

**Strand:** Understanding Life Systems: Characteristics Of Living Things

**Expectations:**

- 2.2 investigate and compare the basic needs of humans and other living things, including **the need for air, water, food, warmth, and space**, using a variety of methods and resources

**Learning Goals (*student-friendly language that can be shared with students*):**

- I will point out living and non-living things.
- I will explain how I know things are living.

**Materials and/or Resources:**

- Chart paper
- Marker
- PowerPoint
- 2 Hula Hoops
- Pictures of living/non-living things
- Living Song
- Sorting worksheet

**Important Terminology:**

- living, non-living, move, grow/change, air, food, water

**MINDS ON/ GETTING STARTED!** Elicit and engage – *activate prior knowledge and ‘set the stage’*

Get together on the carpet in front of the smartboard and discuss the following:

- Ask the class if they are living or nonliving.
- Ask students if their pets at home are living or nonliving.

Tell them we will be talking about living and non-living things and the difference between them.

1. Go through a powerpoint that includes pictures of different living and non-living things, and discuss whether these things are living or non-living.
2. At the halfway through the powerpoint have a STOP slide and ask students: {It ....}
  - a. *How can you tell if something is living or non-living?*
  - b. *What are some things that all living things have in common?*
3. Chart students' answers down.
4. Now go through the list made by the class and ask if the following meet our list for living or not. If they do place a check mark by the list item, if they don't then cross out that list item:
  - a. Puppy
  - b. Butterfly
  - c. Sunflower
  - d. baby
5. Then go through the rest of the powerpoint to add the other criteria to our list {it eats, drinks, breathes air, grows, moves, reproduces}. If needed.

Show Cookie Monster video:

<https://www.youtube.com/watch?v=giWqEPNLtBo>

**WORKING ON IT!**

- Place two hula hoops on the ground with labels above each. One is labeled Living and one is Non-living
- Provide each student with a picture and ask them to work in pairs to decide as to which hula hoop they should place each picture in
- After everyone has gone discuss as a class how did they each know where to place their picture
  - What questions did they ask to help them decide?

**CONSOLIDATION/REFLECT AND CONNECT:**

- Ask, so how do we know if something is living or not living?
- What do living things have in common?

Sing song to the tune of Frere Jacques:

It is living!  
It is living!  
I know why!  
I know why!  
It eats and breathes and grows,  
It eats and breathes and grows,  
It's alive!  
It's alive!

**INDEPENDENT PRACTICE:**

- Provide students with living and non-living worksheet
- Ask students to cut the different objects/things out and place them under the correct section - living or non-living.
- Ask for an example of a picture that could be placed under each section before students begin.
- Demonstrate the activity by cutting out the pictures that students picked and placing them under the appropriate section.