 little Lukes Preschool and Childcare Center	Title – Needs and Wants
	Theme – All About Me – Ms. E

Objectives (Letter People & Common Core)

Students will be able to...

- Build new vocabulary. (LP: L&C, V)
- Apply new vocabulary to everyday experiences and to instructional language of the classroom. (LP: L&C, V)
- Distinguish between needs and wants. (LP: SS)
- Match and sort objects according to attributes. (LP: M, DC&A)
- Show increasing ability to reason logically/solve problems. (LP: M, DC&A)
- ❖ Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. {CC.CLL.5VA&U.a}
- ❖ Identify pictures related to words (show me the white dog). {CC.CLL.5V.b}
- ❖ Correctly names pictures when asked, “What is this?” {CC.CLL.6V.d}

Materials

- ✓ T-Chart (on chart paper)
 - Label each column “*Needs*” and “*Wants*”
- ✓ Magazines, Food Ads, Etc. (optional; see below for more details.)
- ✓ Needs and Wants Chart Labels (*materials are below*)
- ✓ Needs & Wants Picture Cards (*materials are below*)

*Suggestion: Complete this activity after having read the flip book “Three Basic Needs.”

Anticipatory Set


1. Invite students to join you on the carpet.
2. Ask students to name some healthy foods. Help students to understand that everyone needs healthy foods to feel well.
3. Ask: **What else do people need?** Have students share their answers.
4. Talk about things we need to live, grow, and feel well. Use questions or prompting to bring out answers such as food, fresh air, clean water, and a safe home. When discussing homes, help students understand that a home can be an apartment, a house, a trailer, or wherever people live together.
5. Ask: **Do all living things need the same things to live? (Yes.) How can we get the things we need?**
 - a. Lead students in a discussion of different ways living things get what they need. Have students pantomime/act out each answer.
 - i. **How does a baby ask for food?** (Cries.)
 - ii. **How do you ask for food?** (With words, including “*please.*”)
 - iii. **How does a plant get the sunlight it needs?** (Grows toward the light.)
 - iv. **How does an animal get the food it needs?** (Hunts.)

Activity

1. Help students to think and talk about the difference between needs and wants.
 - a. **A need is to require something to live and/or stay healthy.**
 - b. **A want is to wish for something.**
 - c. Use objects or pictures (from the pictures provided) to explain the difference.
2. Explain to the students that they are going to help you sort pictures into two groups: **Needs and Wants**.
3. Introduce the Needs and Wants chart. Read the title of each column, tracking the words as you read.
 - a. Choose two cards; one need and one want.
 - b. Hold up one card and ask students to identify the picture.
 - i. Ask: **Is this a need or a want?** Have students share their answer. Discuss students' answers.
 1. Why is this something we need? OR Why is this considered something we want?
 - ii. Place the card in the corresponding column.
 - c. Hold up the other card and ask students to identify the picture.
 - i. Ask: **Is this a need or a want?** Have students share their answer. Discuss students' answers.
 1. Why is this something we need? OR Why is this considered something we want?
 - ii. Place the card in the corresponding column.
4. Place the remaining cards on the carpet (face up or down).
5. Sing the song "Wants and Needs" sung to the tune of "The Muffin Man."

*Oh, <insert student's name> can you name a want or need,
A want or need,
A want or need?
Oh, <insert student's name> can you name a want or need,
Of people here on Earth?*

6. Have that student, that you sung about in the song, select a card.
7. On their turn students will:
 - a. Identify the picture on the card and share it with the group.
 - b. The teacher will ask: **Is this a need or a want?**
 - c. Place their picture in the corresponding column.
 - d. Have remaining students give a "thumbs up" if they agree.
8. Ask: **Why is <____> considered a need/want?** (Insert the name of the object on the card that the student just sorted.) (For example: **Why is a house considered a need? Why do we need a house?**)
9. Repeat Steps 5–8. Encourage students to sing along to the song as they become more familiar with it.
10. To end the activity, review the pictures that were sorted. Challenge students to identify additional things that are considered *needs* and *wants*.

 little Lukes Preschool and Childcare Center	Title – Needs and Wants
	Theme – All About Me – Ms. E

*Optional: Teachers could have students look through magazines, grocery store ads, etc to find pictures that fit under the “needs” and “wants” column. Invite them to cut out the pictures and sort them accordingly.

Differentiation

- Higher:
 - On their turn, students will identify the picture on the card and determine if it is a “*need*” or “*want*” clues or assistance. Challenge students to explain “why” it is considered a *need* or a *want*.
 - Challenge students to name other things that are considered needs and wants. Allow them to draw pictures to show needs and wants and add it to the t-chart.
- Lower:
 - On their turn, the teacher will prompt students with additional questions or clues to help them determine if their card is a need or a want.
 - On their turn, encourage students to identify the picture on the card independently. If struggling, the teacher will provide students with verbal choices to help them identify the picture/activity on the card. For example, the teacher could say: **Is this a picture of a <house> or <trees>?**

Possible Modifications

- ❖ Point to the word “*WANT*” or “*NEED*” to help students sort their card correctly. Teachers might prompt students by saying: “Place your card under the blue (or purple) column.” (Note: The word “*WANT*” is written in blue and the word “*NEED*” is written in purple.)

Assessment

- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students’ understanding of the new vocabulary words “needs” and “wants.”
- Informal observation of students’ ability to distinguish between needs and wants and sort picture cards accordingly.

Example T-Chart

Wants	Needs
  	  

Example T-Chart (using pictures from magazines, store ads,



WANTS

Things we don't really need but
would like to have.

NEEDS

Things we must have in order
to stay alive.

SHOES



LOVE



TREES



SUNSHINE



BREAD



FAMILY



WATER



CARS



FRUIT



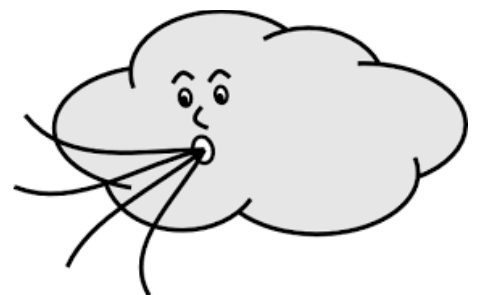
HOUSE



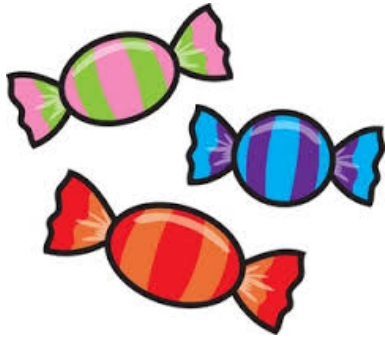
SHIRT



AIR



CANDY



CHOCOLATE



FLOWERS



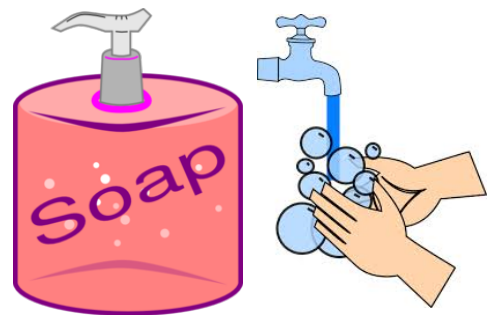
DOG



VIDEO GAMES



SOAP



DOLL



BOOKS



TOYS



CELL PHONE



BIKE



COMPUTER

