

JUST LIKE ME!



BENCHMARKS and TASKS

SC.A.1.1.1 The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

SC.F.1.1.1 The student knows the basic needs of all living things.

SC.F.1.1.2 The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.

- The student identifies objects as living or nonliving.
- The student recognizes that most living things, including humans, need water, energy, air, shelter, and space.
- The student observes that there are similarities and differences between living and nonliving things.
- The student investigates living and nonliving things in the environment.

KEY QUESTION

How is a doll like me and different from me?

BACKGROUND INFORMATION

Everything with which students come into contact can be classified as either living or nonliving. All these things exist and interact to make up the ecosystem. There are five basic processes of living things:

- Metabolism: getting and using food
- Respiration: releasing energy
- Elimination: removing waste
- Growth
- Reproduction

MATERIALS

Teacher

lifelike doll

Venn diagram (See Explore.)

A big book to discuss living/nonliving

Is It Alive? (Creative Teaching Press)

Per group

hula-hoop or jump rope

pictures of living and nonliving things

Per student

magnifying lens

plastic spoon/craft

stick for digging

ENGAGE

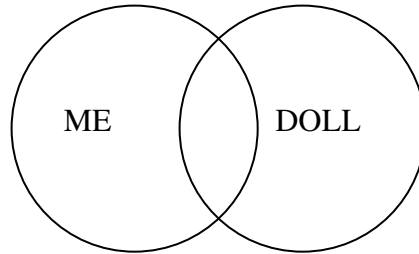
Display a lifelike doll and read the following poem to the class:

I have this doll and her name is Sue.
I have been told she looks like you.
But if you look closely, from her head to her shoe,
There are a lot of differences between the doll and you.

Tell students that they will be making observations about the similarities and differences between themselves and the doll.

EXPLORE

1. Draw a Venn diagram or a Double Bubble Map on the board or chart paper.



2. Ask students to brainstorm characteristics of themselves and the doll. If the characteristic is one that is unique to them (living things), write it in the circle labeled “me”. If it is a characteristic unique to the doll, (a nonliving thing), write it in the circle labeled “doll”. If both possess the characteristic, write the characteristic in the overlapping portion of the circles.
3. Ask: *How can you tell when something is living?*
What do living things need?
4. Give each group several pictures of living and nonliving things. Have students classify the pictures as living or nonliving things.
5. Read the big book to the class (e.g., *Who’s In the Shed?*) Ask: *What’s living? What’s not?*

EXPLAIN

1. Ask:
How are you like the doll?
How are you different?
How can we tell when something is living?
How can we tell when something is nonliving?
2. Tell students to look at the pictures of living things. Living things have certain needs that nonliving things do not. Ask: *What do living things need?*
Make a list of students’ responses.

EXTEND/APPLY

1. Go on a discovery walk. Take the class outside to find living and nonliving things. Have students tell something they see that’s living and something that’s non living (e.g., *I see the principal wearing glasses*). Make a list of living and nonliving things. Discuss what they found: Ask them to tell how they knew it was living or nonliving.
2. Field Study: Use a hula-hoop or a jump rope to make a circle on the ground. This becomes the area of study for a small group. Use tools: magnifying lenses, craft sticks, spoons, etc. to explore the area for living and nonliving objects. Have students fold a paper in half – one side labeled “living” (or L) and one side labeled “nonliving” (or N). Ask them to draw pictures of what they found during the field study in the correct column (e.g., an ant on the living side, a rock on the nonliving side).
3. Read *Is It Alive?*

EXTENSION

Make a class book of living and nonliving things using real pictures. Have a student stand by something at your school. Take a picture of the student and the object (e.g., stuffed animal, person, picture, computer, wooden animal, plant, tree, car). Glue pictures in book with caption (e.g., Are the pictures behind Jamie living or nonliving?). On the back of the page, write the answer. A good time to take pictures is during your living and nonliving walk.

ASSESSMENT

Give the students pictures of living and nonliving objects (e.g., cat, dog, person, rock, toy car, book).

Have the students:

- Sort the pictures as to whether they are living or nonliving things.
- Ask them to explain how they know the object is living or nonliving.