



Teaching Script: Living and Non-Living Things

Topic: Discovering Living and Non-Living Things

Grade Level: Reception/Kindergarten (Ages 5-6)

Duration: 30 minutes

Class Size: 20-25 students

Learning Objectives:

- Differentiate between living and non-living things
- Identify key characteristics of living things
- Practice observation and classification skills
- Develop scientific vocabulary

- ✓ Picture cards (living/non-living)
- ✓ Live plants in containers
- ✓ Interactive whiteboard
- ✓ Safety equipment
- ✓ Sorting mats (green/blue)
- ✓ Science journals
- ✓ Hand sanitizer
- ✓ Movement space markers

Pre-Lesson Setup (15 mins before)

Room Preparation:

- Arrange carpet area in circle formation
- Place movement space markers in safe distances
- Set up hand sanitizing stations
- Prepare sorting mats at tables
- Check all picture cards are complete and clean
- Position plants in visible locations

Safety Considerations:

- Ensure all materials are age-appropriate size
- Check for any plant allergies in advance
- Verify clear pathways for movement activities
- Position hand sanitizer out of direct reach

Opening Phase (0-5 minutes)

"Good morning scientists! Come join me in our learning circle. Today we're going on an exciting adventure to discover something very special about our world!"

[Use welcoming gestures, ensure all students are seated comfortably]

1:00-3:00

"Let's wake our bodies up with our special 'Living Things Move' song! Ready?"

Living Things Move Song:

Living things move, living things grow (stretch arms up)

Living things need food and water, don't you know! (pretend to eat and drink)

Birds fly high, fish swim low (flying and swimming actions)

Plants reach up as they grow, grow, grow! (slowly rise from sitting)

3:00-5:00

"Wonderful moving, scientists! Now, who can show me how a tiny seed grows into a tall tree? Let's all try together!"

Support Strategies:

- Model all movements clearly and slowly
- Use visual cues for EAL students
- Offer seated alternatives for limited mobility
- Provide physical support where needed

Exploration Phase (5-10 minutes)

5:00-6:00

"Now that our bodies are awake, let's put on our special scientist eyes. We're going to look at some pictures together."

[Display first set of pictures: bird, tree, rock, car]

6:00-8:00

"Let's look at these pictures one by one. What do you notice about this bird? Can it move by itself? Does it need food?"

Expected responses: "It has wings!" "It can fly!" "It eats worms!"

Question Progression:

- Start with obvious living thing (bird)
- Move to plant (challenges movement misconception)
- Compare with clear non-living items
- Use think-pair-share for harder examples

Common Misconceptions to Address:

- Cars move, so they must be living
- Plants don't move, so they're not living
- Anything that grows is living (including crystals)

Investigation Phase (10-15 minutes)

10:00-11:00

"Now you're going to be sorting detectives! Each team will get a special sorting mat and some picture cards."

[Demonstrate sorting process with example cards]

Sorting Rules to Emphasize:

- Green circle = Living things
- Blue circle = Non-living things
- Ask three questions:
 1. Can it move by itself?
 2. Does it need food and water?
 3. Can it grow and change?

11:00-15:00

"Work with your partner to sort your cards. Remember our three special questions!"

Differentiated Support:

- Higher ability: Additional 'tricky' cards (seeds, eggs)
- Support needed: Fewer, more obvious examples
- EAL: Picture clue cards with key vocabulary
- Physical support: Larger cards with handles

Circulation Prompts:

- "How did you decide where to put this?"
- "Can you tell me why this is living/non-living?"
- "What would happen if we gave this food and water?"

Discussion Phase (15-20 minutes)

15:00-16:00

"Scientists, bring your sorting mats to our circle. Let's share our discoveries!"

Key Discussion Questions:

- "What was the easiest thing to sort? Why?"
- "Did anything surprise you?"
- "Did everyone put their cards in the same places?"

16:00-18:00

"Let's look at our class plant. Who can tell me how we know it's living?"

Expected responses:

- "It grows taller!"
- "It needs water!"
- "It has leaves that move!"

Plant Observation Station:

- Measure plant height with building blocks
- Draw plant in science journals
- Compare with previous week's drawings
- Record changes observed

Application Phase (20-25 minutes)

20:00-22:00

"Now we're going to play the 'Living or Not' movement game! When I show a picture, if it's living, you'll move like that living thing. If it's not living, freeze like a statue!"

Movement Game Rules:

- Show picture card clearly
- Allow 5 seconds for thinking
- Signal start with tambourine
- Freeze on second tambourine sound

Movement Safety:

- Clear space markers
- Gentle movements only
- Arms length apart
- Indoor walking feet

22:00-25:00

Observational Assessment:

- Understanding of living/non-living concepts
- Decision-making speed
- Movement creativity
- Following instructions

Consolidation Phase (25-30 minutes)

25:00-27:00

"You've been amazing scientists today! Let's record what we've learned in our science journals."

Science Journal Task:

- Draw and label one living thing
- Draw and label one non-living thing
- Circle what makes them different
- Optional: Write simple sentence

Journal Support Strategies:

- Pre-drawn templates for support needed
- Word bank with pictures
- Sentence starters available
- Extension: Compare multiple items

27:00-30:00

Closing Circle Questions:

- "What makes something living?"
- "What was the trickiest thing to sort today?"
- "What would you like to learn more about?"

Assessment and Next Steps

Working Towards:

- Can sort obvious examples with support
- Participates in movement activities
- Attempts journal recording

Working At:

- Independently sorts living/non-living things
- Explains basic differences
- Records observations clearly

Working Beyond:

- Identifies complex examples
- Makes connections to wider world
- Extends thinking independently

Extension Activities and Home Learning

Additional Classroom Activities:

- Create living/non-living collages
- Set up observation station for class plant
- Living things scavenger hunt
- Role-play living/non-living scenarios

Family Engagement Activities:

- Weekend nature walk checklist
- Kitchen sorting activity
- Garden observation diary
- Family photo sorting game

Cross-Curricular Links:

- Literacy: Living things poetry
- Art: Natural material sculptures
- Math: Living thing counting games
- Music: Living things movement songs

Resource List and Preparation Notes

Print Materials:

- Sorting mat template (A3)
- Picture cards set (laminated)
- Science journal pages
- Assessment checklist
- Home learning sheets

Digital Content:

- Interactive whiteboard sorting game
- Living things video clip
- Movement activity music
- Digital picture bank

Day Before Preparation:

- Check all picture cards complete
- Prepare science journals
- Set up plant observation area
- Charge digital devices
- Print assessment sheets

Conclusion Phase (25-30 minutes)

25:00-27:00

"Scientists, let's gather back in our circle and share what we discovered!"

Circle Time Sharing

- Each pair shows their favorite sorting choice
- Class votes agree/disagree with thumbs
- Record findings in science journals

27:00-30:00

Success Criteria Check:

- Can identify basic living things
- Understands living things need food/water
- Recognizes growth as a sign of life
- Participates in sorting activity

Follow-up Activities:

- Create living/non-living scrapbooks
- Plant bean seeds to observe growth
- Set up class pet observation station