

Read to Be Ready plans for: Needs & Wants Kindergarten

ELA Standards:

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RL.CS.5 Recognize common types of texts.
- K.FL.PC.1d Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
 - i. Identify new meanings for familiar words and apply them accurately.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Social Studies - Economics:

- K.5 Distinguish between wants and needs.
- K.6 Identify and explain how the basic human needs of food, clothing, shelter, and transportation are met.
- K.7 Explain the benefits of saving money
- K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.
- K.9 Give examples of how family members, friends, and/or acquaintances uses money directly or indirectly (cash, check or credit card) to make purchases.
- K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

Comprehension skill: Sequencing; illustrations and meaning of text **Phonics:** See curriculum map

Grammar/Writing: Complete sentences **Unit Focus:** Needs & Wants; Economics of jobs & money as related to needs & wants

Culminating Task: Students will create a Needs & Wants poster

Text Set: Lily Learns about Wants and Needs by Lisa Bullard The Scarecrow's Hat by Ken Brown

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center idea
M O N D A Y	<p>1st read of <u>Lily Learns about Wants and Needs</u></p> <p>Read pages 4-13 (chapters 1 & 2), pausing to ask the questions found in green boxes on some of the pages.</p> <p><u>Something Good</u> by Robert Munsch was unavailable for purchasing, but it is a PERFECT story for this unit!</p> <p>Robert Munsch reading <u>Something Good</u>. http://robertmunsch.com/book/something-good#</p> <p><u>Something Good</u> read with turning pages: https://www.youtube.com/watch?v=JSLdyRtGwJw&t=68s</p>	<p>These are Tier 2 words and are also found in the book's Glossary -</p> <ul style="list-style-type: none"> • Choices • Need • Want • Medicine 	<p>P. 4-6 What did Lily want but what did Dad tell her she needs? (new bike - exercise)</p> <p>*If you did not during the read aloud, ask the questions on pages 6, 9, 13.</p> <p>Have you had some of these same shopping experiences with your family?</p> <p>Let's name some special treats we can have or do with our family that does not cost any money.</p>	<p>A special treat I enjoy with my family that does not cost any money is _____.</p> <p>Or:</p> <p>Write about how you could save money for something you really want and describe what it is you want.</p>	<p>**Provide opportunities for students to draw and write about needs and wants all week long, drawing connections with their personal life.</p> <p>**Collect magazines and newspaper ads/flyers for the culminating project on Friday.</p>

<p>T U E S D A Y</p>	<p>2nd read of <u>Lily Learns about Wants and Needs</u></p> <p>Explicit instruction on the location and purpose of the Glossary . Explicitly teach the four vocab words.</p> <p>Then read chapters 3-4 (pages 14-21), pausing to ask the questions found on pages 15 and 19.</p>	<p>These are Tier 2 words and are also found in the book's Glossary -</p> <ul style="list-style-type: none"> • Choices • Need • Want • Medicine 	<p>*questions from pages 15 and 19, if you have not already discussed them.</p> <p>Does your family have to make choices about spending money on needs or wants? Give Examples</p> <p>When is it okay to purchase a 'want'?</p> <p>Why should we save money, and how can we save money?</p> <p>How does your family have money to spend on needs & wants? (jobs)</p>	<p>Pretend you are going to the grocery story. Make a shopping list of 3 foods that you need and 2 foods that you want.</p> <p>**Differentiation - some students may need to illustrate and then have an adult label items for them.</p>	
<p>W E D N E S D A Y</p>	<p>1st read of <u>The Scarecrow's Hat</u></p> <p>Try to read the entire book for enjoyment, depending on student attention.</p> <p>**Explain to students that they should be following the sequence of the story as you read - what happens on one page determines what happens on the next page.</p>	<p>These words have been identified for better understanding of the story's plot as well as the story's overall message:</p> <ul style="list-style-type: none"> • Scarecrow • Walking stick • Badger • Ribbon • Crow • Wool • Sheep • Glasses • Owl • Blanket • Donkey • Feathers • Chicken • Hat • swapped 	<p>This story begins with the chicken and the scarecrow.</p> <p>What did the chicken want from the scarecrow?</p> <p>How does the chicken finally get the thing that she wanted?</p> <p>Do you think chicken needed the hat or just wanted the hat? (needed the hat to build a nest)</p> <p>*Ask this same question about other characters</p> <p>What is the word for giving someone something and getting something back from them? (swapping)</p> <p>Have you ever swapped with someone to get something you wanted?</p> <p>Do you have to have money to swap?</p>	<p>To swap with someone means _____</p> <p>_____</p> <p>Or: I would like to swap my _____ for a _____.</p> <p>Or: Write about something you would like to swap so that you can get something you want.</p>	<p>**A chart can be created whole group showing the sequence of swaps (as shown in Vocab list)</p>
<p>T H U R S D A Y</p>	<p>2nd read of <u>The Scarecrow's Hat</u></p> <p>Today ask the children to focus on what each character needed and why.</p>	<ul style="list-style-type: none"> • Scarecrow • Walking stick • Badger • Ribbon • Crow • Wool • Sheep • Glasses • Owl • Blanket • Donkey • Feathers • Chicken • Hat • swapped 	<p>Cause & effect determines what happens.</p> <p>What happened because Badger wanted a ribbon? - he traded his walking stick for the ribbon</p> <p>Because he traded his walking stick who was finally able to get their own walking stick by the end of the story? (Scarecrow)</p> <p>What did chicken get in the end?</p> <p>Did all the characters have the same needs and wants?</p> <p>Do we (people) all have the same needs and wants?</p> <p>What is the main message of this story? (you can trade with others to get the things you need - Chicken was a really smart swapper! - you can get things you need without money if you swap with others)</p>	<p>The lesson I learned from the story <u>The Scarecrow's Hat</u> was _____</p> <p>_____.</p>	<p>**A chart can be created showing cause and effect sentences, such as -</p> <p>Cause: Badger wanted a ribbon</p> <p>Effect: He gave away his walking stick</p> <p>Cause: Badger gave away his walking stick</p> <p>Effect: Scarecrow got a walking stick</p>

F R I D A Y	<p>Review the two texts from this week, <u>Lily Learns about Wants and Needs & The Scarecrow's Hat</u></p> <p>Read page 22 in <u>Lily Learns about Wants and Needs</u>, and discuss the directions.</p> <p>Consider re-showing the Youtube selection by Robert Munsch for <u>Something Good</u> ,if time allows.</p>	<ul style="list-style-type: none"> • Choices • Needs • Wants • Sorting 	<p>Which is more important, a need or a want?</p> <p>What do all people need? (food, water, clothing, shelter, air)</p> <p>What are some examples of things that people want?</p>	<p>Have students fold paper into fourths and then trace over the fold lines with pencil or dark crayon.</p> <p>Label 3 of the four sections with the word NEEDS and the fourth section with the word WANTS.</p> <p>Using magazines, newspaper ads, flyers, students will cut out pictures to glue in the correct sections.</p> <p>Those who can should label their cut out pictures.</p> <p>Teacher will ask students to give reasoning for choices that might seem questionable.</p>	<p>**After teacher modeling allow time for students to share their charts with a partner or small group – Students should ask one another question about items chosen, and students should discuss their reasons for having made their choices.</p> <p>*Teacher will establish the number of pictures per section based on time constraints.</p>