


# LIVING OR NON-LIVING

## VIVOS O NON VIVOS

Garden

Kindergarten • 30 mins • Fall 

ADAPTED

GRADE K

SCHOOL PARTNER  
LESSON PLAN

### ESSENTIAL QUESTIONS

- How can we tell the difference between living things and nonliving things in the garden?
- How can we tell the difference between plants and animals in the garden?

### MATERIALS

- Egg cartons OR charts
- Clipboards
- Pencils

### VOCABULARY

- Living
- Non Living
- Plants
- Animals
- Soil

### ASSESSMENT

Students will accurately identify the 6 plant parts and describe their function.

### PREPARATION (15 MINUTES)

The teacher will need to check the garden to make sure that there are a variety of living and non-living items in various areas of the garden.

### TEACHER BACKGROUND

Be familiar with where examples of living and non living things are in the garden.

### LESSON DESCRIPTION

Students will demonstrate their understanding of living and non-living organisms in a natural environment.

#### NOTE:

- Adapted from **Grade K, Garden Lesson #5: Living or Nonliving**, pg 421; **Scope and Sequence**, pg 98.
- This lesson was designed to go along with DC Bilingual's Science Scope and Sequence. Science is taught in Spanish at DC Bilingual. The school views these lessons as a way to reinforce science standards in the garden.



CREATED BY  
DC Bilingual in 2021

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## LEARNING OBJECTIVES

**Content Learning Objectives***Garden Planning and Maintenance***GPM.K.1** Describe what lives in a garden and name what it needs to live.*Garden Tools and Equipment***GTE.K.1-4** Garden Tools and Equipment

## ACADEMIC STANDARD CONNECTIONS

**NGSS.K.LS1.C Organization for Matter and Energy Flow in Organisms**

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

*Lesson Sequence**Engage***Cultivate Curiosity (5 mins):**

Bring students outside to the seating circle. Ask the group to name some examples of living things that they can see nearby. What are the things that are NOT living?

*Explore***Root Around (10 mins):**

Provide groups of students (3–4 students each) with an egg carton. Instruct the students to find items to fill one side that are from living things, and to fill the opposite side with non-living things. Demonstrate how to collect responsibly in the garden. Start by having one student demonstrate how to collect an item in front of the class.

*Explain***Grow Understanding (5 mins):**

When the students return to the seating circle, invite students to share their findings

*Elaborate***Observe the Fruits (10 mins):**

Students will draw a picture of one living thing and one non-living thing that they found.

*Evaluate***Reflect:**

What is an example of a living thing we did NOT find in the garden today?  
How about a non-living thing?



## ADAPTATIONS

Collect a variety of materials (non-living and living) and encourage students to group them based on different descriptors, i.e. colorful vs non colorful; edible vs non edible, smelly vs non smelly.