

Lesson Plans: .K SS LPQ4 087 Wants and Needs

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Grade Level : .Kindergarten

Subject : Social Studies - Elementary

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade K
Florida Sunshine State Standards
Economics

1: Beginning Economics

SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.4 Identify the difference between basic needs and wants.

Description/Abstract of Lesson: To identify basic human needs. To observe that all people have wants.

Essential Question-Scope & Sequence: **Students will be able to differentiate between needs and wants. Students will also recognize that people have jobs in order to obtain their needs and wants.**

Technology Connections and Teacher Materials: *Pictures of homes, clothing, and foods. See attached links for online activities and stories.*

Technology Connections and Student Materials: *chart paper, markers, crayons, magazines*

Duration : 5 Days

Vocabulary: needs, wants, job, inventor

Steps to Deliver Initial Instruction: **BIG IDEA**

- Explain that all people have the same basic needs- food, clothing, and shelter. Help students recognize that wants are things that people would like to have.
- Access prior knowledge by giving children an overview of the lesson. Ask them to think of toys or other things they once wanted and now no longer use. Invite students to share examples. Explain to children that these items are wants, not needs.
- Then ask students to give examples of things they need. Explain that everybody has wants. Students want toys, clothes, and treats to eat. Students want stories to be read to them, songs to be sung to them, and fun things to do. This introductory economic lesson allows students to find out that everybody has wants - even if you are a penguin!

Guided Practice with Feedback:

- Display a variety of pictures of homes and discuss the function of homes; to protect us. Emphasize that the homes people build depend on the land, weather, and available materials.
- Display pictures of foods. Remind students that without food and water people cannot live. Ask students to name their favorite foods. List on the board or on chart paper.
- Display pictures of clothing. Explain that by looking at the clothes people wear, children can often tell what the weather is like where the people live, what their jobs are, and even where they go to school. Ask students what their own clothes show about today's weather.
- Now ask students to think of an item they would want to buy more than anything. Go around the room and let students share their wants. List responses on the board. As you review the list, point out the difference between necessary items of food, clothing and shelter to the wants they have listed.
- Now ask students to think of an item they would want to buy more than anything. Go around the room and let students share their wants. List responses on the board. As you review the list, point out the difference between necessary items of food, clothing and shelter to the wants they have listed.

Independent Practice:	● Help students understand why people need a home by re-telling the story, <i>"The Three Little Pigs."</i> Ask students why the houses made of sticks and straw did not meet the pigs' need for a home. Then ask how the house made of bricks was different. ○ Students will then draw a picture of their own home and dictate or write a sentence of how it meets their family's needs. ○ Ask students to draw a picture of a "want" that might have been helpful to the pigs or a "want" they have for their own house. Instruct students to discuss how people get money for their needs and wants. As a class, create a list of jobs. Ask students what the word inventor means. Introduce students to the following African-American inventors and their inventions: Madam C.J. Walker - hair growing lotion George Washington Carver - peanut butter Elijah McCoy - oil dripping cup for trains
Differentiated Instruction/Small Groups:	● Provide small groups of students with a word card for needs and have them sit in a circle. They will take turns passing the card around and naming one thing that a family needs. Have the students continue passing the card until each child has named one need. ● Then provide each group with a word card for wants. Have students repeat the game by naming one thing they want. Have them pass the card until each child has named at least two things.
ESE/ESOL Accommodations & ESE/ESOL Strategies:	● Students will work with a partner to make flash cards with vocabulary words and illustrations. ● Students will play a match game with the vocabulary word and illustration. As students match, they will orally use the word in a complete sentence.
Lesson Closure/Review:	● Summarize key content. ○ People must have food, clothing, and shelter. ○ Wants are things people would like to have. ● Read aloud <i>"But I Waaannt It!"</i> By Laura Schlesinger (Cliff Street Books, 2001), <i>"The Berenstain Bears Get the Gimmies"</i> by Stan and Jan Berenstain (Random House, 1988). Use each story to generate a class discussion about wants and needs, greed, and appreciation the things one already has.
Assessment with Clear & Compelling Product Standards:	● Have students fold a large sheet of paper in half and draw a line along the fold to make a two-column chart. ○ Have students label their charts Needs and Wants. ○ Then ask them to draw or cut out magazine pictures of things they need and things they want. Glue into the correct columns. ○ Ask students to explain the difference between needs and wants

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