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Overview of the Concept: Needs and Wants

Book Summaries

Title	Level	Summary
The Things We Need	Big Book	“Wants and Needs are Different”: an illustrated poem that helps to explain the difference between wants and needs. “Friends in Need”: an illustrated realistic narrative that is based on the real-life response of Newfoundlanders to the travellers who were grounded due to the events of September 11, 2001. Both selections highlight the basic needs of food and water, shelter, clothing, and love and protection.
A Shopping Trip	D	In this illustrated realistic narrative, Pooja and Priya go shopping with their mother. The girls ask for various items, while Mom explains the difference between what they <i>want</i> and what they <i>need</i> .
What If...?	F	In this illustrated realistic narrative, Tom is feeling unhappy and dissatisfied. After his parents explain wants and needs to him, Tom realizes he is a very lucky boy after all.
Yoma Helps a Friend	H	In this illustrated realistic narrative, Yoma’s family sponsors a needy child in India. They also donate food to the local food bank to help people in need. Yoma decides to give something to the sponsored child beyond what he might <i>need</i> —something he might <i>want</i> .

Target Outcomes

BC	Alberta	WNCP/Manitoba	Ontario	APEF
Society and Culture: <ul style="list-style-type: none"> Describe differences between individual needs and wants 	My World: <ul style="list-style-type: none"> 1.1.1: Recognize and respect how the needs of others may be different from their own 	<ul style="list-style-type: none"> 1-V-G-012: Appreciate that people all over the world have similar concerns, needs, and relationships 1-V-E-015: Respect that the needs and wants of others may be different from their own 1-K-E-030: Give examples to distinguish needs from wants 	Canada and World Connections: <ul style="list-style-type: none"> Understanding Concepts: <ul style="list-style-type: none"> Demonstrate an understanding of basic personal and family needs (e.g., food, water, shelter, and protection) 	Needs and Wants: <ul style="list-style-type: none"> 1.4.1: Identify the differences between needs and wants <ul style="list-style-type: none"> Recognize that all people have similar needs 1.4.2: Demonstrate an understanding of the variety of ways there are to meet their needs and wants <ul style="list-style-type: none"> Identify different ways peoples’ needs and wants are met

Related Resources

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
(New York: Atheneum, 1972).

The Berenstain Bears and Too Much Junk Food by Stan and Jan Berenstain
(New York: Random House, 1985).

The Berenstain Bears Are a Family by Stan and Jan Berenstain
(New York: Random House, 1996).

Byron Through the Seasons by Children of La Loche and Friends.
(Calgary: Fifth Press, 1990).

Franklin and Harriet by Paulette Bourgeois (Toronto: Kids Can Press, 2001).

Franklin Says I Love You by Paulette Bourgeois (Toronto: Kids Can Press, 2002).

A House for Hermit Crab by Eric Carle (New York: Simon & Schuster, 1991).

Homes Around the World by Bobbie Kalman (St. Catharines: Crabtree
Publishing, 1994).

The Tiny Seed by Eric Carle (New York: Simon & Schuster, 1991).

Tony's Bread by Tomie dePaola (New York: Puffin, 1996).

The Very Hungry Caterpillar by Eric Carle (New York: The Putnam
Publishing Group, 1971).

Introducing the Concept

Choose one or more of the following activities to introduce the concept of “Needs and Wants.”

Big Book

Use the Big Book, *The Things We Need*, for shared reading. See the lesson plan starting on page 6 for ideas on how to use the book to introduce the concept of needs and wants.

Sorting Needs and Wants

Collect a number of items and/or pictures of items that represent a need or a want and place them in a box. Some suggestions are a toy truck, a box of pasta, a sweater, a chocolate bar, a picture of a house, a bottle of water, mittens, a picture of a family, a video game or movie, a can of soup, a pair of shoes, and so on. Place two tables at the front of the classroom. Label one table, “Needs,” and the other table, “Wants.” Have one student at a time come up and choose an item from the box. Allow plenty of discussion about which table the item belongs on. Have the students give reasons for their choices. To help clarify the concept of what are needs and what are wants, you might first have the students sort the items into general groups, such as “things to eat and drink,” “things to wear,” “things to play with” (or “entertainment”), “people who care/to care about.” You can then discuss which *groups* of items are needs and why, before discussing individual items within the groups.

Extending and Reinforcing the Concept Using the InfoRead Little Books

See the pages following the Big Book lesson plan for lesson plans for the Little Books related to this concept.

Culminating Activities

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students' understanding of the concept of "Needs and Wants."

Book Making

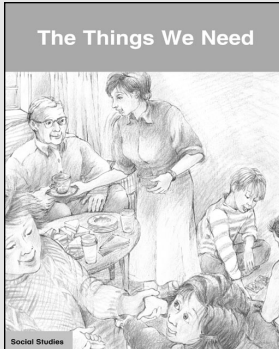
Make individual Flip Books, Step Books, or another variety of book. Post names of the following basic needs to be used as headings: Food and Water, Shelter, Clothing, Love and Protection (small illustrations may accompany these headings as a modification tool).

Have the students write the title, "My Needs," on the cover of their book. Ask the students to write each heading on a separate page in their books. The students may use stickers, pictures from magazines and/or their own illustrations to create examples for each category. The students may also label or write captions for their images.

Make Posters

Divide the students into four groups, with each group representing one of the needs: food and water, clothing, shelter, and love and protection. Have each group create a large poster illustrating that need. Students may search magazines, catalogues, and flyers for pictures, or they can illustrate the poster themselves.

Introducing the Concept Using the InfoRead Big Book



Cross-Curricular Links

Science
Social Studies/Art/Drama

The Things We Need

“Wants and Needs Are Different”

Pages 2–16

Text Type: explanation/poetry

Before Reading

Initiate a discussion about the students’ pets and what they need, if applicable. Ask, *How do you look after your dog/cat/fish/bird?* (feed them, give them water, give them a warm/safe place to live, talk to them, play with them) *Why do you have to give your pets food, water, and shelter? What would happen to them if you didn’t?* Elicit the word “need” and encourage responses that include that word (e.g., “My bird needs fresh water every day.”). Continue the discussion by saying, *Your pet needs water to live. Do you need water to live? Your pet needs food to live. Do you need food to live? What other living things need food and water?* (e.g., plants, insects) *What living things need shelter?*

Shared Reading of the Selection

- Read the poem, “Wants and Needs Are Different,” all the way through, as the students listen and look at the art.
- For the second read, allow time for exploring and discussing the art and the text on each page:

Pages 2–3: Read the title “Wants and Needs Are Different” to the students and say, *What does this title tell us about what we’re going to read? Why are all of those things surrounding the boy in the picture? What is the boy saying about the things that are shown around him? Have you ever wanted some of those things?*

Pages 4–5: Ask, *The children in the picture are talking to the boy. What do they want to teach him? Which two words look different on this page?* Model how to read the italicized text. Ask, *If we had to, could we live without some of the things that we want, like baseball gloves? Could we live without soccer balls? Could we live without food?*

Pages 6–7: Say, *Check the picture or the words to find two things that we need. (food and water) Ask, Why do our bodies need food and water? Discuss the necessity of having food and water to stay healthy, making sure to mention strong “bones” and “muscles.”*

Pages 8–9: Ask, *What else do we all need? (clothes) Why? Discuss various weather conditions and the different types of clothing required to protect us from the elements.*

Pages 10–11: Say, *This page says we need “a roof over our heads.” What does that mean? Why do we need shelter? Read to confirm. Ask, Do we all need the same kind of shelter, or can they be different?*

Pages 12–13: Ask, *What need is shown on these pages? Who are some of the people we all need to love us and to protect us? Try to elicit the words “friends” and “family.” Use the phrase “make our way” to familiarize the students with it. Ask, How would you feel if you didn’t have people to love and who loved you?*

Pages 14–15: Ask, *Which side of the picture shows us the things we need? Does everyone need these things, or just some people? Why? What are toys and games for? Are they things we need to live?*

Page 16: Say, *This page says “we have agreed” about something. What does that mean? Do you think it’s more important for all the people in the world to have the things they want, or the things they need? Why?*

- Read the poem again, inviting the students to read along with you.

Revisiting the Selection

- Go through the poem and place small sticky notes over some of the content words within the text, or over all but the first letter of a word. Read the poem and ask the students to predict what the covered words will be. Discuss silly possibilities as well, to illustrate the importance of reading for meaning.
- Have the students respond to questions such as the following:
According to the poem, what are four things that we all need?
At the beginning of the poem, what does the boy want?
Why do we need food and water?
Why do we need clothes?
Why do we need a home?
Why do we need friends and family?
What is the difference between needs and wants?

“Friends in Need”

Pages 17–24

Text Type: historical fiction/narrative (realistic)

Before Reading

Discuss, simply and briefly, the true story behind the actual events that resulted in 83 international flights having to land in Newfoundland on September 11, 2001. Say, *There was an emergency in the United States, and a lot of planes had to land in Newfoundland until it was safe to fly again.* Explain that, as a result, thousands of people were far away from their homes, and the people in Newfoundland helped them by inviting them to stay in their homes. Tell the students that the story they are going to read shows how one (fictitious) family in Newfoundland helped the stranded travellers. Brainstorm with the students some of the things the visitors would need during their stay in a family’s home, and make a list on chart paper.

Shared Reading of the Selection

- Read the story all the way through, as the students listen and look at the art.
- For the second read, allow time for exploring and discussing the art and the text on each page:

Page 17: Read the title of the selection. Ask the students to note the many people and their expressions. Ask, *How are these people feeling? How do you know? Why are they worried?* Explain the meaning of the word “stranded” to the students.

Page 18: Say, *Mom and Cathy and Kurt are watching the news about the people who are stranded at the airport, and Mom decides to invite some people to stay with them. What question does Cathy ask? What is the answer?*

Page 19: Ask, *What is the first thing Mom wants to do? (make a list) What does she write at the top of the list? What are two things the visitors will need?*

Pages 20–22: For each page, ask, *How is the family preparing for their visitors?* Elicit responses that name the items mentioned in the text that are needed by the visitors.

Page 23: Ask the students to note the expressions on the visitors’ faces. Ask, *How do you think the visitors are feeling? What is one more thing that Cathy knows they need?* Try to elicit responses such as laughing, playing, talking, smiling, and having fun together.

Page 24: Ask, *How is the family making their visitors feel better? (food, drink, playing games, music, dancing, play) Why do we need other people?*

- Read the story again, inviting the students to participate as they can.

Revisiting the Selection

- Return to the list that was generated in the Before Reading activity. Confirm any items that were mentioned in the story, and ask the students what can be added to the list.
- Have the students respond to questions such as the following:
 - What is the problem at the beginning of this story?*
 - What does Cathy’s family decide to do to help the stranded people?*
 - What does Cathy’s family do to get ready for their visitors?*
 - Where do the people who stayed with Cathy’s family come from?*

Extending Activities

Illustrate Needs and Wants for a Camping Trip

Ask the students if they have ever been on a camping trip, or if they know something about camping. Discuss, then ask the students to pretend that *they* are going on a camping trip. Divide the students into pairs, and give each student a copy of **BLM 1: My Suitcase** to complete. Have each pair discuss what they would want and what they would need to take on the camping trip. One student in each pair will create a “needs” suitcase, and the other student will create a “wants” suitcase. Have the students cut out the suitcase, fill in the appropriate title, and then draw pictures of the things they would either need or want to take on a camping trip. The pairs can then present their suitcases to the rest of the class, explaining their choices.

Compose Thank You Notes

Ask the students to write thank you notes to their caregivers for providing both the things they need to live, and the things they want. Students should include some explanation as to why they are grateful for having both (e.g., “Thank you for giving me food. It helps me to stay healthy.”).

Make a Big Book about Shelters

Have the students contribute to a Big Book about different kinds of shelter around the world. Ask the students to start with different types of homes that are familiar to them (e.g., houses, apartments, townhouses). Help them to research some types of shelter in other parts of the world, and to find out why certain types are needed (e.g., for hot, dry climates; for very wet climates).

Cross-Curricular Links

Science

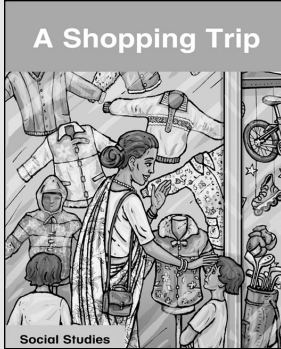
Invite a representative from your local Society for the Prevention of Cruelty to Animals (S.P.C.A.), or Humane Society, for a classroom visit. Ask the representative to talk to the students about the needs of pets.

Use **BLM 2: What Pets Need** as a follow-up to the visit. Have the students draw or cut out a picture of an animal for the centre of the page. Ask the students what that pet would need to live (food and water, shelter, love and protection, exercise and play). The students draw or cut out pictures from magazines, catalogues, and flyers to illustrate different pet needs. You may also want to compare pet needs to the needs of humans.

Social Studies/Art/Drama

Copy each stanza of the poem, “Wants and Needs are Different,” onto separate pieces of paper. Number each stanza, according to the order in which it appears in the book (there are eight stanzas altogether). Divide the students into heterogeneous groups of low- and high-level readers, and give each group a stanza of the poem to practise reading chorally. Allow plenty of time for rehearsal, and be prepared to help the students with any difficult words. Ask the groups to also create visual representations of some of the things their stanza talks about. When all the groups are ready, arrange them around the classroom in order according to which stanza they will read. Have the students hold up their visual representations and present the entire poem, group by group. This activity may require two or more days to complete.

Extending and Reinforcing the Concept Using the InfoRead Little Books



Level D

Text Type

narrative (realistic)

Word Count

84 (doesn't include speech balloons), 96 (includes speech balloons)

High Frequency Words

a, and, but, don't, I, look, new, no, one, said, that, them, this, want, we, you

Content Words

need, things, bike, shouted, coat, markers, boots, pony, ride, rest

Text Features

- 16-page book
- 2–4 lines per page
- illustrations
- strong picture clues
- dialogue
- speech balloons
- italics

Cross-Curricular Links

Health

Social Studies

A Shopping Trip

Before Reading

Ask the students to think about a time they went shopping with a parent or guardian. Ask, *Was there something at the store that you wanted but you weren't allowed to get? What was it? Why weren't you allowed to get it?*

Previewing the Text

- Show the cover of the book and discuss the art. Ask, *What do you see on the cover? What do you think the book will be about?* Read the title of the book aloud.
- Tell the students that this book is about a mother and her two daughters who go shopping at the mall to buy some new things.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Introduce the characters' names. Say, *Both of their names start with the letter "p" and end with an "a."* *How can we tell the names apart?* (check the middle of the word) Say, *Pooja and Priya need some new things, so Mom has taken them to the mall.*

Pages 4–5: Ask, *What is Pooja pointing at?* (a bike) Say, *She is pointing to a bike and she says she needs it. What do you think her Mom will answer?*

Pages 6–7: Ask, *What did Mom say?* Say, *Mom told Pooja that even though she wants a bike, she really needs something else. What does she need? Where can you find the words "want" and "need" on this page? Model the reading of Mom's dialogue to show the emphasis on the words in italics.*

Pages 8–9: Ask, *What does Priya say she needs?* If the students answer "crayons," say, *They are like crayons, but this word starts with an "m."* *Do you think Priya needs markers?*

Pages 10–11: Ask, *What does Mom say that Priya needs? Where can you find the word “boots” on this page? Point out the two “o’s” in the middle of the word “boots.”* Ask, *Do you know another word that looks the same in the middle?* You may want to use a small white board or magnetic letters to emphasize the similarities in the words.

Page 12: Ask, *What is different about this page?* Talk about the speech balloons and what they mean. Read the speech balloons to students. Ask, *What is the same about the words “this” and “that”?* *What is different?*

Page 13: Ask, *Can you find another word on this page that starts with “th”?* Say, *This word is “them.” Mom is saying the girls want them, but they don’t need them.*

Pages 14–15: Say, *Look at the picture. There is something that Pooja and Priya know they don’t need, but it’s something they really want to do.* Ask, *What is it? Do you think Mom will let them have a pony ride?*

Page 16: Confirm the students’ predictions. Point out that the word “I” is in italics. Model how to read the italicized word with emphasis.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story.
- Have the students respond to questions such as the following:
What were the things that Pooja and Priya wanted at the mall?
What did Mom say the girls needed?
Do you think the girls learned the difference between needs and wants?
- Ask volunteers to read the parts of Pooja, Priya, and Mom, while you act as narrator and read everything that isn’t in quotation marks.
- Ask the students to each choose a page from the book. Have the students devise dialogue for a character, by writing a speech balloon on a sticky note. Then have them stick the speech balloon onto the page. The students can read out their speech balloons to one another.
- Go over **BLM 3: Needs or Wants?** with the students. Have them cut out and sort the pictures into the girls’ needs and wants. Then have them draw an extra item of their choice for each column.

Extending Activities

Classify Types of Stores

Remind the students that the story takes place in a mall with a variety of stores. Brainstorm with the students as many different types of specialty stores and shops that they can think of—grocery, clothing, toy, pet, shoes, coffee, sports equipment, computers, furniture, jewellery, and so on. When you have completed the list on chart paper, cut it into strips. For each type of store, decide if it sells the kind of things people need or things people want but don't need. Place them into two groups, under the headings "Needs" and "Wants."

Illustrate Book Pages

If you created a list of types of stores in the previous activity, the students can use it as a reference for this activity.

Give each student a piece of paper, folded in half to make two book pages. At the bottom of one half of the page, each student writes an "I need" sentence, related to one of the stores. For example, "At the shoe store, I need snow boots." The student then draws a picture of him- or herself with the item. On the other half of the page, have each student write an "I want" sentence, for example, "At the candy store, I want bubblegum." The student illustrates this page as well. Students can write the title, "My Needs and Wants," on the cover of the booklet.

Design a Department Store

Have the students cut out from catalogues a variety of items that they would find for sale in a department store. Prepare two large pieces of mural paper, one to represent a floor of the store for Needs, and one floor for Wants. First work with the students to sort their cutouts into types of items, such as clothing, food, toys, pictures, lamps, furniture, and so on. Then discuss with them which groups of items would go on the Needs floor and which would go on the Wants floor of the department store. The students can glue the items onto the mural paper in the appropriate departments on the appropriate "floor."

Cross-Curricular Links

Health

Use paper plates to make a "needs and wants" food plate. On one half of the plate, the students glue cut-outs and/or draw pictures of food that we need to be healthy (e.g., milk, meat, vegetables). On the other half of the plate, the students draw or glue pictures of food that they may want but don't need for good health (e.g., pop, candy, chips). You may want to use *Canada's Food Guide to Healthy Eating* as a starting point for this activity.

Social Studies

Discuss how some people have difficulty meeting their basic needs, like food and clothing, and how other people can help them. If appropriate, initiate a clothing drive or collect nonperishable food items in your class to donate to a local charity or food bank.



Level F

Text Type

narrative (realistic)

Word Count

118 (doesn't include speech balloons), 138 (includes speech balloons)

High Frequency Words

all, am, and, don't, eat, had, have, home, I, if, in, is, my, no, not, said, see, the, this, to, want, what, with, you

Content Words

food, warm, clothes, family, lucky

Text Features

- 16-page book
- 1–5 lines per page
- illustrations
- strong picture clues
- dialogue
- speech balloons
- thought bubbles
- italics

Cross-Curricular Links

Social Studies

Mathematics

Visual Arts

What If...?

Before Reading

On chart paper, prepare a “What if...?” chart, like the following example:

What if you didn't have...?	Then

Discuss different ways to finish the question, then discuss and record the students' responses to the “Then...” portion.

Previewing the Text

- Show the cover. Introduce the boy as Tom. Ask, *What is Tom doing?* Use the term “thought bubble” or “thinking picture.” Read the title, then ask, *What is he thinking about?* Say, *Use “What if...” in your answer.*
- Say, *In this story, Tom has a discussion with his parents that makes him think about his life at home.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Ask, *How do you think Tom is feeling? How do you know he isn't happy?* Looking at each circle picture, ask the students why they think he is unhappy. Read the speech balloons to confirm.

Pages 4–5: Ask, *Who is talking to Tom? What is the “what if” situation that Mom and Dad are asking Tom to imagine?* Say, *Find the words on the page that prove your answer.* Ask, *What is Tom imagining?*

Pages 6–7: Ask, *What do you think Tom's father is asking about now? What is Tom thinking about?*

Pages 8–11: For each spread, discuss who is speaking to Tom. Ask, *What are the “what if” questions they are asking him to imagine?*

Page 12: Say, *Now Dad is not asking Tom to imagine anything; he’s showing him the way things really are.* Ask, *What do you think Dad is saying to Tom?* Read to confirm, then discuss the emphasis placed on the italicized word “have.”

Pages 13–15: Talk about what the pictures show about Tom’s life. Have the students look for key words in the text on each page (e.g., “warm clothes,” “home,” “family who loves you”).

Page 16: Ask, *How do you think Tom is feeling now? What word does he use to describe how he feels?* Talk about the word “am” in italics, and demonstrate how to read the last line with emphasis on “am.”

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Add to the chart from the Before Reading activity by adding the “What if…” statements from the book:
 - What if you didn’t have food to eat?*
 - What if you didn’t have warm clothes to wear?*
 - What if you didn’t have a home?*
 - What if you didn’t have a family?*

Discuss with the students how they would finish each statement, and add their responses to the chart. Ask the students to see if any of the things they imagined were the same as the things that Tom imagined in the book.

- Have the students respond to questions such as the following:
 - What are the four things that Tom is unhappy about?*
 - What did Dad say that started Tom imagining himself without things?*
 - What four things did Tom imagine in the book?*
 - What does Tom realize at the end of the book?*
- Have the students look at Tom’s thought bubbles on pages 5, 7, 9, and 11, and suggest what Tom might be saying to himself in each one.
- Discuss what the following terms mean in reference to a story: title, characters, problem, setting, and ending. Have the students complete **BLM 4: Story Web** for this book. The students may work in pairs to complete the information.

Extending Activities

Interactive Writing

Ask, *How are you lucky?* On chart paper, have the students answer using the following pattern “I am lucky because....” The students can write some of the high frequency words, and the teacher writes the difficult text. Discuss whether the reasons provided are based on the students’ needs or wants.

Make a Big Book

Create a class Big Book that celebrates all of the people who are involved in making sure the students’ needs are met. The students may illustrate or bring in pictures of people, and write a caption outlining how each person helps to provide for their needs. Possible inclusions for one or more of the needs categories (food and water, clothing, shelter, love and understanding) may be parents, grandparents, siblings, other relatives, step- and foster families, schools (breakfast programs), food banks, agencies, friends, teachers, and so on.

Cross-Curricular Links

Social Studies

Discuss with the students the fact that many people in third world countries struggle to have their needs met. Organize a class bake sale, garage sale (the students could bring in used toys), or other event to raise money to donate to a charitable organization that helps people in third world countries.

Mathematics

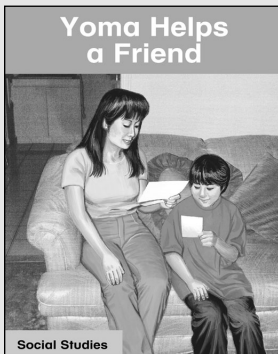
Write the numbers 2 through 15 at the bottom of the board and draw a straight line above them, as follows:

2 3 4 5 6 7 8 9 10 11 12 13 14 15

Have each student write his or her name on a sticky note. Invite the students to come up one at a time and place their sticky note carefully above the number that represents the number of people in their family (including both adults and children). After each student has entered his or her data on the graph, ask, *What family size do most of us have? What family size do the least of us have? How many more people are in the biggest family compared to the smallest family?*

Visual Arts

Review sources of food with the students (i.e., farms, stores, backyard gardens). For each food source, talk about who and what would be seen there. For example, at a farm there would be farmers, barns, animals, crops, fields, and so on. You may want to discuss why these food sources are important. The students choose one food source and create shoebox dioramas using construction paper, pictures from magazines, and/or modelling clay.



Yoma Helps a Friend

Before Reading

If possible, provide a brochure about fostering children in other countries. Use it as a springboard for a discussion about what sponsoring is, how it works, who benefits, and how. Alternatively, choose a child-related charity that the students are familiar with, and discuss why people contribute, who they're helping, and why it is necessary. Be sensitive about references to specific countries or peoples.

Level H

Text Type

narrative (realistic)

Word Count

262 (doesn't include personal letters), 354 (includes personal letters)

High Frequency Words

a, after, am, an, and, are, at, back, be, boy, by, can, dad, day, for, friend, from, get, go, going, good, had, have, he, here, him, his, in, is, it, like, me, mom, my, new, no, now, of, out, please, put, said, saw, see, some, that, the, them, then, there, this, to, too, want, was, what, when, who, will, with, yes, you, your

Content Words

letter, India, family, money, photo, clothes, bin, food bank, packages

Text Features

- 16-page book
- 5–9 lines of text per page
- illustrations
- moderate picture clues
- two personal letters

Working with Words

Double Vowel "oo"

Cross-Curricular Links

Health

Social Studies

Previewing the Text

- Show the cover of the book and talk about the art. Ask, *Who do you think are the characters in the story that we see here? What are they doing?* Read the title.
- Say, *The boy's name is Yoma. Yoma's mom is reading a letter to him. Think of the title. Who do you think the letter is from?*
- Say, *In this story, Yoma and his family get a letter from Amit, a boy in India who they are sponsoring. They send money to India every month to help him. Yoma learns something about the difference between what people need and what they want.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Ask, *What is the little word you hear at the beginning of the word "India"? Can you find the word "India" on this page? Who asks a question on this page? What does Yoma want to know?*

Pages 4–5: Say, *While Mom is reading the letter, Yoma is looking at a photo of Amit. Explain that although "photo" sounds like it starts with an "f," it actually starts with a "ph."* Ask the students to locate the word on the page.

Pages 6–7: Say, *In Amit's letter, he says that he used the money Yoma's family sent to buy some new clothes and some school supplies. What do you think Amit needed for school? Try to elicit the words "paper," "pencils," and "books." Ask, What new clothes is he wearing?*

Pages 8–9: Say, *Yoma’s Dad is putting food into a box. Why do you think he is doing that?* If the students respond “to send to Amit,” explain that Yoma thought so too, but the food is actually for the food bank. Briefly discuss the function of food banks with the students.

Pages 10–11: Say, *Yoma has put the food into the bin for the food bank at school. Do you think he filled the bin, or was there some food already there?*

Pages 12–13: Say, *Yoma is putting some of his favourite things in the empty box. What is he putting in?* Try to elicit the words “baseball cap,” “soccer ball,” and “coloured pencils.” Ask, *What is he going to do with these things?*

Pages 14–15: Ask, *Who do you think Yoma has written this letter to? Why?*

Page 16: Ask, *How do you think Amit feels now? Who gets to share the gifts that Yoma sent?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story.
- Have some children read the story as a Readers’ Theatre. Assign roles for each character plus a narrator.
- Have the students respond to questions such as the following:
How does Yoma’s family help Amit?
What did Amit get with the money that Yoma’s family sent him? Read out the sentences that tell you.
Who does the food bank help?
What idea did Yoma have after he put the food in the food bank bin?
What did Yoma think Amit might want? What did he send him?
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Go over **BLM 5: Who Said?** with the students. The students cut out the strips and then along the zigzag lines, so that the names and the speech balloons are separate puzzle pieces. They then match each character to what they said in the text by gluing the two pieces together into their workbooks or story journal. Above each name, the students draw the corresponding character.

Working with Words: double vowel “oo”

Ask the students (individually, or in pairs) to go through the text and list all of the words that contain the “oo” combination. When complete, compare lists and discuss the various sounds of the “oo” combination. Words containing “oo” are looked, school, books, too, soon, food, good, took, and room.

Extending Activity

Write Another Letter from Amit

At the end of the story, Amit has sent another photo, but no letter. Have the students pretend to be Amit, and write another letter to Yoma, telling him about the things he received from him, and about the photo he sent.

Cross-Curricular Links

Health

Collect some nonperishable food items for a donation to the local food bank. Talk about how food is a need for everybody—that no one can live without food. But some kinds of food are better for our health than others. Some foods are more “wants” than “needs,” for example, chocolate, chips, and other foods that fit into the “extras” category of *Canada’s Food Guide to Healthy Eating*. Work with the students to sort the food items into those that are needed for good health, and those that are wanted, but not as nutritious. Discuss each decision.

Social Studies

Choose an organization or cause to contribute to, as a class. It could be a sponsored child in another country, the local food bank, a toy drive, a children’s wish group, a collection of used clothing, or whatever suits your students and your community. Talk about who your class will help and how they will help. If appropriate, invite someone from your chosen organization to come and talk about what they do. Assign tasks and responsibilities to involve each member of the class.

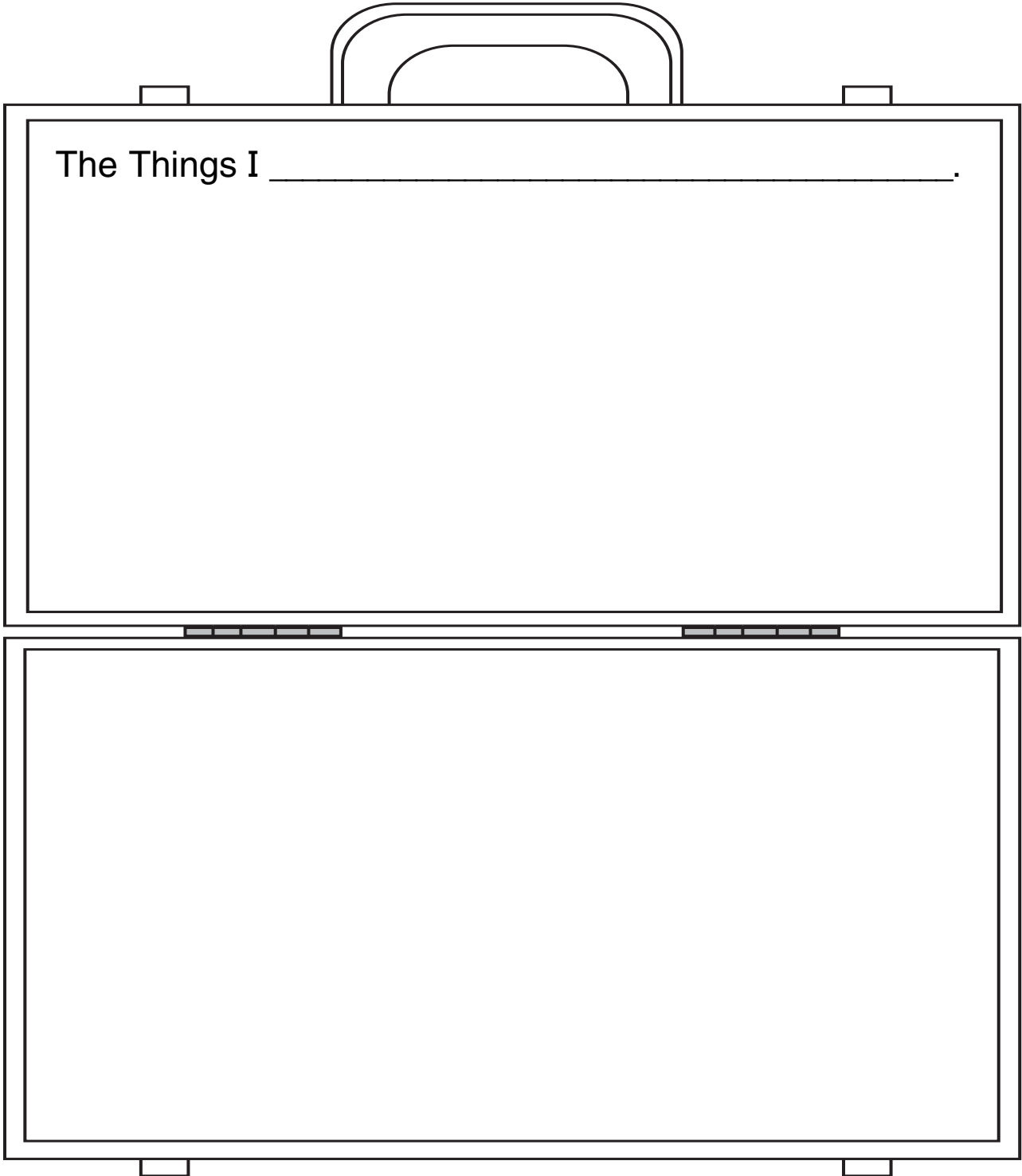
Blackline Masters

- 1 My Suitcase
- 2 What Pets Need
- 3 Needs or Wants?
- 4 Story Web
- 5 Who Said?

Name: _____

Date: _____

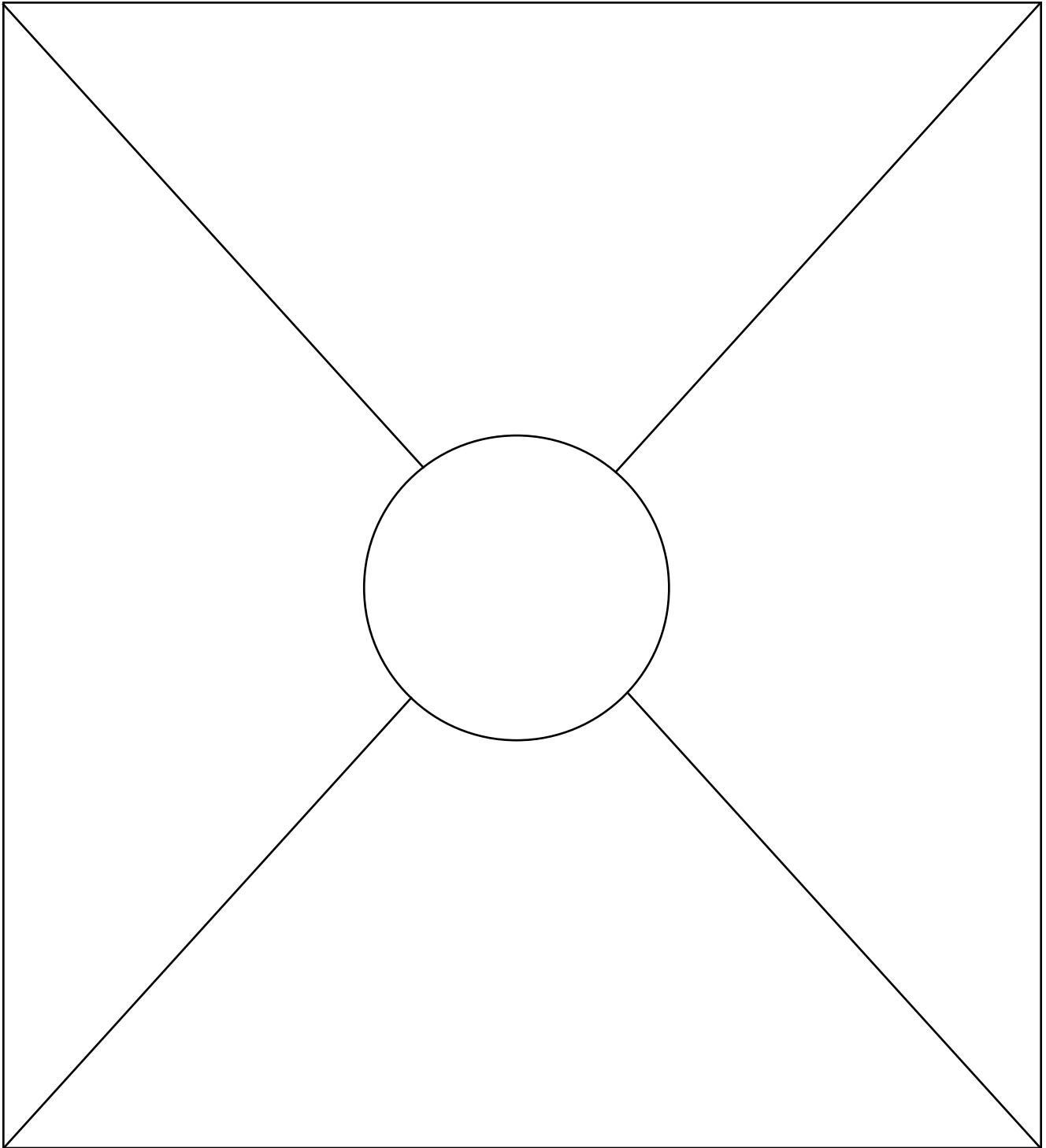
My Suitcase



Name: _____

Date: _____

What Pets Need

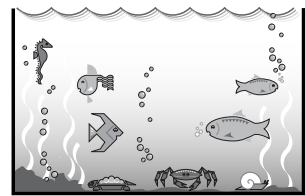
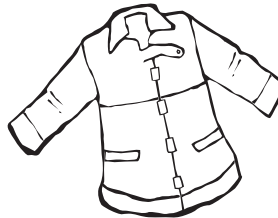
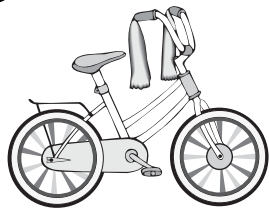


Name: _____

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Needs or Wants?

Needs	Wants

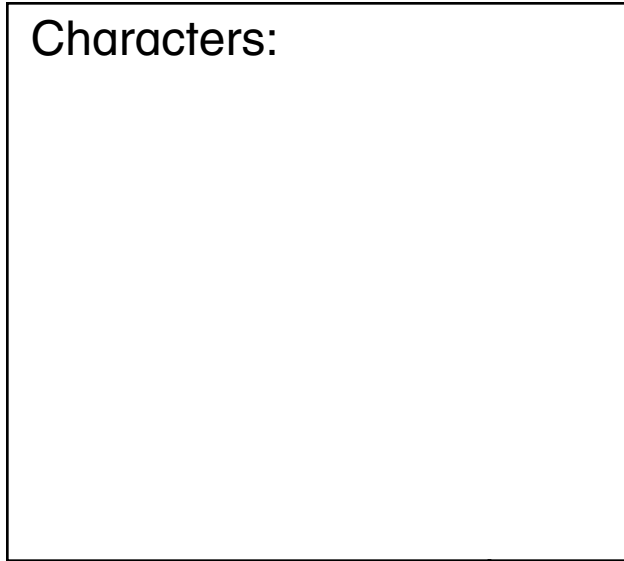


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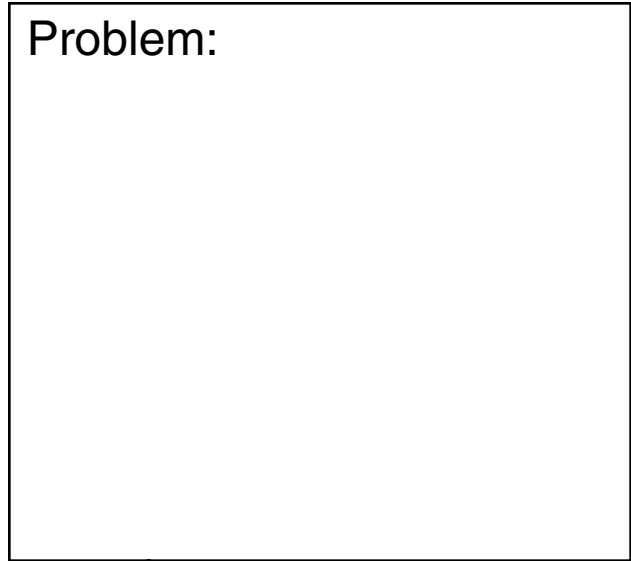
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Story Web

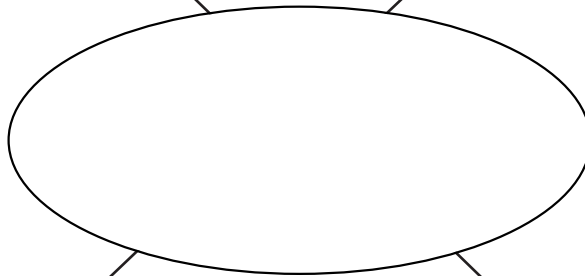
Characters:



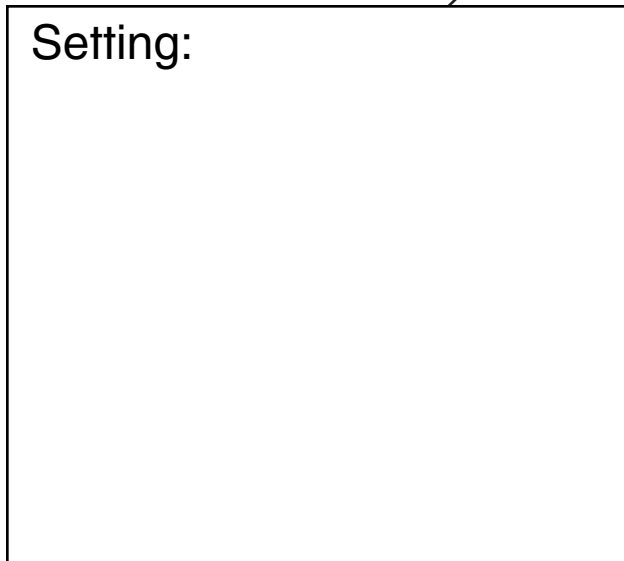
Problem:



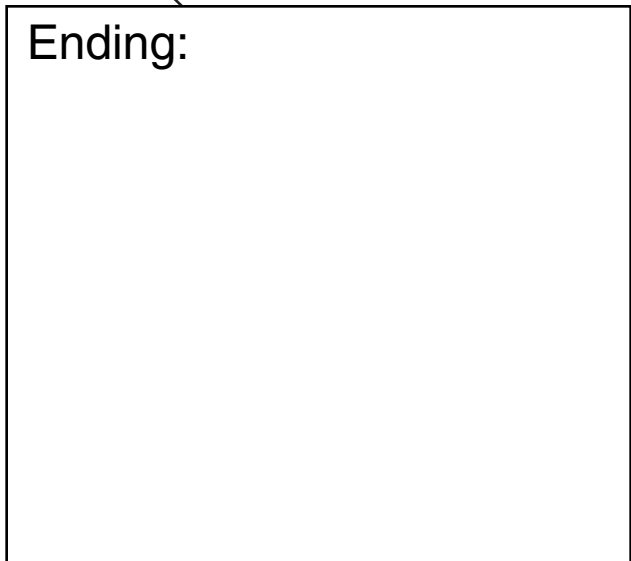
The Title



Setting:



Ending:



Name: _____

Date: _____

Who Said?

Draw the characters. Cut out the puzzle pieces. Match the characters to the speech balloons.



Yoma	Yoma, a letter came for you today.
Dad	Now I have things I need for school, like pencils and paper and books.
Amit	It feels good to help Amit get the things he needs.
Mom	There are people living here who need help, too.