

Living & Nonliving Things Lesson Plan

Subject: Science

Age: 4-5 Years

Standards:

- S2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.
- M3. Children beginning to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.

Learning Outcomes:

- Students will list characteristics of living things.
- Students will classify an object as living or nonliving.

Materials for Lesson:

- *Are You Living?* by Laura Purdie Salas
- "Characteristics of Living Things" anchor chart
- "Is it Living?" anchor chart
- Living/Nonliving Picture Cards
- Living/Nonliving T-Chart

Procedures:

Large Group:

- Read *Are You Living?*, pointing out qualities of living and nonliving things as you read.
- Create an anchor chart with the characteristics of living things.
- Create a second anchor chart, with a column for each characteristic of living things. Choose 4-5 objects, and have students answer yes/no for each characteristic.

Small Group:

- Review characteristics of living things.
- Give each student a card with either a living or nonliving thing. Allow a few minutes for students to discuss their object.
- Take turns letting each student answer the questions about living things: Does it move all by itself? Does it grow and change? Does it breathe? Does it need food and water to survive? Does it reproduce? Then, have students place their picture card in either the "Living" or "Nonliving" column of the t-chart.
- At the end of the activity, review which objects are living and which objects are nonliving.

Lesson Plan On Living And Nonliving Kindergarten

Karen Lind



Lesson Plan On Living And Nonliving Kindergarten:

Curriculum and Pedagogy of EVS Mr. Rohit Manglik, 2022-04-22 Teaching approaches for Environmental Studies in early education *Methods Of Teaching Elementary Science* G.P. Tulasi, 2004 Contents Introduction Scope and Nature Role of Teacher Teacher Training Methods of Teaching Children and Learning The Resources EVS Course Enrichment Course Dynamic Experiments Evaluation Process Behavioural Objectives The Analysis Suggested Activities Sample Lesson Plans Model Lesson Sample Questions Model Papers *Living Things for Grades K-2* Jennifer E. Lawson, Rosalind Poon, Deidre Sagert, Melanie Nelson, Lisa Schwartz, Hetxw' ms Gyetxw Brett D. Huson, 2021-06-30 Living Things for Grades K 2 from Hands On Science for British Columbia An Inquiry Approach completely aligns with BC s New Curriculum for science Grounded in the Know Do Understand model First Peoples knowledge and perspectives and student driven scientific inquiry this custom written resource emphasizes Core Competencies so students engage in deeper and lifelong learning develops Curricular Competencies as students explore science through hands on activities fosters a deep understanding of the Big Ideas in science Using proven Hands On features Living Things for Grades K 2 contains information and materials for both teachers and students including Curricular Competencies correlation charts background information on the science topics complete easy to follow lesson plans digital reproducible student materials and materials lists Innovative new elements have been developed specifically for the new curriculum a multi age approach a five part instructional process Engage Explore Expand Embed Enhance an emphasis on technology sustainability and personalized learning a fully developed assessment plan for summative formative and student self assessment a focus on real life Applied Design Skills and Technologies learning centres that focus on multiple intelligences and universal design for learning UDL place based learning activities Makerspaces and Loose Parts In Living Things for Grades K 2 students investigate plants and animals Core Competencies and Curricular Competencies will be addressed while students explore the following Big Ideas Plants and animals have observable features Living things have features and behaviours that help them survive in their environment Living things have life cycles adapted to their environment Download the FREE digital resources image banks and reproducibles that accompany this book by following the instructions printed on the first page of the Appendix *Colors-TM* Jyoti Swaroop, Geeta Oberoi, Term Book

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Teaching Elementary Information Literacy Skills with the Big6™ Joyce Needham, 2009 Provides tips strategies and lessons for teachers using the Big6 problem solving process in order to help the student understand what problem solving

and information literacy skills are and why they are needed Chapter Resource 1 Biology and You Biology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 **HBJ Science** ,1985 *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* Diane M. Browder, Fred Spooner, 2006 Going beyond functional and access skills this groundbreaking text shows educators how to make the general curriculum accessible and help students progress in academic content areas **Modern Lesson Plans for the Biology Teacher** Bill Baker, Helen Hoch Kotsonis, 1970

Bibliography p 6 Living Things Assessment Book Macmillan/McGraw-Hill School Division, 2000 **Exploring Science in Early Childhood** Karen Lind, 2000 The new third edition of this best selling book focuses on early childhood education from birth through age eight Based on theories of child development this resource depicts how to integrate scientific concepts with music and movement language arts social studies and art The book uses a problem solving approach to discuss constructive concepts along with a balance of naturalistic informal and structured activities and experiences The importance of literature and writing in science education is emphasized Also the book describes how to use dramatic play and thematic projects as vehicles for integration Key Features include compatible with national standards and guidelines an emphasis is placed on problem solving a developmental sequence guides users in planning and instruction developmentally appropriate assessment evaluation and instructional strategies for the national movement toward authentic assessment *The Philippine Journal of Education* ,1990 *Teen Health Course 3* Wright Group-McGraw Hill, 2002-04 **Integrating Language Arts and Science in the First Grade Classroom** Kathleen L. Gallagher, 1990 **Science is Exploring** James Stanley Marshall, 1968

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