

## Respect the Past Create the Future Lesson Plan Template

**Date:** 10/5/20

**Grade Level/Age:** 1<sup>st</sup> grade

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**Subject:** Social Studies

**Overall Lesson Goals:** By the end of this lesson, the first grade students should be able to identify the difference between wants and needs, and the students should be able to determine if an object is a want or a need.

<p><b>Standards:</b></p>	<p>Alabama Course of Study Standards:</p> <p>S.S. 1.10: Describe the role of money in everyday life; categorizing purchases families make as wants or needs</p> <p>SL. 1.1: Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Lesson Objectives:</b></p>	<p>1.The students will differentiate the difference between needs and wants. 2.The students will work collaboratively in groups to create a list of wants and needs.</p>
<p><b>Material Needed:</b> (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</p>	<ul style="list-style-type: none"> <li>• Smartboard/computer/projector</li> <li>• Anchor chart paper</li> <li>• Markers</li> <li>• <i>Charlie and Lola: I Really, Really Need Actual Ice Skates</i> by Laruen Child.</li> <li>• Wants vs. needs sort (picture and link located at the end of the lesson plan)</li> <li>• <i>Lily Learns About Wants and Needs</i> by Lisa Bullard</li> <li>• Sales papers</li> <li>• Glue</li> <li>• Scissors</li> <li>• Pencils/crayons/markers</li> <li>• Wants vs. needs cut and paste (picture and link located at the end of the lesson plan)</li> </ul>
<p><b>Procedures:</b> (Include procedures for differentiating instruction)</p>	<p><b>Exploration/Introduction:</b></p> <p>1.The teacher will read <i>Charlie and Lola: I Really, Really Need Actual Ice Skates</i> by Laruen Child.</p> <p>2.After the story, she will ask the students questions about the book, such as:</p> <ul style="list-style-type: none"> <li>• What did Lola really want?</li> <li>• Did she really need to ice skates as much as she thought she did?</li> <li>• What is something that you really want that you do not have?</li> </ul> <p>3.The teacher will lead the class in a discussion about what wants are and what needs are. She will ask the students to turn and talk about things they need and things they want. She will display these posters:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div data-bbox="630 1707 971 1959" style="border: 2px solid pink; padding: 5px; text-align: center;"> <p><b>Needs</b></p>  <p>Needs are things that keep us healthy and safe. Example: Food, clothing, and shelter</p> </div> <div data-bbox="993 1707 1334 1959" style="border: 2px solid lightblue; padding: 5px; text-align: center;"> <p><b>wants</b></p>  <p>A want is something that we would like to have but we do not need. Example: toys, video games, stuffed animals</p> </div> </div>

4. The class will create a T-chart with one side titled “wants” and the other side titled “needs”. The teacher will have the students sort pictures of objects to determine if the object is a want or a need.



**Lesson Development:**

1. The teacher will read *Lily Learns About Wants and Needs* by Lisa Bullard and continue the discussion of wants vs. needs with the class.
2. She will tell the class that they are going to work together to create a shopping list with pictures of wants and needs.
3. The teacher will split the students into groups. She will give each group an anchor chart with a T-chart and have them decorate and label one side “wants” and the other side labeled “needs”. She will give each group sales papers from various stores.
4. The students will work together to cut out pictures from the sales papers, sort them into wants and needs, and glue them onto the T-chart.
5. As the students are working together, the teacher will around and listen to the students’ discussions and ask questions to seek their level of understanding.

**Procedures for differentiating instruction:**

For students who need extra support, the teacher will place them with a peer that can help assist them with the activities. The teacher will also provide guidance and assistance as needed.

For students who are above grade level, the teacher will ask those students to write and label the objects on their group’s T-chart and make a list of the wants and needs using the word instead of the picture.

For students with an IEP, the teacher will follow their IEP to assist those students according to the accommodations listed in their IEP.

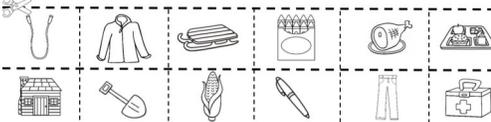
For ELL learners, the teacher will place them with a peer who can assist them and explain what the objects in the pictures are as needed.

**Expansion:**

1. The teacher will have the students come back to the carpet, and they will review what a want is and what a need is.
2. The class will watch this video: <https://www.youtube.com/watch?v=FpNyTKgilIo&t=6s>
3. Each group will present their T-chart to the class, practicing public speaking skills and how to make eye contact with the audience.

4. After every group has presented, the teacher will give each student a wants vs. needs cut and paste sort to complete individually as an assessment to check for understanding.

Name \_\_\_\_\_ © 1<sup>st</sup> Grade Salt Life

Wants 	Needs 
	

**Assessment:**

- Exploration/Introduction:**  
During the exploration/introduction phase of the lesson, the teacher will assess the students through teacher observation, listening to their answers to the questions she asks, and during the wants vs. needs picture sort to determine their prior knowledge of the topic and their level of understanding of the topic.
- Lesson Development:**  
During the lesson development phase, the teacher will assess the students through teacher observation as she observes and listens to the students working together in groups. She will also use the T-chart to determine the students' understanding of the topic. She will also ask the students questions to check for understanding as they are working in groups.
- Expansion:**  
During the expansion phase of the lesson, the teacher will use the wants vs. needs cut and paste that the students complete individually to check for understanding of the topic.

**Additional Resources:**

- The wants vs. needs posters and cut and paste sort resource can be found here: <https://www.teacherspayteachers.com/Product/Wants-and-Needs-Freebie-1641427>
- The wants vs. needs picture sort resource can be found here: <https://www.teacherspayteachers.com/Product/Needs-and-Wants-Sort-FREEBIE-4343097>