

Project FOCUS
Best Lessons
KINDERGARTEN

Title of Lesson: What's Alive in Our World?

Theme: Life Science

Unit Number: 1 **Unit Title:** Living & Non-Living Things

Performance Standard(s) Covered (enter code):

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Key terms: Living, nonliving, grow, sun, water, air, needs

General topic: Students learned qualities of local living and nonliving things based upon the items' characteristics.

Learning Activity (description in steps)

Abstract (limit 100 characters): At the end of the "living and nonliving" unit, students made books with key ideas and facts about living and nonliving things. Illustrations included real items from the playground or pictures of items drawn by the students.

Details: A plan for the "book" was given during the mini lesson. The class reviewed the most important qualities of living and nonliving things in order to decide on topics that were most important for the book. Each page of the book had one sentence and one illustration or object glued to it. (Example: "Living things need the sun." accompanied by a drawing of the sun.)

Materials Needed (type and quantity): Construction paper, scissors, glue, markers/crayons

Notes and Tips (general changes, alternative methods, cautions): I found it best to have a plan already developed for each page of the book. During class discussion on what to write in book, guide class toward predetermined ideas. It would have been helpful for the kids if I had made an entire book beforehand in order to give a visual.

Sources/References:

1) My mother (kindergarten teacher)