

Objective

Students will be able to identify non-living and living things in the garden based on their structure, growth, changes, movement, and basic needs.

This is a great lesson to launch a non-living and living things unit.

Day 1

1. Students will go into the garden with a pencil and note cards.
2. Students will draw pictures of things they see in the garden. Do not tell students what to draw; leave this open-ended.
3. When finished drawing, students will work with partners to sort their images. Again, leave this open-ended to see where students go with this.
4. Have each group share with the class how they sorted their pictures.
5. Now have the students sort their images based on what they think is living (alive) and what is not.
6. Have students talk with a partner about why these items are living and why the others are not.
7. On a class anchor chart paper, create a t-chart. Have students choose one item that is living and one that is non-living to add to the class chart.

Day 2

1. Review the t-chart.
2. Begin a discussion about the basic needs of living things. Ask students what living things need to survive. Write these down on chart paper. Talk about how living things need air, food, and water to survive, but non-living things do not.
3. Have students work with partners to re-sort their pictures from the previous day based on living and non-living objects, now that they are aware of what living things need.

Grade Level: K

Subject Area: Science

Materials:

Pencils
Notecards or sticky notes
Anchor chart paper

Standards:

K.L.1.2 Compare characteristics of living and non-living things in terms of their structure, growth, changes, movement, basic needs.

Collaborators:

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Extension

Have students go out into the garden with a picture-taking device (camera, iPad, etc.) to take pictures of items that are living or non-living. These pictures can be used again as you introduce structure, growth and changes, movement, and basic needs.

Your Notes & Ideas