

## LIVING AND NON-LIVING IN THE GARDEN

Vocabulary: living, non-living

### Description

Students make observations and inquiries about the nature of things in the school garden and learn to sort and classify living and non-living objects.

### Guiding Question

How do we know what is alive and not alive?

### Big Idea

All living things share key characteristics.



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### Learning Objectives

At the end of this lesson, students will be able to name two living and two non-living things and compare and contrast living and non-living things.

### Materials

Illustration KW1.

Colored pencils or crayons.

### Preparation

Recruit and train volunteers to assist with the visit to the garden.

### Introducing the Lesson

Call students' attention to a living thing in the classroom, such as a plant or the class pet, and a non-living object, such as a rock or table. Have students tell you which thing is living and which is not living. Invite the students to identify more things in the classroom that are living and not living.

Discuss with students how we can tell which things are living and which ones are not living. Guide them to understand that all living things can move, grow, eat, reproduce, and die. Sometimes non-living things can do some of the things that living things can do, but they can not do all of the things that living things do.

### Procedure

1. Tell students you are going outside to hunt for more living and non-living things. While still in the classroom, have the students predict what living and non-living things they will find in the garden.

2. Divide the class into small groups and assign an adult to lead each group through the schoolyard, garden and playground. Have students look for examples of living and non-living things. Tell them to be sure to remember one living and one non-living thing that they found outside.

3. Return to the classroom and have students report the living and non-living things they found.

Lesson time: 45 minutes



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### Assessing Student Knowledge

Conduct informal assessments of your students' knowledge by asking them to do some or all of the following:

Sketch and label in a list on the board the living things and the non-living things that students found in the garden. As students report their findings, check their understanding by asking questions such as the following: *Does the thing you found grow? Can it move? How can you tell?*

Tell the students that you'd like to count the number of living and non-living things that were found in the garden. As a class, record with hatch marks on the whiteboard, the number of living and non-living things found in the the garden.

To further check their understanding, have students complete and color Illustration KW1, adding two living and two non-living things the class discovered in the garden.

### Extensions

Revisit the school garden in another season. Determine if the things the students classified as living and not living still fit those categories. Then, explore what has changed about the things students first examined in the winter.



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Lesson time: 45 minutes

### **OR. Dept. of Ed. Key Standards**

Oregon State Board of Education Science Content Standards:

K.1P.1 Compare and contrast characteristics of living and non-living things.

K.3S.1 Explore questions about living and non-living things and events in the natural world.

Common Core State Standards for English Language Arts & Literacy in History/  
Social Studies, Science, and Technical Subjects:

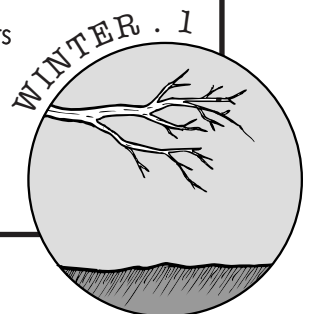
K.L.5(a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K.L.5(c) Identify real-life connections between words and their use.

Common Core State Standards for Mathematics:

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

(Limit category counts to be less than or equal to 10.)



**eat.think.grow.**

Portland Partners for School Food and Garden Education

