**Teacher:** Stephanie Shapiro

**Class/Grade Level of Students:** 1st grade remote learning

**Unit of Study within which this lesson is situated:** Science, living vs nonliving

**Content Area Standard:**

1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Content Objective:**

1. Develop criteria to decide if something is living or nonliving
2. Classify things as living or nonliving.

**Language Objective:**

1. Ask and answer questions about living and nonliving things to clarify thinking.

**Learning Strategies:**

Students have begun discussing living and nonliving things in a previous lesson. Students will now recall living and nonliving things and look at pictures to decipher if something is living or nonliving. They will clarify their thinking by understanding the meaning of living and nonliving things. This will lead us into identifying parts of animals and plants that help them live and grow.

**Scaffolds:**

In a previous lesson we defined living and nonliving things. To start this lesson, we will complete a do now that inhibits previous learned material. The students will recall the definitions of living and nonliving things by completing a do now and making connections with the pictures shown.

For the activities that will be completed, the teacher will model before the students have to individually do.

**Materials:**

* Computer
* Science notebook
* *Be a Scientist Notebook*
* Pencil

**Seating Configuration/ Use of Physical Space:**

Students will be in their workplace at home with their materials in front of them.

**Connection to Previous Lesson/Prior Knowledge:**

“Yesterday we began discussing living and nonliving things. Today we are going to continue discussing living and nonliving things by identifying the difference between a living thing and a nonliving thing.” “Let’s look at the first example on our do now. Which bear is living? How do you know?”

**Anticipatory Set/Motivation:**

**Building Background Knowledge:**

Students will begin the lesson reviewing material they have learned the previous day by completing a do now.

Students will play an interactive game.

Students will be observing pictures that connect to them.

Students will be working in cooperative groups to complete an activity.

**Aim/Statement of Lesson Objectives Worded for Students (SWBAT):**

I can identify living and nonliving things.

I can explain why something is living.

**Teacher Modeling/Lesson Development:**

Students will begin this lesson as a whole group. To begin the lesson, students will complete a do now activity individually that is connected to the previous days lesson. After about 10 minutes we will go over it as a class. After we will discuss the goals for the day. The teacher will read the objective/s for the day first and then the students will read them with her. As a class we will discuss the definitions of living things and nonliving things, and then play an interactive game. When finished, the students will be broken up into heterogenous groups to complete an activity. To conclude the lesson, students will revisit the goal for the day and complete an exit ticket.

Engage- Students will review living and nonliving things by completing a do now. Students will participate in an interactive game.

Explore/ Explain- The teacher and the students will work through an example of how they will complete an activity with group members on living and nonliving things.

Elaborate- Students will complete page 106 (*Be a Scientist Notebook)* in groups.

To end the lesson, we will check to see if we completed our goal/s for the day and the students will complete an exit ticket activity.

**Academic Vocabulary**

1. **Content Vocabulary:**

Living- a thing that grows, changes, and needs food, air, and water to survive

Nonliving- a thing that does not grow and change, or need food, air, or water to survive.

**Guided Practice/Active Involvement/ Independent Practice:**

Guided Practice/ Active Involvement- Students will complete a “Do Now” activity. Students will participate in an interactive game on Nearpod. Students will actively participate with their peers on identifying if something is living or nonliving.

Independent Practice- Students will start the lesson working independently on a “Do Now” activity. Students will be completing page 106 (*Be a Scientist Notebook)* with group members. Students will complete an exit ticket activity. If time allows, students will complete page 111 (*Be a Scientist Notebook)*.

**Final Summary/Closure:**

As a whole class we will revisit our objectives for the day to make sure we have completed our goals. Students then will complete an exit ticket.

**Assessment of Objectives:**

The following assessments will be used to determine student progress:

1. Teacher Observation
2. Students will respond to open-ended/higher order questions throughout the lesson.
3. Students will complete an activity with their peers on identifying whether something is living or nonliving.
4. Students will complete a closure activity (exit ticket) to check for understanding of the presented material.

**Extension:**

As an extension activity, students will complete page 111 in the, *Be a Scientist Notebook*.

**Lesson Self-Evaluation:**

Were the students able to identify living vs nonliving? Did the students understand why something is living? Did the students understand why something was nonliving? Are we able to move forward and learn about what helps a plant live and grow?