

LESSON SEVEN: ELA non-fiction Writing

LEARNING PURPOSE/CONTENT

This lesson will involve introducing two concepts: List writing (Non-fiction ELA) and Needs/Wants (Social Studies). It may seem intimidating to introduce these new concepts at the same time, but it is very doable through this practical approach. Due to the current reality we are faced with in our world right now due to COVID-19, the concept of humans needs and wants is extremely relevant. These strange times allow for us to really reflect on our lives by thinking about our routines and activities and determining what is important to us. List writing may seem like a simple task, but it is an extremely beneficial tool for students to have as it is often used daily in everyday life.

GUIDING QUESTIONS:

- What is a list?
- How do I write a list?
- How are lists used in our daily lives?
- Why are lists important?
- What is a need?
- What is a want?
- What does it mean to be the same?
- What does it mean to be different?

GOALS (OUTCOMES/INDICATORS) IN STUDENT FRIENDLY LANGUAGE

- I can use list writing to practice my writing skills
- I can use words and/or pictures to express my thoughts and feelings
- I can identify what a need is
- I can identify what a want is
- I can analyze the difference between a need and a want

MATERIALS/RESOURCES REQUIRED

- Pencil

- Paper
- Something to colour with, could be coloured pencil/pen/markers/etc
- VIDEO: Needs vs. Wants (available at <https://www.youtube.com/watch?v=J8P3sCooGg0>)
- EXAMPLE: Needs vs. Wants Lists <https://www.slideshare.net/JosephCKunzJr/needs-and-wants-reduced-to-its-simplest-terms-infographi>
- OPTIONAL: Journal
- ADDITIONAL VIDEOS:
- “Happiness” <https://www.pbslearningmedia.org/resource/lpsc10.sci.life.happy/happiness/>
- “The Difference Between a Need and a Want” <https://www.youtube.com/watch?v=9lqgTGG0ODg>

Section	Time (mins)	Process	Students	Teacher (Parent/Guardian)
Review Prior Lesson/Introduction	5-10	<p>Together talk about the last lesson, reviewing what was learned and also including the highs and lows for both student and teacher.</p> <p>This lesson involves a lot of conversation and discussion between student and teacher so it’s important to be sure you are both ready to engage in the conversation; the teacher should set the tone prior to starting this lesson by explaining that they should take the topics seriously and not be silly. Also, since we will be introducing two new</p>	<p>The student should be actively engaged in the conversation. If they have any questions or need clarification from the last lesson, this is the time to ask.</p>	<p>This is a great opportunity to review any areas that you noticed were missing when you assessed the last lesson.</p> <p>Using some of the previous reflection questions can help get the conversation going...</p> <ul style="list-style-type: none"> • What does healthy mean? • What are things I can eat to keep my mind and body healthy? • What are things I can do physically to keep my mind and body healthy?

		topics (Needs/Want and List writing) in this lesson it is essential that both the student and teacher have an open mind and their listening ears!		
Teaching	10-15	<p>Together watch the “The Needs and Wants” video under materials/resources. During and after the video discuss some of the key concepts brought up in the video.</p> <p>Prior to completing any further activities, students will need to become more aware of what lists are and how to write them. Students unknowingly have probably written or used lists before, so it is important to provide practical examples (ex: making a list for Santa or following a chore list) as well as physical examples for them to review</p> <p>Try writing a list together as an example, write a list of your favourite activities to do as a family! This provides students</p>	<p>Students will engage in conversation about the book by asking their own questions and answering guiding questions provided by the teacher.</p> <p>Students should be engaged in activity independently using words and/or pictures within their lists</p>	<p>Sit together and listen, feel free to pause the story and ask student questions along the way to see if they’re understanding what is happening.</p> <p>Ask you students questions like...</p> <ul style="list-style-type: none"> • What is a need? What is an example of one? • What is a want? What is an example of one? • What happened to Larry the fish? <p>Another great idea is googling “kids lists examples” to show your student examples of how they can differ in appearance but are all still lists. All lists should have a title on the top to help explain what it is about.</p>

		with experience as well as a physical guide to support them when they create their own list of needs vs wants.	to express their thoughts.	
Activity	15-20	<p>After discussing key takeaways from the video and teaching about list writing, you can move on to the activity suggested in the video.</p> <p>This involves categorizing given item examples (provided in the teaching section* or additional ones that the teacher thought of on their own) by making lists of which items are needs and which items are wants. See example provided in under the material/resource category.</p> <p>The teacher can say the examples verbally, use physical objects found in the house, find pictures from google or even a combination of whatever you feel would best supports your students learning.</p> <p>After provided items are added to either the needs or wants</p>	<p>Regardless of if examples are being given verbally or as physical items, it's important that the student is practicing writing down the items into their appropriate needs or wants list throughout the activity.</p> <p>Once the list is completed, students should be prepared to discuss their thoughts as to why they felt something was a</p>	<p>*Examples of items to list as needs or wants...</p> <ul style="list-style-type: none"> • Fruit • Home • Chocolate bars • Vacation • New clothes • Video games • Car • Ned • Stuffed animals/toys • Pet • Water • Juice <p>Allow for students to initially categorizes independently, do not try and encourage them to put something in the "correct" list. Although you should still support them in areas like spelling, etc. Encourage independence and use skills that we previously taught in class like sound it out, stretch out the word by saying it slowly, etc.</p>

		list, review and discuss each item to see if they are under the best fit and make adjustments if need be. It's important that this is done through conversation and a mutual decision of both the student and teacher. Continue editing until list is at a point where both student and teacher is in agreeance for all items.	need or a want. Students can also add additional items to lists if they finish early.	
Debrief		Once lists are finalized, debriefing can be completed through a discussion or written in their journal. This allows for choice since this lesson was heavy in discussion, it might be nice to be able to express their thoughts in writing/drawings. The debriefing should include their thoughts on needs vs wants and also list writing.	Students will share (verbally or through a journal entry) their thoughts and understanding about needs vs. want as well as list writing.	If debriefing verbally, use the guiding questions listed above to guide the discussion. If your student completes a journal entry, look for those answers to those questions in the entry.

NEXT LESSON: #8 - List writing – Family Grocery List	ASSESSMENT (5-10 minutes for teacher) This activity was designed to get students thinking and reflecting about needs and wants while using the tool of list writing to support it. If students were able to successfully organize their thoughts by writing and/or drawing them using a list than they are on the correct path. If students were able to organize the items into lists but they were not correct, then there is likely a gap with their understanding of needs/wants. Try to incorporate critical thinking into daily conversation or explore extra videos provided under materials/resources.
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Any questions or concerns? Feel free to email me at l56293j@gnspe.ca

-Ms. James