OINK, OINK, OINK

Grade Level(s)

PreK and KG

Estimated Time

30 minutes

Purpose

October is National Pork Month and to celebrate, students will explore the lifecycle of a pig.

Materials

- Book- read aloud of *Producers, pigs and pork* available on our website.
- Worksheets-

  Swine breeds https://naitc-api.usu.edu/media/uploads/2015/07/30/Swine_Breeds.png and available on our website

  Pork product cards https://naitc-api.usu.edu/media/uploads/2015/07/30/Pork_Product_Cards.pdf

  Flat Aggie template available on website

  Pig cut out file:///C:/Users/MHibbs/OneDrive%20-%20Farm%20Bureau%20Management%20Corp/Desktop/pig-cutout.pdf

- Links-

  Intro video: https://www.youtube.com/watch?v=MGsGwSXqpiM

  October virtual lesson materials www.linncoag.com -2020/21 virtual- October

  Virtual 360 video of a nursery farm https://www.youtube.com/watch?v=JZch70WDK1Q

  Virtual 360 video of a pig farm https://www.youtube.com/watch?v=cQ-5F-gT-6c

  Flat Aggie Adventures Newsletter https://www.linncoag.com/flat-aggie-adventures

- Others-
  - Crayons or markers
  - Construction paper
  - Feed samples of corn and soybeans

Vocabulary

Environment: the surroundings or conditions in which a person, animal, or plant lives or operates

Litter: the group of young animals born at one time

Piglet: a baby pig

Pork: meat that comes from pigs

Predator: an animal that preys on others

Sow: a mother pig

Boar: adult, male pig

Wean: to help a baby to stop feeding on its mother's milk and to eat other foods

Interest Approach – Engagement

Ask students the following questions:

- What kind of animals and plants can you find on a farm?
- What do you think a farmer looks like?

Read the book *Producers, pigs and pork* or listen to the read-aloud video.

- What animal did you learn about in our story? What do pigs look like? (SHOW THE BREED DOC). There are red, black, white, and brown pigs. Some have spots and others are solid. You will also find different sizes and shapes of pigs.
- What did the farmer look like in the story?
- Who can be a farmer?
- Who else did you meet in the story?
- What do many Iowa pigs eat? (SHOW FEED SAMPLES)

Background - Agricultural Connections

Newborn pigs are called **piglets**. Piglets are born in a **litter** in a **farrowing house**. They weigh 2-3 pounds when they are born and start walking almost as soon as they are born. Mother pigs are called **sows**. For the first three weeks, piglets nurse from a sow about once every hour. At three weeks old, when the piglets weigh about 15-20 pounds, they are **weaned** and moved to a **nursery barn**. In the nursery barn, piglets are given solid feed and drink water from waterers. The pigs always have access to food and water, but do not overeat because they will only eat until they feel full. At eight weeks old, when the pigs are about 40-60 pounds, they are moved to a **finishing barn**. Pigs go to market when they are six months old and weigh 280 pounds.

Pork is meat that comes from pigs. Bacon, pork chops, ham, and sausage are examples of pork products. Pork fits in the protein section of MyPlate. It is an excellent source of protein, thiamine, niacin, riboflavin, vitamin B_6, and phosphorous and a good source of zinc and potassium.[2]

Procedures

1. Explain that pigs provide many things for humans. Next, conduct a scavenger hunt with your students to "find" the *Pork Product Cards* that are hidden throughout the classroom (if you don't want the students to get up and move around, place the cards in places where the students can see them from their desk). Choose 1 student at a time to find a card, then discuss the card and place it on the board.

   Bacon: Thin slices of pork that has been cured to add flavor.
   Sausage: Ground up pork meat with added spices.
   Ham: Cured pork that is popular for Christmas, Easter or other family gatherings. It is also a popular sandwich meat.
   Canadian Bacon: Cured pork meat. Your students may recognize it as part of a Hawaiian style pizza.
   Pork Chops: A fresh (not cured) cut of pork popular for grilling.
   Cosmetics, Gelatin, Crayons, and Chalk: These products from pigs are considered *byproducts* or secondary products. After the meat is harvested from a pig, the non-meat portions of the pig are used to make products such as these. Little to none of the pig is wasted or thrown away.
   Insulin: The first insulin produced for humans with diabetes came from pigs (and cows). Pork insulin is no longer used for humans in the United States, but it can be used to make insulin for pets with diabetes.
   Heart Valves: Pigs are very valuable to medical science. A pig's circulatory system is very similar to a human circulatory system. Pigs help in medical research to learn more about treatments for heart diseases in humans. A pig's heart valve can actually be transplanted into a human whose heart valve has failed. Pig heart valves have saved many lives.
2. Watch the two virtual 360* field trips.
   Virtual 360 video of a nursery farm:
   https://www.youtube.com/watch?v=JZch70WDK1Q
   Virtual 360 video of a pig farm: https://www.youtube.com/watch?v=cQ-5F-gT-6c
3. Hold a classroom discussion. What did you learn from the video?
4. Color Flat Aggie template and pig cut-out.
   - Farmers can be boys and girls; they don't look a certain way. You can be a pig farmer when you grow up! Color a picture of a pig farmer.
   - Pigs aren't only pink. They can look lots of different ways! Color a picture of an Iowa pig.
5. Optional: Glue Flat Aggie and pig template to construction paper.

Organization Affiliation

Lesson adapted by Morgan Hibbs from *Pigs on the Farm*, an original lesson plan from the National Ag in the Classroom website and *Adventures of Flat Aggie*, an original lesson plan from IALF.

Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber & Energy

- Explain how farmers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop (T2.K-2.a)

- Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs) (T2.K-2.b)
- Identify examples of feed/food products eaten by animals and people (T2.K-2.c)
- Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming (T2.K-2.e)

Science, Technology, Engineering & Math

- Explain what tools and materials farmers/ranchers use to reduce heating and cooling in plant and livestock structures (T4.K-2.a)

Iowa/ Common Core Standards

K-LS1-1. Use observations to describe patterns of what plants and animals need to survive.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals and the places they live.