| **Subject/Grade: 1/2 Lesson Title: Understanding Needs Vs. Wants** **Teacher: Miss. Finlay and Miss. Kourles Date: October 20, 2021** | | |
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| **Stage 1: Identify Desired Results** | | |
| **Outcome(s)/Indicator(s):**  **Grade 1 Social Studies**  RW 1.1 Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.   1. Review the difference between needs and wants. | | |
| **Key Understandings: (‘I Can’ statements)**   * I can explain what a need is * I can explain what a want is * I can tell the difference between a need and a want | **Essential Questions:**   * What is the difference between needs and wants? * What are some needs that you have? * What are some wants that you have? | |
| **Prerequisite Learning:** The students may have discussed needs and wants in previous grades. | | |
| **Instructional Strategies:**   * Use of **picture book** to engage students * Asking **questions** in regards to the topic to engage students with critical thinking * **Classroom Brainstorm** to allow students to understand that is being taught * **Board activity** to allow students to practice/ show their new learnings | | |
| **Stage 2: Determine Evidence for Assessing Learning** | | |
| **Assessment throughout the class:**  Formative: Classroom brainstorm activity using a web. As a class we will discuss what their needs and wants are. As the students give examples the teachers will write them on the board creating an organized web.This activity will allow the teachers to understand the students prior knowledge to this lesson, before students break out into their individual class work.  Formative: Students will be assessed on their understanding when completing the board work activity.  If time allows, students will also complete an additional handout to further assess their knowledge where they will draw or print their needs and wants. | | |
| **Stage 3: Build Learning Plan** | | |
| **Set (Engagement): Length of Time: 15min**   * Book titled *Lily Learns About Needs and Wants* written by Lisa Bullard will be read aloud to the class (S) * After the book has been read, questions will be asked to ensure students in the class understood what the book was about.     **Development: Time: 22min**  Following the reading:   * (S) Teachers will define the meaning of needs (needs are things that will keep us healthy and safe) and wants (wants are things that we really want, but can live without if we had to) * (D) Teachers will explain examples of needs Vs. wants to students to assist students in understanding the concept.   + A vegetable is something that we need because it keeps us healthy! Candy is something that we want because it tastes yummy, but we could live without it because it does not make us healthy.   + Medicine is something that we need because when we are sick, it helps us get better. An Ipad is something that we want, but could live without it.   Questions:  (D) What are some needs that you have?  (S) What are some wants that you have?  As students answer these questions, Miss. Kourles & Miss. Finlay will write on the board the answers using two webs: “Needs” on the left and “wants” on the right.  Activity:   * Students will be given two pictures each of either needs or wants. The pictures will have a magnet stuck on the back of them. * Miss Kourles and Miss. Finlay will create two circles on the whiteboard, one labeled “what we need” and one labeled “what we want” the words “need” and “want” will be underlined so that students can easily pick out the two words. * Taking turns, students will each come up with their two pictures and put them in the circle that they think it belongs in.   **Learning Closure: Time: 3min**  Miss. Kourles and Miss. Finlay will go over the pictures on the board and correct any misplaced items. The teachers will then explain the answers and why they are either a need or a want.  **Extra Activity (if needed):**  \*\*If the activities planned do not take up the time given for the lesson, after the board activity we will handout and explain the “My Wants and Needs” handout.   * Students will fill in their personal wants and needs on this handout. We will ask grade 1 students to draw pictures of their wants and needs and the grade 2 students will be asked to print the words of their wants and needs in the appropriate columns. * If the grade 2’s finish printing their words with extra time they will be told to draw a picture to match each of their words. * Students will be asked to read quietly when they complete the activity. | | **Materials/Resources:**   * Book - *Lily Learns About Needs and Wants* * Whiteboard markers * Needs/Wants images with magnets for whiteboard activity * My Wants and Needs Handout (if needed) [My Wants and Needs Handout.pdf](https://drive.google.com/file/d/1uBxJKv4g4PTGJtoGHO18BqSrjhpOJ_50/view?usp=sharing)   **Possible Adaptations/**  **Differentiation:**   * Have an extra handout present incase students complete the lesson quicker than the allotted time. * For Grade 2’s - have the students write the words of their wants and needs on the additional handout along with drawing their pictures * Provide support for any students who need it for spelling. * Assist students out who may be struggling with the group activity in a way that they do not feel singled out.   **Management Strategies:**   * Teacher models behaviour that is expected from students * Praise students for hard work and good ideas * Teacher clap - student repeat to regain attention * Give clear expectations for students for when they are done their work   **Safety Considerations:**   * Consider safety of students when working with a class, students should not feel left out when working on class discussion * Understand that students have different living environments so not all students may have access to the needs discussed. We need to be considerate of this when discussing this concept. |
| **Stage 4: Reflection** | | |
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**Professional Goals Plan**

**Topic: Understanding Needs Vs. Wants**

**Date: Wednesday October 20th**

**Teacher: Sofia Kourles Observer: Sheri Kupper**

| **1. Professional Goal**  I want to ensure my transitions from activities are smooth and my expectations of the students are clear for when they are completing activities throughout the lesson.  *The reason I want to achieve this target is because it is important to be able to manage the class in a way that students can work/listen quietly when needed. It is also very important that if there are times when students are done with their work or are supposed to be listening that they are following the expectations myself and my partner put in place.* | **2. Steps to Achieve Goal**  To achieve my goal I will have to make sure I remind the students before activities what their expectations are.  For example when we are doing class discussions I should remind the students that we will take ideas from students who are quiet with their hands up. Another example would be telling the students that they are to walk up to the board and not run during the board activity.  If we make it to the extra activity in this lesson I will explain to the students before the activity begins, what our expectations for them are for when they complete the handout.  Throughout the lesson I will try to make expectations clear, and if students do not follow the rules I will work on reiterating them to make sure everyone understands. |
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**3. Instructions to observer:**

Please observe and record any times where I do not make expectations clear and it causes any issues in the classroom.

Please observe and record any times when students are not following expectations that I do not realize.

Please observe and record any general observations you may have.

**4. Data Collection:**

**Professional Goals Plan**

**Topic:**

**Date: Wednesday October 20th**

**Teacher: Danica Finlay Observer: Sheri Kupper**

| **1. Professional Goal**  During this lesson I would like to connect with students by making eye contact when speaking directly with an individual and positioning myself to be directed to all students.  *I believe that it is important for teachers to be able to make connections with students, so that they are comfortable speaking with you. In order to do that I must show that I am available to help and am there for them. At times I believe that I can get caught up in the teaching and getting my knowledge of the concept spoken, but I need to keep in mind that the student will become more engaged the more I prioritize, listen, and understand what students have to say during this lesson*. | **2. Steps to Achieve Goal**     1. I will make eye contact when speaking to each individual 2. I will not speak when my back is faced away from students while I am writing 3. I will show a level of understanding when each student says why they think something is a need or a want. If a student does not understand why something is a need and not a want or vice versa, I will do my best to understand why they may find it tricky and provide further explanation to the student. |
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**3. Instructions to observer:**

If possible, please observe at the back of the classroom to see my body language throughout my lesson. If there are times where you feel I am not making myself approachable or not speaking directly to students using eye contact please let me know. If there is anything else you notice that I could work on, please let me know so that I can keep this in mind when moving forward into next week's lesson. Thank you so much.

**4. Data Collection:**