Life Science  
What Are Living and Nonliving Things?  
Grade 1

**Condensed Content Statements:**

Living things have basic needs, which are met by obtaining materials from the physical environment.

Living things require energy, water, and a particular range of temperatures in their environments.

Plants get energy from sunlight. Animals get energy from plants and other animals.

Living things acquire resources from the living and nonliving components of the environment.

**Vocabulary:**

Sorting  
Living  
Non-living

**Lesson Summary:**

The class will determine the difference between living and non-living things by sorting picture cards and expressing their knowledge by completing a Big Book of living and nonliving things.

**Process Skills:**

Observe  
Communicate  
Infer  
Compare  
Draw Conclusions
Teacher Background

- We are surrounded by living and non-living things. All animals and plants are living things and biology is the study of these living things. A cat playing with a ball is obviously living. A pigeon flying from tree to tree is also a living thing. Sometimes it is not so easy to decide. Plants are living things but they do not play with balls or fly.
- Living things need food, air, water, shelter and space. Nonliving things do not need food, air and water. The extended lesson on UnitedStreaming is a short quiz that can be displayed on the Smartboard or classroom computer.

Engage (Warm-up)

1. Have students observe the illustration on page 68 in the Science Big Book and discuss what they see.
2. Ask: What are some similarities and differences between the dog and the rubber ducks? Are the rubber ducks living or nonliving? How can you tell?

Explore (Instructional Strategies)

1. Create two columns labeled “Living” and “Non-living” on a pocket chart (cover words to use later in the lesson). Have random picture cards from the Science kit displayed.
2. Review the picture cards and inform students that they are going to sort them. Do not give guidelines for sorting; however, explain what it means to sort.
3. Discuss findings and their rationale for sorting. Now display the headings “Living” and “Non-living” on the pocket chart. Explain the “non” means “not”. Have the students rearrange the cards to fit the categories.
4. Discuss the differences between living and nonliving things (living things need food, water, air, shelter and space).
5. View the UnitedStreaming video titled Living and Nonliving Things Quiz (optional).
6. Have students create a group Big Book. Each group member must include an illustration of one living and one non living thing along with an explanation that explains (Ex. A human is living because...).
Interdisciplinary Connections

Math: Create a graph that shows the living, nonliving, and dead (leather shoes) items in the classroom.

Assessment:

1. What are the characteristics of living things? What are the characteristics of nonliving things?
2. How do you know that nonliving things are nonliving?
3. Are you a living thing? Why or why not?
4. Are seeds living or nonliving? How do you know?
5. Could something that is nonliving ever become a living thing?
6. Do all living things move? Can a living thing be a non-moving thing? Tell how you know.
8. Icicles “grow,” but are they alive? Why do you think so?
9. Explain the difference between nonliving and dead.

Reteach Ideas

1. Provide a visual glossary of living and nonliving things to post in the classroom.
2. Cut pictures out of magazines to sort.

Closure

1. Give four objects (Ex. ball, rock, cup, water). In science journals, tell how they are living or nonliving.
2. Students can also have an arrangement of pictures to label living or nonliving.
Extensions/Additional Resources

Classroom Portals/Technology:

Literature:

- Are You Living? A Song About Living and Nonliving Things by Laura Purdie Salas