

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Needs Vs Wants</u>	Number of Lessons <u>6</u>	Time (in weeks): <u>2</u>	Taught in <u>February/March</u>
Name: <u>Bridget Teichroeb</u>	Subject(s): <u>Socials, Science, health</u>	Grade(s): <u>K</u>	

Rationale

This lesson will connect students to nature and help them understand themselves and what their needs are.

Personal Philosophy

As a teacher, I believe in the importance of relationships. Each student is an individual with different learning needs and I believe that through building relationships with each student, I can make my classroom as a safe space where everyone feels welcome and capable of learning. I make a point to spend time connecting with each of my students throughout the day and taking notes of their preferences, strengths, and moods so that I can support them in the best way possible.

Overview:

Students will learn the difference between needs and wants of people and the needs of plants.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>In a safe and supported environment, I respond meaningfully to communication from peers and adults.</p> <p>In familiar settings, I communicate with peers and adults.</p>	<ul style="list-style-type: none"> • Critical thinking <p>I can use evidence to make simple judgments.</p> <ul style="list-style-type: none"> • Creative thinking <p>I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.</p>	<ul style="list-style-type: none"> • Positive personal and cultural identity <p>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p> <ul style="list-style-type: none"> • Personal awareness and responsibility <p>I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.</p> <ul style="list-style-type: none"> • Social responsibility <p>I can interact with others and the environment respectfully and thoughtfully.</p>

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BIG IDEAS

(multiple subject areas for integrated unit)

Science	Science	Social Studies
<u>Plants and animals have observable features.</u>	<u>Daily and seasonal changes affect all living things.</u>	Our communities are diverse and made of individuals who have a lot in common. Health <u>practices</u> that promote health and well-being

LEARNING STANDARDS

Curricular Competencies	Content
<p>Demonstrate curiosity and a sense of wonder about the world</p> <p>Make exploratory observations using their senses</p> <p><u>Explain the significance of personal or local events, objects, people, or places</u> (significance)</p> <p><u>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</u> (evidence)</p> <p><u>Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same</u> (continuity and change)</p>	<p><u>basic needs</u> of plants and animals</p> <p><u>adaptations</u> of local <u>plants</u> and <u>animals</u></p> <p><u>weather</u> changes</p> <p><u>seasonal changes</u></p> <p><u>living things make changes</u> to accommodate daily and seasonal cycles</p> <p><u>ways in which individuals and families differ and are the same</u></p> <p><u>needs and wants of individuals and families</u></p>

Prerequisite Concepts and Skills:

Write name, recognize many letters, follow basic directions

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	Basic needs of people and animals
Lesson 2	What is a want?
Lesson 3	Wants versus Needs
Lesson 4	Needs of plants
Lesson 5	Window plants project

Cross-Curricular Connections:

Socials - needs and wants of individuals and families

Science - basic needs of plants and animals

English- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gym - Knowing about our bodies and making healthy choices helps us look after ourselves.

Aboriginal Connections/ First Peoples Principles of Learning:

Learning requires exploration of one's identity. - students will explore what their body needs and learn more about how to care for themselves and others

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.- Students will learn how to care for themselves and others, students will learn about the land and how things grow.

Indigenous Instructional Pedagogy

The Indigenous pedagogy that I connect with the most is the Relational learning pedagogy. I have done a lot of research into this pedagogy and I believe that it can benefit all learners and the classroom environment. I implement this pedagogy by putting my students' needs first. No matter what the lesson is I can always adapt and change it up if I notice that my students are struggling or even that one student is struggling and I need to give the class some independent work so that I can connect with them. I want to focus on building strong relationships in my class and part of this happens by having clear communication with my students as to how I expect them to treat each other and how we behave as part of a class. I believe that class community is built year round and we can always weave relationship building into our lessons.

Universal Design for Learning (UDL)

This unit is provided through multiple means of expression such as hands-on projects, read alouds, felt board examples, videos, activities, and conversations.

Differentiated Instructions (DI)

Use the buddy system for specific students when going outside teacher paired with L

Point out the wants and needs using dinosaurs and slime examples to help hook L and J

Use transition reminders and timer during major transitions for L and J

Have L help hand items out if he listens to instructions

Have the stuffed animal sit with a table that is working well and switch it up

Gift hand stamps to on task learners - warn L beforehand

Overview of Lessons:**Lesson 1**

Name & Time (Minutes Allotted):	Basic needs of people and animals
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	Stuffed animal, animal print outs
Lesson Activities:	
Introduction/Hook:	Show a variety of classroom items ask the students if they need them? Sort the items into needs versus wants piles
Body:	<p>Share that needs keep us alive</p> <p>Use the needs power point to share the 5 basic needs</p> <p>Teach the five basic needs: Food – to grow strong and healthy. Water – to stay alive and hydrated. Shelter – a safe place to live (house, apartment, tent). Clothing – to keep warm or cool depending on the weather. Love & Care – family, friends, teachers who help us feel safe and happy.</p> <p>Ask students for additional examples of needs share that all living things have needs like us most animals have the same needs</p> <p>Pretend pet</p> <p>Today I brought my stuffed animal with me. If we brought a real pet into the class what do you think that they would need?</p> <p>Remember the 5 basic needs - how could we meet the pets needs?</p> <p>Draw pictures of suggestions on the board</p>
Closure:	Students choose a puppy or kitty picture and fill the extra space with all the needs of that animal

Lesson 2

Name & Time (Minutes Allotted):	What is a want?
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	THE PIGEON WANTS A PUPPY READ ALOUD FOR KIDS STORYTIME FOR KIDS
Lesson Activities:2	
Introduction/Hook:	Remind students of what a need is ask students what their needs are you can use the slideshow to review

Body:	Explain that there are a lot of things that people want but they are not needs. These are called wants. Read The Pigeon Wants a Puppy Ask the students if the pigeon wanted a puppy or needed a puppy? What are some things that you want?
Closure:	Make a wants list using the canva template

Lesson 3

Name & Time (Minutes Allotted):	Needs versus Wants
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	
Lesson Activities:	
Introduction/Hook:	Review needs and wants in the slideshow
Body:	Give each student a shopping list. Introduce each item on the board and have them tell you if it is a need or want and point to the right column on the list. Hand out the shopping items and have students cut and paste into the proper columns
Closure:	Have some students share their favorite item on the list and identify if it is a want or need

Lesson 4

Name & Time (Minutes Allotted):	Needs of plants
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	20 pebbles, watering can, vase/cup, felt board, felt plant parts, pipe cleaners, green, brown, colored, pom pom, plant story Brain Break - Planting exercise Tiny Danny Rides a Bee!  Gardening Learning Video for Kids Danny Go!
Lesson Activities:	
Introduction/Hook:	Read a story about plants and what their needs are
Body:	Talk about parts of the plant by adding them to the felt board include the things that they need. Brain Break - Planting exercise Tiny Danny Rides a Bee!  Gardening Learning Video for Kids Danny Go! Give each student a seed - pebble Have a watering can for students to take turns watering their seed Create a plant using pipe cleaners, pom poms Green, brown, colored, yellow pom pom

	Each plant has a green stem, a leaf, petals, a flower center, and a brown root Ask the students where the best place is for a plant - not in a dark closet
Closure:	Create a class bouquet to display in the classroom Review the parts of the plant

Lesson 5

Name & Time (Minutes Allotted):	Window Plants
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	Small plastic flower pots, seeds, water, potting soil, tray (for drips), plastic wrap to incubate
Lesson Activities:	
Introduction/Hook:	Reference flowers made yesterday and ask students to remember the parts of a flower Act out the parts of a flower from seed to bloom with your body
Body:	Decorate your flower pot and plant a flower
Closure:	Fill out a journal page about your plants - canva

Lesson 6

Name & Time (Minutes Allotted):	Indigenous plants knowledge
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	
Lesson Activities:	
Introduction/Hook:	Prep the students for going outside, talk about safety, listening, and how you are getting their attention outside
Body:	Head outside hopefully with the Indigenous worker but if not bring a book about Indigenous plants and knowledge with pictures that has been vetted by the worker. Show the students a picture of a plant and have them hunt to see if they can find it (this may work best if you do some recon beforehand) Remind students not to pick the plants. Have students find plants with different qualities (tall, has a flower, is green, is more then one color, has a round leaf, close to the ground, smells good) Ask students if the plants are getting what they need and how (rain, sun) Walk the bear trail if appropriate and continue to look for plants, talk about different types of trees. Gather in a circle on the field and talk about ways that we use plants and ways that Indigenous peoples used plants and trees.

Closure:	Have the students create a thank-you card for their favourite plant or tree
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Resources:

20 pebbles, watering can, vase/cup, felt board, felt plant parts, pipe cleaners, green, brown, colored, pom pom, plant story [Brain Break - Planting exercise](#) [Tiny Danny Rides a Bee!](#)  | [Gardening](#) | [Learning Video for Kids](#) | [Danny Go!](#)

Extensions to Unit:

Follow up with your plants and track their progress

Reflections and Revisions

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