

Grade: First		Subject: Social Studies	
Materials: <i>Those Shoes</i> book, paper for T-chart, markers		Technology Needed: None	
Instructional Strategies: <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		Guided Practices and Concrete Application: <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	
Standard(s) E.K_2.3 Identify consumer decisions and the difference between needs and wants.		Differentiation Below Proficiency: Allowing the students to use the same needs is mainly for those below proficiency. In addition, I will also be walking around during independent work, ensuring these students are understanding wants and needs. Above Proficiency: Students above proficiency will be challenged to come up with their own examples for needs in addition to mine, as well as additional examples for wants. Approaching/Emerging Proficiency: Students approaching proficiency will be encouraged to come up with additional examples, but are expected to come up with wants on their own. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Examples of T-chart will be provided for students to base their creation off of. • Auditory: I will explain the directions out loud for auditory learners. • Kinesthetic: We will move from the carpet to the desk, as well as to the board for the T-chart activity • Tactile : If necessary, breathing exercises can be done to calm the students. 	
Objective(s) By the end of the lesson, students will demonstrate their understanding of the difference between wants and needs by creating a T-chart of their own wants and needs. Bloom’s Taxonomy Cognitive Level: Comprehension – Students will demonstrate their comprehension of the difference between needs and wants by comparing the two on a T-chart. Application – Students will be applying their knowledge to their own lives, thinking about their own needs and wants. Analysis- Students will be able to make distinctions between wants and needs.			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be sitting at their seats for the lesson, but if they are not using their seating choice well or not focusing, I will make them change seats. -If students are not focused, I will say “eyes on me,” “hands in lap,” and “pencils down,” with the students repeating after me.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students are expected to be quiet while I am reading the book. -Students are expected to raise their hands when I ask a question. -Students will be allowed two collaborate quietly with classmates near them. -Students are expected to clean up their materials quickly and quietly.	
Minutes	Procedures		
10	Set-up/Prep: -Have cards, magnets, and supplies for T-chart ready -Create T-chart example		
14	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -First, we will be on the carpet. I will ask students if they have heard of wants and needs, what they are, if they get everything they want. (Want: something that would be nice to have, but you can live without. Need: Something you can’t live without, or would be extremely hard to live without.) -We will read <i>Those Shoes</i> , which as I read I will help them make connections to wants and needs in their own life. Before reading, I will tell students to notice the wants and needs in the story (want: the black shoes, need: the boots). -Notice how Jeremy has still happy even after he didn’t get what he wanted. -Throughout the story, ask them questions like “can you think of a time you really wanted something and couldn’t have it?” and “have you ever given up something you wanted to make someone else happy?” -After the story, we will discuss the wants and needs in the book. Have they ever wanted something like Jeremy wanted those shoes? -Ask students if they have ever felt like Antonio or Jeremy, allowing for a couple examples.		
	Explain: (concepts, procedures, vocabulary, etc.) -Afterwards, I will use the small white board with the cards and tell the students we are going to spot the differences between wants and needs.		

Lesson Plan Template

Date: _____

<p align="center">6</p>	<p>-Examples will include things like a house, water, a computer, clothes, toys, etc. -There will be 8 examples total, 4 of each. I will have students think to themselves if it is a want or a need, then call on a student to tell me why. After, I will ask the rest of the class for a thumbs up if they agree or a thumbs down if they disagree. -I will then show the class my example of the T-chart, explaining why I chose my wants and needs (I will display it on the Smart Board camera during independent work for the students to have a visual example for the set-up of the T-chart).</p>	
<p align="center">10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Students will then move to their desks create their own T-chart with drawings of their wants and needs. -I will allow them to use the same needs on the board, but I want them to create their own wants. Students will be encouraged to draw from 3-5 of each, time depending. -I will walk around and ask students what some of their ideas are and ask them to explain why they chose them.</p>	
<p align="center">2</p>	<p>Review (wrap up and transition to next activity): -To wrap up, I will let students share with a student next to them. -Then, they clean up their markers and head back to their desks. -Finally, we will wrap up by discussing why learning about wants and needs are important.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>-Throughout the independent project, I will be walking around checking students' work, asking them to explain their choices.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-At the end of my assessment, I will look at students' projects to see if they know the difference between wants and needs.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought this lesson had a good balance of direct instruction and independent work. <i>Those Shoes</i> is a fantastic book to show students that not all kids can have what they want, as well as how sharing with someone because you know they want it is a good thing, and it will make you feel good too. Mr. Conlon observed this lesson as I taught, and he provided me with helpful feedback. First, displaying the wants and needs cards on the white board was a good visual for the students to have, especially since they could refer to it during their individual work time. Second, I used a real life example of my own, which I had not originally had in my lesson plan. When the example of a dog came up, the students were leaning towards answering "want." I agreed, pointing out that I am 21 years old and have never owned a dog, so it must mean I can live without it. Although I felt my questions in the middle of the story were distracting, Mr. Conlon felt those questions were a good idea because it takes a little break from the students just listening and gives them the opportunity to make connections to their own lives throughout the rest of the story. I ran out of time to wrap up at the end due to recess, but Mr. Conlon suggested I always make time for closure at the end of my lessons so students understand why we are learning about that topic. In addition, I did not have time to allow my students to share with a partner, which I need to make time to do because a lot of students were proud of their work. Finally, I did give my students the verbal example about a dog in regards to my own life, but I do think I should have made a physical example of my own T-chart to put on the Smart Board camera just so they have an exact visual of what I was expecting. With these changes, I feel students would truly understand why discussing wants and needs is important, and my objectives would be even further met.</p>		