**Using the Environment to Meet Needs & Wants**

**Basics:**

**Name: Justine Van Koevering Time Allotted: 20 minutes**

**Grade Level: Kindergarten Subject(s): Social Studies**

**Intentional Room Set Up:**

The class will sit on the reading carpet for the reading of *Cloudy with a chance of meatballs*.

During the instruction, the students will be sitting with their table clusters.

For the Creative Representation, the class will move to the station set up for their chosen mode of representation.

**Materials Required:**

* Barrett, J. (1978). *Cloudy with a chance of meatballs*. New York, NY: Simon & Schuster Children’s Publishing Division.
* Using the Environment to Meet Needs & Wants PowerPoint presentation
* Lined paper – enough for several groups to write a story
* White paper – enough for several groups to draw a picture
* Colored pencils
* Creative Representations Rubric – one for each group to grade while they present
* Group Need and Want record sheet
* Whiteboard markers

**Michigan Content Expectations:**

**K – G5.0.1**

Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

**Objective(s): A specific, measurable portion of a GLCE, CCSS, or NGSS (may more clearly state with Bloom’s taxonomy verb) including the level of proficiency.**

* *Objective 1:* The student will describe ways people use the environment to meet human needs and wants by creating either a skit, story, or picture, reaching proficiency by scoring a 2 out of 5 on the attached rubric.

**Assessment:** Throughout the entire lesson (For-formative and Of-Summative) how do you assess that students are progressing towards or have mastered EACH objective? *(Formally- tests, quizzes, worksheets, rubric based projects or performances/Informally – observations, conversations).* Make sure to include necessary rubrics and/or scoring guides and answer keys. **Data & Intervention:** What data could you generate? What specific plan do you have in place including resources if a student/or multiple students have/have not met the minimum level of proficiency on the interim or summative assessment? *Please cross-reference where the assessment occurs with the component below (i.e. formative conversation about the objectives/topic during the anticipatory set; 10-question, summative, whiteboard quiz after independent practice, before closure).*

* Objective 1 Informal Formative Assessment: Writing Needs and Wants on the Board

The students will take turns coming up to the board to write down a needs and wants. They may either draw a picture or write the word. This will help the teacher see how well the students understand the difference between a need and a want.

* Objective 1 Formal Formative Assessment: Group Need and Want

The students will decide as a team which need and which want they want to focus on. The teacher will come around and record the need and the want that they plan on representing and the group will explain to the teacher how the need and the want can be met with the environment.

* + Data & Intervention Plan:

From this assessment, the teacher will see how well students can tell the difference between a need and a want.

If the students seem to be confused on how their need and want can be met using the environment, the teacher will ask questions to spark their creative thinking.

Sample questions are: What is \_\_\_\_\_ made out of? What materials in nature or our environment would we use to make that? Where would you find \_\_\_\_? Think about where \_\_\_\_ would grow. How could you make \_\_\_\_?

* Objective 1 Formal Interim/Summative Assessment: Creative Representations

The students will be broken into groups of 3 or 4. They will have a choice of making a skit, writing a story, or drawing a picture. Their skit, story or picture will have to include one need and one want that people have and they will have to show how people use the environment to meet that need and that want. They will be graded based on the attached rubric.

* + Data & Intervention Plan:

If students do not seem to be understanding how to fulfill needs and wants based on their creative representations, the teacher will do a mini lesson on how we can use materials in our environment to make and build things. For example, if the students do not understand where we get wood or lumber, then they will need to be taught that we cut down trees to make wood to build our houses. We can also build toys out of wood.

*Note: You will embed the names of your assessments into the sections below to communicate when during the instruction part of your lesson you will implement each assessment and the allotted time necessary. Depending on how quality and detailed your section above is, you should be able to minimally explain below to keep from repetition.*

**Instructional Procedure: What information do students (and or a guest teacher) need to accomplish the objective(s) as you intended?**

 **Anticipatory Set:** (Allotted Time: 3 minutes)

* 1. You all recall talking about the needs and wants that people have, correct?
		1. Let’s about what people NEED to survive right now. Can I have someone raise a hand and tell me?
			+ Once a student gives the response “food”, lead into the book *Cloudy with a chance of meatballs*.
	2. Read *Cloudy with a chance of meatballs* starting with the fourth page and reading through page fourteen.
	3. This book is a very silly example of how people use the environment to meet their need for food. How do they meet their need for food here?
		1. Students will raise hands and say that they get their food by catching it as it falls from the sky.
	4. Let students know that in this lesson, we will be talking about how we use our environment to meet our needs and also our wants.
	5. I expect everyone to be respectful participants in this lesson. We will raise a quiet hand when we have something to say and we will be kind and respectful to our teacher and our classmates.

* **State Purpose and Objective of Lesson:** (Allotted Time: 1 minute)
	1. In today’s lesson, we will learn how people use the environment to meet our needs and also our wants.
	2. Our “I Can” statement is, “I can describe ways people use the environment to meet their needs and wants.”
		1. Show the I Can statement on the PowerPoint.
	3. This is important for us to understand because you will build on this knowledge next year in first grade. It is also important for you to understand the effect we have on our environment.
	4. This lesson connects to our unit because we have been talking about things that people need to survive as well as things that animals need to survive. We have briefly discussed things that people like to have, but they do not need it in order to survive. We call these things wants. In our science lessons, we have talked about how animals change their environment to meet their needs, and now we will be learning how people use their environment to meet needs just like animals do!

We will continue to talk about needs and wants as we finish up our unit.

* **Instruction:**
	1. **Direct Instruction & Modeling:** (Allotted Time: 4 minutes)
		1. Today we will be creating artistic representations of how people use the environment to meet their needs and wants, but first let’s go over the needs and wants that people have to refresh our minds.
			+ We will use half of the whiteboard to recall needs of people and the other half for wants that we might have.
		2. I will have you all take turns coming up here to write down either a need or a want on the board. You may write the word or draw a quick sketch to represent it.
			+ Take a minute to think about needs that people have.
			+ Then have students share the needs they recalled with a partner.
			+ Once the students have had some time to think and discuss needs, have them take turns coming up to the board to write down a need.
			+ Then, take a minute to think about things that we want but do not need to survive.
			+ Have the students share their thoughts with a partner.
			+ Once the students have had time to think and discuss wants, have them take turns coming up to the board to write down a need.
		3. While students are taking turns writing on the board, the rest of the class will be sitting at their tables. If their classmate chooses to write the word, the students will write the word with their finger on the table. If the classmate chooses to draw a picture to represent the word, the students will draw a picture with their finger on the table.
		4. After the students have shown their knowledge of needs and wants, they will talk as a class about how people use the environment to meet these needs and wants.
			+ We will look at a few of the needs and the wants that the students put on the board and think aloud together about how we might use the environment to meet those needs.
				1. For example…

Shelter: People cut down trees to build houses to keep them safe and warm.

Clothes: People use materials from nature to make clothes, such as cotton.

Food: People pick fruit off of trees or use grains to make bread. They also grow food on farms.

Toys: Materials from nature can be used to make toys, such as wood to make a sandbox or swing set, or trees that make paper for our coloring books.

Assessment: Writing Needs and Wants on the Board

Differentiation:

* Students will have the option to either write the word or draw a picture. They will also have to process their ideas and share them out loud with a partner. They may gain some new insights from talking to others.
* Instead of drawing on the table with their finger, this could also be done with shaving cream on the table if time allowed.

	1. **Guided Practice:** (Allotted Time: 5 minutes)
		1. Students will be broken up into groups to build their Creative Representation project.
			+ Once they are in their groups, they will first think about how one need and one want that they want to represent. Once they have decided, they will have to raise their hand and let their teacher know. The teacher will record their need and want and try to avoid repeats if possible.
				1. For the Group Need and Want assessment, the teacher will record the need and want that the group decided on, and the group will also have to explain to the teacher how their need and want can be met by using the environment. The teacher will write down this information on the Group Need and Want assessment record sheet.
		2. Once the students have reported their need and want to their teacher, they may decide whether they would like to make a skit, draw a picture, or write a story. They have to make the decision together.
			+ Then they will have a few minutes to put together their creative representation. If it is a skit, they will rehearse it. If it is a picture, they will draw it together. If it is a story, they will write it and illustrate it together.
			+ The teacher will be walking around and asking questions of the groups to help them expand their thinking.
				1. Questions to ask are…

What is \_\_\_\_\_ made out of?

What materials in nature or our environment would we use to make that?

Where would you find \_\_\_\_?

Think about where \_\_\_\_ would grow.

How could you make \_\_\_\_?

Differentiation:

* + - * The students are able to choose which need and which want they would like to represent.
			* Once they have made that decision, they get to decide, as a group, whether they would like to make a skit, write a story, or draw a picture.
			* For groups that finish early, they can either continue to practice their skit, rehearse the presentation of their picture, or practice reading their story.
			* For groups that might be taking extra time, the teacher can support them and offer ideas and suggestions to keep them moving. They may be allowed to present their group project last so that they have more time to process it in their minds.
			* Directions for their group work are written step by step on a PowerPoint slide and each step is a different color to make it easier for the students to distinguish between each of these.
				1. Pictures are used to help students read the directions.
			* For the excelling student, they may be given an assignment such as being the scribe for the group while the rest of the group dictates what is to be written or drawn. This will give the excelling student an opportunity to listen to the thoughts of their classmates and possibly gain some new insight.
			* For the struggling student, they will have the support of classmates. They may ask questions of their classmates and listen to the explanations from their peers. Often this will help the student better understand the topic or material because it is spoken in a language more similar to their own.
	1. **Independent Practice:** (Allotted time: 5 minutes)
		1. The groups will take turns presenting their Creative Representation to the class. While they are presenting, the teacher will be grading them based on the attached scoring checklist.
		2. The teacher will know that the students have reached an understanding of the learning target for the day if they are proficient based on the checklist meaning they scored at least a 2/4 on the attached rubric.

Differentiation:

* The students were able to choose how they wanted to represent their understanding and show teach their classmates about how we use the environment to meet needs and wants.

**Closure:** (Allotted Time: 2 minutes)

* 1. Put the I Can statement back on the PowerPoint and ask the students what they learned today.
	2. Ask students to make a connection to the theme of the unit that we’ve been studying.
	3. To close, read the last eight pages of *Cloudy with a chance of meatballs*.
		1. Before reading these last pages, ask the students to see if they can pick out a silly way the story shows how people use things in their environment to meet needs.
			+ The people build boats out of bread. They also build their houses out of bread once they get to the new land.

**References:** Use APA references page formatting to correctly cite textbooks, other books, websites, images, etc. that you used in the lesson. [*http://owl.english.purdue.edu/owl/resource/560/01/*](http://owl.english.purdue.edu/owl/resource/560/01/) *. If you’d like to use a citation creation tool, you can use ‘Zotero’. Please do not use other tools that are not up to date with APA 6th Edition Manual.* Start with double spacing, 12 pt. Font, 1 inch margins with hanging indents, etc.

Barrett, J. (1978). *Cloudy with a chance of meatballs*. New York, NY: Simon & Schuster Children’s Publishing Division.

Chapman, C., & Greogry, G. H. (2002). *Differentiated instructional strategies: One size doesn’t fit all*. Thousand Oaks, CA: Corwin Press Inc.