Grade 01 Social Studies Unit 09 Exemplar Lesson 01: Needs and Wants

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

In this lesson, students will review the concepts of needs and wants. Through the use of fables, fairytales, and other literature, students learn about the differences between needs and wants. They examine the reasons why people can’t have everything they want and consider that individuals who want more than they can have often require the person to make choices.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

| Grade 01 Social Studies Unit 09 PI 01 | Create a graphic organizer (T-chart) categorizing examples of wants and needs. Orally tell about a time when you wanted more than you could have and give a reason people cannot have all they want.
Standard(s): 1.9A, 1.9B, 1.17C, 1.18A, 1.18B |

GETTING READY FOR INSTRUCTION

Performance Indicators

Key Understandings

Last Updated 05/16/13
Print Date 06/17/2013
Printed By Karen Johnson, MIDLAND ISD
Limited goods and services force people to make choices to satisfy needs and wants.

- What are needs?
- What are wants?
- What are goods and services?
- Why do people have to make choices when they want something?
- How do the goods and services we need affect our choices?
- What are consequences of wanting more than you can have?

Vocabulary of Instruction

- needs
- wants
- goods
- services
- buy
- barter

Materials

- Grade-appropriate fable or fairytale that includes the concepts wants/needs and/or goods/services.
- Index cards
- Magazines or catalogs for pictures
- Objects that could be considered a need or want (ball, book, pencil, a glass of water, hat)
- Two gift bags
- Two hula hoops (optional)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: Pictures for Needs and Wants Bags
- Handout: Venn Diagram (1 per student)
- Teacher Resource: Venn Diagram KEY
- Handout: Goods and Services
- Handout: Needs and Wants T-Chart (one per student)

Resources

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Duplicate the Teacher Resource: **Pictures for Needs and Wants Bags** and mount on construction paper. Place needs cards in one gift bag and wants cards in another gift bag.
5. Prepare to display the Handout: **Venn Diagram**.
6. Select a grade-appropriate fairytale that includes the concepts wants/needs and/or goods/services.
7. Select a grade-appropriate fairytale with concepts of wants/needs and/or goods/services.
8. Prepare four scenarios on chart paper that describe a situation where a person wants more than they can have and needs to make a decision.
9. Gather enough magazines and/or catalogs so each child has at least one.
10. Write the following titles on five sheets of chart paper or five sections of white bulletin board paper: Water, Soil, Trees, Metals, Oil/Gas (one title on each sheet)
11. Duplicate the Handout: **Needs and Wants T-Chart** for each student.

Background Information

**Goods and Services** — goods are things people can touch and feel such as groceries, toys, and computers. Services are not physical things. Instead, people provide services to other people through activities such as waiting tables, carrying bags, or programming computers to respond to requests for information.

**GOODS AND SERVICES**

Including, but not limited to:

- Examples of goods in the home: food, toys, computer, clothes, sink
- Examples of goods in the school: food, books, desks, pencils, computers
- Examples of goods in the community: vegetables and fruits, cars, clothes, furniture, traffic lights,
GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

### ENGAGE – Introduce needs and wants

1. Say:
   - We are going to pretend it is our birthday. 
   - What do we get on our birthday? *(Possible responses: presents, gifts, etc.)*
   - We usually get something that we need or want.

2. Bring out gift bags with cards from Handout: Pictures for Needs and Wants Bag. Using the “need” bag, ask one child at a time come and draw out a card. Ask them to identify the picture on the card. Tell them to stand to the left facing the rest of the class.

3. Follow the same procedure with the “wants” gift bag. Tell them stand to the right facing the class.
   - Point to the students to the left of you. Look at all these things. How are they alike? *(Responses will vary.)* These are all things we need. A need is something we have to have to live. We have to have food, a place to live, clothes, and water.
   - Point to the students to the right of you. Look at all these things. How are they alike? *(Responses will vary.)* These are all things we want. A want is something we would like to have, but we don’t need to survive.
   - Students give their card to someone in the audience.

### EXPLORE – Venn diagram

1. Direct students now holding the cards come up to the front with their cards.
2. Display the Handout: Venn Diagram.
3. Draw a large Venn Diagram on the board. Model the Venn Diagram by comparing two students.
   - Say: We can use this organizer called a Venn diagram to show how things are alike and different. Select one boy student and one girl student. Write the boy’s name at the top of one circle, and write the girl’s name above the second circle.
   - Say: We are going to compare these two students.

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EXPLORE – Goods and Services

1. Display pictures from Handout: Pictures for Needs and Wants Bags again and also display objects.
2. Facilitate a discussion about goods. Explain that goods are products or items that meet our wants and needs. Provide several examples of goods.
3. Facilitate a discussion about services. Explain that services are actions that people do that meet our wants and needs. Provide several examples of services. (Getting a haircut, getting your car washed, etc.)
4. Display the picture of the man mowing grass from the Handout: Goods and Services. Ask:
   - What is the man doing?
   - Is he providing a good or a service?
5. Further define the meaning of goods and services in the school, home, and community. Ask:
   - What are some examples of goods at school? (pencils, desks, books)
   - What are some examples of goods at home? (clothes, food, furniture)

TEKS: 1.7A, 1.7B; 1.17C; 1.18A, 1.18B

Instructional Note:
- Options for Venn diagram - draw a large Venn diagram on chart paper or use two hula hoops that intersect.
- If time permits, read a children’s book or books about family customs, traditions, and beliefs that may influence different families’ wants.

Chart for Buying and Trading/Bartering:

<table>
<thead>
<tr>
<th>Buy</th>
<th>Trade/Barter</th>
<th>Make/Produce</th>
</tr>
</thead>
</table>

EXPLAIN – Exit card

1. Exit card:
   - Students draw a picture of something that everyone needs and write one sentence that explains why it is needed. Students draw and write their response on an index card.
   - Collect the “Exit cards” as a quick formative assessment to make sure students grasp this basic concept and identify students who may need additional instruction.
   - Circulate as students fill in their exit cards.

TEKS: 1.7A, 1.7B; 1.17C; 1.18A

Instructional Note:
- The purpose for this section of the lesson is to introduce goods and services.

EXPLORE – Goods and Services

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   - What are some examples of goods at home? (clothes, food, furniture)

TEKS: 1.8A; 1.17C; 1.18A

Instructional Note:
- Consider placing the pictures on the chart paper under the word “goods” and emphasize that both needs and wants can be classified as goods.
What are some examples of goods in the community? (traffic signs, park benches, cars)

What are some examples of services at school? (librarian helping students find books, nurse helping students when they are sick, custodian sweeping the floors)

What are some examples of services at home? (parents cooking meals, children emptying the trash, family members washing clothes)

What are some examples of services in the community? (police officers keeping people safe, the mayor leading the community, construction workers building roads)

EXPLAIN – The difference between goods and services

1. Distribute one set of the Handout: Goods and Services to each pair of students.
2. Student pairs classify the pictures as a good or service. Explain to one another why the picture is a good or service.

Suggested Day 1 – 5 minutes

Materials:
- Objects that could be considered a need or want (ball, book, pencil, a glass of water, hat)

Attachments:
- Handout: Goods and Services (one set per pair of students)

Purpose:
- The purpose of this section of the lesson is to categorize goods and services.

TEKS: 1.8A

ENGAGE – Learning from fables

1. Ask: What is a fable? A fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics.
2. Read a teacher-selected fable aloud. Facilitate a discussion about the concepts of wants/needs and/or goods/services from the fable.
3. Ask:
   - What lesson was learned in the fable?
   - How does it relate to wants/needs or goods/services?

Suggested Day 2 – 15 minutes

Materials:
- Grade-appropriate fable with concepts of wants/needs and/or goods/services

Purpose:
- The purpose of this section of the lesson is to determine the meaning of a fable and relate it to beliefs about wants/needs and goods/services.

TEKS: 1.7A, 1.7B; 1.8A; 1.15A, 1.15B; 1.18A

EXPLORE/EXPLAIN – What are things we want?

1. Distribute a piece of paper to each student. Instruct them to draw a line all the way down the middle of the paper and draw another line across the middle of the paper, so there are four boxes.
2. Explain that everyone has wants and that these wants could be goods or services. Provide some personal wants (e.g., a new cell phone, a haircut, a new stapler, etc.) and ask students to identify whether the examples are goods or services.
3. Ask:
   - What are some things that you want?
4. Instruct students to draw or find (in the magazines or catalogs) four things they want. Tell them to draw one thing in each box. If students complete the four boxes quickly, they can turn their paper over to draw the lines to make four more boxes and added four more things they want.
5. Students share their wants with a small group.

Suggested Day 2 (continued) – 15 minutes

Materials:
- Paper, plain (1 per student)
- Magazines or catalogs for pictures

Purpose:
- The purpose of this section of the lesson is to identify personal wants.

TEKS: 1.9A, 1.9B; 1.17C; 1.18A, 1.18B

ENGAGE – Learning from fairytales

1. Ask: What is a fairytale? A traditional story for children that is often fantasy and imaginary.
2. Read the selected fairy tale aloud. Facilitate a discussion about the concepts of wants/needs and/or goods/services from the fable.

Suggested Day 3 – 15 minutes

Materials:
- Grade-appropriate fairy tale with concepts of wants/needs and/or goods/services
3. Ask:
   - What lesson was learned in the fairy tale?
   - How does it relate to wants/needs or goods/services?

**EXPLORE – Needs and wants**

<table>
<thead>
<tr>
<th>Suggested Day 3 (continued) – 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>- The purpose of this section of the lesson is to determine the meaning of a fairy tale and relate it to beliefs about wants/needs and goods/services.</td>
</tr>
</tbody>
</table>

**TEKS:** 1.7A, 1.7B; 1.8A; 1.15A, 1.15B; 1.18A

<table>
<thead>
<tr>
<th>1. Ask:</th>
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</thead>
<tbody>
<tr>
<td>- Do most people get to have anything and everything they want? Why or why not?</td>
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<tr>
<td>- What might happen if someone wants more than they can have?</td>
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<tr>
<td>2. Explain that having too many wants may cause people to have to make choices.</td>
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<tr>
<td>3. Ask: What are some things we want for our classroom?</td>
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<tr>
<td>4. Brainstorm and record classroom “wants”. Make sure the list is long. Provide prompts to ensure the list is very long.</td>
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<tr>
<td>5. Say:</td>
</tr>
<tr>
<td>- This is a long list.</td>
</tr>
<tr>
<td>- Do you think we want too much?</td>
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<tr>
<td>- Do we maybe want more than we can have?</td>
</tr>
<tr>
<td>6. Help students to understand that when we want more than we can have, we have to make choices. We have to decide what we want the most and why.</td>
</tr>
<tr>
<td>7. With the students, discuss the items on the list of classroom wants and discuss which ones would be most important, most beneficial, and most attainable (it can be made or it is inexpensive or can be borrowed.)</td>
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<tr>
<td>8. Discuss possible consequences of wanting more than you can have including that people may not be able to meet their needs because they have spent money on their wants; people may get into debt if they have borrow money.</td>
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**EXPLAIN – Wanting more than you can have**

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<thead>
<tr>
<th>Suggested Day 3 (continued) – 5 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>- The purpose of this section of the lesson is to explain why people have to make choices when they want more than they can have.</td>
</tr>
</tbody>
</table>

**TEKS:** 1.9A; 1.9B; 1.18A, 1.18B

| 1. Students turn and tell a partner about a time when they wanted more than they could have. Students also discuss what choices they had to make because they wanted more than they could have. |

**EXPLORE/EXPLAIN – What should I do?**

<table>
<thead>
<tr>
<th>Suggested Day 4 – 30 minutes</th>
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<tbody>
<tr>
<td><strong>Materials:</strong></td>
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<tr>
<td>- Four scenarios written on separate pieces of chart paper that describe a situation where a person wants more than they can have and needs to make a decision.</td>
</tr>
</tbody>
</table>

**TEKS:** 1.9A, 1.9B; 1.18A, 1.18B

| 1. Divide the students into four groups. Assign each group a scenario. |
| 2. Instruct each group to read the scenario. Provide assistance as necessary. |
| 3. Instruct each group to discuss the problem and the choices that need to be made in each scenario. |
| 4. Tell students come to an agreement on what choice the person in the scenario should make. Instruct students to write or draw pictures of their decision on the chart paper. |
| 5. Each group presents their scenario and decision to the class. |
This activity is designed for students to work in small groups, but can be completed whole class if students aren’t proficient at reading the scenarios.

<table>
<thead>
<tr>
<th>ELABORATE – Key Understandings</th>
<th>Suggested Day 5 – 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate a discussion focusing on the Key Understanding and Guiding Questions:</td>
<td>Purpose:</td>
</tr>
<tr>
<td>• Limited goods and services force people to make choices to satisfy needs and wants.</td>
<td>• The purpose of this section of the lesson is to review the concepts taught in the lesson.</td>
</tr>
<tr>
<td>— What are needs?</td>
<td>TEKS: 1.7A, 1.7B; 1.8A; 1.9A, 1.9B; 1.15A, 1.15B; 1.18A</td>
</tr>
<tr>
<td>— What are wants?</td>
<td></td>
</tr>
<tr>
<td>— What are goods and services?</td>
<td></td>
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<tr>
<td>— Why do you have to make choices when you want something?</td>
<td></td>
</tr>
<tr>
<td>— How do the goods and services we need affect our choices?</td>
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<tr>
<td>— What are consequences of wanting more than you can have?</td>
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<thead>
<tr>
<th>EVALUATE – Determine mastery</th>
<th>Suggested Day 5 (continued) – 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 01 Social Studies Unit 09 PI 01</strong></td>
<td>Attachments:</td>
</tr>
<tr>
<td>Create a graphic organizer (T-chart) categorizing examples of wants and needs. Orally tell about a time when you wanted more than you could have and give a reason people cannot have all they want.</td>
<td>• Handout: Needs and Wants T-Chart</td>
</tr>
<tr>
<td>Standard(s): 1.9A , 1.9B , 1.17C , 1.18A , 1.18B</td>
<td>Purpose:</td>
</tr>
<tr>
<td>ELPS ELPS.c.3D</td>
<td>• The purpose of this section of the lesson is to assess the concepts taught in the lesson.</td>
</tr>
<tr>
<td>1. Distribute Handout: Needs and Wants T-Chart to students.</td>
<td>TEKS: 1.7A, 1.7B; 1.8A; 1.9A, 1.9B; 1.15A, 1.15B; 1.17C; 1.18A, 1.18B</td>
</tr>
<tr>
<td>2. Students write words or draw pictures to show examples of needs and wants.</td>
<td></td>
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<tr>
<td>3. Students tell about a time when he/she wanted more than he/she could have.</td>
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<tr>
<td>4. Explain why people have to make choices when they want more than they can have.</td>
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</tbody>
</table>
Pictures for Needs and Wants Bags
Cut pictures apart and place in the “needs bag.”

**Needs:**

<table>
<thead>
<tr>
<th><img src="groceries.png" alt="Groceries" /></th>
<th><img src="house.png" alt="House" /></th>
<th><img src="trousers.png" alt="Trousers" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="water.png" alt="Water" /></td>
<td><img src="house.png" alt="House" /></td>
<td><img src="t-shirt.png" alt="T-shirt" /></td>
</tr>
</tbody>
</table>
Pictures for Needs and Wants Bags
Cut pictures apart and place in the “needs bag.”

Needs:

- Glass of water
- Scarecrow
- Loaf of bread
- Sneakers
- Apartment building
- House
Pictures for Needs and Wants Bags
Cut pictures apart and place in the “wants bag.”

<table>
<thead>
<tr>
<th>Wants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Game Boy]</td>
</tr>
<tr>
<td>![Bicycle]</td>
</tr>
<tr>
<td>![Robot]</td>
</tr>
<tr>
<td>![Teddy Bear]</td>
</tr>
<tr>
<td>![Television]</td>
</tr>
<tr>
<td>![Ipod]</td>
</tr>
</tbody>
</table>
Pictures for Needs and Wants Bags
Cut pictures apart and place in the “wants bag.”

Wants:

Image Source:
Venn Diagram KEY

Note: The pictures representing “wants” may be placed in either the girl or the boy student’s circle.
Goods and Services
Goods and Services

# Needs and Wants T-Chart

<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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