

For my presentation I will be explaining how I would teach a lesson about what it means for something to be living or non living in a kindergarten classroom. The SOL category is life processes and the SOL number is K.6. The SOL category states:

The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include

- a) all things can be classified as living or nonliving; and
- b) living organisms have certain characteristics that distinguish them from non living objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

This relates to the topics we have covered in units one and two because you have to be able to understand the difference between living and nonliving things in order to learn about most biology topics such as cells and evolution. Specifically, we talk about biotic and abiotic factors frequently, especially when we are differentiating between populations, communities, ecosystems, and the biosphere.

To start off my lesson I would ask the class a series of questions to introduce the topics of living versus non living. First, I would ask the class what it means for something to be living or alive. After they answer I would ask what it means for something to be non living. While the students were contributing ideas, I would write the characteristics under the correct categories of living versus nonliving on the board. Even if the answers are not true, I would write it under the category, discuss why it is wrong, and cross it out so that students remember that these characteristics are not true. For example a student might say that all living things can talk. I would write this under living things and then cross it out and explain that this is not true because plants are living things and they cannot talk. Throughout this discussion I would ask the students questions to guide their responses such as: Do non living things grow? Or what do living things need to survive? In order to cover most of the characteristics that distinguish living versus non-living. As a side note, I would make sure the students know the difference between non living and dead since these terms often get confused with each other among kindergarteners.

After brainstorming characteristics between living and non-living things, the class would complete a hands-on activity so that they can see living versus nonliving things in real life. I think the best hands on activity for this topic would be an outside scavenger hunt. Each child would get a paper with pictures of living and nonliving things. Then, they would have to search for that thing outside and check in a box whether it is living or nonliving. Certain things I would put on the scavenger hunt would be some types of plants or flowers, rocks, an ant, a slide, etc. Once the student found the ant, slide etc, they would determine whether it is living or non living and check the box that corresponds to the picture. Once the scavenger hunt is completed and we have returned to the classroom, we would go over the answers as a class and I would ask why students chose to mark living or nonliving and relate it to the characteristics that we discussed previously on the board. Also, I would go back and review why the characteristics that we crossed out were untrue using examples from the scavenger hunt. Finally, to wrap up the lesson for the day I would give them a cut, color, and paste sorting worksheet that requires

them to sort pictures of things into living and nonliving. This would allow me to see which students understand the material and which students need more practice.