster
- MyPlate Place Mats, laminated for reuse
- A variety of food choices from each group, plus some that don’t fit into the suggested groups

1. Show the students the laminated MyPlate poster and discuss what it represents. Explain that it shows the five food groups a person should eat from each day to grow up healthy.

2. Point out the different colors and types of foods that belong to each group.

3. Hand out laminated MyPlate place mats.

4. Let students choose five foods from a pile of laminated food choices. Limit them to five choices.

5. Have the students place their foods into the food groups on their MyPlate place mat.

6. Discuss their choices and ask them to trade in some of them for others in order to fill their plate—ending up with a choice for each food group area—a full plate.

7. Discuss how making food choices that fill in each food group area for meals will help them grow healthy. Point out that pork fills the space on the MyPlate poster as a good source of protein.

*Apple-Ham Grilled Cheese*

*Materials*
- Electric griddle
- Spatula
- Butter knife
- Sliced bread
- 2 apples, peeled, cored, and finely chopped
- 4 Tbsp mayonnaise
- Butter
- 4 eggs
- 1 cup milk

1. Place the chopped ham and apples in a large mixing bowl and stir in the mayonnaise.

2. Spread the mixture onto a slice of bread, covering the surface, top with a slice of cheese, and then another slice of bread.

3. Melt 2 Tbsp of butter over medium heat in the skillet. Whisk the eggs and milk in a small bowl. Dip both sides of the sandwich into the egg mixture and place it into the skillet.

4. Fry the sandwiches for 1-2 minutes per side or until golden brown, making sure the eggs are fully cooked.

5. When done, transfer the sandwich to a cutting board, let cool so insides of sandwiches are not hot.

6. Cut into 4 pieces and serve to students on small paper plates with napkins.

*Pigs in a Blanket*

*Materials*
- Pre-cooked sausages
- Toaster oven
- Small paper plates

*Ingredients*
- Canned crescent rolls

1. Open the crescent rolls and cut them into 4 pieces each.

2. Flatten the roll pieces and place a sausage onto each.

3. Roll the sausage into the flattened roll, making sure the roll fits around the whole sausage.

4. Bake them in the toaster oven for 5 minutes and then let cool for another 5 minutes.

5. Hand them out to students on small paper plates. Serve them with ketchup and mustard is desired.
The activities in this lesson have been, in part, adapted from the following references:

**Rubric**

**Agriculture in Alaska**
- Pigs in a Blanket: Written by John and Michaella Anderson, Operators of 907 Livestock in Fairbanks, Alaska
- Piglet photo by John and Michaella Anderson, Operators of 907 Livestock in Fairbanks, Alaska

**Children's Books**
- Pigs by Gail Gibbons, Video Clip, The Amazing Pig: Pigs for Kids, Year of the Pig 2019, Wild Animals– https://www.youtube.com/watch?v=Na_1ZDK6QyY
- This Little Pig, National Agriculture in the Classroom– https://www.agclassroom.org/matrix/lesson/272/

**Farm Animal Life Cycles**
- Animal Life Cycles, National Agriculture in the Classroom– https://www.agclassroom.org/matrix/lesson/81/

**Pig Farming**
- Pigs/Pork, Alaska Agriculture in the Classroom– https://www.fairbankssoilwater.org/akagintheclassroomlessons.htm

**Making Healthy Food Choices**
- Grow It, Try It, Like It, U.S. Department of Agriculture– https://www.fns.usda.gov/tn/grow-it

**Resources**
- MyPlate Poster and Place mat– https://www.myplate.gov/resources/print-materials
- Alaska Agriculture in the Classroom Lessons– https://www.fairbankssoilwater.org/akagintheclassroomlessons.htm
- National Agriculture in the Classroom Lessons– https://www.agclassroom.org/matrix

**Apple-Ham Grilled Cheese**
- Grill All Recipes– https://allrecipes.com/recipe/139350/apple-ham-grilled-cheese/printview

**Pigs in a Blanket**
- This Little Pig: National Agriculture in the Classroom– https://www.agclassroom.org/matrix/lesson/272/
Mama and Babies

Ewe and Lamb

Mare and Foal
Animal Member cards

Beef Calf

Lambs

Piglets

Colt
Pig Farming Chore Cards

Showing Pigs

Feeding Pigs

Watering Pigs

Sheltering the Pigs

AK AITC–Pigs 11
Other Farm Chore Cards

Feeding the Calf

Herding the Cattle

Milking the Goat

Planting the Garden
Pork & Products

Everything but the Oink

No other animal provides society with a wider range of products than the hog. By products from pigs play a vital, though less visible, role in maintaining and improving the quality of human life.

Compiled by Alyssa Aver (2009)

Pig Family Cards

Sow and Piglets

Boar
Different Kinds of Pigs

Hampshire
- Black with white belt around shoulders and erect ears

Yorkshire
- Solid white with erect ears

Duroc
- Solid red with drooped ears

Spots
- White with black spots and drooped ears
What’s MyPlate All About?

Fruits

Vegetables

Grains

Protein Foods

Dairy

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