

## Living and Non-Living

### 5 Day Project

#### Standards:

#### English/Language Arts

CC.1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.

CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### Math

CC.1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Science

SC-EP-3.4.1 Students will explain the basic needs of organisms. Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met.

SC-EP-3.4.2 Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).

#### Arts and Humanities

DA:Cr2.1.1.b. Choose movements that express an idea or emotion, or follow a musical phrase.

MA:Pr5.1.1.b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.

#### Introduction:

In order to fulfill the requirements for the district's Non-Traditional Instructional days, a five day project centered on the topic of "living and non-living things" has been designed. The purpose of the unit is to allow students the opportunity to continue the classroom experience at home. This project will consist of activities designed to be completed within a five day span, which will lead to a finished product in the form of two collages and a nonliving pet. Each day's project will take a minimum of three hours to complete. Students will receive a participation grade based upon the work completed during each NTI day. It is imperative that students complete each day's work toward their finished project.

\*It is not necessary for daily activities to be completed on the specified day, this provides flexibility and choice for both students and parents.

NTI Day 1

**Big Question:** What is a living thing?

**Parent Info:** A living thing is anything that moves, eats, grows, and breathes. Example: flower, dog, and people.

**Resource:**

- Page:
- Crayons
- Glue
- Scissors

**Choose three of the activities below:**

- A) Read the Decodable Reader, Mommy Bird. Color the living things blue and nonliving things red. (page 3-7).
- B) Cut and paste a living things from a magazine or newspaper. Write one sentence describing why your choice is a living thing (page 8).
- C) Find and measure a living thing using non-standard measurement. Example: (measure your mom using your shoes) Record your answers on page 9.
- D) Watch the YouTube Video, [www.youtube.com/watch?v=giWqEPNItBo](http://www.youtube.com/watch?v=giWqEPNItBo) about living things. Cookie Monster talked about three characteristics of living things, list these on page 9.
- E) Sing, "The Living Song" from page 10. If available record and send the song through e-mail to your teacher. The motions for the song: It is living—march in place (repeat) I know why—bring arms up and away from shoulders (repeat) It eats—make motion of spooning food into your own mouth and breathes—touch both hands to chest and grows—stretch arms high above head like a growing tree (repeat entire phrase with three movements) It's alive—march in place (repeat). Please sign page 10 if your child completes this activity .

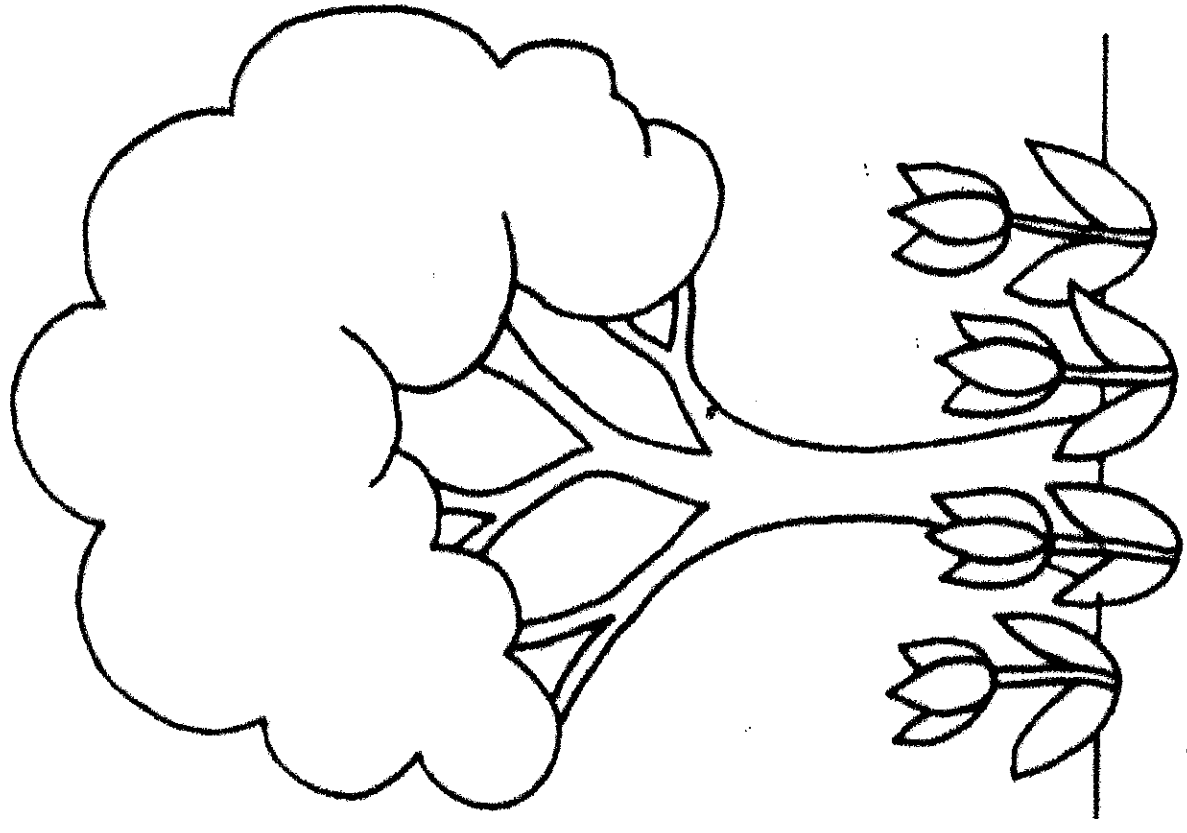
Name: \_\_\_\_\_  
Day 1 Activity A

DLTK's Mini Books

# Mommy Bird

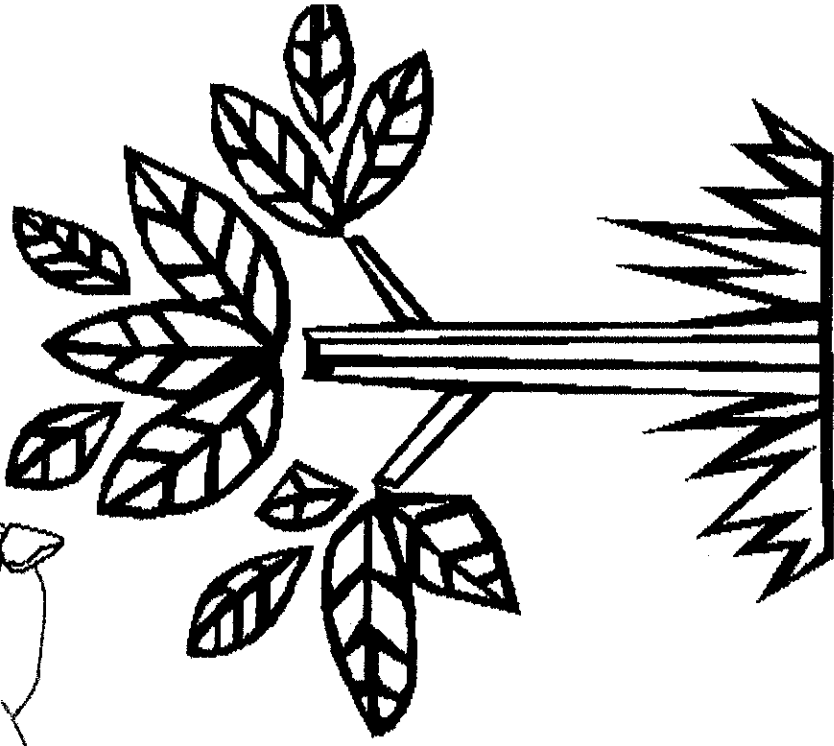
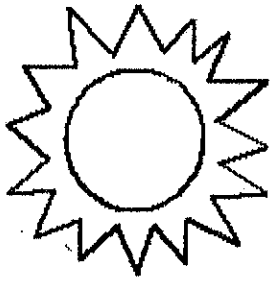


P.3



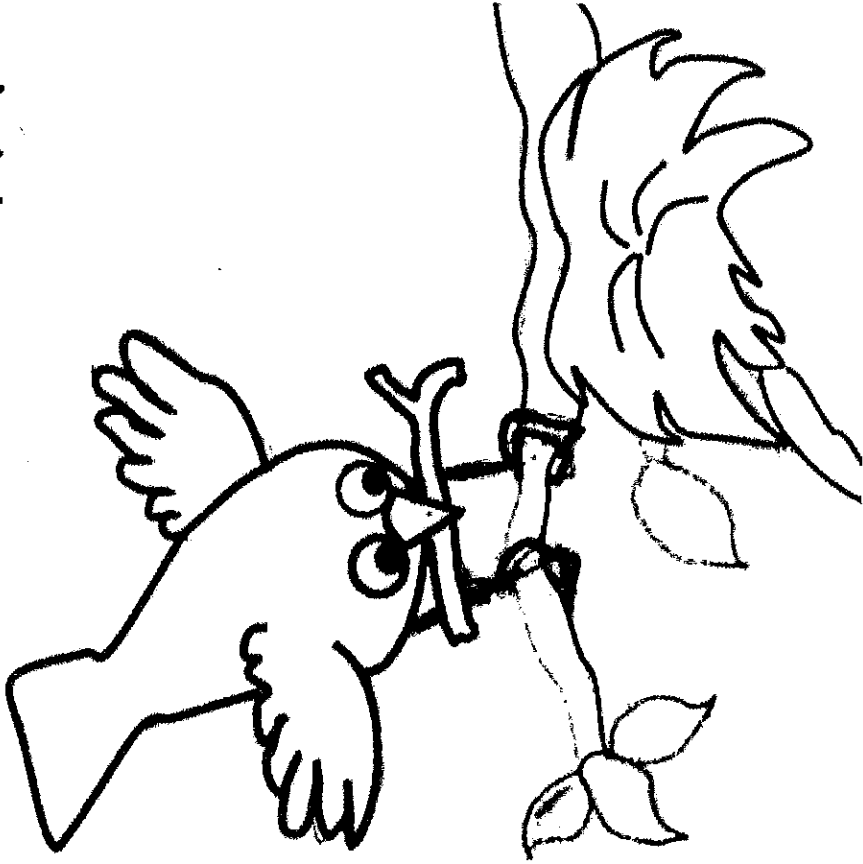
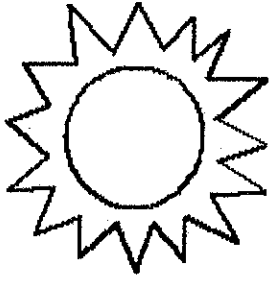
It is spring!

Created by: Leanne Guenther



Mommy bird sees a  
stick.

Mommy bird sees a  
tree.



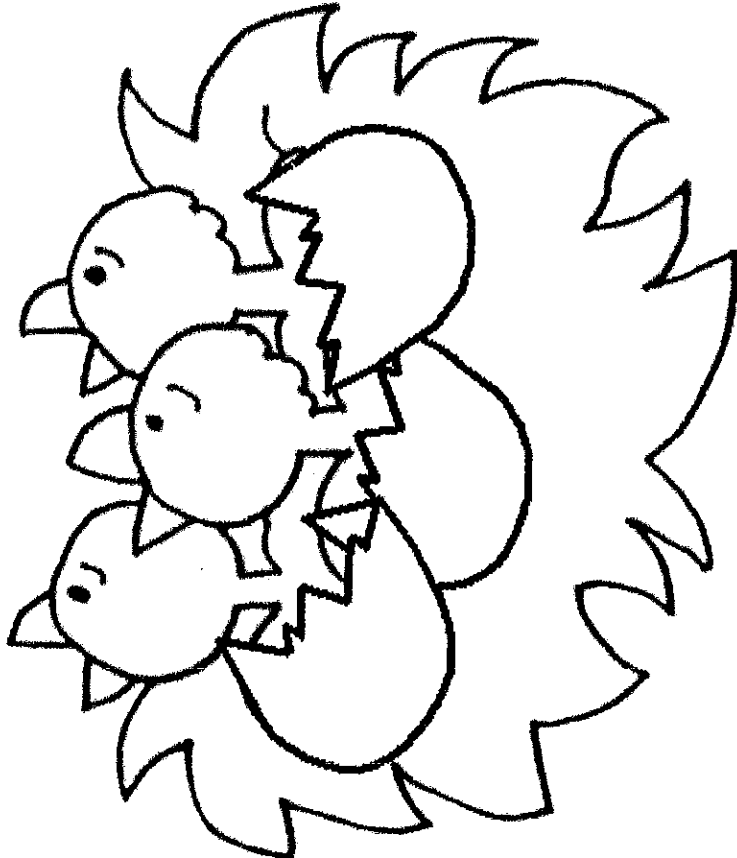
Mommy bird builds a nest.



Mommy bird sits on the eggs.



Mommy bird sees a worm.



The eggs hatch.



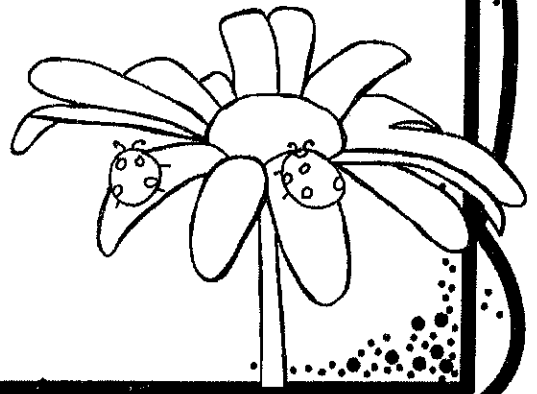
Mommy bird feeds  
the babies.

Helping  
Children Grow



Name: \_\_\_\_\_

# Living Things





Name: \_\_\_\_\_

# Day 1 Activity C

## Measuring Option

What non-standard unit of measurement did you use?

p.9

### What are you measuring?

Directions: Draw a picture of what you are measuring.

Measurement \_\_\_\_\_

# Day 1 Activity D

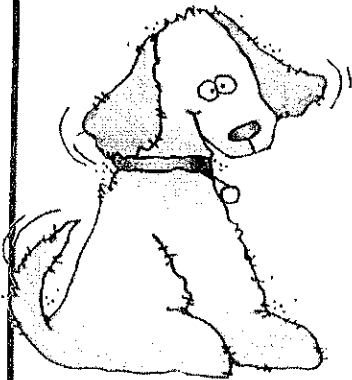
## Youtube Video Option

What are the three characteristics of living things that Cookie Monster talked about in the video?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# The Living Song

(tune- Frere Jacques)  
(Adapted from "Learner Classroom")



It is living!

It is living!

I know why!

I know why!

It eats and breathes  
and grows.

It eats and breathes  
and grows.

It's alive!

It's alive!



NTI Day 2

**Big Question:** What is a nonliving thing?

Parent Info: A non-living thing is anything that is not now, nor has ever been alive. Example: rocks, glass, ring, car, and TV.

**Resources:**

- Page:
- Pencil
- Crayons
- Glue









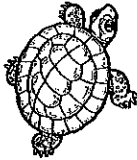




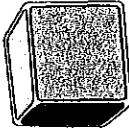

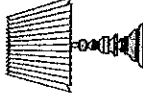


**Choose three of the activities below:**

- A) Play the Game, Is It Living or Nonliving? (page 12) Game instructions: Is It Living or Nonliving? Use spinner or die, small toys or other place markers. Description: Each player takes a turn spinning the spinner or rolling the die. The player moves the number of spaces equal to the number they spin or roll. The player must determine if the object pictured on that space is living or nonliving. If they answer correctly they may stay on that space. If they are unable to answer, or if they answer incorrectly, they must return to the space they started from. The first person to reach Finish is the winner.
- B) Draw and color or cut and paste a non-living thing. Write one sentence describing why your object is nonliving (page 13).
- C) Watch the YouTube Video, [www.youtube.com/watch?v=giWqEPNItBo](http://www.youtube.com/watch?v=giWqEPNItBo) about non-living things. Cookie Monster talked about a rock and how it is non-living, list the three reasons why a rock is a non-living thing on page 14.
- D) Find and measure a non-living thing using non-standard measurement. Record your answers on page 14. Example: use crayons to measure your TV.
- E) Sing, "The Living and Non-Living Things Song" from page 15. If available record and send the song through e-mail to your teacher. Or you can watch the video online at [www.youtube.com/watch?v=Z aAuK 8nQ](http://www.youtube.com/watch?v=Z aAuK 8nQ).

# Day 2 Activity A

## Is It Living or Nonliving?

**START!**

 flower	 book	 car	 dog	 bird	 bucket
 person	 house	 turtle	 flag	 tree	 scissors
 eagle	 block	 snake	 lamp	 cow	 fish

**FINISH!**

# Day 2 Activity B

p. 13

Name: \_\_\_\_\_

Nonliving

Name: \_\_\_\_\_  
Day 2 Activity C  
Youtube Video Option

Cookie Monster talked about why the rock is nonliving. What are the three reasons a rock is nonliving?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Day 2 Activity D  
Measuring Option

What non-standard unit of measurement did you use? _____
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### What are you measuring?

Directions: Measure a nonliving thing using non-standard units of measurement. Draw a picture of what you are measuring.

Measurement _____           
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Name: \_\_\_\_\_  
Day 2 Activity E

Living and Non-living Things

By: Amanda G. Ellis, MT-Bc

Does it breathe air?

Does it move or grow?

Does it need food and water?

If yes, then you know it's a living thing.

Does it breathe air?

Does it move or grow?

Does it need food and water?

If yes, then you know it's a living thing.

Does it breathe air?

Does it move or grow?

Does it need food and water?

If no, then you know it's a nonliving thing.

Does it breathe air?

Does it move or grow?

Does it need food and water?

If no, then you know it's a nonliving thing.

NTI Day 3

**Big Question:** Is it living or non-living?

**Resources:**

- F) Paper plates
- G) Pencil
- H) Crayons

**Choose three of the activities below:**

- A) Scavenger Hunt, use page 17.
- B) Use the items found in the scavenger hunt and make a graph and answer mathematical questions using page 18.
- C) Have your child search through their toys and pretend if the toys were real, would they be living or nonliving. Your child will choose two different places in your home to separate living from non-living things. Place each toy in the appropriate place. If your child cannot find enough toys to put five items in each place, then they can draw some. Your child can take a pic of the finished product and send a pic in e-mail.
- D) Use a camera to take pictures of 5 living things and 5 nonliving things and e-mail to your teacher.
- E) Go to the web-site [www.e-learningforkids.org/science/lesson/scotland-living-non-living-things/](http://www.e-learningforkids.org/science/lesson/scotland-living-non-living-things/) and play the living and nonliving game. Please sign page 19.
- F) Play "I SPY" using living and nonliving things in or outside your home. Example, I spy with my little eye something that's furry, barks, and has four legs. Please sign page 19.



Name: \_\_\_\_\_

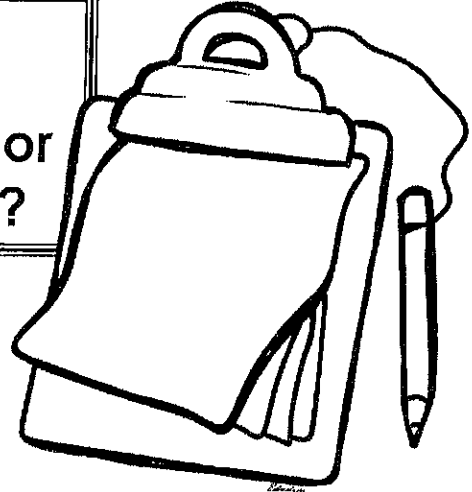
Living & Non-Living

## Living & Non-Living Things

### Scavenger Hunt!

You're going on a hunt for living and non-living things!

**First**, make a prediction!  
Will you find more living things or non-living things on your hunt?

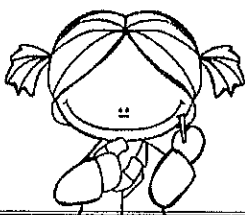


Write your prediction on the clipboard!



**Next**, write down the things you find under the correct category.

Living Things	Non-Living Things



Was your prediction correct?

\_\_\_\_\_

How many of each did you find?

Living Things \_\_\_\_\_

Non-Living Things \_\_\_\_\_

**Conclusion**

# Day 3 Activity B

Name: \_\_\_\_\_

## Living and Non-Living Graph

Non-Living								
Living								
	1	2	3	4	5			

What is the difference in the total number of living and non-living things?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ Difference

# Day 3 Activity E

p.19

Name \_\_\_\_\_

My child played the living & non-living game online.

\_\_\_\_\_  
Parent signature

# Day 3 Activity F

My child played I Spy.

\_\_\_\_\_  
Parent signature

NTI Day 4

**Big Question:** Am I living?

**Resources:**

- G) Page .
- H) Crayons
- I) Glue
- J) Pencil

**Choose three activities below:**

**A living thing is anything that moves, eats, grows, and breathes.**

- A) Using the Am I Living page on page 21, complete the activities.
- B) Make a timeline to show how you have grown using pictures from the birth to present (1 picture per year of life). If photographs are not available, you may draw your timeline.
- C) Make a book about your family, including pets. Use each page to draw, color, and write sentences to describe why the person/animal is living.
- D) Go to [www.dltk-teach.com/minibooks/customgirl2/input.asp](http://www.dltk-teach.com/minibooks/customgirl2/input.asp) and create a book about you. Print the book off and return it with your NTI work.
- E) Read, "A Home for Cat," at the bottom of the page tally the living and non-living things. (page 22).

# Day 4 Activity A

# Am I Living?

p.21

We are learning all about living things. A living thing must eat, move and breathe. Complete this sheet, then decide: are you a living thing or are you a non-living thing.

Name: \_\_\_\_\_ Activity Log

Eat: Make a healthy snack. Draw a picture in this box to show what your snack is.

Move: Choose three of the five activities. Make a circle around the activities you choose.

- Make three snow angels
- Do twenty jumping jacks
- Do 10 push ups
- Jog in place
- Do five sit-ups

Breathe: Living things breathe air. Choose two of the three activities. Circle the two that you have chosen. If you can, make a video or take a picture of yourself completing the activity.

- If it's snowing, go outside and see if you can see your breath.
- Blow up a balloon.
- Put a straw in a cup and try to blow bubbles.

## Are you living?

Yes

No

A Home for Cat

Pat is on his bike. Dad is with him.  
A small cat can hide in the box.  
But Pat can see it. It is a fine  
cat. "Can it come with us?" Pat  
asks. It is time to go. Pat and Dad  
ride to the shop and get in line.  
Cats like this! "Mom, this cat is  
mine." "Can we name it Mike?" Pat  
asks. "Mike it is!" Mom and Dad  
smile.

Tally Chart

Living

Non-Living

NTI Day 5

Title: Living and Nonliving Final Project

Resources:

- Poster
- Materials for nonliving pet
- Glue
- Scissors

Choose three of the activities below:

- A) Create a non-living pet with materials at home and complete page 24. Here is an example:



- B) Create a poster collage of nonliving things.
- C) Create a poster collage of living things.
- D) Read and illustrate the story, *Pug the Pup* on page 25.

# Day 5 Activity A

Name \_\_\_\_\_



A picture of my new pet

What I used to make my pet:

My new pet is living/nonliving. I know this because:

I will take care of my new pet by:

on the back brainstorm some names for your new pet!



Pug the Pup

Pug is my pup. Pug saw your tree.

Pug dug and dug. Stop, Pug! Gus had red socks. Pug hid the socks.

Stop, Pug! Pug is not on his rug. Pug is not in his tub. Gus saw a big bus.

Pug is on the bus. Pug can run. Get Pug! Gus picks up Pug. Gus hugs Pug.

Illustrate the story