

# UEN Lesson Plan (EDU-1010)

## Summary

This lesson will help the students solidify the concepts of "Living" and "Non-living" in their minds. First the lesson begins with a lecture and discussion. Then the students will break into pairs and go throughout the classroom or school yard and scavenge for objects living and non living. The students will work together and great a list of founds objects and categorize them into living and non-living.

## Time Frame

2 class periods of 30 minutes each

## Group Size

Pairs

## Life Skills

Thinking & Reasoning, Communication

## Materials

Concrete examples of living and non-living things (pencil, plant, class pet, rock, etc) Living/non-living powerpoint (can be downloaded for free at this link <https://www.teacherspayteachers.com/Product/Living-or-Nonliving-401100> ) Notebook paper  
Clipboards Pencils

## Background for Teachers

The teacher of this lesson is going to have to be versed in living science and have a firm grasp on the definition of the key terms being taught. This will help the students build an applicable understanding of this lesson.

## Student Prior Knowledge

The prior knowledge of the students can be varried anywhere from very little as in, not knowing the what the terms living and non-living mean in real life. To a more sophisticated understanding such as, understanding why it is one object lives and the other does not.

## Intended Learning Outcomes

The outcome of this lesson is to teach the students that living things and non-living things differ in many way. Specifically this lesson is going to teach the living things require and outside source of energy and can reproduce. While non-living thins and inanimate and do not have the ability to reproduce.

## Instructional Procedures

Review the powerpoint with the class emphasizing criteria for living and nonliving things. Discuss some examples that the students might find in and around the classroom and school. Provide each student with a clip board, pencil, and a sheet of notebook paper. Students should fold the paper in half to create two columns, and label the columns "living" and "non-living" (have students write criteria for identification under column heading if needed). In partners or small groups, have students explore the classroom and schoolyard, recording the objects they find in the correct column on their chart. After students have enough examples, go back inside and discuss their findings. Encourage students

to share findings with those who may not have found and the same things as them. Tell students to see if they can find anything that was recorded in the wrong column, and to help each other if they do. As an exit-ticket, if desired, provide students with a small sheet of paper and have them write the criteria for living and non-living things. Reteach based on results.

### Strategies for Diverse Learners

For ELLs: use extra concrete examples to illustrate the characteristics of living and non-living things. For students who need extra help, assign a partner who is willing and able to lead them and help them out a little.

### Extensions

Consider having students choose a picture book or chapter book and identify living and non-living things in the pictures and story.

### Assessment Plan

Informal Assessment: observe students discussions and check their papers to see that their examples are classified correctly Formal Assessment: Grade completed exit tickets

### Bibliography

"Pics4Learning." Pics4Learning, Tech4Learning, Inc., [www.pics4learning.com/](http://www.pics4learning.com/).

### Authors

[Sean Keenan](#)