**LIVING AND NON-LIVING THINGS**

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| **Your name: Kayleen Malizzi** | **Grade level: Kindergarten and First Grade Combined** | **Subject(s): Living and Non-living with Plants Unit** | **Time frame:** **30 to 45 Minute increments. Two weeks/ Three weeks** |
| **Nebraska State Standard:** [**3.1.3.A1** Describe characteristics of living things that help to identify and classify them.](http://www.pdesas.org/Standard/StandardsBrowser#24673) |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn and add something to measure it by: #right on WS or Answering teacher’s questions properly: match it to your Assessment):* *Students will be able to describe a living thing and a non-living thing.**Students will be able to recognize which objects/pictures are living and non-living.* *Students will help make a list of characteristics of what all living things have in common.**Students will be able to define/describe vocabulary words that go along with the unit.* |
| **Assessment:** Must link to the objective above – note if it is formative or summative: Asking students frequent questions throughout the lesson. Bring similar questions back up at the end to wrap up the lesson for the day. (If they cannot recall one of the questions then be sure to explain or break it down before students leave for the day. |
| **Vocabulary:** **Living, Non-living, Change, Reproduce** |
| **Content Knowledge:** *What is the underlying content knowledge that you must help the students to understand?* By the end of this lesson, students will be able to compare living and nonliving things by identifying characteristics of both living and nonliving things. Students will also be able to identify plants, animals, and people as living things.*What are the tricky pieces in the content? VOCABULARY, WHAT IS LIVING/NON-LIVING? WHAT IS ALIVE? ARE ALIVE THINGS THE SAME AS LIVING THINGS?* Use formative assessment techniques to determine which students need additional practice or reteaching.Work with these students individually or in small groups to reinforce understanding of the new vocabulary.*When you deconstruct the content you are teaching, what are the pieces that are essential for children to understand?* It is essential for the students to understand the difference between living and non-living things that are in our daily lives/surroundings. Students will need to understand the common characteristics of both living and non-living things to be able to classify which things are living non-living. (Students become engaged by assessing prior knowledge by comparing and contrasting various pictures and seeking a way to sort them into two groups.)

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| **Teaching Methods/Strategies:** *What teaching method(s) will you use for this lesson?* **Circle or add** *read a book, discussion, and lecture.**Why have you chosen this/these method(s)? I chose these methods to use because it allows me to teach the students and it still leaves room for questioning and discussion. Which is helpful to use when starting a new unit.*  | **Differentiation:***How will you differentiate for these student needs (HAL, Resource, ELL)?* *I will let these students work with me one on one or pair them up with a partner, so they are not working alone. This will also help the students to better understand the content being taught in the lesson, because they will actively engaged with their partner or myself and if they are struggling all they have to do is ask a question or show a sign that they do not understand and they will receive immediate help.*  |
| **Materials:** **“Is it Living?” PowerPoint, marker board, marker, paper/notebook.**  |
| **Lesson Procedure (Don’t write here)** |
| **Anticipatory Set: (Keep it very short)***How will you hook the students into your lesson? PowerPoint activity!**How will you involve as many as students as possible, piquing their interests for the subject matter to come? I will allow time for students to think about their answers. I will make no corrections until the stopping mark in the presentation/PowerPoint. I model wait time and also to give students to have open discussion with their classmates to see what ideas they can formulate about living and non-living things in life.**What do the students need to know before they can delve into the lesson plan itself and direct instruction? How will you inform your students of the lesson’s context and objective, in kid-friendly language? Since this is the starting of a new unit the beginning of the PowerPoint will break down the areas that I will need to cover more in depth within the lesson. (I will be using the PowerPoint as a pre-test to see what the students already know. The objects on the PowerPoint slides should all be familiar objects that the students have all seen at least once or heard about once in their life time, and by knowing the objects it will help the students to better understand what living and non-living objects look like.* |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**\*If your activities include a discussion include the questions that will be asked.\*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. |
| **Teacher will do:*** **Open lesson by Showing PowerPoint**
* **Ask: 1. How can you tell if something is living? Pause and allow for discussion. Then go back to review the PowerPoint.**
* **Write on the board: 2. What are some things that all living things have in common?**
* **Give examples and see if students can come up with any more common characteristics.**
* **Make a final list**
 | **Student will do:*** **Respond to PowerPoint pictures (Are the objects living or non-living?)**
* **Students will discuss how you can tell if something is living or non-living. Then pause to look at the PowerPoint to check if they were correct.**
* **Help teacher make a list of common characteristics that all living things have in common.**
* **Come up with at least on example that is a living thing, and one that is non-living.**
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| **Closure:** **I will assess students by asking reflection questions that relate to what was taught to them in the lesson for the day. Also I will point out some vocabulary and see if the students can give me a brief definition or description of the words.** **\*To wrap up: I will also give the students a brief idea of what we will be working on for our next lesson.**  |
| **Reflection:** *For our purposes, what are you most excited about? Nervous? Think ahead in anticipation of what you think the lesson might be like. I am excited to see what students already or want to know about living and non-living things. I am looking forward to their reactions and responses to the topic. I am nervous about not teaching the content clearly. For this the very beginning of a unit and I have high expectations for myself. I want my students to be educated on the ideas of living and non-living things because it will set a basis for future lessons I have planned to cover over the next few weeks.* |