

Lesson Plan Template

Grade: first grade		Subject: Social Studies	
Materials: computer, smartboard, and wants and needs worksheet		Technology Needed: computer, smartboard	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) E.K_2.3 Identify consumer decisions and the difference between needs and wants.		Differentiation Below Proficiency: I will help the students to cut and if they need help knowing what the pictures are and where they get placed. Above Proficiency: Students will be able to work more independently on their wants and needs paper. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Visual Auditory Tactile	
Objective(s) By the end of the lesson students will be able to tell the difference between wants and needs by identifying different items as wants or need. Bloom's Taxonomy Cognitive Level: Analyze		Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Students will be sitting on the rug for the first part of the lesson. Students will transition back to their desks to complete the activity 	
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students will have their listening ears on and voices off. Listening to the instructions They are interacting with the PowerPoint 			
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> Have the power point pulled up on the board and have the students come sit around on the carpet. 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have the needs and wants PowerPoint pulled up Today we are going to be talking about needs and wants. What is something that you can't live without? What is something that you like to have to live but you don't need it? 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Go on to the slide about needs. <ul style="list-style-type: none"> A need is something we can't live without. We need it to keep us healthy and safe. We need food, water, shelter, and clothes Go to the wants slide. <ul style="list-style-type: none"> A want is something you would like to have We want toys, video games, candy, and pets What are somethings that you guys like to have but don't need it to live? Next slide <ul style="list-style-type: none"> Now we are going to do an activity where we decide which is a need and which is a want. First off needs. On this picture which one of these are needs. <ul style="list-style-type: none"> Take turns calling on kids to find the needs Next slide <ul style="list-style-type: none"> Now we are going to find the different wants on the page <ul style="list-style-type: none"> Take turns calling on kids to find the wants 		

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Now you are going to go practice separating needs and wants on your own. • Have the worksheet pulled up on the board • I am going to give you a sheet where there are two columns one that says wants and one that says needs • You are going to cut out the pictures at the bottom and then glue them under the right section • Let's go through what each picture is so we know what they are, and we are not confused by them. • Go through each picture. • Now when I say your name, I want you to come up and grab a sheet and then go back to your desk and start on the sheet. If you have any questions raise your hand. Make sure we do this quietly. • As the kids are working walk around talk to them about why they are putting items in certain areas
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • As students are finishing their work bring them back <ul style="list-style-type: none"> ○ I have noticed that you are finishing up I want to know what one thing you put in the needs spot ○ What is one thing that you put in the wants spot. • Now we are going to clean up our area and move on to our next activity
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. How the students are interacting with the PowerPoint and the examples they are giving of needs and wants</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students are going to finish a worksheet by cutting and gluing the needs and wants to the right column.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson sparked a lot of conversations about wants and needs and how they compare. We talked about how sometimes we want some needs that we have in our life. The students were learning the difference between wants and needs and what they both mean. We went through an interactive PowerPoint to talk about what items are wants and what items are needs. Students completed a chart where they cut and glued different pictures under the correct column. This is how I could tell that the students understood the concept between the conversations that we were having and the chart that they complete. Overall, this lesson went well with the structure of it. I don't think I would change anything for this lesson. The students were engaged, and they could explain the differences between wants and needs to me. They could also give me examples of each of them. I think this was a successful lesson.</p>	