

# Needs and Wants

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## Descriptive Data

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### Name

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Exploring Needs and Wants

### Topic of Lesson

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Needs and Wants

### Grade Level

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First Grade

### Concepts

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### Objectives

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Students will be able to compare the differences between needs and wants.  
Students will be able to draw an item they want and tell why they think it is a want.

### Assessment

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#### Formative

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The students will be assessed on this activity orally. The students are to draw a picture of one item they think we need to take on a trip. Once the students have completed their drawing, then we go around the room and the student tells why they chose to bring this object. Once everyone has shared their object, then we make two separate piles and the students tell whether or not the object is a need or a want. This is how this activity will be assessed. At the end of the lesson I will also be looking at the student's activity sheet to see if the needs are correctly circled and one want is drawn

by the student.

## Summative

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## Authentic

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On day five of the lesson, the students will create a poster board showing both needs and wants. They will have to put the needs under the correct column on the poster and the wants under the other column on the poster board. This will be one way the students are assessed throughout this unit.

## Teacher Background

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### Lesson Background Summary

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This lesson is day four of a three week unit about jobs. Some key vocabulary for this lesson is needs and wants.

## Standards

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### National & State

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**ND-K12.SS.4.3** STANDARD: ECONOMIC SYSTEMS Students understand the structure of different types of economic systems and the principles that govern them.

**ND-K12.SS.4.3.1** > Understand the relationship between supply and demand.

## Preparation

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### Organizational & Management Steps

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Preparation

1. Pre-read pages 100-101 in the Scott Foresman Big Book.
2. Prepare 1/2 sheets of white paper.
3. Bring a small suitcase or backpack.
4. Make copies of the activity sheet for the students.

## Materials

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### Materials & Resources

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- 1/2 sheets of white paper
- A small suitcase or backpack
- Scott Foresman Big Book pp. 100-101
- Vocabulary Cards: needs and wants
- Scott Foresman activity sheet pg. 27
- markers/pencils/pens

## United Streaming

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No resources added.

## Procedures

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### Introduction

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1. Introduce the activity by telling the students that we are going to be taking a trip to a particular place (just make up a location).
2. Talk about with the students some of the items that they usually bring with them when they go on a trip.

## Activity

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1. Ask the students to draw a picture of one thing they would like to bring on a trip. Students should label the picture with inventive spelling.
2. Place the pictures they drew in the suitcase or backpack and gather the students back up at the carpet.
3. Pose questions that reflect needs and wants before taking the pictures out. Some suggestions might be, "I will be hungry on this trip. Did anyone pack something to eat?" "I bet it will get chilly at night. Did anyone bring a sweatshirt

or blanket?" "I like to read magazines or books. Did anyone bring any reading material?"

4. Let the students discuss what they brought on the trip. (This will help get their mind thinking about what things we might need on a trip to survive and what things they brought so they would not get bored.
5. Take out pictures and have students share what they chose to take with them. Ask them why they chose the items they did.

### **Activity**

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6. Show vocabulary cards for wants and needs.
7. Read aloud Big Book pp. 100-101. Ask the students what the needs on the pages were and what were some of the wants.

### **Conclusion**

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8. Take each picture out of the backpack and ask the students to sort them into "wants" and "needs".
9. Students will then go back to their tables and complete the activity sheet on their own.

### **Accommodations**

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#### **Paraprofessional & Diverse Learners**

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I did not need to make any accommodations for the class I used this lesson with. There weren't any students in the class who needed special accommodations. If I had a student in my class who was blind, I would have that child talk about the item that he/she would want to bring on the trip. The student could describe the item to the class instead of having to draw the item. However, if the student wanted to try drawing the object, I would most definitely give that student the opportunity to do so.

### **Extensions**

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#### **Enrichment**

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To enrich this activity I would have the students actually bring in the item that they wanted to bring on their trip. Then have the students put their items in a suitcase and take a small field trip for half the day. With the items provided,

would the students actually last or did they realize you do need particular items to survive?

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**Review**

For a review, I would have the kids to more wants and needs sorts in center time. They could also create things they want using media other than drawing. Provide them with other art materials such as clay or paint to create their "wants".

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**Activity**

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**Technology**

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**Audiovisual**

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One idea that could be done using technology for this lesson would be to have the students use a program such as KidPix and draw the item they want to bring with them on their trip using that program. Another activity would be to provide a template such as a T-chart of needs and wants and have the students find pictures on the Internet of things they need and put those items in the "needs" column and find pictures of things they want and put those items in the "wants" column.

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**Other**

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**Reflection**

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**Thoughts regarding the Lesson**

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I thought this lesson went awesome. I felt very comfortable with my teaching and I felt like I had control of the students. This was the third lesson that I taught, so I had a good understanding of how to properly manage the students and what kinds of techniques work best with those students. I was not sure how well they would grasp onto how a need or a want differs. I think what really helped the students was by letting them actually draw an item they would bring on a trip. By incorporating a vacation into this activity, I was able to trigger prior knowledge that the students had. All of the students had been on a trip before, both big and small. I also think that it helped to ask the students questions about what I like to bring on a trip and then ask if anyone packed it along. When we were going through all the items in the suitcase, the students realized that almost everyone packed items that were entertaining. Overall, I think this lesson went very well and I felt much more confident in my own teaching.

### **Suggestions for Revision**

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If I were to teach this lesson again I would try to incorporate technology into the lesson. I would let the students draw the object they wanted to bring along on the trip. The students had the most fun deciding what to bring and then drawing the object. I also think it would be fun to let the students bring in the actual item and talk about why they like to bring that item on their own vacation. It seems as though there just is not enough time allotted for social studies and so I felt like I could not spend much time letting them do the drawing. The whole lesson felt rushed, because it takes time to teach concepts to first graders versus teaching to our own peers.