



**Living vs. Non-Living**

**Adams - Kohler**

## **Living vs. Non-Living**

### **3<sup>rd</sup> Grade Level**

#### **Essential Question**

- What are living things?
- What are non-living things?
- What are characteristics of living-things?
- What are characteristics of non-living things?

#### **Standard(s)**

- Standard - 4.1.3.A: Differentiate between the living and non-living components in an environment.
- Standard - 3.1.3.A1: Describe characteristics of living things that help to identify and classify them.

#### **Objectives**

- Students will be able to graphically, orally, and through writing identify living and non-living things while observing the train display at the ACCA Museum.
- Students will be able to orally and in writing the characteristics of living and non-living things.

#### **Vocabulary**

- adapt- to change because of new conditions
- cells- tiny parts of living things that carry everything needed for life
- change- to become different
- develop- to grow or expand
- energy- the ability to do work or to make a change
- living- alive now or once was alive
- non-living- not alive now and never was alive
- reproduce- to make another living things of the same kind
- respond- to react to something that happens

#### **Materials and Equipment**

- Living vs. Non-Living Powerpoint
- Living vs. Non-Living Song
- Living vs. Non-Living ACCA Worksheet
- Living vs. Non-Living Sort
- Scissors

- Glue
- Pencil
- White Boards
- Expo Markers
- Dry Eraser

## Procedures

### Introduction

- “Good morning class! Today we will be reviewing the characteristics of living and non-living things for our field trip to the ACCA Museum. When we go to the museum it is important to remember our field trip rules, and how we are expected to act when at a museum. When we are there we must be respectful, and not touch anything without permission. Everything in the museum is non-living, but we are going to be creative and imagine that the living things in the museum are living! We will be doing activities about living and non-living things in the museum.”

### Anticipatory Set/Activating Learning Strategies

- What do you think a living thing is?
- Living vs. Non-Living thing song

### Sequence of Lesson

- To teach students about living versus non-living this, teacher will use the Powerpoint. To begin the Powerpoint, students will be shown an image, and ask if it is living or not. Proceed to then teach students the vocabulary. Students then will be taught the characteristics of living things. Students will then be shown images again, and will be asked if they are living or non-living, and write their response on the white board.
- While at the museum, students should be observing all of the living and non-living things as they get their tour. Students then will be asked to complete a living vs. non-living worksheet based on the train room. Students will be asked to find living and non-living objects within the train display. While observing this they will be filling out the worksheet, and answering questions, based on the museum.

### Closure/Summarizing Strategy

- After returning from the museum, students will cut out images and sort them into living and non-living categories. This will then be glued into the student's science notebook.

### Assessment/Evaluation

- In order to assess students, student's worksheets from the museum will be collected, and assessed for correctness.
- Students will be informally assessed through all activities in both the classroom and the museum.
- Students sorting activity will also be assessed when collected.

## **Assignments (if any)**

Students are required to complete all worksheets on their own. Students are encouraged to go back to the museum, and see if they can find anymore living and non-living things.

## **Special Considerations**

### **Early Finishers**

Students who finish early in class can read independently. While at the museum if students finish early they can continue to look around the museum, but must stay near the teacher.

### **Remediation**

Students who need extra help can work one-on-one with the teacher during independent time.

### **Enrichment**

Students can write a letter to the museum saying what other living and non-living things they can add to the train room, and the whole museum.

### **Special Accommodations**

Accessibility for all students is key, especially for those who have medical needs. Some students may need elevators, adapted worksheets, etc.

## **Bibliography**

<http://www.pdesas.org/>

Living vs. Non-Living Sort

Name \_\_\_\_\_ Date \_\_\_\_\_

# SORTING LIVING AND NONLIVING OBJECTS

LIVING	NONLIVING

Living vs. Non-living Sort

Cut out each **OBJECT** and sort them into the **LIVING** and **NONLIVING** categories.

 <p>snail</p>	 <p>pill bug</p>	 <p>paper clip</p>	 <p>lima bean</p>
 <p>cotton ball</p>	 <p>radish seed</p>	 <p>marble</p>	 <p>aluminum foil</p>
 <p>sandpaper</p>	 <p>rock</p>	 <p>rubber band</p>	 <p>earthworm</p>
 <p>bubbles</p>	 <p>leaf</p>	 <p>alfalfa grass</p>	 <p>water</p>
 <p>twig</p>	 <p>goldfish</p>	 <p>oil</p>	 <p>wax paper</p>

Living vs. Non-Living Song

# Living Things

(Tune: Mary Had a Little Lamb)

Living things all grow & change, grow & change, grow & change  
Living things all grow and change  
Non-living things do not.

Living things need food and air, food and air, food and air  
Living things need food and air  
Non-living things do not.

Living things move on their own, on their own, on their own  
Living things move on their own  
Non-living things do not.

Living things grow old and die, old and die, old and die  
Living things grow old and die  
Non-living things do not.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Go to the train room, and walk around. In the chart below, find and write 5 living and 5 non-living things. Once completed make sure you answered all of the question, and hand in your worksheet.

<b>Living</b>	<b>Non-Living</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

What are other living things you saw in the museum?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

What are other non-living things you saw in the museum?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

What was your favorite part of the museum?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.