Jamie Nikodym

Narration of Lesson Plan

 After arriving in the classroom students will sit in a circle on the floor facing towards the front of the classroom. I will then sit in a chair in front of the class and explain that I brought some special items to class today for them to see. I will then start by passing around a rock, then a flower, a pencil and finally a caterpillar. I will make sure that all students get a chance to touch and see all of the different objects. While they are passing the items around I will allow the students to talk to each other about what they notice about the different objects. If no conversation is started I will say something such as: “Why do you think I brought these objects in today, tell the friend sitting next to you.”

 After everyone has had a chance to see all the objects I will start the lesson by saying. “Boys and girls today we are going to talk about our world everything in our world is either living or not living, but how do we know what things are living and what things are not living. If something is living it grows and changes. It needs food and water to help it grow. If something is not living it does not need food and it does not grow.” I will then explain that the caterpillar they touched eats leaves ad drinks water. It will get bigger and someday change into a butterfly. I will then ask “Is the caterpillar living or not living?” and farther explain that it is living if they are having trouble. I will then show them the rock again and tell them that rocks do not grow and ask if the rock is not living or living. I will ask about the flower and the pencil next, and explain, if necessary, that the flower does need water and plant food, so it too is living, even if it does not move.

 Next I will ask the students to look around the room and find some things that are living and some things that are not living. I will make sure to point out that all of the students and I am living if none of the students include that in their list. *What’s Alive* by Kathleen Weidner Zoehfeld and Nadine Bernard Westcott. We will then talk about things that move, but are not living and things that do not move, but still are living.

 For an activity, I will give each student a laminated picture of an object such as a ladybug, a ball, a key, a house, a rabbit, or a cow. I will also give each student a magnet. I will then ask the students to come up and place the picture they have on either the side of the board titled “Living” or the side labeled “Not Living.” As they do this I will ask students to explain why they put their item on the side that they did. After everyone has finished this activity I will ask them to sit the right side of the room if they put their picture on living, and point to that side of the room, and the left side of the room if they put their picture on not living. I will then tell them to turn to the person next to them and come up with two more things that fit into their group.

 Finally I will include a piece of construction paper in their take home folders and tell everyone to find one thing in their house that is living and one thing that is not living and draw pictures of them on the construction paper, and bring it back to school tomorrow.