Living or Nonliving

I Know It Is Living

I Know It Is Nonliving

Is It Living or Nonliving?

Kindergarten Reading Level
Standards

Science
- Understands the nature of scientific inquiry.
- Understands relationships among organisms and their physical environment.

Mathematics
- Understands and applies basic and advanced concepts of statistics and data analysis.

Language Arts – Reading
- Uses the general skills and strategies of the reading process.
- Uses viewing skills and strategies to understand and interpret visual media.

Language Arts – Listening and Speaking
- Uses listening and speaking strategies for different purposes.

Language Arts – Writing
- Uses the general skills and strategies of the writing process.

Life Skills
- Displays effective interpersonal communication skills.

Music
- Sings, alone and with others, a varied repertoire of music.

Physical Education
- Coordinates movement with a tempo or rhythm.

Multiple Intelligences Utilized
- Linguistic, spatial, bodily-kinesthetic, interpersonal, naturalistic

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LernerClassroom
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Books in the Living or Nonliving series include:
I Know It Is Living
I Know It Is Nonliving
Is It Living or Nonliving?
Lesson 1
Is It Living or Nonliving?

Purpose: Students will complete a chart to differentiate between living and nonliving things.

Materials
- Living or Nonliving books
- T-chart
- objects p. 10
- pencils
- scissors
- glue sticks
- colored pencils

Objectives
- Recall the names of familiar objects.
- Classify objects as living or nonliving.
- Complete a T-chart.
- Compare living and nonliving things.
- Explain the characteristics of living and nonliving things.
- Justify the placement of objects into specific categories.

Activity Procedures

Prepare (teacher)
- Create a T-chart by drawing a vertical line down the center of a piece of white paper, creating two columns. At the top of the left column write Living; at the top of the right column write Nonliving. Be sure to leave enough space at the top of the page for the student to write his or her name.
- Make one copy of your T-chart and one copy of the objects on p. 10 for each student.

Pretest (class)
- What are some living things?
- What are some nonliving things?
- How can you tell if something is living or nonliving?

Read (class)
- Read Living or Nonliving books.

Discuss (class)
- What are the characteristics of living things?
- What about nonliving things?
- Why is it sometimes hard to tell if something is living or nonliving?
- What are some other ways you can think of to find out if something is living or nonliving?

Model (teacher)
- Show students how they can draw a small picture at the top of each column of the T-chart to help them remember which side is for living things and which side is for nonliving things.
- Show students how to cut out the objects from p. 10 and glue them onto the appropriate column of the T-chart.

Practice (students)
- Students will color and cut out the objects on p. 10 and glue them onto the appropriate category of the T-chart.

Discuss (class)
- Which pictures did you glue onto the category titled Living? Why?
- Which items did you glue onto the category Nonliving?
- Which objects were hard to tell if they were living or nonliving? Why?

Evaluate (teacher)
- Collect T-charts and evaluate for accuracy.
Lesson 2
Living or Nonliving Minibooks

Purpose: Students will create their own nonfiction books about living and nonliving things.

Materials
- Living or Nonliving books
- minibook templates pp. 11–14
- pencils
- crayons or colored pencils
- magazines
- glue
- stapler

Objectives
- Define the terms living and nonliving.
- Differentiate living things from nonliving things.
- Classify objects as living or nonliving.
- Contrast living and nonliving objects.
- Construct two minibooks about living and nonliving things.
- Explain how to determine if something is living or nonliving.

Activity Procedures

Prepare
(teacher)
- Copy the minibook template pp. 11–12 for each student.
- Assemble the student books:
  Step 1: Fold each sheet horizontally with the printed side on the outside.
  Step 2: Fold each sheet vertically so that the cover page and page 3 are on the outside.
  Step 3: Match the templates so that the page numbers are in sequential order and staple to bind them together.
- Repeat with minibook template pp. 13–14 for the second minibook. (You will need one class period for each minibook.)

- Complete one minibook with text and illustrations or images cut from magazines.

Pretest
(students)
- How can you tell if something is living? What are some living things in the classroom? How about outside?

Read
(class)
- Read the Living or Nonliving books.

Discuss
(class)
- How can you tell if something is living? What are some living things you read about? What other living things have you seen?
- What about nonliving things?

Model
(teacher)
- Show the students your completed minibook.
- Explain to students that they will be filling in the blanks and drawing or pasting pictures in their own minibooks.

Practice
(students)
- Each student will complete their own minibooks. You may choose to have students complete them independently, or you may guide them page by page, depending on their ability level.

Discuss
(class)
- Students will share their minibooks with the class.
- Discuss similarities and differences between the minibooks.

Evaluate
(teacher, students)
- Evaluate minibooks for understanding.
- Students may bring minibooks home to share with their families.
Lesson 3
Living Things Grow

Purpose: Students will arrange sequence cards in order to show the growth patterns of a plant and an animal.

Materials
- Living or Nonliving books
- sequence cards p. 16
- scissors
- books about life cycles (see Additional Resources p. 8)
- crayons

Objectives
- Identify living and nonliving items.
- Explain the growth process of a living organism.
- Sequence the steps in a life cycle.
- Distinguish the order of steps in a process.
- Assemble sequence cards in order.
- Compare the growth of a plant and an animal.

Activity Procedures

Prepare (teacher)
- Copy sequence cards p. 16 for each student.
- Enlarge or create a large set of sequence cards p. 16.

Pretest (class)
- How can you tell if something is living?

Read (class)
- Read the Living or Nonliving books.

Discuss (class)
- What did you find out about living things? What do all living things have in common?
- Which characteristics of living things can sometimes be hard to see? (eating, breathing, and motion in plants; growth in plants and animals)
- How can we tell if something grows?

Model (teacher, class)
- Show students the life cycles books. Talk about how plants and animals change as they grow.
- Show students how to color and cut out the sequence cards p. 16.
- Explain how to mix up the cards and rearrange them in sequential order.
- Ask the class to help you place the large set of sequence cards in the proper order.

Practice (students, pairs)
- Each student will color and cut out their sequence cards.
- Students can work in pairs to rearrange the cards in sequential order. (You may wish to have students number the backs of the cards in correct order to use as a key and to reinforce number skills.)

Evaluate (class)
- Observe students as they arrange their sequence cards in the correct order.
- Students may keep their sequence cards to use when they have completed other work during a quiet work time.
Activity Ideas

Bulletin Board

**Title:** Scavenger Hunt

**Objective:** Students will determine which objects in a specified area are living and which are nonliving.

**Materials:** white paper, clipboards or sturdy folders, pencils, colored construction paper, crayons, scissors, glue, butcher paper

**Description:** The class will take a walk outside and take inventory of the things they see. Students will write or draw what they see on a sheet of white paper. Inside the classroom, the class will talk about what they saw and determine which objects were living and which were nonliving. Each student will create a construction paper replica of one thing they saw to place on a bulletin board titled “Living or Nonliving.” Students can label each of the objects living or nonliving.

**Extension:** Count the number of living and nonliving things on your bulletin board and record your findings on a graph. Are there more living or nonliving items on your bulletin board?

Music

**Title:** Living Song

**Objective:** Students sing a song which will help them determine if something is living or not.

**Materials:** Music for the song “Frere Jacque”, if available; a copy of the “Living Song” copied on the board or on chart paper.

**Description:** Students will sing the following song to the tune of “Frere Jacque”:

- It is living
- It eats and breathes and gro-ows
- I know why
- It’s alive

Large Motor

**Title:** Living Song Actions

**Objective:** Students sing a song and act out motions which will help them remember the qualities of living things.

**Materials:** Music for the song “Frere Jacque”, if available; a copy of the “Living Song” copied on the board or on chart paper.

**Description:** While singing the Living Song above, students will act out the following motions:

- It is living—march in place (repeat)
- I know why—bring arms up and away from shoulders (repeat)
- It eats—make motion of spooning food into your own mouth and breathe—touch both hands to chest
- and gro-ows—stretch arms high above head like a growing tree (repeat entire phrase with three movements)
- It’s alive—march in place (repeat)
Critical Thinking

Knowledge: Identify living and nonliving things in your environment.

Comprehension: Differentiate between living and nonliving things based on their characteristics.

Application: Classify and label objects as either living or nonliving.

Analysis: Explain the differences between living and nonliving things.

Synthesis: A car moves. Is it living? Why or why not?

Evaluation: Explain why it is sometimes hard to tell whether an object is living or nonliving. Recommend ways to tell for sure.

Science

Title: Watch It Grow

Objective: Students will observe the growth of plants as evidence that they are living.

Materials: small pots (yogurt cups work well), beans or other seeds, potting soil, water, a sunny location or grow lights

Description: Students will plant seeds and observe and measure their growth on a weekly basis. They may chart the plants’ growth on a line graph. What characteristics of living things do you notice about your plants?

Alternative Option: Have students plant seeds and rocks to differentiate between living and nonliving things. What do you notice about the two things you planted? Why do the seeds grow but the rocks don’t?

Title: How Do They Compare?

Objective: Students will compare the characteristics of similar living and nonliving things.

Materials: an animal such as a fish, dog, hamster, or other small pet, a toy that resembles the living organism (a stuffed animal or robotic toy)

Description: Students will observe both the living and nonliving items and determine whether or not each exhibits the following characteristics: it moves on its own, it breathes, it creates waste, it eats, it grows, it reproduces.

Title: Is It Living or Nonliving? Game

Objective: Students will identify objects as living or nonliving.

Materials: Is It Living or Nonliving? game board p. 15, spinner or die, small toys or other place markers.

Description: Each player takes a turn spinning the spinner or rolling the die. The player moves the number of spaces equal to the number they spin or roll. The player must determine if the object pictured on that space is living or nonliving. If they answer correctly they may stay on that space. If they are unable to answer, or if they answer incorrectly, they must return to the space they started from. The first person to reach Finish is the winner.

Art

Title: Mr. or Miss Scientist

Objective: Students will create a scientist puppet.

Materials: paper lunch bags, crayons, scissors, scientist puppet template p. 9, yarn, glue

Description: Discuss what a scientist is and some of the things that scientists do. Each student will create a scientist puppet by coloring and cutting out the scientist puppet template p. 9. Color the body of the puppet white to resemble a lab coat. Students may add yarn for hair and color the puppet. Students will use the puppets to explain scientific phenomena during various science lessons.
**Additional Resources**

**BOOKS**

This is a short, illustrated biography of the scientist.

This illustrated book describes the life cycle of a spider.

This illustrated book teaches students about living things.

These books describe the work of scientists in these fields, with uncomplicated language and color photographs.

Students will read about the qualities of living things.

This nonfiction title introduces the work of a scientist and investigates the scientific process.

This book features experiments that kids can do to make science come alive.

By comparing trees to human beings, this book shows children that trees are living organisms, very similar to people in some ways.

Each of the books in this series uses photographs and clear, simple language to describe the life cycle. Other titles include *Beans, Oak Trees, Potatoes, Tulips, Butterflies, Frogs, and Snakes*.

_____.*From Kernel to Corn*. Minneapolis: Lerner Publishing Group, 2003.
These books describe the life cycles of various organisms from infancy to adulthood, with vivid color photographs and simple, corresponding text.

This illustrated book for early readers explains some of the traits of living and nonliving things. It includes questions for the reader and activity ideas.

**WEBSITES**

All About Frogs for Kids and Teachers
http://www.kiddyhouse.com/Themes/frogs/
This site contains all kinds of information about frogs, including the frog’s life cycle. Printable worksheets available.

Fun Science – What’s The Order?
http://games.funschool.com/game.php?g=1077
Students can practice sequencing the life cycle of a frog or a plant.

Living Things
http://www.fi.edu/tfi/units/life/
This website is full of links to all different types of living things. This is a good resource for teachers.
scientist puppet template

Teaching Living or Nonliving
An animal is living.

It is living

by

I am living.
A plant is living.

A moves on its own.

A breathes.
A toy is nonliving.

A ______________ does not eat.

A ______________ is nonliving.

It is Nonliving

by

A ________________ is nonliving.
A rock is nonliving.

A__________________ does not move.

A__________________ does not grow.

A__________________ does not breathe.
Is It Living or Nonliving?
Teaching Living or Nonliving