

5E Lesson Plan Template

General Information	
Lesson Title: Living or Non-Living?	
Subject(s): Animals, Plants, and Their Environment Science	
<p>Grade/Level/Setting: Kindergarten/General Education Classroom</p> <p>This Kindergarten class contains sixteen students. One student is gifted, one is an English language learner, and one has autism. The classroom has a big open space with a carpet in the front of the room where the teacher holds morning meetings and whole group discussions. There is also a SMARTboard in front of the carpet next to the teacher’s desk. The classroom has a cozy corner with bean bags and lamps and lots of books for the students to explore. The students have individual desks but can be pushed together for group work.</p>	
<p>Prerequisite Skills/Prior Knowledge:</p> <ul style="list-style-type: none"> -Students will need a basic understanding of what the vocabulary words living and non-living mean. -Students must be able to hold a pencil/marker/crayon. -Students will have to have prior knowledge of letters and their sounds so they are able to write with little to no teacher assistance. 	
Standards and Objectives	
<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-2-science-learning-standards.pdf</p>	
<p>Learning Objective(s):</p> <p>Hands-on: Given the living and non-living graphic organizer, students are able to sort the pictures they just colored in each column, with 75% accuracy.</p> <p>Summative Assessment: Given a journal prompt, students will be able to pick a living thing they found on their nature walk, write three reasons why it is living, and include an illustration with 80% accuracy.</p>	
Materials	Technology
<ul style="list-style-type: none"> -YouTube video on living vs. non-living things https://www.youtube.com/watch?v=LScD4x-kEbQ -SMARTboard -Living and Nonliving anchor chart -Pencils -Clipboards -Plain paper -Living vs. non-living graphic organizer -Scissors -Glue sticks -Journal prompt -Journals -Crayons 	<p>SAMR Level: Augmentation</p> <p>Video in the classroom- To begin the lesson and activate prior knowledge from my students, I will show a YouTube video explaining what a living thing is and what they need to survive, along with examples of what a non-living thing is.</p> <p>SMARTboard- I will use this tool throughout the lesson to pull up vocabulary terms on google presentations and access the internet for the YouTube video.</p>
Language Demands	

Language Function:

Explain: Students will be able to explain why the living thing they found on the nature walk is living, giving three examples to support their answer in the journal entry.

Vocabulary: Living, Non-living, Nutrients, Reproduce, Food, Grow


Discourse and/or Syntax:


Discourse: During our think-pair-share activity, students will take advantage of oral language to talk about why the objects they found were living or non-living. Students will also be talking to each other during the nature walk sharing what they found and showing excitement about the activity. After the nature walk, students are writing three reasons why something they found was living.

Planned Language Supports:

A video shown to students in the beginning of the lesson will provide some background knowledge about living and non-living things before they start their graphic organizers and nature walk. Anchor charts explaining what living and non-living things are and what they need will be located at the head of the classroom for the students to refer to if needed.

Instructional Strategies and Learning Tasks

	Activity Description/Teacher	Student Actions
Engage:	<p>-Show the class the YouTube video on living and nonliving things. https://www.youtube.com/watch?v=LScD4x-kEbQ</p> <p>-After the video, tell the class that today we will be exploring living and non-living things in and outside the classroom!</p> <p>-Review the anchor chart as a class (made prior to lesson).</p> 	<p>-Watch YouTube video about living and nonliving things.</p> <p>-Ask questions at the end of video if needed.</p> <p>-Participate in the class discussion when reviewing the anchor chart.</p>
Explore:	-Tell the students that they will now	-Listen to directions from the teacher on how

	<p>be working to organize living and nonliving objects!</p> <ul style="list-style-type: none"> - Hand each student a glue stick, crayons, scissors, and the living and nonliving graphic organizer. -Go over the directions with the class. Have the students color the objects first. Tell them to think while they're coloring, "Does this object need food to survive? Does this object reproduce? This means making more of it or having babies". Then have students cut out of the objects and glue them into the 'Living' or 'Nonliving' columns. -Walk around the classroom and help students with whatever they might need. 	<p>to fill out the living and nonliving graphic and organizer.</p> <ul style="list-style-type: none"> -Color, cut, and glue the pictures into the 'living' or 'nonliving' columns. -Think about what you're coloring as you're working. "Does this fish need food to live? Does it reproduce? Does it grow bigger as it gets older? Yes? The fish is living!" 
<p>Explain:</p>	<ul style="list-style-type: none"> -When students are finished with their graphic organizers, ask for volunteers to report out their findings from the graphic organizer. -Ask guiding questions like "How many were in your living column? What types of foods do the things eat that you put in your living column? Where do they live? In a house? In a pond? What are the similarities of the things in your living column? How are they different from your nonliving column?" Etc. 	<ul style="list-style-type: none"> -Ask questions when needed. -Students participate in a think-pair-share to discuss their findings on the graphic organizer. Think about what's in your living column and what's in your nonliving column and why you put them there. Pair with the student next to you and compare your graphic organizers together. Did you both have the same answers for the living column? What about the nonliving column? Share with the class about why you put the living things in the living column, and the nonliving things in the nonliving column. -Participate in the whole class discussion.
<p>Elaborate:</p>	<ul style="list-style-type: none"> -After the class discussion comes to an end, tell the class that we will be going for a nature walk outside to identify living and nonliving things with their new knowledge from the video and graphic organizers! 	<ul style="list-style-type: none"> -Line up for the teacher with a clipboard, paper, and pencil and walk outside nicely with the class. -Walk around outside with classmates and find three living and three nonliving things to

	<ul style="list-style-type: none"> -Hand out clip boards, pencils, and a plain piece of paper. -Demonstrate how to split the paper into two columns of living and nonliving on the SMARTboard. -Ask students to record three living things, and three nonliving things by drawing or writing. -Provide guidance to students who look like they're just walking around not sure what they are looking for. 	<p>record on the paper.</p>
<p>Evaluate:</p>	<ul style="list-style-type: none"> -When everyone is back in the classroom, have your student sit down at their desks, grab some water, and get ready to have a quick discussion before writing a journal entry. -Have students raise their hands to share a living or nonliving thing that they found on our nature walk. -After a couple students have shared, tell your students they will be picking a living thing they found on their nature walk, and writing about it in their journals using this journal prompt (write on SMARTboard): "A _____ is living. I know it is living because _____." Students will need to give three reasons why what they chose is living. They will also be drawing a picture in their journals of the living thing. -Hand out journals, pencils, and crayons. -Collect journals when students are finished to assess the journal entries. 	<ul style="list-style-type: none"> -Take a seat after the nature walk and share with the class one or two things you found that you thought was interesting. -Use the journal prompt to write three reasons why the living thing you found on the nature walk is living and draw a picture of it as well.

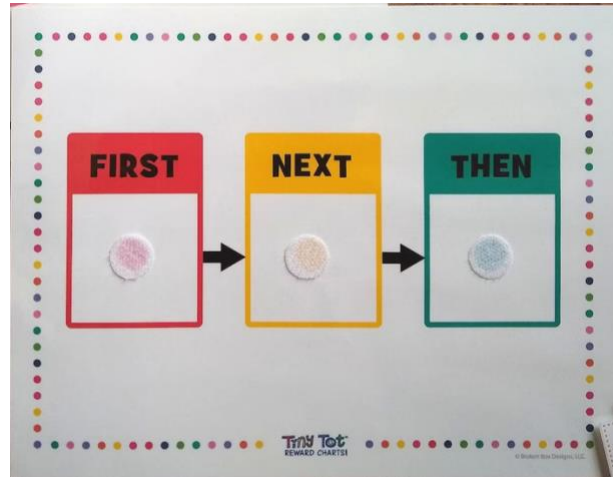
Differentiated Instruction

Gifted and Talented: Have gifted and talented students think of a living thing that **wasn't** on the nature walk and describe why it is living in the journal prompt.

ELL: Have important vocabulary words with their definitions on a key ring that the student will have

access to throughout the duration of the lesson. This will assist with language support while writing as well.

Students with Other Special Needs: The student who has autism struggles with transitions in the classroom. For this student, the teacher will provide a transition chart to help increase predictability. It is helpful for this student to see a visual schedule to better understand an upcoming activity. For example: *First* we will watch a video on living and nonliving things, *next* we will create a graphic organizer with the images we color in, *then* we will go on a nature walk and gather data to write about in our journals.



Assessment

Formative

- Walk around the classroom as students participate in the think-pair-share. Gather data on what students understand and are participating and note which students are staying quiet.
- Collect living vs. non-living graphic organizers and do a check for understanding.

Summative

-Look at the completed journal prompt that you provided to students. Check to see that they met the following objective:

- Given a journal prompt, students will be able to pick a living thing they found on their nature walk, write three reasons why it is living, and include an illustration with 80% accuracy. (One point for the illustration, one point for picking a living thing, and a point for each reason why it is living.)



Part B: Justification of Hands-on Task

During the exploration section, students participated in a hands-on activity that included cutting, gluing, and coloring living and nonliving things, and organizing them into the correct columns. This activity strongly connects to my hands-on learning objective and helped students increase their retention and engagement of living and nonliving things. While the students are coloring the pictures given to them, they are thinking, “Does this car need food to live” or “Does this car have babies?”. These questions they ask themselves during the hands-on activity increase retention and help to choose whether a car is a living or nonliving thing.

Part C: Justification of Formative Assessment

My formative assessment aligns with the hands-on learning objective because as students participate in organizing the living and nonliving things into the correct columns on the graphic organizer, the teacher is walking around taking notes on how the students are working. I am also collecting the graphic organizer when everyone is finished to do a quick check for understanding. If the students are struggling, and the living and nonliving things are in incorrect columns, I would have to adjust the lesson. I might have to ask different questions while scaffolding the students, so they get a better understanding at that moment of the lesson.

Part D: Justification of Summative Assessment

In this lesson, my summative assessment is a journal prompt. Students will be using a living thing they found on their nature walk and using it in their journal entries. This aligns with the summative learning objective because students will then make an illustration of the living thing and give three reasons why it is living. After I grade the journal prompt from each student, I will then decide how I will use this information in my

future lessons. If the students all get 80% or higher, I can move on to the next topic. If the students are getting below an 80%, I will have to plan for more lessons around living and nonliving things by doing a different hands-on activity with the class.

References

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