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Life Science  
Kindergarten  
Living vs. Non-Living

**Objective:** This lesson helps students identify what characteristics make certain objects or things living or non-living.

**QCC’s:** 11, 12, & 14

**Materials/Time Required:**  
- Handouts (described in preparation)  
- Crayons  
- White paper for drawing  
- Three hole punch & yarn (to make book) or use a machine binder  
- 40 to 45 minutes

**Background/Procedure:** This lesson plan is not one that I found anywhere but one that my teacher and I came up with together. To begin, discuss with the students the different characteristics that make something living or non-living. Thin describe how living things have to eat/consume nutrients, breathe, grow, can move, etc. For non-living things, talk about how they cannot move, do not grow, and do not have to eat. Afterwards, pass out a handout that has a park or some other suitable scene on it. Here I had the students identify different living and non-living objects. Once they began to understand the concept, they were to color in the pictures of the living things and put an X on the non-living things. When the students finish the handout ask them to name some living things they have at home like animals for example and then draw that thing on a piece of white paper. One all of the drawings are complete you can put them together to make a book titled “Our Class Book of Animals” or “Our Class Book of Living Things” if every student does not draw an animal. And finally to incorporate some math you can sort the animals by how many dogs, cats, or other animals were drawn.

**Preparation:** All you really need to do to prepare for this lesson is either find or create a handout with a park scene or some other scene with many different living and non-living things in it. For example, my handout of a park scene had people, a dog, plants, trees, a hotdog stand, rocks, a boat, and water drawn on it. Any picture with a variety of living and non-living things will work. Another possible option is to bring in a hamster or pet fish and compare it to a shoe or rock. This way the students have a real-life visual of a small animal to compare with non-living things in the classroom.

**Safety Issues:** None

**Assessment:** Ask the students questions throughout the lesson maybe while they are coloring the handout. For example, “Why did you color the tree and put an X on the rock?” This way you can evaluate whether or not they understand the difference between living and non-living things.