

Themes:

Researching Economics
Writing Personal Narratives
Wants and Needs

Previous Knowledge:

Personal narrative – a true story about something that happened to you
Timelines – for sequencing the story

Learning Goals:

The students will understand that: Resources can be used to access information. Though writing, information can be used to develop a topic.	
The students will know: <i>Annotation</i> – a note of explanation or comment added to a text <i>Needs</i> – things people must have to live <i>Wants</i> – things people can live without	The students will be able to: Compare needs and wants Annotate texts Write a personal narrative Access online databases Research a topic

Materials Needed:

Printed copy of article: Pebble Go→Social Studies→All About Money→Needs and Wants
Pencil
Paper
BPL Tech Card to access database

Procedures:

- Introduce Bentonville Public Library’s online website, Student Portal, and Pebble Go.
- Demonstrate how to find the Pebble Go article
- Give each student a printed copy of the above article
- Explain to students: We will listen to the article being read and annotate the article
- Define *annotation*- a note of explanation or comment added to a text or diagram
- Students will use the following key to annotate their article
 - Underline – important points
 - Circle - words you do not know
 - Question mark - things you do not understand
 - Heart – what you found most interesting
- Students will annotate the article as they read/listen to it

- Define *personal narrative* - a true story about something that happened to you
- Explain to students: They will write a personal narrative about a time when they had to make a choice between a want and a need
- Before writing their narrative, students will first use a timeline to put pieces of their story in the correct order that it occurred (sequencing)
- Students will then write their personal narratives relating to the economic concept of needs and wants

Standards Addressed:

Common Core English Language Arts Standards: Reading Informational Text

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Common Core English Language Arts Standards: Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Arkansas Department of Education Library Media Frameworks

- IL.1.3.5 Utilize text features to locate information (e.g., headings, bold print, illustrations, italics, electronic menus, icons, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs)
- IL.1.3.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, digital resources)
- SR.4.3.4 Identify and name resources used to gather information.
- SR.5.3.2 Convey information clearly using a variety of formats.
- PG.6.3.2 Recognize and read from or listen to a variety of increasingly complex informational texts

Arkansas Department of Education Social Studies Frameworks

- E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision