



Needs and Wants Lesson Plan: Grade K

Grade Level: **Kindergarten** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson plan, kindergarteners use BrainPOP Jr. resources to learn about needs and wants and how these concepts apply to their lives.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. Needs and Wants movie.
- 2. Think and Do:**
 - Word Play: Draw a representation of a domain-specific vocabulary word.
 - Activity: Draw an ad for an item people might want.
- 3. Assess:**
 - Take the Needs and Wants quiz.

Preparation



- Preview the BrainPOP Jr. movie [Needs and Wants](#) to plan for any adaptations.
- Read [Needs and Wants Background Information](#).
- Create and schedule Day 1 assignment: [Needs and Wants movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Needs and Wants movie](#), [Activity](#), and [Easy Quiz](#).

Before the Lesson


Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:



- *Think about something your family buys at the grocery store. Why do you need it?*
- *Think about a gift you'd like for your birthday. Do you want it or need it?*

DAY 1: Build Background (10 minutes)


Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>1. Watch Needs and Wants. Click pause whenever a question appears in Annie's Notebook. Discuss the question, then click play for Annie's response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div></div>	<ul style="list-style-type: none">Print the movie transcript and Annie's Notebook for a grown-up to read aloud.Have a student play Moby and "beep" in response to Annie.Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences.	<ul style="list-style-type: none">Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on brainstorming wants and/or needs.Pause at two key points and prompt students to summarize.Support students recall by having them draw one or two key ideas from the movie.	<ul style="list-style-type: none">Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.Create a word wall with vocabulary and the drawing.Pause at key points and ask discussion questions from Annie's Notebook in home language or English.

DAY 1: Think & Do (20 minutes)


Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div><div>Word Play</div></div> <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none">Print the "Draw" page for the word a student chooses.Students draw the picture with markers or crayons and label the picture.	<ul style="list-style-type: none">Model how to use the drawing tools.Assign appropriately challenging words to individual students.As a challenge, have students draw more than one word.	<ul style="list-style-type: none">Say student's selected Word Play word in their home language. Then say it in English. Have students repeat it in English.Use the word in a sentence. Prompt students to say the word and repeat the sentence.

<div></div> <p>Students click one of the words and choose the “Draw” tab.</p> <p>They draw an example of the vocabulary word. If the word is “Want,” students draw an example of a want.</p> <p>When they finish, students click Submit To Teacher and/or print out.</p>			<ul style="list-style-type: none">• Hover over the prompt to hear it read aloud. Repeat the prompt in students’ home language.
DAY 2: Build Background (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div></div> <p>3. Watch Needs and Wants again.</p> <p>Prompt students to find a new fact or something they didn’t notice the first time.</p>		<ul style="list-style-type: none">• Students return to their drawings of key concepts from the first viewing and add new details.	

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div>  Activity </div> <p>4. Students open their Activity assignment. Or, if not using Assignment Builder, model how to open the Activity.</p> <p>Students click the Start arrow to begin, and click print at the bottom of the page. Then they create an ad for an item people might want.</p>	<ul style="list-style-type: none"> Students draw a picture of their ad with markers or crayons. Add a title 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will draw. Model how to use the drawing tools. Support recall by prompting students to revisit the drawings they made after watching the movie. Advanced students can write a reason to buy the product. 	<ul style="list-style-type: none"> Before students draw, have them use their home language or English to discuss what they plan to draw.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div>  Easy Quiz </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click Submit to Teacher.</p>	<ul style="list-style-type: none"> Print the Easy Quiz. Read aloud the questions and answers. 	<ul style="list-style-type: none"> Hover over the questions and answers to hear them read aloud. Reduce the number of questions and/or possible answers (using the Quiz Mixer). Support recall by having students review drawings they made during the movie. 	<ul style="list-style-type: none"> Read aloud the quiz in students' home language. Highlight the key vocabulary in a printable version of the quiz.