

LIVING AND NON-LIVING THINGS

Learning outcomes

- Describe the characteristics of living things and differentiate living things from non-living things.
- Process the data to help classify living and non-living things in the environment.
- Analyse the components of the ecosystem and interactions between them.

Resources needed

- Coursebook

Session plan at a glance

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Session 1	Session 2
<ul style="list-style-type: none"> ● Guide the students to complete the Dive in activity. ● Guided imagery. ● Walk in the botanical garden 	<ul style="list-style-type: none"> ● Summarise their observations and list the characteristics of living things. Discuss plant movement. Complete the activity.
Session 3	Session 4
<ul style="list-style-type: none"> ● Continue the guided imagery. Explain characteristics of a rock. Observing and noticing differences among a few things in nature. 	<ul style="list-style-type: none"> ● Complete the two activities in activity time. Ask the students to summarise. Guide them to complete the activity on eggs, river and air.
Sessions 5	Session 6
<ul style="list-style-type: none"> ● Complete the Reflect and learn section at the end of the lesson. 	<ul style="list-style-type: none"> ● Guide the students to do the activities involved in the Do and learn section. Help students to complete 'A step further' task.
Sessions 7	
<ul style="list-style-type: none"> ● Aid the students to complete the question bank and worksheet. 	

Teaching Guidelines

Session 1

- Divide the class into pairs. Invite the students to look at the pictures in their coursebook. Ask them to name the pictures in the boxes. Each pair should give reasons for the pictures placed in two boxes. If they have to group them, how will they do it? Write the interesting and unusual answers on the board and have a lively discussion in the class. Encourage all the students to participate. If possible, take the students for a nature walk in the botanical garden. Describe the butterfly flying around, the birds, the family of squirrels, their antics, and the nest of the crows.

Session 2

- Instruct the students to recollect everything that they had seen in the guided tour of the garden. What special activities or reactions of the squirrels can they remember? What did they notice about the crow? Encourage them to list the characteristics. Write them on the blackboard under the heading 'Characteristics of living things'.
- Ask them to close their eyes and think about plants. Do plants move from place to place? Have they seen any movements in plants? How would they classify plants? In which box would they place it?
- Gently prod them to notice the roots. Share pictures of germination of seeds, young saplings and finally trees. Have they observed any other movements in trees? Guide them to complete the activity.

Session 3

- Complete the activity under activity time. Instruct your students to imagine that they are continuing their walk as either Dhruv or Diya. In pairs, they take turns in reading the course work as Dhruv and Diya. Write 'rock' on the black board and list everything they read about rocks. The rock had to be carried, it cannot move on its own, it does not breathe, it does not eat, not throw out any waste. It cannot produce another rock. So, a rock is not a living thing. It is a non living thing.

Session 4

- Ask the students to draw two boxes in their notebook. Write the characteristics of living things in one and the characteristics of non-living things in the other. Instruct the students to complete the next two activities on eggs, river and air. The river appears to move. Does that mean it is a living thing? Water flows, air moves, fire burns and appears to move but they are non-living things. Explain with simple examples.

Sessions 5

- Complete the Reflect and learn section at the end of the chapter. Elicit answers from them. Divide the class into groups of four. Let them discuss and try to answer on their own. Limit the time for the section.

Sessions 6

- Guide the students to do the activities involved in the 'Do and learn'. and 'A step further' section. Give them links to collect information on living things that do not move and non-living things that appear to be living.

Sessions 7

- Aid the students to complete the question bank and worksheets. Discuss the questions in the class and they could write it as home work.

QUESTION BANK WITH ANSWER KEY

Living and Non-living Things

I. Fill in the blanks.

1. Living things need _____ to breathe.
2. Cats _____ to young ones.
3. Non-living things do not throw out _____ .
4. Non-living things have to be _____ from place to place.
5. Living things can _____ their surroundings.

Ans: 1. air 2. give birth 3. waste 4. carried 5. sense

II. Match the following.

- | | |
|------------|---|
| a. A cloud | 1. can move, reproduce, breathe and sense its surroundings. |
| b. The Sun | 2. can roll down a slope. |
| c. A ball | 3. can grow but cannot move on its own. |
| d. An egg | 4. provides light and heat for everything on Earth. |
| e. A bird | 5. can move but it is a non-living thing. |

Ans: a. 5 b. 4 c. 2 d. 3 e. 1

III. Answer the questions.

1. Name the two major categories into which all things can be categorised.
2. What do plants need to grow?
3. Name two things that can grow and two things that cannot grow.
4. Name four non-living things you use in school.

- Ans:** 1. All things can be categorised into living things or non-living things.
2. Plants need air, sunlight, water and soil to grow.
 3. Pups and kittens grow. Table and chairs cannot grow.
 4. Blackboard, desks, books and bags.

STUDENTS' BOOK ANSWER KEY

Living and Non-living Things

- I. 1. c. Living things eat. Plants prepare their own food,
 2. b. Living things can sense their surroundings. Thus, they can hear loud noises which is a characteristic of living things.
 3. b. Living things can move on their own and non-living things cannot.

II.

Living things	Non-living things
Tree	Book
Dog	Pen
Parrot	Table
Girl	Blackboard

- III. 1. Catapult: non-living, all the others are living
 2. Air: non-living, all the others are living
 3. Banyan tree: Only the banyan tree prepares its own food.
 4. Stone: non-living, all the others are living
- IV. 1. Living things eat, grow, move and give birth to young ones. Boy, bird, cat are some examples of living things.
 2. Living things need food to grow. Food gives energy to the living things to run, play and do their work.
 3. Living things grow. A baby grows into an adult. A seedling grows into a tree.
 4. Rocks do not move, breathe, eat, grow, reproduce or throw out waste. Thus, they are non-living things.
 5. A toy car is a non-living thing. It cannot move on its own. It has to be carried, pushed, keyed or battery-operated.
- V. 1. Many kinds of small animals live in and near our homes. Some examples are birds, squirrels, insects or bugs.
 2. (Free response). The students can do many things to help the animals that live near their homes.

LIVING AND NON-LIVING THINGS

A. Fill in the blanks with the correct word from the word bank.
(require, food, young ones, sense, river)

- 1. A _____ is a non-living thing.
- 2. Plants produce their own _____.
- 3. Mammals give birth to _____.
- 4. Living things can _____ their surroundings.
- 5. All living things _____ air to breathe.

B. Rearrange the letters to form meaningful words:

- 1. The process in which air moves in and out of the lungs: rbaehnting
- 2. This is a non-living thing that gives us warmth: ussnihen
- 3. To give birth to young ones: rpdocue
- 4. A characteristic feature of living things: mmentove
- 5. A living thing seen on the walls of our house: ilrazd

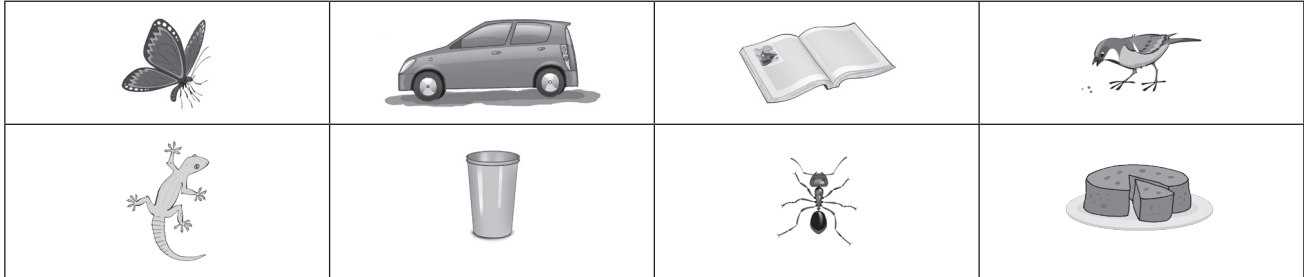
C. Answer the following in a word or a sentence.

- 1. A rock rolled down a hill. So, it moved. But why won't you call it a living thing?

- 2. Why does a bench not throw out wastes?

- 3. What is the nest built by a tree squirrel called?

- 4. Circle the living things. Give any three reasons why you say they are living things.



Answer Key to the Worksheets

Living and Non-living Things

- A. 1. river 2. food 3. young ones 4. sense 5. require
- B. 1. Breathing 2. Sunshine 3. Reproduce 4. Movement 5. Lizard
- C. 1. The rock did not move on its own. Something would have made it move. Therefore, we call a moving rock as a non-living thing.
2. A bench is a non living thing that does not eat and so does not have to throw out any waste.
3. Drey
- D. Circle butterfly, sparrow, lizard and ant images as only they show living things. They can eat, breathe, move, sense their surroundings, so on.