

SCoPE Site Lesson Plan

- Title:** Lesson 6–Needs and Wants in My Town (SS020106)
- Abstract:** This lesson uses the book *My Town*, to help children to understand specific ways in which communities help people meet their basic needs and wants. As the book is read, the children create a list of features described in *My Town*. Children describe how each of these features helps people to meet their basic needs or wants.
- Subject Area:** Social Studies
- Grade Level and Course Title:** Second Grade/The Local Community
- Unit of Study:** Defining the Local Community
- Benchmarks:**
- Identify basic human needs (II.2.EE.1).
 - Define a local community and describe how communities enable people to meet their basic needs (IV.3.EE.1).
- Key Concepts:** basic needs, community
- Instructional Resources:**
- Equipment/Manipulative:
- Chalk/White Board
 - Chart paper/Markers
 - Reproduced three column teacher-made table
 - Thinking/Writing Journals
 - Transparency/Overhead Projector
- Teacher Resource:
- Treays, Rebecca. *My Town*. Tulsa, OK: E D C Publishing, 1998.

Sequence of Activities:

1. Begin by using the children’s Thinking/Writing Journals to check for student understanding of the concepts of needs and wants. Place the following prompt on the chalkboard for those children who may need it:
 - A. Explain the difference between a need and a want in writing and/or pictures. Share with the large group.

2. Read the book *My Town* to the class. As the book is read, on chart paper, make a list of features described in the book. Examples may include houses, apartments, community swimming pool, theaters, office buildings, banks, stores, park, factory, train station, river, and roads.

3. Distribute a three column table to each child similar to the following:

FEATURE	NEED	WANT
Houses		
Apartments		

In the Feature column list all the features from the book, identified in Step 2. Have the children independently place a check mark in either the need or want column across from the corresponding feature. Some features may be a need and a want depending on use and point of view.

4. Prior to the lesson, create a transparency or large chart of the same three-column table the children have used, and compile the class responses. Encourage each child to explain why they checked want or need and identify it on the master table. Have the class come to a consensus as to whether each feature is a need or want.

5. Add the following vocabulary words to the community word wall: needs, wants, food, water, shelter, and clothing.

Assessment: Use the table each child made in Step 3 as a formal assessment. Responses during discussions may be used as an informal assessment to give insight into student understanding of basic needs and how communities help meet those needs.

Application

Beyond School: Pose the following question to the children and their families:

“What would you do if you lived in a community with only clothing stores?”

Connections:

English Language Arts:

Children’s literature is used to provide examples of community features.

The Thinking /Writing Journals are used to explain the concept of needs and wants.

Mathematics:

The table is used as a way of organizing information.