

Lesson Plan Template

Date: 10/22/2019

Needs vs. Wants

<p>Grade: 1st grade</p> <p>Materials: needs vs. wants sheet, collage of items, scissors, glue stick, pencil</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Social Studies</p> <p>Technology Needed: N/A</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s)</p> <p>E.K_2.3- Identify consumer decisions and the difference between needs and wants.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - These students could be expected to find only 2 needs and 2 wants instead of 3-4 each. <p>Above Proficiency:</p> <ul style="list-style-type: none"> - These students will be challenged to correctly identify 3 needs and three wants from the collage. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - These students could be encouraged to make up their own items that are not included in the sheet that could fall under either a “need” or a “want” <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: These students will benefit from the visual graphics the teacher has provided when doing the explore section. Also being able to visually see the different wants and needs that we discuss as a group and lay under the different categories on the floor. • Auditory: These students will benefit from hearing the whole group talk about why an item is a need or a want. • Kinesthetic: These students will benefit from being able to move around on the floor and place the different needs and wants items in the proper category • Tactile: Having the students handle the different pieces of paper and placing them under each category will reach these tactile learners; as well as having them cutting and gluing the different needs vs wants on their own. 				
<p>Objective(s)</p> <ul style="list-style-type: none"> - By the end of the lesson, students will be able to describe the different between needs and wants by categorizing different items we see/experience day-to-day. <p>Bloom’s Taxonomy Cognitive Level: Comprehension, Application</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>When doing whole group activity:</p> <ul style="list-style-type: none"> - Students are expected to be paying attention to the whole group activity. - Students are expected to not talk out of turn or tell the student who is deciding if the item they have is a want or a need the answer. - Students are expected to sit nicely on the floor and wait for their turn. <p>When doing independent activity:</p> <ul style="list-style-type: none"> - The students are expected to work by themselves and not help their neighbor. - The students are expected to be working at a voice level 0-1. - The students are expected to use scissors and glue how they are supposed to be used. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - When watching the video, the students will be on the front carpet in front of the Promethean board. - The students will remain on this carpet during the Explain time as well. - Students will move over to Needs vs Wants area in the room when the teacher directs them to. The students will sit around the area that is taped off, not within the taped area. - Once we are done working through the different items as a class, the students are to go back to their desk and find 3-4 items that are wants and 3-4 items that are needs. 	<p>Minutes</p> <p>20 min.</p>				
<p>Procedures</p> <p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Set up/tape “Needs” and “Wants” box for group activity - Create Needs vs Wants sheet - Create collage of different items 					

	- Find different needs/wants items for group activity	
2 min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Have you ever told your parents, “Mom, Dad, I NEEEEEEEEED that toy; or I NEEDED those shoes – they are my favorite!!!” <ul style="list-style-type: none"> o Have students raise their hands & maybe share things they have told their parents they need. 	
3 min.	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - A NEED is something that we need to survive: things like shelter, food, water, clothing, and air. <ul style="list-style-type: none"> o Sometimes different people have different needs depending on where they live or different needs they have. o When it comes to food, do you think that we NEED foods like chips and candy? o While we need food, our body needs healthy food to keep us healthy and strong. We don’t really need chips and candy because they aren’t nutritional for us – but we can WANT them. - A WANT is something that we think is fun or that we would like to have. They aren’t the most important to help keep us alive. <ul style="list-style-type: none"> o Can you think of some “wants” that you have? o Have the students turn and talk with one another for a minute; then have them share with the whole group. 	
12 min.	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - The students will work together as a whole group to identify different wants vs needs. - The teacher will provide different items the students need to separate into wants vs needs and place in the correct spot labeled on the floor. - The whole group will then talk about why the item is a want or a need (each student will have one item to identify) - Once done with the whole group activity, the students will use the collage and their needs vs wants sheet to cut out and glue the different needs vs wants under the column in which they think the item belongs. 	
2 min.	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> - What are some things on the sheet that you thought were NEEDS? - What were some of the things on the sheet you just did that were WANTS? - To make this lesson longer, the teacher could have the students write about something that they WANT and something that they NEED to survive as well as describe why the item is a want/need. 	
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> - The teacher will be able to informally assess the students during the group activity and the conversations that come from going over each item as a group as well as the reflective questions. 		Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"> - The summative assessment is the items the students choose from the collage to represent what they believe a need is and what they believe a want is. This answer sheet is an assessment that shows the child’s individual work/knowledge on the standard.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p>I feel like the students really did understand the objective after this lesson. As a class, we got into some really good conversations about different things that could be wants/needs based off of where people may live or the lifestyle they have. They really thought up quite the examples (such as “a boat would be a need for some people if they were surrounded by water and needed to go get fruits and vegetables themselves” or “some people may need a seeing-eye dog if they are blind”)</p> <p>The only thing about this lesson is there was a lot of tiny scrap pieces of paper. I could either fix the collage so students have a box to cut around each item, or just do like we did and have each student pick up 5 pieces of paper once the lesson was over.</p>		



bed



wheelchair



ice cream

air





water

sunlight





motorcycle

cell phone





mansion



football



necklace



**fruits and
vegetables**



umbrella

guitar

