

# Living Vs Non-Living

## Summary

This lesson will introduce living and non-living things. Students will learn the definitions of both "living" and "non-living" as well as characteristics for each. Students will also be given examples to enhance retention.

## Time Frame

1 class periods of 30 minutes each

## Group Size

Large Groups

## Background for Teachers

Teachers need to know the difference between living and non-living characteristics.  
Teachers should also have verbal or tangible examples readily available for extra support.

## Student Prior Knowledge

As this is an introductory lesson, students will not need to know the definitions of "living" and "non-living" or the characteristics of either. They should be familiar with the visual examples. If they are not familiar with some or all of the example items, explain what they are.

## Intended Learning Outcomes

Students will be able to identify the characteristics of "living" and "non-living" things.  
Students will also be able to classify what items are living or non-living.

## Instructional Procedures

## Strategies for Diverse Learners

Teacher will review the photos/words for students who may not be familiar with them.  
Students are able to get immediate feedback from the interactive vortex game.  
Students are able to hear the sound the icon makes and/or the sound of the word to better understand what the icon is.  
Students who finish early may add more items to our living/non-living list, and/or create their own list.

## Assessment Plan

The vortex will give the teacher an informal assessment to the whole class understanding.  
The drag and drop (living and non-living) lists will give the teacher an informal assessment of individual students' understanding of the living and non-living concepts.

## Bibliography

SmartNotebook

## Authors

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