

**Economics**  
**Day 4: Wants and Needs**

**I. Content of Lesson:** Economics

**National/ State Standard and Local Benchmarks:**

National Social Studies Standards:

- *We found that questions for exploration are:* What questions are important to ask about wants, needs, goods and services? Why can't people have everything that they want? How are goods made, delivered and used?
- *Questions for knowledge that learners will understand are:* How do people and communities deal with the scarcity of resources? What are the differences between needs and wants and what various organizations exist to help people achieve their individual economic goals (banks, businesses, labor unions)? Learners will also understand that goods and services are produced in the market.
- *Questions for processes are that learners will understand are:* How can students ask and find answers to questions about the production, distribution and consumption of goods and services in the school and in the community? Learners will also be able to analyze the differences between personal wants and individual needs.

State Social Studies Standard:

D. Know about production, distribution, exchange and consumption so they can make informed economic decisions.

D.4.3 – Identify local goods and services that are part of the global economy and explain their use in Wisconsin

Oshkosh Area School District Social Studies Standards:

SOCD1.1.2 Understand the difference between needs and wants

SOCD1.1.3 Understand that we use goods and services that come from other places

SOCD1.1.6 Understand how and why families earn money

SOCD1.1.7 Understand the importance of how we use our money

State English Language Arts Standards:

A1. Use effective reading strategies to construct, sustain, and repair meaning of narrative and informational text

A4. Read to acquire information

C2. Listen to and comprehend oral communications

Oshkosh Area School District Literacy Standards:

LITA1.1.3 Use thinking strategies to aid comprehension

- Connections
- Questions

LITA4.1.1 Use multiple resources to find information about a topic

LITC2.1.1 Understand information conveyed orally

- Set a purpose for listening
- Respond and reflect

**Connections:**

Students will understand the important difference between things they want and things they need in order to survive. The students will be able to identify items that are a necessity to living a safe and healthy life and will identify things that they desire are considered wants.

**Goal(s)/Objective(s): of the Lesson:**

- Students will be able to explain the definition of a “want” by reading the book *Bunny Money* and discussing all of the items that Max and Ruby wanted in the story.
- Students will be able to explain <sup>defined as</sup> a “need” by reading the book *Bunny Money* and discussing what Max and Ruby needed in the story.
- Students will describe items considered as “needs” are things that people need to live and survive. Students will explain this by discussing the definitions of wants and needs and identifying the pictures of wants and needs on flash cards and in the book *Bunny Money*.
- Students will explain that not everyone can always get what they “want” because not everyone has enough money.
- Students will describe the important things that people need and can get for free like education by discussing with the whole class.

**Assessment Targets and Methods:**

In this lesson the students will be formatively assessed in three ways. First, the students will be given a worksheet with various pictures with two items that are need and one item that is a want. The students will be instructed to circle whether the item is a want or a need and then provide a full sentence explanation of why that item is a want or a need.

Edward will be given a separate assessment where he is given a sheet with pictures of wants and need and he will have to circle whether the picture is a want or a need. This will allow him not to spend time becoming frustrated writing the words “want” and “need”. Instead he can focus on the picture and make the choice by circling the words already typed for him. After this assessment the students will then be asked to draw their own picture of a “want” and their own picture of something that is considered a “need” to survive on blank piece of paper. The students will then cut out these pictures and glue them to our “wants” and “needs” poster boards. As they students are drawing their pictures of wants and needs, Miss Schultz and Miss Galovich will walk around the classroom and ask the students why their pictures are showing wants and why their pictures are needs. The students will give their explanation of why and based on how well they explain it and if their explanation is correct, the students will be scored on a 1-3 rubric score. These bulletin boards will be hanging in the classroom for the students to reference the remainder of the week.

students will special needs in the class, will have assistance from Mrs. T the Para-professional in the classroom. She will reiterate the directions to them and explain what needs to be done. She will also encourage them to keep working and make sure they stay on task.

## II. Pedagogical Considerations: Prior Knowledge, Differentiation, and Management

### Classroom Descriptions:

There are 23 students in the classroom. There are 13 boys and 10 girls. Two of these students are children with special needs. One child is nonverbal and is pulled out for most of the day. The other child has autism; he participates in our morning meeting, calendar, milk break, gym, art, music, and our end of the daybook share. The other student with special needs has communication delays and is pulled out of class at certain times. This student is around for most of the day but leaves for one on one assistance in the afternoon. This student also has a one on one paraprofessional to help to support him in the general education classroom. Out of the 23 students, three children receive reading services. Two more students receive speech and language services. There is one student who also is in math recovery. A large majority of these students come from a middle class family who supports them in their education on a daily basis.

### Student Descriptions:

\_\_\_\_\_ is a male student in this classroom.

- *Likes/Dislikes:* \_\_\_\_\_ enjoys math and enjoys gym, music, and art. He likes math, gym, music, and art because he is able to play games and be with his friends. Math groups allow for interaction and peer support. He does not like reading or writing. When he is asked to read he will stare at the pictures and when he is asked to write he will draw instead of writing.
- *Intelligences/Strengths:* \_\_\_\_\_ has a number of strengths as a student. When he is given material at a level that he can handle, he will succeed. He enjoys playing math games with his friends because the math games consist of material that is not new for him such as, adding and subtracting numbers. When \_\_\_\_\_ is asked to do something he is familiar with, he will do it to the best of his ability.
- *Communication:* \_\_\_\_\_ has a hard time communicating with others. He does not like to communicate his feelings. When he is confused about material being taught, he will not ask for help.
- *Behavior:* \_\_\_\_\_ is a very high-energized student. He likes to seek attention from his classmates and the adults in the room. Some of these behavior characteristics are randomly shouting comments, falling off his chair, lying on the ground, distracting others, and talking when others have the floor. He often does not like to listen, especially to new adults in his life. He has a great deal of respect for Mrs. Martin, but when he does not have her specific attention, he seems to act out and looks for her attention.
- *Academic Performance:* \_\_\_\_\_ is very low in all subjects, especially in math and reading. The staff at Carl Traeger Elementary has taken note of these weaknesses and is thinking about holding back next year.
- *Social Skills:* \_\_\_\_\_ has a hard time with social skills. He does not interact naturally with his peers. He pushes his way into relationships and forces his way into peer groups. \_\_\_\_\_ will act out to gain the attention of his peers.
- *Concerns:* My concern for \_\_\_\_\_ is being able to gain his respect. If \_\_\_\_\_ does not have my respect, he will not behave appropriately and that will delay his learning.

is a male student in this classroom.

- *Likes/Dislikes:* likes to work with his peers. He likes to attend the “specials”, such as: gym, music and media.
- *Intelligences/Strengths:* does well in math and reading, depending on the day. is proficient in the core subject areas.
- *Communication:* interacts well with others.
- *Behavior:* can be easily distracted when he is with his friends.
- *Academic Performance:* is average in both reading and math.
- *Social Skills:* Socially, does a great job interacting with his peers and his teachers. He asks questions if he needs help, always raising his hand.
- *Concerns:* A concern for is to find a happy medium for him to learn. Throughout the week I will have to monitor his success and give him feedback on each part of the process so that I can adjust the instruction for him. Understanding what is too easy for him and what is too hard for him will be important for me to do.

is a female student in the classroom.

- *Likes/Dislikes:* likes all subjects. Her favorite subject is math because she feels that it is fun. She likes the interaction with her peers and she likes the opportunity to share what she knows during repetitive math games. also enjoys reading and writing. She often challenges herself with higher reading books. least favorite subject is social studies. also likes to works independently.
- *Intelligences/Strengths:* is intelligent in every subject. She is able to grasp new concepts and then connect them with prior knowledge. is a very fluent reader and is also able to make connections from what she is learning to her life.
- *Communication:* communicates very well. She will communicate what she is feeling almost always. If she is having a difficult time learning, she will ask for help.
- *Behavior:* is a well-behaved student. She knows and understands her classroom and school rules. She interacts well with others and shares respectful behavior. is also very attentive to the lesson being taught and follows directions.
- *Academic Performance:* is a high academic student. She succeeds in every subject because of her ability to learn new information. She enjoys applying the information she learned with her daily life.
- *Social Skills:* works well with her peers. She is able to integrate well with her classmates and has positive social interactions. She is respectful to her friends and has good peer relationships.
- *Concerns:* My only concern for is being able to challenge her so she is able to learn the content being taught at her high level.

is a male student in the class who is labeled as having autism.

- *Likes/Dislikes:* likes to work with others, especially with his Para-professional, Mrs. T. He enjoys working one on one with others because he has a hard time staying on task. When works with others, his peers are able to provide him with

socialization that he desires. A stimming technique that \_\_\_\_\_ uses to calm himself down is called, “chinning”. \_\_\_\_\_ tends to “chin” himself or others by putting pressure on his chin and on his cheeks. This pressure is a stress relieving exercise. \_\_\_\_\_ uses \_\_\_\_\_ while in the classroom. \_\_\_\_\_ also, usually has a tactile toy with him to relieve stress and/or tension.

- *Intelligences/ Strengths:* \_\_\_\_\_ is an excellent reader. He is able to identify words, however, teachers are unsure of how much of the material he comprehends. Reading is one of \_\_\_\_\_ favorite activities and he is able to participate in reading groups and Daily five activities with the rest of his peers.
- *Communication:* \_\_\_\_\_ is non-verbal. He is labeled as having echolalia along with autism. He struggles engaging in conversation with others and generally communicates by repeating what his peer and/or teacher has said last to him. \_\_\_\_\_ responds most effectively to yes or no questions and needs constant prompting when answer critical thinking questions.
- *Behavior:* \_\_\_\_\_ depends on stimulation. For stimulation he often “chins” other people by putting his chin on one’s arm and pushing down to create pressure on his chin. Another \_\_\_\_\_ engages in stimulation is by asking for “squishes” where his Para-professional or teachers apply light squeezes up and down his arms and back. When \_\_\_\_\_ becomes over stimulated, he walks around the classroom and goes to an open area where he jumps around and flaps his arms. When \_\_\_\_\_ becomes frustrated he will cry out or burst out a scream. At times he will also throw a pencil or his shoe when he becomes extremely frustrated.
- *Academic Performance:* \_\_\_\_\_ is almost fully included into the general education classroom. He participates in all the lessons and his work is modified to meet his needs so he is successful in the lesson and is learning the same amount of content as his peers. \_\_\_\_\_ is able to participate in Daily five and reading group activities and enjoys it.
- *Social Skills:* Edward does not communicate with his peers. When he communicates it is often an “echolalia” form of communicating. An example is when Mrs. Martin asks \_\_\_\_\_ to say, “good morning”, he will respond by saying, “\_\_\_\_\_, say good morning.”
- *Concerns:* Being able to meet \_\_\_\_\_ academic and social needs is a concern. It is important for us to determine whether or not \_\_\_\_\_ understands the content or just skimming the basic knowledge that is read to him.

### **Prior Knowledge:**

Prior to this lesson, the students will have been given a prior knowledge assessment based on Oshkosh Area School district Social Studies Standard SOCD1.1.2 Understand the difference between needs and wants. In order to pre-assess this standard, students will be given flashcards with pictures on them. The students will circle whether or not they believe that the flashcard picture represents an individual want or a personal need. The students already have previous knowledge about wants and needs. This economic topic was briefly covered at the beginning of the school year. Various misconceptions about the wants and needs unit is keeping in mind that families consider different things as being something they want and something they need. It will be our job as educators to explain to the students the things that people “need” are things they need in order to live a healthy life.

### **Classroom Management:**

Miss Galovich and Miss Schultz will clearly communicate my expectations of learning by gathering the students on the front carpet to make sure they are paying full attention to the lesson. We will begin the lesson by asking students to, "Open up your ears and get ready for our goal." We will state to the students the goal for the day's lesson on services. "Today's goal is to learn what are services, the different types of services and where we can go to use these services." We will encourage the students to follow the PBIS way of being respectful, responsible, safe and trustworthy. We will also manage the classroom by using the microphone to explain to the students they can do and what they will do, not the things that they should make sure they "do not" do. In order to communicate my expectations of student behavior we will be assertive in our teaching techniques. It is important to be confident about the material we are teaching the first graders. We will make sure to have concise, simple directions that the students will be able to follow. We will write these directions down on the board so they can reference them while working. While teaching, we will make sure to model to the students what is expected of them in the activity so they know what to do in the allotted time.

While teaching we will make sure repeat myself several times throughout the lesson of the things that the children need to be accomplishing in their work time. I also will encourage small group participation and whole classroom discussion to make sure that the students understand the goal and content of the day's lesson. It is important for me to walk around the room and praise the students for their good work. We will also expect the students to participate in answering questions and being good listeners.

### **III. Technology Components/Considerations**

For this lesson we will use:

- SMART Board
- Microphone
- ELMO

### **IV. Lesson Description:**

#### **Materials and Preparation:**

- Prior to the lesson the SMART board slides will need to be created
  - A slide with a list of nine different wants and needs combined together
  - Nine individual slides, where three of the slides have pictures of "wants" and three of the slides have pictures of "needs"
  - A plain piece of paper titled "What I learned at Festival Foods" where the students will record what they learned on the field trip
- 48 pieces of plain, white paper to draw the pictures of a want and a need
- *Bunny Money* by Rosemary Wells
  - Summary: *Bunny Money* tells the story of Max and Ruby's trip to buy their grandmothers present. Max and Ruby do not spend their money wisely and do not have enough money left for bus fare home.
- One large poster board for the students to glue down their pictures of "wants" and pictures of "needs".

#### **Division of Responsibilities:**

During the lesson Mrs. Martin and Miss Schultz will be present in the classroom. Mrs. Martin is the classroom teacher and her role will be to observe us teaching. She will observe me as I teach so she can provide me with feedback that helps me to become a better teacher. Another person in the classroom is Mrs. T. Mrs. T is a paraprofessional. Her role in the classroom will be to assist when needed during the lesson. She helps to support in his learning and helps him participate and complete his work. Mrs. T may rephrase the directions to in a specific way he can understand. Mrs. T will guide him with follow up questions to help guide him in completing the activity. Miss Schultz and Miss Galovich will also be in the classroom and both of our roles will be to play as classroom manager. We will create a positive learning environment for the students and reinforce positive behavior and are also there to answer any questions the students may have throughout the lesson.

### **Introduction:**

1. As a review of the previous day's field trip to Festival Foods in Oshkosh Miss Galovich and Miss Schultz will ask the students to gather at the carpet and turn to their neighbor to discuss three goods they saw at Festival Foods and where those food were produced.
2. The students will discuss for three minutes. To transition them back to listen to the teacher Miss Schultz will ask the students to, "Finish sharing in three, two, one. One is going down, down, down and zero."
3. Students will gather in a huddle and pass around the microphone to share one idea about the goods at Festival Foods.
4. While the students are sharing their ideas, Miss Schultz will record these ideas down on the ELMO for all of the students to see. The visual of the material will be a great learning aid for to he can both see the goods list and listen to his peers sharing the goods list. This can also help him make the connection between the field trip and the content being learned in social studies.
5. Transition – As a transition into the core instruction Miss Galovich will ask the students to, "Open up your ears and get ready for our goal. Today's goal will be to review what we know about wants and needs."

### **Core Instruction:**

1. Miss Galovich will introduce the book *Bunny Money* by Rosemary Wells to the students. Miss Galovich will state that while the students are listening to the book they should be thinking what are the wants in the book and what are the needs in the book.
2. Miss Galovich will stop reading each time Max and Ruby purchase something in the book to determine if it is a want or a need. For example, on page six in *Bunny Money*, Max purchased vampire teeth. Miss Galovich will ask the students if the vampire teeth Max bought are something that he wants or something that he absolutely needs. Miss Galovich will call on two students. After the students give their answer Miss Galovich will ask them to explain why it is a want or it is a need. Miss Galovich will repeat that the vampire teeth that Max purchased was something that he just wanted, and not something that he needed. The students will be told that what Max needed to purchase was a gift for his grandmother's birthday.

3. After reading, the students will turn to their neighbor and discuss what was a want in the book and what was a need in the book. Students will speak out to the whole class on the wants and needs in the book.
4. Miss Galovich will then show a list of various wants and needs one at a time on the SMART board. The students will identify if the image is a want or a need and then explain why. Miss Galovich will explain to the students that a want is something that you wish for, but something that you do not absolutely need to have to survive. I will refer to the book and give an example of a want (i.e. cupcake). Miss Galovich will explain to the students that a need is something that they need in order to survive and to live. An example of a need from the book is that Max and Ruby needed to eat lunch so they bought a peanut butter and jelly sandwich.
  - a. Miss Galovich will explain to the students that there is a very big difference between wants and needs. Certain people can only have a certain amount of needs and wants based on how much money they make. Not everyone makes enough money to get the things they want such as: a new bike or a new toy.
  - b. Miss Galovich will explain that people need to make sure that they use their money to buy things that they need in order to live before they buy things that they want if they can afford it.
  - c. Miss Galovich will explain that some “needs” are free, like: education, police protection.
5. As a review, Miss Galovich will show nine slides. Each slide contains a picture of a want or a picture of a need. The students will raise their hands and identify if the picture is a want or a need. The students will then have to explain why that picture is a want or a need.
6. Miss Galovich will then discuss the assessment with the students. The students will each be given a sheet filled with three pictures of wants or needs. The students will have to circle if the picture is a want or a need. Students will then have to write a sentence why the picture is a want or something they need to survive. Miss Galovich will demonstrate one example with them so they know what is expected.
  - a. This part of the assessment will be differentiated for \_\_\_\_\_
  - b. \_\_\_\_\_ will need to identify if one picture is a want or a need and verbally explain why.
  - c. \_\_\_\_\_ will need to circle whether the picture is a want or a need.
7. The students will be asked to quietly go back to their desks and complete the assignment individually. After they complete the assignment Miss Galovich and Miss Schultz will collect the assignment.
8. After the students complete the first formative assessment, they will return to the carpet and prepare to listen to the directions for the final formative assessment of the wants and needs lesson.

**Closure:**

1. Miss Galovich will explain to the students that they need to draw one picture of what would be considered a “need” to them and/or their family and also need to draw one picture of what would be considered a “want” to them and/or their family.

- a. Miss Galovich and Miss Schultz will walk around as they are working on their assessment and ask the students why the pictures they are drawing are a want or a need. The students will be assessed on a 1-3 rubric score.
2. Transition – to transition the students to their desks, Miss Galovich will ask them the routine questions of, “When should you get started? How long should you work for? What level should our voices be?” The students know these three phrases and will respond to them by stating: “Right away, the whole time, zero voices”.
  - a. By asking these questions, the students know what is expected of them to do and how they should be working. Miss Galovich and Miss Schultz are allowing them to take control of their own learning.
  - b. If the students are able to state the rules then they are able to know the rules and therefore will have a greater chance of being able to demonstrate their understanding by following them.
3. This poster will be posted on the wall in the classroom for students to reference for the rest of the weeks’ lessons. This lesson will meet the needs of our student with autism, OHI, and any student who is a very low learning level because it provides a visual example of what a want and a need is and then shares an example of each within the story that they will be listening to. All students will have the opportunity to be engaged in the lesson. This lesson will be good for our student who is at a low learning level because of the examples that will be visually and verbally presented and because he will be able to learn from the partners in his small group.

**Lesson Adjustment:**

If there is time left over at the end of the lesson, the students will be instructed to draw two pictures of a want and a need, instead of just one. If there is still left over time, the students will assist in gluing their pictures on the large “wants” and “needs” poster board. However, if we run short on time, we will eliminate the first assignment where students will complete the “want” and “need” graphic organizer on their own. Instead we will work, as a class to identify and label the items that is considered wants and the items that are needs.