

Living-Nonliving

- Standard 4: How Living Things Interact With Environment
- Benchmarks: SC.4.1.1.1 - The student knows that environments have living and nonliving parts.
Includes SC.P.1.1.2 - The student knows how to apply knowledge about life processes to distinguish between living and nonliving.
- Strategy: visuals, hands-on/ minds-on, graphic organizer, Venn diagram
- Materials: Earthworms, gummy worms, Venn diagram, drawing paper, pencil, crayons (real worms can be purchased at a bait and tackle store), magazines and catalogues of animals (National Geographic, Science and Children, etc.), glue, scissors, butcher paper, hand lenses, Worm Life Book Handout
- Word Wall/Vocabulary: living, nonliving
- Literature Connections: What's Alive by Kathleen Weader Castlefield
Spencer and the Magic Pebble by William Steig
Fad, Fad Away by Denise Fleming
Wonderful Women by Linda Glaser
There's A Hole in My Suit by Gary Larson
- Lesson/Procedure 1: Living and Nonliving Things
Teacher may want to bring to the classroom stuffed toy animals, or have children bring them.
 1. Select one of the literature books listed above to introduce the concept of living and nonliving things.
 2. Have an open discussion on what makes something a living thing and something a nonliving thing. Show the class some stuffed toys. If possible, show a live animal, if not, refer to pets.

Kindergarten Living And Nonliving Lesson Plan

Michael Seilmaier



Kindergarten Living And Nonliving Lesson Plan:

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