

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 138

Book Summary

What do we want? What do we really need? Students will learn the difference between requirements and desires in this helpful leveled reader. The text uses familiar situations and the illustrations show how we often wish for what we want even as we get what we need.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Classify and categorize text information
- Identify final *n*-blends *nd*, *nk*, *ng*, and *nt*
- Associate the letters *nd*, *nk*, *ng*, and *nt* with the phonetic elements /nd/, /nk/, /ng/, and /nt/
- Recognize adjectives as words that describe
- Use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Needs and Wants* (copy for each student)
- Chalkboard or dry erase board
- [Classification, N-blend endings, content vocabulary worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *home*, *need*, *some*, *things*, *want*
- Content words: *breathe*, *clothing*, *coat*, *dinner*, *drink*, *kite*, *lemonade*, *pasta*, *storm*, *winter*

Before Reading

Build Background

- Ask students to think of what they need to stay alive. Make a list on the board. Then ask students to think of things they would like to have. Make another list. Have students tell which list is longer, and ask for their ideas on why people want more things than they need.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title. Ask students what they think this book will be about based on the cover information.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to use prior knowledge.
Think-aloud: When I read a new book, I try to think about what I already know about the topic in the book. When I look at the title of this book, I can think of lots of things I want. I know from things that have happened in my life that I don't need as many things as I want. I predict that there may be things in the book that the kids want but don't need.
- Show students the title page and ask them what they see in the picture. Explain that the picture in the thought bubble shows what the boy thinks he wants and the other picture shows what he needs. Ask them if they have ever had a thought like this one, maybe while eating lunch at school. Turn the pages in the book so students can see the pictures. If necessary, model once more for students how you draw on your personal knowledge to make predictions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through pages 3 through 9 of the book with students. Ask them to talk about what they see in the illustrations, and encourage them to use the vocabulary they will encounter in the text. Model how to use their knowledge of, and experience with, personal needs and wants as they preview the illustrations.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 5 you might ask: *What does it look like the girl wants to drink? It is lemonade, isn't it?*
- Stop previewing the book at page 9. Have students predict what other things the children in the book might need and want. Refer to the list made earlier if students need help.
- Model the strategies students can use to work out words they don't know. Have students find the word *red* on page 7. Ask students how they could read this word if they didn't know it. Suggest that they could look at how it starts and say /r/. They might recognize the sound for the letter *e* in the middle of the word or the sound for the letter *d* at the end of the word. Read the sentence to them and ask if the word *red* makes sense in the sentence.

Set the Purpose

- Have students read the book to find out what other needs and wants the children in the book have. Remind them to think about what they already know about their own needs and wants as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 7. Direct them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- When they have finished, ask students whether the text confirms any predictions they made about the book. Have students point out the things they need and want that are like those in the book, and have them tell how this helped them understand what they read.
- Model making connections to prior knowledge. For example, say: *I saw a lot of things in the book that made me think of things I'd wanted but didn't really need. Just last night I wanted chocolate cake for dinner. Instead I ate my vegetables, which I need to stay healthy and strong. Connecting to my own experience helps me understand what I am reading.*
- Tell students to read the remainder of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask if the things the characters in the book needed and wanted were things students listed before reading. Reinforce how making connections helped them be active readers.

Teach the Comprehension Skill: **Classify and categorize information**

- **Introduce and model:** Explain to students that organizing what they find out when they read will help them understand the book and remember what they read. Give students a copy of the [classification worksheet](#). Model how to go to the picture to find the character's need and the character's want. Then model reading the text. For example, say: *This picture shows Erin drinking something. But she is thinking that she wants something else to drink. I read the text to find out that she needs water to drink. I write water in the square under Needs. Then I read that she wants a glass of lemonade. I write lemonade in the square under Wants.*
- **Check for understanding:** Have students name the next things that one of the characters needed and wanted, and write the words in the appropriate squares on the worksheet.
- **Independent practice:** Tell students to complete the worksheet. They should find each thing the children needed and wanted and write it on the worksheet. Discuss students' responses.



Extend the discussion: Instruct students to use the last page of their book to draw a picture of something they need and something they want. Have students share their pictures with the group.

Build Skills

Phonological Awareness: **Final n blends**

- Show students a picture of a *tent* and have them say the word *tent*. Have them repeat the word and listen for the sound at the end. Tell students that the /nt/ sound at the end of *tent* is made by blending together the sounds /n/ and /t/. Have students repeat these sounds and blend them together.
- Show students pictures of a *hand* and a *skunk* and repeat the procedure for each picture.
- Display the *tent*, *hand*, and *skunk* pictures on a table or place them in a pocket chart. Show students pictures of the following: *paint*, *King*, *trunk*, *sink*, *wand*. Ask them to say the word and tell which picture on the table or chart has the same ending sound.

Phonics: **N-blends**

- Write the words *tent*, *skunk*, and *hand* on the board. Underline the ending blend in each word. Explain that these letters stand for the /nt/, /nk/, and /nd/ sounds. Segment and blend the sounds. Ask students to repeat the sounds and the words.
- Write the following blends on the board: *nd*, *nk*, *nt*. Below the blends, write the following portions of words: *sa__*, *wa__*, *bu__*. Provide the following clues: *something that is found at the beach* (sand); *something you don't need, but you would like to have* (want); *a kind of bed where one bed is above the other* (bunk). If desired, provide the following additional examples: *what a magician waves* (wand), *what happens to a car when it is in an accident* (dent), *the penny in the pool* (sunk) *to the bottom*.
- Give students the [N-blend-endings worksheet](#), make sure they understand what to do, and have them complete the worksheet. When completed, discuss their answers.



Extend the activity: Tell students to circle each word in the story that has an ending blend (*wants*, *wind*, *kind*, *drink*).

Grammar and Mechanics: Describing words

- Have students turn to page 7 and read the first sentence to find out what kind of coat Erin needs for the winter. When students have identified the word *warm*, explain that this is a word that describes the coat Erin needs. Have them read the next sentence to find out more about the kind of coat Erin wants (*long, red*).
- Explain that these words are describing words, and that good writers use them to help readers get a picture in their minds or imagine what is happening in the story. The describing words provide details about the story.
- Have students find what kind of bike Jacob wants, and what kind of book Erin wants to read. Discuss their responses.

Word Work: Content Vocabulary

- Tell students that many of the words they read in the book are used to tell about things people want or need every day. Provide opportunities for students to talk about difficult words such as *pasta* or *lemonade*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Have students complete a **content vocabulary** worksheet.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Writing Connection

Ask students to think about what they need most. Have them choose one thing and tell why they think it is the most important thing. Provide the following sentence: *I think I need _____ the most because _____.* Ask students to think about what they want most. Have them choose one thing and tell why. Provide the following sentence: *The thing I want most is _____, because _____.* Display their wants and needs on a bulletin board titled "Our Wants and Needs."

Social Studies Connection

Discuss what happens when people do not have their needs met. Ask a volunteer from a community food bank or other service organization to speak to the class about people who don't always get what they need. As a class, choose a way to help others such as adopting a family or donating canned goods or clothing. Have students work in groups to report what they learned about the wants and needs of others, and how people can help each other.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- classify items in the book according to needs and wants
- recognize the sounds of final blends *nd*, *nk*, *ng*, and *nt*
- associate *nt*, *nk*, *ng*, and *nd* with the phonetic elements /nd/, /nk/, /ng/, and /nt/
- recognize adjectives as words that describe
- use content vocabulary

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)