

Grade Kindergarten & First Grade

Topic Living vs. non-living things

Title *Is it Alive?*

Objectives

- Students will compare living and non-living items.
- Students will make observations.
- Students will come to a conclusion based on observations.

Standards

- K.1.1** Raise questions about the natural world.
- K.2.2** Draw pictures and write words to describe objects and experiences.
- K.6.1** Describe and object by saying how it is similar to or different from another object.
 - 1.1.1 Observe, describe, draw and sort objects carefully to learn about them.
 - 1.2.1 Describe and compare objects in terms of number, shape, texture, size, weight, color and motion.
 - 1.2.6 Write brief informational descriptions of a real object, person, place or event using information from observations.

Materials

- A plant
- Fake plant
- A classroom pet (not necessary but can be used)
- Common classroom objects (pencil, scissors, eraser, etc.)
- Chart paper
- Marker
- Science notebooks
- Pencils
- Pictures of objects can be used if wanted. Use a variety of objects that are living but non-moving as well as plant and animal examples.

Activity

Introduction: Tell the students they will be learning about living and nonliving things. Draw a T-chart on chart paper with a column for living items and one for nonliving items. Have the students get out their science notebooks and copy the chart. Set up different objects on a table and several objects around the room at different “stations.”

Procedure: Have students think about something that is not alive. Have a few students come up to the table and choose items that are nonliving. Ask them why

they chose those objects and why they think they are nonliving. Record their ideas in the appropriate column on the chart. Demonstrate how to record the information with pictures and/or writing. Tell them they will work in groups to rotate around the room and decide if the objects are living or nonliving. Remind them they need to think about why the object is living or nonliving. What makes you think it is alive, etc? Group the students and explain to them how you want them to rotate. Let the students rotate to different stations with their science notebooks and record their observations and ideas as they walk around. After they have made it around the room, bring the students back together to discuss what they have found.

Conclusion: Ask, what objects were living? What objects were nonliving? Record objects in the proper columns on the T-chart. Then ask the students why this is so. Get them thinking about how they knew that the object was living – breathes, eats, moves, etc. After they have generated several ideas about the differences between living and nonliving things, generate a class definition on living items and nonliving items. You may want to record these definitions on chart paper and hang it up in the room. (You can use interactive writing and have the students write as well.)

Assessment

Rubric for participation and science notebook

Rubric for *Is It Alive?*

Scoring Criteria	Score
Student recorded observations.	
Student participated in the small and large group activities (provided ideas, communicated, etc.)	
Student followed directions to complete this activity.	

Scoring Key

- 4 correct, complete and very detailed (for example, picture and written description)
- 3 correct, complete and detailed (for example, either pictures or writing)
- 2 partially correct, partially complete and lacks detail
- 1 incorrect or incomplete, needs assistance