

## **LIVING AND NON-LIVING THINGS (*Kindergarten*)**

### **ALABAMA COURSE OF STUDY STANDARD (Science)**

- ⇒ 3. Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals needing food, water, and air; plants needing nutrients, water, sunlight, and air).

### **DESCRIPTION**

- ⇒ Farmer Jerick will take students on an exploration of the Teaching Farm, identifying both living and non-living things. Farmer Jerick will also help us define all of the characteristics that make them living or non-living.

### **OBJECTIVES**

Students will be able to:

- ⇒ **identify** living and non-living things.
- ⇒ **compare & contrast** living and non-living things.

### **MATERIALS NEEDED**

- ⇒ [LIVING AND NON-LIVING \(YouTube Link\)](#)



## FOLLOW-UP DISCUSSION

After viewing the video, ask students the following questions:

- ⇒ What are the differences between living and nonliving things?
- ⇒ Can something be alive if it cannot breathe? Can something be alive if it cannot grow?
- ⇒ What is something on the farm that is LIVING? How do you know?
- ⇒ What is something in your room that is NONLIVING? How do you know?

## FOLLOW-UP ACTIVITIES

1. **Scavenger Hunt:** Give students the opportunity to go outside their home and collect both living and non-living objects.
  - Instruct students to find 1-2 living things. Some of their findings might include grass, wild plants, and insects. **(Remember living things must be able to move, breathe, grow, and have babies)**
  - Instruct students to find 1-2 non-living thing. Those findings might include rocks, sticks, bricks, water, furniture like chairs or doormats. **(Non-living things are NOT able to move, breathe, grow, and have babies)**
2. **Living and Non-Living Art Project-** Have students fold a sheet of paper in half (either hotdog or hamburger style) and label the top of one side as LIVING and the other side as NON-LIVING. Then, have students draw 2-3 living and non-living thing on the appropriate side.
  - Have students describe each of the items they drew, describing if it is living or non-living. Ask students, “How do you know if it is alive? How do you know it is not alive?”

