Kindergarten Social Studies Unit 05 Exemplar Lesson 02: Basic Needs at Home

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

Basic needs were introduced in Unit 1 and are addressed again in this lesson, this time from the view of the family and how a family satisfies the needs of the members of that community. Another focus is how technology in the home has changed over time and how these changes help to meet the needs of the family. Students will demonstrate a basic understanding of how their family meets the needs of the members of that family.

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.

K.3 History. The student understands the concept of chronology. The student is expected to:

K.3A Place events in chronological order.
K.3B Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.

K.6 Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

K.6A Identify basic human needs of food, clothing, and shelter.

K.7 Economics. The student understands the value of jobs. The student is expected to:

K.7A Identify jobs in the home, school, and community.
K.7B Explain why people have jobs.

K.13 Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people’s lives. The student is expected to:

K.13A Identify examples of technology used in the home and school.
K.13B Describe how technology helps accomplish specific tasks and meet people’s needs.
K.13C Describe how his or her life might be different without modern technology.

Social Studies Skills TEKS

K.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

K.14C Sequence and categorize information.
GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 05 PI 02
Sort picture cards to identify basic needs that are provided by families, including food, clothing, and shelter.
Standard(s): K.6A, K.14C
ELPS: ELPS.c.1C, ELPS.c.1D

Key Understandings

- People need food, clothing, and shelter to survive.
- What needs do families have?
- How are families similar and different in the ways they meet their basic needs?
- What types of technology in the home help meet a family’s needs?
- What kinds of jobs do families have that help them meet their needs?
- How do jobs help families meet their needs?

Vocabulary of Instruction

- basic needs
- past
- present
- food
- clothing
- shelter
- alike
- different
- needs
- families
- community
- technology
- customs
- traditions

Materials

- Refer to the Notes for Teacher section for materials.

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.
5. Copy student handouts and teacher resources needed for lesson.
6. Select an appropriate text (book) to read aloud to engage students in the lesson about a family and the family’s needs.
7. Create student copies of the ”My Family’s Needs” chart. Although not necessary, it is recommended that the copies are made on 11x14 papers.
8. Prepare materials and handouts as needed.

Background Information

Basic human needs: Basic human needs include physiological needs: food (including water and oxygen), clothing, and shelter.

Both in the past and the present, members of the families have celebrated certain customs and traditions as well as met other needs in the home. Although using different methods, people have obtained food, provided shelter, built and cleaned their homes, and obtained clothing.
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

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<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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<tbody>
<tr>
<td>ENGAGE – Focus on families’ needs</td>
<td>NOTE: 1 Day = 30 minutes</td>
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<tr>
<td><strong>Suggested Day 1 – 10 minutes</strong></td>
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<tr>
<td>1. Read a story about one family’s needs. While reading, stop occasionally to ask students questions to focus their thinking. Questions might include, but are not limited to:</td>
<td>Materials:</td>
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<tr>
<td>• Do people need to eat?</td>
<td>• Book about families to read aloud</td>
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<tr>
<td>• How do people get food to eat?</td>
<td>Purpose:</td>
</tr>
<tr>
<td>• Do people need clothing?</td>
<td>Focus students’ thinking on the basic needs of families.</td>
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<td>• What other needs do people and families have?</td>
<td>TEKS: K.3AB; K.6A; K.7AB; K.13ABC; K.14C</td>
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<tr>
<td>• How are those needs met?</td>
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<td>• How does the family clean the house?</td>
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<td>• How do they get to the store to buy items they need?</td>
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<tr>
<td>• How do jobs outside the home (parents’ jobs) help families meet their needs at home?</td>
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<tr>
<td>• How do jobs inside the home (all family members’ jobs) help families meet their needs?</td>
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<td>2. Post these or similar questions to refer to during the lesson. Go back to these questions and write the answers as they are revealed during the lesson.</td>
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<td><strong>EXPLORE – How families meet their needs</strong></td>
<td>Suggested Day 1 (continued) – 20 minutes</td>
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<tr>
<td>1. Display a series of pictures depicting people meeting basic needs (food/water, shelter, clothing.)</td>
<td>Materials:</td>
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<tr>
<td>2. Explain that these pictures show how families meet their needs.</td>
<td>• Pictures depicting people meeting basic needs</td>
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<tr>
<td>• They show how families provide food and water for the family</td>
<td>• Magazines with pictures (appropriate for Kindergarten students)</td>
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<tr>
<td>• How they keep the house clean for their shelter.</td>
<td>• Teacher Resource: Sample Bubble Chart (from unit 5, lesson 1)</td>
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<td>• How they provide clothes for the family.</td>
<td>Purpose:</td>
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<tr>
<td>3. Explain that family members have jobs in the home and outside of the home to help meet the needs of the family. Jobs enable us to be independent and meet the goals of our family.</td>
<td>The purpose of this section is to acquire knowledge of families meeting their needs.</td>
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<td>4. In pictures from current magazines or photographs, ask students to describe the photos. Lead students in a discussion about how needs are being met in each picture shown.</td>
<td>TEKS: K.3AB; K.6A; K.7AB; K.13ABC; K.14C</td>
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<tr>
<td>5. After each picture is discussed, ask students to turn and talk to a partner about how their family takes care of that need and what tool is used. If time allows, students share their responses with the entire class to build additional background knowledge. Examples of appropriate responses may include the following:</td>
<td>Instructional Note:</td>
</tr>
<tr>
<td>• If needed, remind students that basic needs include food (and water), shelter, and clothing.</td>
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Kindergarten Social Studies
Unit: 05
Lesson: 02
Suggested Duration: 3 days

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- People have sewing machines to use to sew clothes.
- Clothes are also available in a store.
- They can be bought with money, which saves even more time.
- People work outside the home to earn money, which is used to meet the needs of the family, such as providing clothing for the family.

6. Guide students as they add information to the “Family Needs” bubble on the family Bubble Chart for Unit 5. Explain that families meet their basic needs in different ways and they may be alike or different from your own family.

### ENGAGE – Focus on Key Understandings

**Suggested Day 2 – 5 minutes**

1. Facilitate a discussion that focuses on Key Understandings and Guided Questions:
   - **People need food, clothing, and shelter to survive.**
     - What needs do families have?
     - How are families similar and different in the ways they meet their basic needs?
     - What types of technology in the home help meet a family’s needs?
     - What kinds of jobs do families have that help them meet their needs?
     - How do jobs help families meet their needs?

2. Refer to questions posed in the ENGAGE piece in Day 1. Write answers to questions using information learned.

### EXPLAIN – T-Chart

**Suggested Day 2 (continued) – 15 minutes**

1. Distribute drawing paper to each student. Students draw a picture of where they live or of going shopping for food or clothes, etc.

2. To help students get started, ask questions such as:
   - **We have talked about the people in our family and other families are alike and different.**
   - **What kind of shelter do you live in?** (apartment, house, condo, other)
   - **How do you get your clothes?** (mom sews them, go to store, from older siblings)
   - **Where do you get your food?** (from grocery store, from garden, from restaurant)

3. Students draw a picture of their family shopping, eating, gardening, or they can just draw a picture of their house. Instructions to the students should be: **On this paper, draw a picture of your family at your home, eating, or going shopping. While you are drawing, tell your table mates what you are drawing. Tell them about the last time you did this activity with your family. Then, listen as they tell you about their drawing.**

**Materials:**
- Drawing paper
- Crayons

**TEKS:** K.3AB; K.6A; K.7AB; K.13ABC; K.14C
ELABORATE – Basic needs Role Play

1. Say: Families are alike and different and meet their basic needs in ways that are similar and different.
2. Ask students to think about how basic needs of their family might be met tomorrow, and students should choose only ONE basic need: food, clothing, or shelter.
3. Assign each student a partner.
4. Each student acts out how his family’s basic need of food, clothing, or shelter (the one topic he chose) might be met tomorrow. (The teacher should model for the student what this role play activity looks like. See Instructional Note.)

Purpose:
The purpose of this section is to encourage students to think of the ways basic needs might be met in their families tomorrow.

TEKS: K.3AB; K.6A; K.7AB; K.13ABC; K.14C

Instructional Note:
Food: The teacher may want to model how to act out going to the grocery store, going to a restaurant, or fixing food from a garden. Shelter: The teacher may want to model driving home and entering a home/apartment. Clothing: The teacher may want to model how to act out going clothes shopping at the mall. These model examples will help guide students when they act out their idea with their partners.

ENGAGE – Vocabulary for Evaluate

1. Show picture cards to students. Ask students to help name the items on the cards as each picture is shown. (This ensures each student knows the appropriate vocabulary for the Evaluate section.)

Materials:
- A set of picture cards that depict basic needs. Cards can be teacher-made or purchased commercially.

Purpose:
The purpose of this section is to ensure students know vocabulary of picture cards to be used in the Evaluate piece of the lesson.

TEKS: K.3AB; K.6A; K.7AB; K.13ABC; K.14C

Instructional Note:
These cards should be placed in a center after this lesson for students to use on an ongoing basis to reinforce skills learned in this lesson.

EVALUATE – Determine mastery

Sort picture cards to identify basic needs that are provided by families, including food, clothing, and shelter.

Standard(s): K.6A, K.14C

ELPS: ELPS.c.1C, ELPS.c.1D

1. Picture cards should be placed in each of three piles labeled: Food, Clothing, and Shelter. A “discard” pile would be for pictures that do not belong in one of the three categories.
2. Students can work in pairs, taking turns, with the teacher evaluating both students at the same time.

Materials:
- A set of picture cards that depict basic needs. (Cards can be teacher-made or purchased.)

Purpose:
The purpose of this section is to determine if students can identify a basic need and classify it as food, clothing, or shelter.

TEKS: K.3AB; K.6A; K.7AB; K.13ABC; K.14C