

Unit Overview

Grade level and Subject: Kindergarten, Science

Teaching time frame: Six teaching days, including two experiments/ observations. Day seven wraps up the unit and is when the student will complete their summative assessment.

Overall goal: The goal of this unit is to teach the students how to identify living and nonliving objects found at school or home. This unit also teaches the students how to classify objects as living or nonliving based on their characteristics. The students will leave with the knowledge of describing the basic characteristics of living and nonliving things. In addition, the students will learn vocabulary words including living, nonliving, characteristics, growth, life processes, offspring, and respond to environment.

Main subject SOL:

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

Integrated SOL(s):

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes: i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking questions to seek help, get information, or clarify information for further understanding. iv. Expressing ideas and needs in complete sentences.

K.FFW.1 Handwriting A. Use a functional pencil grasp for letter formation. B. Accurately and automatically print capital and lowercase letters of the alphabet independently. C. Write left to right and top to bottom. D. Accurately print first and last names, beginning each with a capital letter. E. Apply spaces between written words in phrase or sentence-level writing.

K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.

Fine Arts

K.14 The student will create drawings from observation.

K.17 The student will create artwork inspired by a variety of sources and subjects. a) Depict the human figure. b) Use nature as inspiration.

Lesson 1

Purpose/Big Ideas SOLS

This lesson aims to introduce living and nonliving things by defining them in a whole group discussion. This lesson provides the students with practice in identifying living and nonliving things as they observe different pictures and talk with their peers.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking questions to seek help, get information, or clarify information for further understanding. iv. Expressing ideas and needs in complete sentences.

Learning Goal/Objectives

The students will identify living and nonliving things.

Today's Assessment/Evaluation A

The students will apply their understanding of living and nonliving things through a partner think and share discussion with 80% accuracy.

Procedure Introduction Estimated time: 5 minutes

Activate or integrate prior knowledge of Science

Ask students,

What are some living things you might find around your house or school?

- Allow time to think and share
- Provide feedback

What are some nonliving things you might find around your house or school?

- Allow time to think and share
- Provide feedback

Development Estimated time: 20 minutes

Display: [slides 1-4](#)

Tell students that living things are: anything that is or has ever been alive.
Nonliving things are: anything that is not now nor has ever been alive (rock, glass).

Activity: [slides 5-10](#)

Tell students that we are going to an activity where you get to get up and move around and talk to your classmates. We can only do this if we are listening and showing self-control.

Tell students when you say go, they will stand up, put their hand up, and pair up with a partner to talk about the picture.

- What do you notice?
- Is it a living thing? Why?
- Is it a nonliving thing? Why?

Discuss,

Ask students to think about what they talked about with their partners.

Tell the students that we can tell living things and nonliving things about because of their differences.

Ask students,

What are some differences you notice between living and nonliving things?

- Allow time to think and share
- Provide feedback

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

Can you think of a living thing found at school? What about home?

- Allow time to think and share
- Provide feedback

Can you think of a nonliving thing found at school? What about home?

- Allow time to think and share
- Provide feedback

References/Materials (Teacher and Students)

[Slides](#), and Smartboard

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 2

Purpose/Big Ideas SOLS

This lesson aims to build on the student's knowledge and ability to identify living and nonliving things by discussing how they are different. This lesson provides direct instruction on vocabulary words that will be used throughout the unit. This lesson allows the students to identify characteristics of living and nonliving things and define each through a whole group discussion.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking questions to seek help, get information, or clarify information for further understanding. iv. Expressing ideas and needs in complete sentences.

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K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.

Learning Goal/Objectives

The students will build on their knowledge and identify how living and nonliving things are different with 80% accuracy.

Today's Assessment/Evaluation A

The students will listen to *Living and Nonliving Things* by Kevin Kurtz and share characteristics of living and nonliving things through a whole group discussion. During the discussion, the teacher will record the student's responses to the questions asked during the discussion.

Procedure
Introduction
Estimated time: 5 minutes

Activate or integrate prior knowledge of Science

Display [Vocabulary Chart](#). Ask students,

Have students discuss vocabulary words with a partner and share an example of each vocabulary word.

- Allow time to think and share
- Provide feedback

How are living and nonliving things different?

- Allow time to think and share
- Provide feedback

Development
Estimated time: 20 minutes

Introduce,

Tell students that we are going to read a nonfiction book about living and nonliving things. Nonfiction books teach us and tell us facts about a topic.

Read, *Living and Nonliving Things* by Kevin Kurtz

Activity: [Chart](#)

Tell students that we are going to work together to make a chart for living and nonliving things.

Ask students,

What are some characteristics of living things?

- Allow time to think and share
- Provide feedback

**Students should give responses such as:*

Living things grow, move, respond to the environment, have babies (offspring), and make more of themselves, and the need for food, air, and water.

What are some characteristics of nonliving things?

- Allow time to think and share
- Provide feedback

**Students should give responses such as:*

Nonliving things don't grow, move, don't respond to the environment, don't have babies (offspring), don't make more of themselves, or need food, air, and water.

****Add** the student's responses and definitions to the chart.

Read through the chart again to the students.

Teacher notes,

If students are having a hard time sharing responses, ask questions to activate prior knowledge.

Is a cat living? What does a cat need to live, does it need food, water, and air, do they have babies, do they grow and move?

Is a rock living? What does a cat need to live, does it need food, water, and air, do they have babies, do they grow and move?

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

What are some characteristics of a living thing that help us know it is alive?

- Allow time to think and share
- Provide feedback

References/Materials (Teacher and Students)

Living and Nonliving Things by Kevin Kurtz, [Charts](#), and Smartboard

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 3

Purpose/Big Ideas
SOLS

This lesson aims to continue building on the student's knowledge of living and nonliving things by reviewing the chart from the previous day and a hands-on experience. The students will observe living and nonliving things and identify their characteristics by answering questions.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes: i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking questions to seek help, get information, or clarify information for further understanding. iv. Expressing ideas and needs in complete sentences.

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Fine Arts

K.14 The student will create drawings from observation.

K.17 The student will create artwork inspired by a variety of sources and subjects. a) Depict the human figure. b) Use nature as inspiration.

Learning Goal/Objectives

The students will identify and describe the basic characteristics of living things.

Today's Assessment/Evaluation A

The students will observe a living and nonliving plant and identify what characteristics each has by answering yes and no questions through a recording sheet with 80% accuracy.

Procedure
Introduction
Estimated time: 3-5 minutes

Activate or integrate prior knowledge of Science

Ask students,

What are the characteristics of nonliving objects?

- Allow time to think and share
- Provide feedback

Development
Estimated time: 20 minutes

Display: [Chart](#) the day before

Tell students that the term nonliving is used to describe anything that is not now nor has ever been alive. Tell students that living things are: anything that is or has ever been alive. All living things grow, breathe, reproduce, respond to the environment, and have basic needs. Animals need food, water, shelter, air, and space. Plants need water, air, light, and a place to grow.

Activity: Investigate

Tell students we are going to investigate two plants. In groups, you will come up to get a closer look at the two plants. As you are looking at the plants think about how they are alike and how they are different. Think about what plants need to live (water, air, light, and a place to grow)

Ask students,

What do you notice?

- Allow time to think and share
- Provide feedback

What is the difference between these two plants?

- Allow time to think and share
- Provide feedback

****List** the differences they come up with on the board on the third page of the [Chart](#) document

After each table group has investigated the plants, pass out the recording sheets.

Activity: [Record](#)

Tell students they will be put into pairs but fill out their sheets to keep. Tell the students to draw a picture of the living plant in the 1st (left) box and the nonliving plant in the next box (right).

- Point to each section of the paper as you read.

Read each question and pause so the students can answer on their sheets.

Teacher notes,

Walk around during the activity and observe how the students are doing.

If students are having trouble,

- Reread the questions
- Remind students of what responding to the environment means.

****Give out** [Early Finisher Packet](#)

Tell students that they can color in the picture when they finish their work.

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

How do you know if something is nonliving?

- Allow time to think and share
- Provide feedback

References/Materials (Teacher and Students)

Living and nonliving plants, [Chart](#) on smartboard, [recording sheet](#), [Early Finisher Packet](#), crayons, and pencils.

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 4

Purpose/Big Ideas SOLS
<p>This lesson aims to strengthen the student's knowledge of living things through reading a passage and answering questions as a whole group. This lesson also provides the students with an opportunity to apply their understanding through a cut-and-paste activity individually.</p> <p>Science K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.</p> <p>English K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes: i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking questions to seek help, get information, or clarify information for further understanding. iv. Expressing ideas and needs in complete sentences. K.FFW.1 Handwriting A. Use a functional pencil grasp for letter formation. B. Accurately and automatically print capital and lowercase letters of the alphabet independently. C. Write left to right and top to bottom. D. Accurately print first and last names, beginning each with a capital letter. E. Apply spaces between written words in phrase or sentence-level writing. K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.</p>
Learning Goal/Objectives
The students will identify and describe the basic characteristics of nonliving things.
Today's Assessment/Evaluation A
The students will identify what humans and plants need through a cut-and-paste activity with 80% accuracy.
Procedure Introduction Estimated time: 3-5 minutes
<u>Activate or integrate prior knowledge of Science</u>

Ask students,

What do you remember about living things?

- Allow time to think and share
- Provide feedback

What are living things' characteristics?

- Allow time to think and share
- Provide feedback

Development
Estimated time: 20 minutes

Play the Living Things song.

Display, [Living Things passage.pdf](#) on the board

Read the passage and answer the questions as a whole group.

Introduce Activity.

Tell the students we learned that all living things grow, breathe, reproduce, respond to the environment, and have basic needs.

What do humans need?

- Allow time to think and share
- Provide feedback

What do plants need?

- Allow time to think and share
- Provide feedback

Display: [Living Needs cut and paste.pdf](#)

Read the headers on the cut-and-paste worksheet and each word/picture they will cut out.

Tell students they will cut each picture out and decide if it is a human or a plant need and glue it on the side they think it goes.

Teacher notes,

Walk around during the activity and observe how the students are doing.

If students are having trouble,

- Reread the headers and word they will cut out.
- Ask guiding questions to get students thinking.
- Provide one-on-one support if needed.

*Remind students to add to their coloring pages when done.

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

What is one something a living thing needs?

- Allow time to think and share
- Provide feedback

References/Materials (Teacher and Students)

[Living Things song](#), [Living Things passage.pdf](#), [Living Needs cut and paste.pdf](#), [Early Finisher Packet](#), Smartboard, pencils, scissors, and glue.

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 5Purpose/Big Ideas
SOLS

The lesson aims to strengthen the student's knowledge of nonliving things through reading a passage and answering questions as a whole group. This lesson also provides the students with an opportunity to apply their understanding of living and nonliving things through a cut-and-paste sort.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
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K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.
Learning Goal/Objectives
The students will identify what living things are and what they need to survive. The student will identify living and nonliving objects found at school or home. The students will classify objects as living or nonliving. The students will identify and describe the basic characteristics of living organisms.
Today's Assessment/Evaluation A
The students will identify and sort pictures into living and nonliving through a cut-and-paste activity with 80% accuracy.
Procedure Introduction Estimated time: 3-5 minutes
<u>Activate or integrate prior knowledge of Science</u> Ask students, What are examples of living and nonliving things? → Allow time to think and share → Provide feedback
Development Estimated time: 20 minutes
Display, Nonliving passage.pdf on the board Read the passage and answer the questions as a whole group. <u>Introduce Activity.</u> Tell students that living things are: anything that is or has ever been alive. Nonliving things are: anything that is not now nor has ever been alive (rock, glass). Display: Living and nonliving sorts.pdf Read the headers on the cut-and-paste worksheet and each word/picture they will cut out. Tell students they will cut each picture out and decide if it is living or nonliving and glue it on the side they think it goes. Teacher notes, Walk around during the activity and observe how the students are doing. If students are having trouble, ➤ Reread the headers and word they will cut out. ➤ Ask guiding questions to get students thinking.

- Provide one-on-one support if needed.

*Remind students to add to their coloring pages when done.

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

Can someone name something that is nonliving? How do you know?

- ➔ Allow time to think and share
- ➔ Provide feedback

References/Materials (Teacher and Students)

[Nonliving passage.pdf](#), [Living and nonliving sorts.pdf](#), [Early Finisher Packet](#), Smartboard, pencils, scissors, and glue

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 6

Purpose/Big Ideas
SOLS

This lesson aims to continue building on the student's knowledge of living and nonliving things through hands-on experience. The students will observe living and nonliving things and identify their characteristics by answering questions.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

K.C.1 Communication, Listening, and Collaboration A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:
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K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.

Fine Arts

K.14 The student will create drawings from observation.

K.17 The student will create artwork inspired by a variety of sources and subjects. a) Depict the human figure. b) Use nature as inspiration.

Learning Goal/Objectives

The students will identify what living things are and what they need to survive. The student will identify living and nonliving objects found at school or home. The students will classify objects as living or nonliving. The students will identify and describe the basic characteristics of living organisms.

Today's Assessment/Evaluation A

The students will observe a living and nonliving worm and identify what characteristics each has by answering yes and no questions through a recording sheet with 80% accuracy.

Procedure Introduction Estimated time: 3-5 minutes

Review.

Tell students that we have been working really hard to learn how to identify living and nonliving things and their characteristics.

Activate or integrate prior knowledge of Science

Ask students,

What does characteristics mean?

- Allow time to think and share
- Provide feedback

Development Estimated time: 20 minutes

Review.

Tell students that we have been working really hard to learn how to identify living and nonliving things and their characteristics.

Ask students,

What does characteristics mean?

- Allow time to think and share
- Provide feedback

Introduce Activity:

Tell students we are going to investigate two worms; a gummy worm and an earthworm. Before we investigate the worms we are going to make predictions.

Ask students,

Who can tell me what a prediction is?

- Allow time to think and share
- Provide feedback

Tell the students to color in the square next to what they think each worm is.

Activity: Investigate worms

Tell students we are going to investigate two worms. In groups, you will come up to get a closer look at the two worms. As you are looking at the worms think about how they are alike and how they are different. Think about what each worm's characteristics are or what they can do.

Ask students,

What do you notice?

- Allow time to think and share
- Provide feedback

What is the difference between these two worms?

- Allow time to think and share
- Provide feedback

After each table group has investigated the worms, pass out the recording sheets.

Activity: [Record](#)

Tell students they will be put into pairs, but fill out their sheets to keep. Tell the students to draw a picture of the gummy worm in the 1st (left) box and the earthworm in the next box (right).

- Point to each section of the paper as you read.

Tell the students to flip the page over, on this page, you will write the color, texture, and shape of the gummy worm and earthworm.

- Point to each section of the paper as you read.

Ask, Who can tell me what texture means?

- Allow time to think and share
- Provide feedback

Next, you will circle yes or no to each question for both the gummy worm and earthworm Read each question and pause so the students can answer on their sheets.

Tell students that the last thing you will do is color in the box identifying whether the gummy worm is living or nonliving and earthworm is living or nonliving.

Teacher notes,

Walk around during the activity and observe how the students are doing.

If students are having trouble,

- Reread the questions
- Ask guiding questions
- Provide one-on-one support

*Remind students to add to their coloring pages when done.

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

Tell your table group how you decided which one was living and which one was nonliving.

→ Allow time to think and share

References/Materials (Teacher and Students)

Smartboard, [Recording sheet](#), gummy worms, earthworms, [Early Finisher Packet](#), crayons and pencils

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?

Lesson 7

Purpose/Big Ideas
SOLS

This lesson is a wrap-up to the unit and provides the students with the opportunity to apply their knowledge and understanding of living and nonliving things.

Science

K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include a) all things can be classified as living or nonliving, and b) living organisms have certain characteristics that distinguish them from nonliving objects.

English

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K.FFW.2 Spelling B. Encode (spell) unknown words using logical invented spelling.

Fine Arts

K.17 The student will create artwork inspired by a variety of sources and subjects. a) Depict the human figure. b) Use nature as inspiration.

Learning Goal/Objectives

The student will identify living and nonliving objects found at school or home. The students will classify objects as living or nonliving. The students will identify and describe the basic characteristics of living organisms.

Today's Assessment/Evaluation A

The students will identify a living and nonliving thing by drawing and labeling a picture in their book with 80% accuracy. The students will finish each sentence with a characteristic or a living and nonliving thing and draw a picture in their book with 80% accuracy.

Procedure
Introduction
Estimated time:

Activate or integrate prior knowledge of Science

Ask students,

What is a characteristic of a living thing?

- Allow time to think and share
- Provide feedback

What is a characteristic of a nonliving thing?

- Allow time to think and share
- Provide feedback

Development
Estimated time:

Wrap-up unit,

Tell students we have been learning so much about living and nonliving things. How to identify and describe objects that are living and those that are nonliving. We learned what living things need and their characteristics.

Introduce activity:

We are going to read and add to a booklet about all the things we have been learning in science. This will be collected and used as a grade so I want to see your best work. We will read each page together and I will read each question and pause for you to add your drawings and labels.

Activity: [Living and Nonliving book.pdf.pdf](#)

Read each page with the students, and pause so students can trace the dotted words.

- Pause and remind students of the vocabulary words in the book: offspring, life processes, growth, and responses to the environment.

Read each prompt and give the students about 5 minutes to draw and label their response.

Teacher notes,

Walk around during the activity and observe how the students are doing.

- Redirect students and keep them on task.

*Remind students to add to their coloring pages when done.

Closure/Summary
Estimated time: 3-5 minutes

Summary of the lesson ask students,

What has been your favorite thing we did as we learned about living and nonliving things?

- Allow time to think and share
- Provide feedback

References/Materials (Teacher and Students)

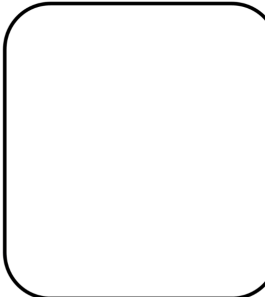
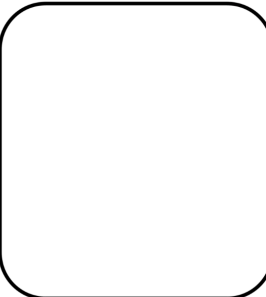
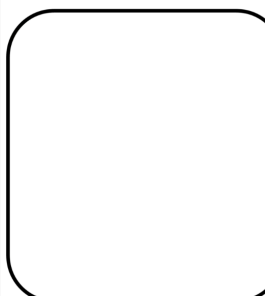
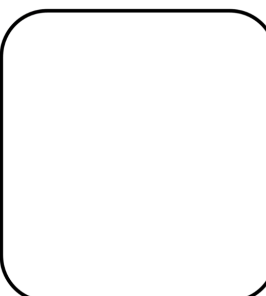
Smartboard, [Living and Nonliving book.pdf.pdf](#), [Early Finisher Packet](#), pencils, and crayons

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know? 2) Did your lesson address the needs of all learners? 3) What were the strengths of the lesson? 4) What were the weaknesses of this lesson? 5) How would you change the lesson if you could teach it again?




End of Unit Project Explanation and Rubric

The final unit project will be completed in the classroom as a whole group on day seven. The students read along with me as we reviewed the content we learned in this unit. Then the students will add drawings and labels for four different prompts. The first and second that students will draw and label either a living or nonliving thing. The third and fourth the students will finish the sentence by adding a characteristic or describing a living or nonliving thing and drawing a picture to illustrate their sentences.

 <p>Draw and label a living thing you see in the classroom.</p>	 <p>Draw and label a nonliving thing you see in the classroom.</p>
 <p>Finish this sentence with a characteristic of living things and draw a picture. Living things can...</p> <hr/> <hr/> <hr/> <hr/>	 <p>Finish this sentence with a characteristic of nonliving things and draw a picture. Nonliving things...</p> <hr/> <hr/> <hr/> <hr/>

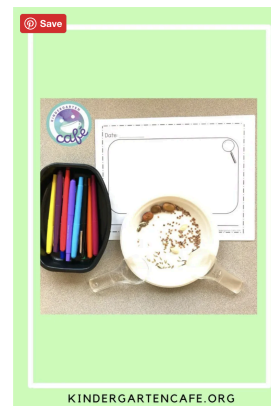
Criteria	3 Points (Exceeds)	2 Points (Meets)	1 Point (Needs Improvement)
Living Thing Drawing	Accurately draws a detailed living organism with clear identifiable features (e.g., plant with roots, leaves, or animal with distinct body parts)	Draws a basic living organism with some recognizable features	The drawing is unclear or does not represent a living thing
Nonliving Object Drawing	Precisely draws a detailed nonliving object with specific characteristics (e.g., clear shape, texture)	Precisely draws a detailed nonliving object with specific characteristics (e.g., clear shape, texture)	Drawing is vague or does not represent a nonliving object.
Labeling	Correctly labels both living and nonliving drawings with accurate and descriptive words.	Attempts to label drawing with partial accuracy.	Minimal or incorrect labeling of drawings.
Characteristic Descriptions	Finishes the sentence (complete sentence) describing a specific characteristic of either a living or nonliving thing that demonstrates deep understanding.	Written one word describing a basic characteristic	The sentence is incomplete or does not clearly describe a characteristic
Understanding of Classification	Demonstrates a clear understanding of the difference between living and nonliving things with a precise example	Shows a basic understanding of living and nonliving classifications	Minimal understanding of classification concepts

Additional Unit Resources

#	What is it? Why is it relevant?	Thumbnail/picture and link
1.	<p>Sci Kids What Makes Something Alive?</p> <p>This is a video lesson on living and nonliving things and teaches the students the vocabulary word alive.</p>	 <p>https://youtu.be/Gy60BqCnTG4?si=zWC0vONr-ITsCP13</p>
2.	<p>Brain Pop Jr. Video</p> <p>This video teaches students about living and nonliving things in a fun and visually engaging way.</p>	 <p>https://jr.brainpop.com/topic/living-and-nonliving-things/</p>
3.	<p>Jack Hartmann's Living Things Song</p> <p>This is a fun and upbeat song that reinforces what the students are learning and gives them a chance to be active.</p>	 <p>https://youtu.be/tzN299RpJHA?si=2NiRU2A8Fw1qyLWc</p>

4. **Kindergarten Teacher Blog Resource**
This blog post gives ideas on how to teach living and nonliving to kindergarteners. As well as activities to do to help them understand and apply their learning.

Science Should Always Start With Observation and Exploring



<https://www.kindergartencafe.org/teaching-living-and-non-living-things-in-kindergarten/>

5. **TPT Resource**
This resource is full of activities that can be used to teach the students and have the students apply their knowledge. I have used some of the resources from this link in my unit plan but there are many more that I did not use.

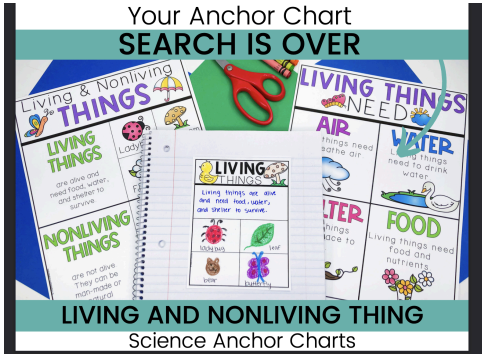


Living & Nonliving KWL	5
Living Activities	6-14
Nonliving Activities	15-19
Living & Nonliving Review	20-23
Living & Nonliving Sorts	24-27
Living & Nonliving Fill in the Blank	28
Living & Nonliving at Home	29-31
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Living & Nonliving Outside	35
Living or Nonliving?	36-38
Life Processes	39-41
Living & Nonliving Trace and Match	42-43
Label the Picture	44-45
Living & Nonliving Crack the Code	46-47
Living & Nonliving Color by Code	48-49
Living & Nonliving Graphing	50
Living & Nonliving Flipbook	51-54
Book Companion	55-56
Living & Nonliving Mini Reader Book	57-62
Living & Nonliving Crafts	63-71
Living & Nonliving Sorting Cards (color and b&w)	72-86




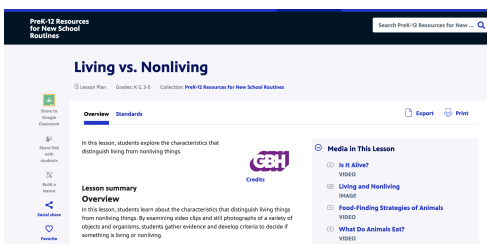
<https://drive.google.com/file/d/1LtYE9q67sHNYBQV6k9wct6-nk6nCZgXSX/view?usp=sharing>


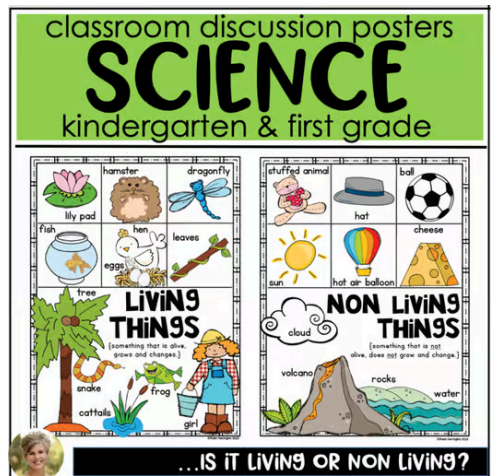
6. **TPT Resource**
This resource is a living and nonliving picture sort teachers could use in small groups or station time.



<https://www.teacherspayteachers.com/Product/Living-and-Nonliving-Mini-Science-Unit-11111111>

		com/Product/Dollar-Deal-Living-Nonliving-Activities-Kindergarten-Science-Activities-1712898
7.	TPT Resource This resource provides anchor charts for teachers to use as a reminder and visual aid while teaching this unit.	 <p>Your Anchor Chart SEARCH IS OVER</p> <p>LIVING AND NONLIVING THING Science Anchor Charts</p> <p>https://www.teacherspayteachers.com/Product/Living-and-Nonliving-Things-Anchor-Charts-Kindergarten-and-First-4414886</p>
8.	Generation Genius Video and Lesson Idea This is a resource that teachers could use when developing their unit plan because it provides discussion questions, vocabulary, reading materials, and a hands-on activity to do.	 <p>https://www.generationgenius.com/videolessons/living-vs-non-living-things-video-for-kids/</p>
9.	Book: What is Alive? By Kathleen Weidner Zoehfeld The character in this book identifies what is living and nonliving and talk about what is different about them.	 <p>https://youtu.be/DlfdA8jMOD8?si=s4EdVTtzCz0yDghA</p>

10.	<p>Book: I am Josephine (and I am a Living Thing) by Jan Thornhill.</p> <p>This book follows a character while she identifies various different living things in her world.</p>	 <p>https://youtu.be/1rVES-ZAZLk?si=SUDt1YbH8MOqQGMk</p>
11.	<p>Sesame Street Vidoe: Who's Alive?</p> <p>This video teaches and reinforces some characteristics of living things.</p>	 <p>https://youtu.be/giWqEPNLtBo?si=dBc4PpZcWc5GorQw</p>
12.	<p>Kindergarten Teacher Blog Resource</p> <p>This resource provides other ideas and activities teachers can use to teach living and nonliving to their students. As well as other activities where the students apply their understanding like the living and nonliving magazine hunt.</p>	 <p>https://natalielynnkindergarten.com/living-and-nonliving-things-activities-for-kindergarten-or-1st-grade/</p>
13.	<p>PBS Living and Nonliving Lesson Plan</p> <p>This is a resource that teachers could use when developing their unit plans.</p>	

		https://thinktv.pbslearningmedia.org/resource/tdc02.sci.life.colt.lp_living/living-vs-nonliving/
14.	<p>Book: What do Living Things Need? By Elizabeth Austen</p> <p>This book teaches students the things that humans need to live: food, water, air, and shelter. Through images and simple sentences that are easy for students to identify and understand.</p>	 <p>https://a.co/d/4u9kPmQ</p>
15.	<p>TPT Resource: Posters</p> <p>This resource includes two posters that compare living and nonliving things. The teacher can use these to teach and then hang them in their classrooms as visual reminders of their differences.</p>	 <p>http://teacherspayteachers.com/Product/Living-and-Non-Living-Posters-Kindergarten-First-Grade-Science-1244753</p>