

Focus on: Needs of Living and Nonliving Things

This lesson is meant to support the unit, Structures and Functions of Living Organisms. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce. Please remember that many gardens run on a yearly cycle and it will be easier to find animals during the peak of the growing season.

Clarifying Objectives:

K.L.1.2 Compare characteristics of living and nonliving things in terms of their:

- Structure
- Growth
- Changes
- Movement
- Basic needs

K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as in front of, behind, between, on top of, under, above, below, and beside.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Compare
- Characteristics
- Living Things
- Nonliving Things
- Structure
- Growth
- Changes
- Movement
- Basic Needs
- Position Words – in front, behind, between, on top of, etc

Focus Question(s):

How do you know if a thing is living or nonliving?

Materials:

School Garden

Garden Gloves to wear while exploring the garden especially if touching plants, soil, lifting pots, etc.

Science Notebooks

Activities:

1. Show children the “Living and Nonliving Things” video song:
<http://www.youtube.com/watch?v=jDpav9mg3fs> Discuss
2. Tell students they are going to visit the school garden today to find examples of living and nonliving things. How will you know if it is a living thing? How will you know if it is nonliving?
3. Head to the garden to search for both living and nonliving things. Tell students

Guiding Questions:

- What did you find?
- Is it living or nonliving? How do you know?
- Can it move? How does it move?
- Does it need to eat?

<p>we are going to “capture” things by drawing them in our student notebooks. We will NOT be capturing them with our hands. Look, but don’t touch! We don’t want to hurt the living things!</p> <p>4. Of course, things are everywhere in the garden, by what are some tips for helping us to find the living things? (Move slowly, speak quietly, be patient, look closely, etc.) Also, tell students they will have to look VERY closely while searching for animals. Encourage students to look on leaves, dig a LITTLE in the soil, and look at the base of plants, everywhere! Remind students that animals are not the only living things in the garden!</p> <p>5. When students find a thing in the garden, they should sketch it in their notebooks and label it as living or nonliving. If they are able, they can also write words that prove the thing is living or nonliving.</p> <p>6. If any interesting things are found, there will be a rush of other students who want to see it. Remind students to walk and take turns looking at it without pushing. We don’t want to harm the people, the animals or the plants in the garden.</p> <p>7. When students are sketching things in their science notebooks, ask them Guiding Questions.</p> <p>8. Find as many living and nonliving things as possible in the time permitted. It is recommended that students find at least 2 of each.</p> <p>9. Return to the room or gather at a meeting place near the garden and discuss students’ findings. Have them share the living things they found and the nonliving things. Discuss how they know if the thing is living or nonliving. Encourage students to respectfully agree or disagree by confirming facts or adding new information.</p>	<p>What does it eat?</p> <ul style="list-style-type: none"> - Will it grow? What will it look like when it grows? (Bigger, but the same or it will change into a butterfly, etc.) - Does it need air? - Is it on, under, above or below something? Why is it there? Does it need something there? <ul style="list-style-type: none"> - What is it doing? Why is it doing that? - Do we know for sure or do we need to read some books or search the internet to find out more information?
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