



Kindergarten, Unit 1: It's Alive Lesson Plans

Driving Question: What is the difference between living and nonliving things?

Standard(s): K.L.2U1.8. Observe, ask questions, and explain the difference between the characteristics of living and non-living things.

Materials:

- Slide Deck: Unit 1
- Class set: Probe: Unit 1 worksheet
- Class set: Crayons
- Class set: Pencil
- Class set: Plastic ant or printed picture of an ant, cut out prior to lesson
- Class set: Box template, printed on cardstock, cut out, and assembled before lesson
- Scissors
- Glue sticks
- Class set: Living or Nonliving Sort
- Class set: Nature Walk worksheet
- Class set: Clipboards and pencils
- Class set: Evaluate worksheet

- Vocabulary cards: Printed and displayed throughout the unit

Probe (if applicable): *Time 10 minutes*

Have students color the objects that they think are living. Students will discuss their thinking. **(think-pair-share)**

Phenomena: *Time 20 minutes*

Show the ant video from the slide deck. Ask students: What do you notice? What do you wonder? Create a wonder wall. **(Wonder Wall)**

Engage: *Time 20 minutes*

Give each student a plastic ant (or printed picture of an ant). Tell the students to give their ant a name. Tell the students their ant needs a home and give each student a box (put these boxes together before teaching this lesson). Ask students, "What sort of food should we feed our pet ant?" "Do our ants need food to live?" "Why would our ant not need food?" Guide the students to the idea that the ant is not alive. It is a plastic (picture of an) ant. **(Solo-Pair-Team)** Introduce vocabulary cards.

Explore: *Time 20 minutes*

Give each student copies of the Living and Non-living Sort. Students work in small groups to determine which pictures are living and non-living. On the board, record each group's answers. Have students discuss their reasoning. **(think-pair-share)**

Explain: *Time 10 minutes*

Randomly call on a student on two students to explain why they placed their pictures in the living or the non-living column. Explain to the students that if something is living or nonliving, we must ask ourselves: Does it reproduce? Does it grow? Does it need nutrients? **(Solo-Pair-Team)**

Elaborate: *Time 20 minutes*

Take students on a nature walk around your school. Give students a clipboard, pencil, and Nature Walk worksheet. Have students identify living and non-living things around the school: and record pictures and words. Discuss students' findings. **(think-pair-share)**

Evaluate: *Time 20 minutes*

Have students select one thing that is Living and one Non-living thing. Students will draw a picture of each, then write the name of their item and explain why it is living or nonliving. EX: The ant is living because it needs food. The ball is non-living because it does not grow. Students should ask themselves: Does it reproduce? Does it grow? Does it need nutrients? Create a classroom book.