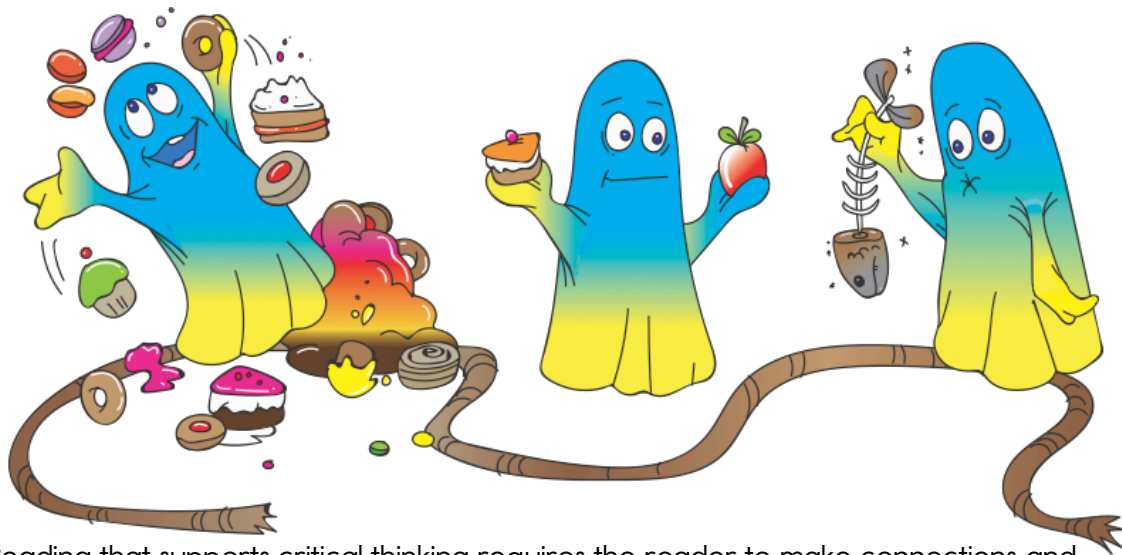




# CRITICAL READING: Book Chats

## Needs and Wants



**Aim:** Reading that supports critical thinking requires the reader to make connections and understand that there can be more than one idea, answer or perspective contained in a text.

### Enduring understandings

- People have different points of view about what is a need and what is a want
- People make different choices to meet their needs and wants
- Needs are items or services or actions that living things must have to live
- Wants are items or services or actions people would like to have but can live without

### Subject links:

- Social Studies; Science

### Included in the resource:

Book chat cards

- 24 Book Chat Cards (6 conceptual understanding cards, 6 attitude cards, 6 action cards, 6 researcher cards)
- Recommended texts to prompt discussion or thinking

Teaching resources that move Beyond Conventional Wisdom.

Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

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<p style="font-size: 2em; font-weight: bold; color: red;">I</p> 	<p><b>Interest</b> <u>Choice and Voice:</u> <i>Supporting agency and choice in the learning process.</i></p>	<p><b>Learners will be actively involved in the decision making process by...</b></p> <ul style="list-style-type: none"> <li>• Having a choice in which texts can be used in reading tasks</li> <li>• Being invited to choose and reflect on an aspect of the inquiry through critical reading in ways that meet their needs as a learner</li> <li>• Actively choosing a peer reading partner for a given purpose</li> </ul>
<p style="font-size: 2em; font-weight: bold; color: red;">A</p> 	<p><b>Attitude</b> <u>Relationships:</u> <i>The relationship learners have with beliefs, ideas or perspectives of being a learner.</i></p>	<p><b>Learners will have the opportunity to explore WHO they are as learners by...</b></p> <ul style="list-style-type: none"> <li>• Being encouraged to explore and notice the visible and hidden ideas in texts and reflect on how these ideas fit with them personally.</li> <li>• Being allowed to reflect on how ideas in a book or text feel for them.</li> <li>• Having their ideas and perspectives valued</li> </ul>
<p style="font-size: 2em; font-weight: bold; color: red;">S</p> 	<p><b>Skills</b> <u>Processes and strategies:</u> <i>Skills and strategies that support learners to engage in the learning process.</i></p>	<p><b>Learners will know HOW to...</b></p> <ul style="list-style-type: none"> <li>• Think critically about issues- identifying key ideas and perspectives</li> <li>• Critique not criticize through questioning, reflecting and considering perspectives</li> <li>• Make personal, local and wider connections with texts</li> <li>• Identify key ideas using evidence from a text</li> </ul>
<p style="font-size: 2em; font-weight: bold; color: red;">K</p> 	<p><b>Knowledge</b> <u>Knowledge and facts:</u> <i>Details, facts and knowledge about a topic or process.</i></p>	<p><b>Learners will KNOW ...</b></p> <ul style="list-style-type: none"> <li>• The different ways of finding visible and hidden ideas in a text</li> <li>• Technical vocabulary to discuss and share ideas about needs and wants</li> <li>• The difference between a need and want</li> <li>• That authors' and illustrators' ideas and perspectives can influence a text</li> </ul>
<p style="font-size: 2em; font-weight: bold; color: red;">U</p> 	<p><b>Understanding</b> <u>Concepts and enduring understandings:</u> <i>Supporting learners' meaning making and enabling learning to become portable in problem solving situations.</i></p>	<p><b>Learners will be develop an UNDERSTANDING about...</b></p> <ul style="list-style-type: none"> <li>• Critical reading of a text can help readers discover things about themselves and others</li> <li>• Readers are not passive in the reading and understanding process</li> <li>• See title page for more subject specific conceptual understandings</li> </ul>

# CRITICAL READING: Book Chats

## Needs and Wants

Being a critical reader means looking at the parts and ideas we can see represented in a text so that readers can build conceptual understandings. Critical reading is thinking about the parts or ideas that are hidden. It is about wondering why, wondering about what is and isn't visible in a text. It is being aware that authors' and illustrators' beliefs and perspectives influence texts.

Critical thinking is about finding ways of solving problems by making connections and being thoughtful of all the seen and hidden ideas. Critical thinking can help us take action in ways that are respectful of our own self and others.

Teachers may want to consider and reflect on the following points in order to reflect on their own positions and beliefs related to this topic. Do you agree, disagree, see complexities or alternative perspectives connected to these points?

- A person's power and agency are influenced by different circumstances
- Ability to access power or agency impacts on a person ability to make choice to meet their needs or get what they want.
- All living things have physical needs
- Animals (including humans) have physical, psychological and emotional needs
- Needs are items or services or actions that living things must have to live
- People have different points of view about what is a need and what is a want
- People make different choices to meet their needs and wants
- Wants are items or services or actions people would like to have but can live without



## About the cards

Inquiry focus heading and picture prompt

**Innovation and Choice**

*As you read the book think about...*

What responsibilities do people have when it comes to meeting needs and getting what is wanted?



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Symbol for conceptual thinking: The questions on the blue cards with this symbol are aimed at supporting readers to use ideas and information in the books to think about timeless, global ideas.



Concept question: Based on one of the PYP key concepts

Inquiry focus heading and picture prompt

**Innovation and Choice**

*As you read the book think about...*

What did empathy look like in this text?



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The hats represent the multiple attitudes that people might have about a given topic. The questions on the orange cards are aimed at supporting readers to explore attitudes or feelings connected to the ideas presented in the text.



Attitude question developed to help readers reflect on their own or others attitudes.

Inquiry focus heading and picture prompt

**Innovation and Choice**

*As you read the book think about...*

How might reading this book impact on the choices you make when deciding what you want or need?



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Symbol for think and act: The questions on the green cards with this symbol are aimed encouraging the readers to think about how they can use ideas in the text to take action.



Question aimed at developing action-taking ideas

Inquiry focus heading and picture prompt

**Innovation and Choice**

*As you read the book think about...*

What perspectives about needs and wants are explored in this text?



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Symbol for researcher level in critical literacy: The questions on the purple cards with this symbol are connected to having the reader look for implied or hidden ideas in a text.

Critical Literacy Researcher question

## Needs, Wants, and Choice

*As you read the book think about...*

Who decides want a need or want is?  
How might this decision impact on different living things?



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## Needs, Wants, and Choice

*As you read the book think about...*

What are needs or wants?



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## Needs, Wants, and Choice

*As you read the book think about...*

What ideas about needs and wants were explored in the text?



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## Needs, Wants, and Choice

*As you read the book think about...*

How are needs and wants connected to choice and agency?



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## Needs, Wants, and Choice

*As you read the book think about...*

What responsibilities do people have when it comes to meeting needs and getting what is wanted?



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## Needs, Wants, and Choice

*As you read the book think about...*

How might people know what a need or want is? Or why something has been named a need or a want?



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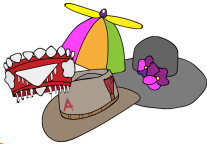




## Needs, Wants and Choice

*As you read the book think about...*

What did reading this book have you thinking about the choices people made in connection to becoming independent?



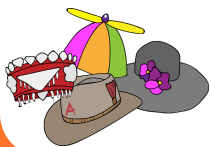
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## Needs, Wants and Choice

*As you read the book think about...*

What did empathy look like in this text?



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## Needs, Wants and Choice

*As you read the book think about...*

How might reading this book have you thinking about being a risk taker?



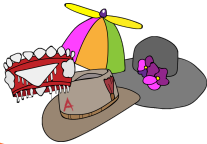
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## Needs, Wants and Choice

*As you read the book think about...*

How might reading this book affect the way you appreciate people's understanding of needs and wants?



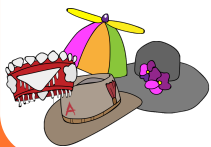
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## Needs, Wants and Choice

*As you read the book think about...*

What did integrity look like in this text?



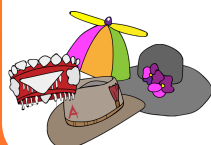
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## Needs, Wants and Choice

*As you read the book think about...*

What attitudes do you think the author valued when writing this text?



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## Needs, Wants and Choice

*As you read the book think about...*

How might reading this book impact on the choices you make when deciding what you want or need?



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## Needs, Wants and Choice

*As you read the book think about...*

How could the ideas in this text help you identify or think about needs and wants?



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## Needs, Wants and Choice

*As you read the book think about...*

What choices might you have made if you were the character? Why?



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# Needs, Wants and Choice

*As you read the book think about...*

How can authors use real life experiences to innovate and create interesting texts?



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# Needs, Wants and Choice

*As you read the book think about...*

What ways of defining or deciding what a need or a want might be are suggested in this text?



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# Needs, Wants and Choice

*As you read the book think about...*

After reading this book, what ideas for action taking do you have?



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## Needs, Wants and Choice

*As you read the book think about...*

What perspectives about needs and wants are explored in this text?



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## Needs, Wants and Choice

*As you read the book think about...*

How have your own experiences informed the ideas you have about needs and wants?

What do you think informed this author's ideas?



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## Needs, Wants and Choice

*As you read the book think about...*

What ideas from this text, about deciding what a need or want is, do I not agree with?



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# Needs, Wants and Choice

*As you read the book think about...*

I think the ideas about needs and wants in this text are important because...



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# Needs, Wants and Choice

*As you read the book think about...*

What do you think the big idea about needs and wants is in this text?



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# Needs, Wants and Choice

*As you read the book think about...*

What is a different message that a text like this could share about needs and wants?



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## Ideas for texts connected to this inquiry topic

### Needs and Wants

- *“Uno’s garden”* Written & Illustrated by Graeme Base
- *“Mirror”* Written & Illustrated by Jeannie Baker
- *“One Small Island”* Written by Alison Lester; Illustrated by Coral Tulloch
- *“Listen To The Wind ”* Written & Illustrated by Susan L. Roth
- *“Two Parrots”* Written & Illustrated by Rashin
- *“It’s Mine”* Written & Illustrated by Leo Lionni
- *“The Lorax”* Written & Illustrated by Dr Suess

### Recycling or Reinventing

- *“Joseph Had A Little Overcoat”* Written & Illustrated by Simms Taback
- *“The Tomorrow Book”* Written by Jackie French; Illustrated by Sue Degennaro



## Ideas for texts connected to this inquiry topic

### Empathy, Risk Taker, Integrity

- *"The Red Piano"* Written by André Leblanc; Illustrated by Barroux
- *"A bus called Heaven"* Written & Illustrated by Bob Graham
- *"Tanglewood"* Written by Margret Wild; Illustrated by Vivienne Goodman

### Choice, Agency and Responsibility

- *"Out Of The Egg"* Written & Illustrated by Tina Matthews
- *"Marvin Wanted More"* Written & Illustrated by Joseph Theobald
- *"The Earth Book"* Written & Illustrated by Todd Parr
- *"Three little wolves and the big bad pig"* Written by Eugene Trivizas & Illustrated by Helen Oxenbury
- *"Me and You"* Written & Illustrated by Anthony Brown
- *"The Waterhole"* Written & Illustrated by Graeme Base
- *"One Hen"* Written by Kate Smith Milway; Illustrated by Eugenie Fernandes
- *"The Water Princess"* Written by Susan Verde; Illustrated by peter H Reynolds