Springboard

# Connect


27a The Odd-Shaped Horse

**27b Needs and Wants**

27c Excellent Experiments

27d Art Rocks

27e The Sundial Alien Field Trip

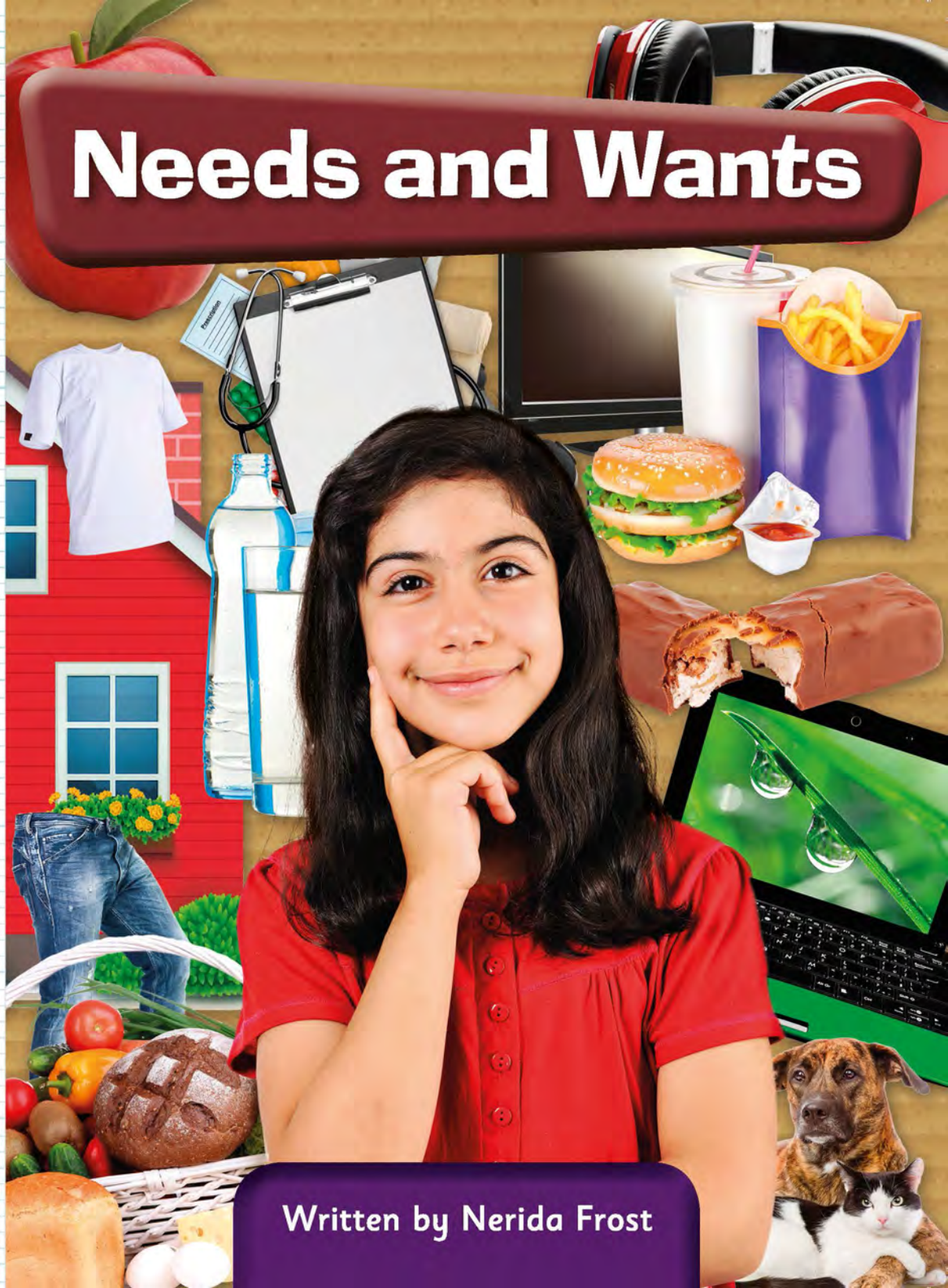


macmillan education

ISBN 978-1-4586-4865-5

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# Needs and Wants




Written by Nerida Frost

| | |
|---|---|
| Word Count | 840 |
| Text Type | Explanation |
| High-Frequency Word Focus | |
| Content Words | advertisement, demand, money, population, resources, responsibility, supply |
| Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge) | features of informational texts – photographs, captions;<br>modal verbs;<br>compound words |

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Front cover photographs: shutterstock.com/Africa Studio, vegetables and fruits in basket, /Alexander Demyanenko, headphones, /Ermolaev Alexander, dog and cat, /Filip Obr, t-shirt, /Gemenacom, jeans, /Givaga, sandwich with fries and drink, /igorlale, video game console, /Mega Pixel, bitten apple, /monticello, glass and bottle, /Nomad_Soul, medical supplies, /Perfect Vectors, background, /Pixel Embargo, red house, /Roman Samokhin, chocolate bar, /Vaclav Volrab, laptop, /Zurijeta, girl.
Alamy/Steven Coutts, **19** water tap; iStockphoto.com/Kali Nine LLC, **2**, /skynesher, **19** girls shopping at book shop; photonewzealand/Corbis/Max Wanger, **20**; shutterstock.com/Africa Studio, **7** vegetables and fruit in a basket, /Alexander Demyanenko, **7** headphones, /ANCH, **10**, /Andrea Danti, **16–17**, /Andy Dean Photography, **6** girl, /arindambanerjee, **3**, /Brenda Carson, **19** box of unwanted stuff, /cobalt88, **6** smartphone, /connel, **5** top, /Dinga, **4** child's skiing clothing and accessories, /DinoZ, **18** recycle stamp, /Elena Stepanova, **9**, /elisekurenbina, **11** gift box, /Ermolaev Alexander, **7** dog and cat, /Filip Obr, **7** t-shirt, /fthes, **6** chocolate bar, /Gemenacom, **7** jeans, /Givaga, **7** sandwich with fries and drink, /igorlale, **7** video game console, /Jaggat Rashidi, **11** girl, /Jorg Hackemann, **14**, /Karkas, **6** jeans, /Leone_V, **7** black smartphone, /Leremy and jazzia, **21**, /M. Cornelius, **19** old boots, /M. Dykstra, **7** skateboard, /MAHATHIR MOHD YASIN, **18** boy, /Mega Pixel, **6** bitten apple, /monticello, **7** glass and bottle, /Nomad_Soul, **7** medical supplies, /PathDoc, **4** man, /Perfect Vectors, background, /Petrovic Igor, **11** tickets, /photka, colourful torn paper **used throughout**, /Pixel Embargo, **7** red house, /Poznyakov, **4** school supplies, /pryzmat, **18** rubbish bin, /radoma and wavebreakmedia, **22**, /robert paul van beets, **5** bottom, /Roman Samokhin, **7** chocolate bar, /Roman Sigaev, **7** pile of magazines, /Sergey Novikov, **13**, /Steve Buckley, **18** bowl of food, /tab62, **12**, /tarasov, **7** sport equipment, /Vaclav Volrab, **7** laptop, /vasabii, **8**.

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Published by
Macmillan Education Australia Pty Ltd
Level 1, 15–19 Claremont Street, South Yarra,
Victoria 3141
www.macmillan.com.au
Edited by Berit Bolstad and Vaishali Batra
Designed by Kevin Currie

Printed in China
10 9 8 7 6 5 4 3 2 1
ISBN: 978-1-4586-4865-5




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## GETTING STARTED

**Activating prior knowledge:** Ask students what everyone in their family needs. Now, ask them to name some things that members of their family want. Have them discuss what is more important – the needs or the wants.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students. Discuss what the girl in the photograph on the cover might be thinking about. Ask students to flick through the book or the screens, looking at the photographs, diagrams, and layout. Have them use the graphics and structure to suggest the text type and predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

**Outlining focuses:** Explain to students that as well as reading about people's needs and wants, they will talk about the use of photographs, captions, modal verbs, and compound words.

## DURING THE READING SESSION

### Literacy

**Modelling:** Depending on what is appropriate to the group, you can remind students of and model specific reading strategies, such as how to approach unfamiliar words and identify signal words.

**Guiding:** Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

**Interacting, interpreting, analysing and evaluating:** At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What is the difference between needs and wants? How might people's needs differ? Why are budgeting and saving important? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

### Literature

**Responding and examining:** Ask students if reading this book in any way changed their preferences for reading informative texts or fictional texts. Encourage them to give reasons for their preferences.

### Language

If you are using the digital book, invite students to take turns operating it for the following activities.

**Language for interaction:** Explain that we use modal verbs, such as *can*, *must*, or *should*, along with the main verbs to express how certain, possible, or probable it is that something will happen, or to ask/give permission. Encourage students to use modal verbs to express their opinions about this book.

**Text structure and organisation:** Use pages 12 and 13 to discuss the use of photographs and captions in informational texts. Ask students why the author has used photographs instead of illustrations. Ask them how the author used the captions to reinforce important details.

Draw attention to the last sentence on page 16. Ask how the author's use of *must* influences the reader. Have students find other examples of modal verbs on the following pages.

**Expressing and developing ideas:** Ask students to locate the compound words on pages 2 and 3. Discuss the meaning of the individual words in each compound. Repeat this process as students look for other compound words throughout the text.

## PUTTING THE LEARNING INTO PRACTICE

**Small group/independent activities:** Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

# Needs and Wants

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# Basic Needs

Have you ever said, "I need that new phone" or "I need those new jeans"? Think about it carefully. Did you *need* them or did you *want* them? There is a big difference between needs and wants.



A supermarket has things we need and want.

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Needs are what people cannot live without. When there is a disaster, such as a hurricane or an earthquake, what do people need first? They need food, water, shelter, clothes, and health care. All people have these same basic needs.



Clean drinking water is a basic need for everyone.

# Extra Needs

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What about extra needs, such as school, transport, and power? You can survive without these, but you still need them. Your list of extra needs could be long. It may have items for school, such as books, pens, and computers. It may have items for sports, such as shoes and equipment.

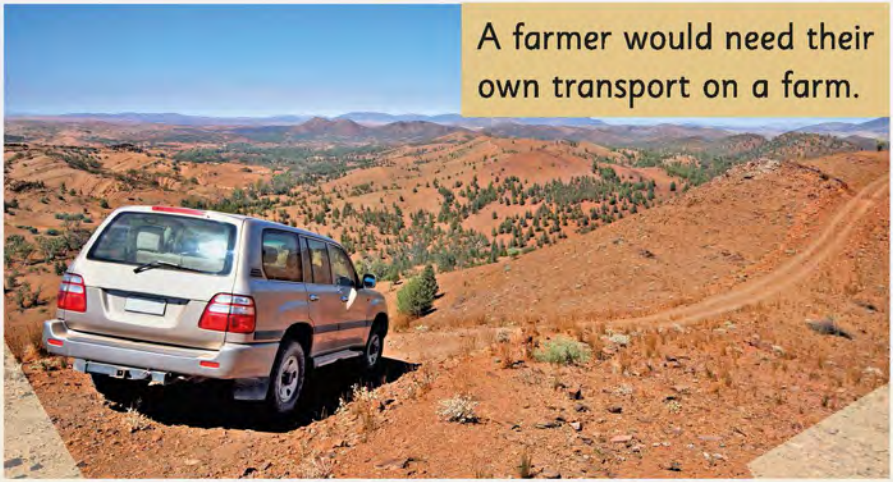


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Extra needs change from person to person. If you live in a city, you may not need a car. If you live in a rural area, however, you probably do need a car. Your extra needs might change suddenly. For example, you may move house or get sick.



In a city, people can use public transport.



A farmer would need their own transport on a farm.

# Beyond Needs

Do you think you need the newest smartphone, brand-name jeans, or candy bar? You may need a new pair of jeans, but you can survive without brand-name jeans. You may be very hungry, but you could eat some fruit instead of a candy bar. So, items like these are wants, not needs.






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# Needs vs Wants

