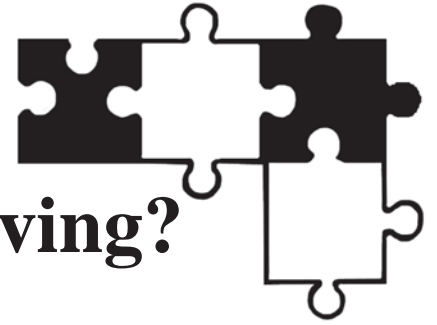


ACTIVITY 6



Is It Living or Non-Living?



Activity:

Students first look at, touch, smell, hear examples of living things around them. Once the concept is understood and students are able to know the difference between living and non-living things, they then look at items in the agricultural vocabulary bank and categorize them accordingly.

Curriculum Fit:

Grade One - Science

○ **Topic E: Needs of Animal and Plants**

○ **Specific Curricular Outcomes**

- Observe, describe and compare living things.
- Contrast living and nonliving things.
- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.
- Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.

Agriculture Concepts:

Diversity

Cognitive Level:

Analysis

Time Required:

Two forty-minute classes.



Background — For the Teacher

Though somewhat self evident for adults, having younger students differentiate between living and non-living things can be difficult.

A useful description of what a living thing does is:

1. it takes in food and grows
2. is able to move
3. responds to stimuli
4. reproduces
5. respiration - O_2 (oxygen) or CO_2 (carbon dioxide)

Living and non-living things are found in varying quantities in an agricultural environment. Both can benefit the farmer and us.

Procedure

Preparation

1. Create an agricultural word bank with laminated cards. See attached Teacher Resource Sheet for ideas.
2. Photocopy attached Student Resource Sheet, one per student.

Introduction

3. Pose the question, “How do you decide if something is living or non-living?” to your students. Give examples of things that are living and not living. Direct the responses back to the characteristics of living things.
4. As you discuss step 3, record ideas and reasons on the board.
5. Explain the activity procedure to the students and form groups if necessary.

Activity

6. Have each student or group select ten cards from the agricultural word bank. These should be noun cards.
7. Give the students twenty minutes to decide whether each card shows something living or non-living. Have them divide the cards into two piles.
8. Have the students or groups fill out the Student Resource Sheet.
9. Have each student or group present a couple of examples of living things and non-living things found on a farm.

Conclusion

10. After each student or group has shown examples, redirect responses back to the list on the blackboard.

Discussion Questions

1. How do you know that you are a living thing?
2. Is an egg a living thing? How do you know?
3. Farm machinery, like a tractor or combine, almost seems alive when it is working. How do you know that this machine is not alive?

Related Activities

1. Go for a walkabout and have students point out things in their immediate environment that are examples of living and non-living things.
2. Flashcard drill with agricultural vocabulary cards - which are living things, which are not.
3. Make a collage of pictures showing living things.
4. Draw a picture of your favorite farm animal - draw a picture of some interesting non-living item from a farm, i.e. tractor, combine.
5. Collect examples of living things and non-living things in your schoolyard. Bring to class and categorize.

*Original lesson idea by Robert Findlay
Modifications by AITC*

Student Resource Sheet #1

Living or Non-Living

Pick ten cards from the agriculture data bank that represent things found in the farmyard. Look at the picture and decide if the card shows something living or non-living.

Card No.	English Name	Optional (German Name, French Name,etc.)	Check One	
			Living	Non-Living
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Word Cards

farm

cattle

seed

weather

soil

tractor

pasture

dairy

hog

field

sheep

honey

combine

goat

crop

corral

grain

plant

barn

chicken