**Lesson Prepared by:** **Miss Nikodym Grade Level:** **Pre-School**

**Subject:** **Science Name of Lesson:** **Living vs. Non-Living Sorting**

**Curriculum Standard: (Name and quote the curriculum standard that forms the basis of this lesson.)**

**S. 002 Scientific Knowledge: Studennts show instrest in active investigations by observing, describing and discussing, child develops increased ability to observe and discuss things that are similar and different, child can tell the difference between living and nonliving organisms.**

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| **I. Overall Goal:**  Children Understand the difference between things that are alive and things that are not living. |  |
| **II. Lesson Objectives:** *(Condition & Performance)*  **Students will be able to categorize pictures of things that are living into one group and things that are not living into another group.**  **Students will be able to discuss why they placed each item into each group.** |  |
| **V. Materials:**  **Laminated pictures of an ant, a ladybug, a rabbit, a deer, a cow, stacks of paper, shoes, a car, flowers, a ball, a key, and a house. Magnets and a magnetic board. "What's Alive" book.** |  |
| 1. **Lesson Hook**   **I will bring in a catipiller and a flower. As well as a pencil and a rock. I will pass these things around so that students can see and touch them. While they are passing them around I will ask them to talk about these items. I will look for them to say something about how flowers or catapillers grow. Or that rocks and pencils don't change.** |  |
| 1. **Transition to main lesson:**   **Boys and Girls today we are going to talk about our world. Everthing in our world is either living or not living, but how do we know what things are living and which things are not living. If something is living it grows and changes and it needs food and water to help it grow. If something is not living it does not need food and it does not grow. Explain that the caterpillar that they touched eats leaves and drinks water. It will get bigger and change into a butterfly. Ask if it is living or not living. Show them the rock again it does not grow. Is it living or not living? Bring out the flower and ask first if it is living or not living. Explain it needs water and plant food to grow so it is livng. Show that the pencil does not grow so it is not living.** |  |
| 1. **Main Lesson**: *(Provide an outline of topics & activities.)*   **1. Have students look around the room and find some things that are living and somethings that are not living. Make sure to point out that they are all living if no one does.**  **2. Read "What's Alive" Book**  **3. Explain that just because something moves that doesn’t mean its alive. A car is not alive, but it moves. Flowers don't move but they are alive.**  **4.. Give each student a laminated picture of something that is either living or not living and a magnet. Ask the students one at a time to come up and stick their picture on the board under that category of " Living" or "Not Living" and then have them explain why they put their object in that categorey.** |  |
| 1. **Transition to Close of Lesson**:   **If you put your picture on the living side go sit on that side of the room. If you put your picture on the non-living side sit on this side of the room.** |  |
| 1. **Conclusion of Lesson**:   **Ask the students to turn to the person sitting next to them and come up with two more things that they could add to the list of either living or non-lving things.** |  |
| 1. **Assessment(s)** used in this class period.   **Having each student place their picture under the correct category, and able to express their reasoning for including it in that category.** |  |
| 1. **What assignment?** *(If “none” explain your reasons.)*   **When you get home find one thing in your house that is living and find one thing that is not living. Draw a picture of the two things and bring it to class tomorrow.** |  |

Summative Comments: *(From Instructor)*