

**Amber Reece**

**Grade 1<sup>st</sup>**

**Title: The Living and Non-Living: Classifying What Needs Food.**

**GLEs Addressed:**

- Science Content GLE [3] SC3.1 The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things in the local environment.
- Science Process GLE [3] SA1.1 The student develops an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- Math GLE [1] S&P 2 The student demonstrates an ability to classify and organize data by collecting and recording data
- Cultural Standard E2 Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and process of interaction of all elements in the world around them by understanding the ecology and geography of the bioregion they inhabit

**Science Concept:** Some things are alive (living) and others are not (non- living).

**\*\*\*The scoring guide and assessment task are located at the end of the lesson. Please share them with your students before beginning the lesson.**

**Materials**

- Chart paper
- Interactive whiteboard (for extension activity)
- Computer with Internet connection
- Container set up for a pet
- Old shoe (to live in the container)
- 24 light-weight paper plates with pictures of living and non-living things pasted to them (correct labels on the reverse side for later use as an activity center)
- Class T-chart labeled living and non-living (big enough to tape paper plats to as the things are sorted)
- 1 per student - Tally Sheet Living and Non-Living Things (Explore activity)
- 1 per student – Living and Non-Living T-chart (Assessment task)
- 1 per student – Living and Non-Living Things in My Community (Assessment task)

**Vocabulary**

Classify – arrange in classes based on a shared characteristic

Community The people and places that make where you live special.

Living – Something that grows, changes, and needs food, air and water to survive

Non-living- Something that does not grow and change, or need food, air, or water to survive

Resources – Supplies that are used to meet the needs of living things  
Sorting –arrange systematically into groups

**Gear Up      Process Skills: classifying, observing, communicating**

The teacher introduces the class to their new pet. The teacher shows the class an aquarium, critter cage, or clear container with an old shoe in it. The teacher asks the children to tell why the shoe is an inappropriate resident of the critter cage. The teacher records the student responses on the chart. Discuss student responses. Eventually the children should say that the shoe is not alive. If they do not come to this message on their own, the teacher should lead them to this statement. Ask students to tell how they know something is alive or living or non -living. Student responses are recorded on chart paper and labeled with student initials. Discuss what things something needs to be considered living. Review or introduce the vocabulary words.

**Explore      Process Skills: classifying, recording data, observing, communicating**

The teacher has a collection of living and non-living pictures mounted on paper plates. The pictures are labeled living and non-living on the opposite side. The teacher shows the students the sign for live (two l's held at waist height pointing at each other and brought to shoulder level simultaneously) and the sign for not living (a hand shape brought forward from under chin and living). The teacher explains that they will use these signs during the activity they will be doing next. Remind them of what something needs to be considered living. The teacher holds each plate up for the children to view. The children tell their neighbor if they think the thing is living or non-living. Each student uses signs to respond to the teacher. The teacher is looking for students whose sign does not agree with the class. The teacher will ask the students who disagree how they came up with their answer. If necessary the teacher will address the student misconceptions. When the class agrees on the category the picture should be classified in, the picture will be taped to a class T chart labeled living or non-living. The students will have a personal t-chart to record tallies of how many living and non-living items are sorted.

**Generalize      Process Skills: predicting, communicating**

How do you know something is alive? Teacher records responses on a new chart paper with initials. Answers are compared to previous chart.

What do living things need?

What would happen if an animal could not find shelter?

What might happen to an animal that cannot find food?

What would happen if a plant did not get water?

What might happen if a tree does not have enough room to grow?

What would happen to a car that did not get water?

If a rock is never watered, what might happen to it?

**Apply      Process Skills: communicating**

On a piece of writing paper, draw and write what you would do to help a living thing, like a pet, or plant, meet its needs.

**Extension:** Living/nonliving classifying on smartboard using the following website:  
<http://www.usoe.k12.ut.us/curr/science/sciber00/7th/classify/living/quiz/livingqu.htm>

### Scoring Guide

GLE/Standard	Below Proficient	Proficient	Above Proficient
Science Content GLE [3] SC3.1	Student will identify by listing and drawing two or fewer living or non-living things in their local environment.	Student will identify by listing and drawing three living and three non-living things in their local environment.	Student will identify by listing and drawing four or more living or non-living things in their local environment in either or both categories.
Science Process GLE [3] SA1.1	Student will correctly classify four or fewer living and non-living things in their local environment.	Student will correctly classify five living and non-living things in their local environment.	Student will correctly classify six or more living and non-living things in their local environment
Math GLE [1] S&P 2	The student correctly less than three living and three non-living items classified on a T-chart.	The student correctly records at least three living and three non-living items on a T-chart.	The student correctly records four or more living and three non-living items classified on a T-chart.
Cultural Standard E2	The student correctly identifies less than two resources animals use from the community.	The student correctly identifies two resources animals use from the community.	The student correctly identifies three or more resources animals use from the community

### Assessment Task

The class will list people and things that make up their community on chart paper. Each student will record at least three living and three non-living items from the class list on lined paper and draw pictures of the items. Then the student will cut out their pictures and classify the living and non-living things, from their list, into two circles. Students will record the classification on an individual T-chart (two-column chart) correctly listing at least 5 living or non-living things from the circles. The student will also identify at least two resources animals use in their community.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Living and Non-Living Things in My Community


List at least 3 living and 3 non-living things from the class list. Draw a picture of the thing next to each word.



\_\_\_\_\_



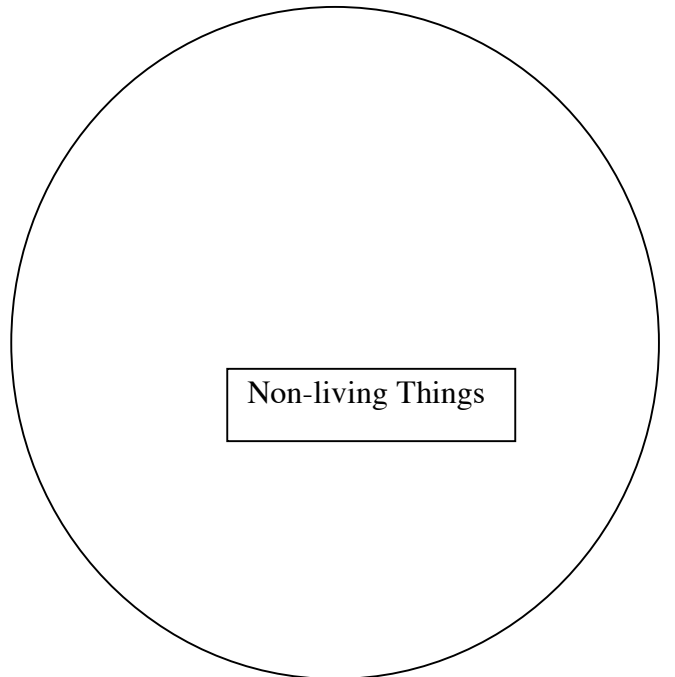
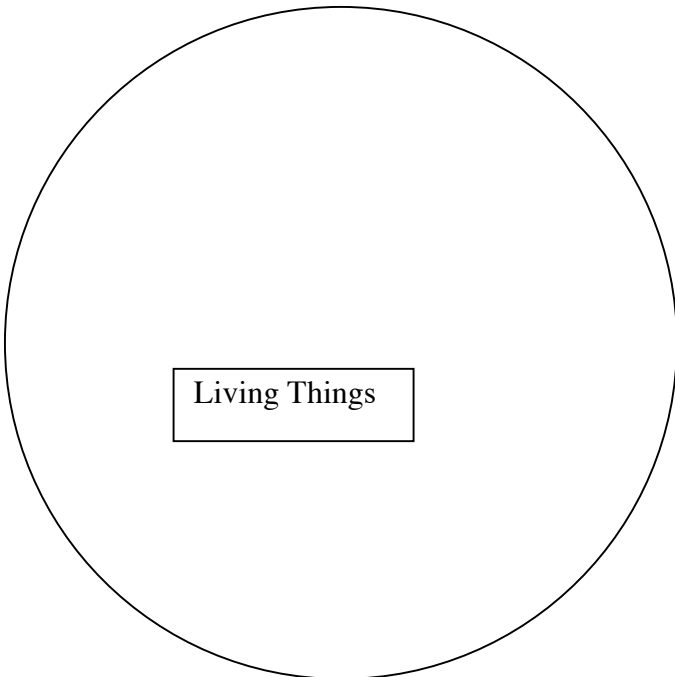
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\_\_\_\_\_



\_\_\_\_\_



Living and Non-Living  
T Chart

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

Living	Non-living

**Pretend you are an animal living in your community. Identify at least 2 resources you would use to meet your needs.**

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

**Tally of Living and Non-living Things**

<b>Living</b>	<b>Non-Living</b>