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| **Grade 3**  | **Lesson:****Characteristics of Living Things****Day 1** | Reference to English Interconnections lesson Characteristics of Living Things Pg. 13 |
| **Science Standard(s): Standard 2.1, 2.2 Interrelationships: Communities and their Environment** |
| **Content Objective(s):** | **Language Objective(s):** |
| Students will name at least 1 characteristic of a living thing during whole group instructions with a partner. ***I can name 1 characteristic of a living thing during whole group instruction with a partner.*** | Students will name at least 1 characteristic of a living thing during whole group instructions with a partner. ***I can name 1 characteristic of a living thing during whole group instruction with a partner.*** |
| **Essential Questions:** What determines if something is considered a living thing? | **Academic Vocabulary:****Listen:** grow, move,reproduce, environment**Speak:** grow, move, reproduce, environment**Read:** living, non-living**Write:** **Sentence Frames:**Living things need \_\_\_\_\_\_\_\_\_.Living things \_\_\_\_\_\_\_\_\_\_. (grow, move, reproduce) |
| **Materials:*** Pictures of living and non-living things
* Word cards with “living” and “non-living” written on them
* Word cards for each characteristic and pictures to lead the discussion about each characteristic
 | **Language and Word Wall:**food, water, air, shelter, sun, characteristics, cells, energy, develop |
| Lesson: Characteristics of Living Things | Instruction time: 30 minutes |
| **Opening: (5 minutes)****T: “Look at the pictures (or objects) on the board. This one is living.”** (Point to a living thing and place the word card “living” on one side with the picture.) **T: “This one is a non-living thing.”** (Point to a non-living thing and place the “non-living” word card on the other side with the picture.)**T: “Let’s see if we can identify other living and non-living things. When I point to one of the pictures, I want you to shout out if it is living or non-living.”*** Demonstrate the expectation by pointing to one of the pictures and then saying, “living” or “non-living”
* Start with obvious items and slowly start asking about less obvious items (such as eggs, apple off the tree)- only do 2.

S: *will say “living” or “non-living”***T: “Now I want you to work in partners and decide what the rest of the items are. Each partnership will be given a stack of cards with the remaining pictures on them. You will put them in two piles – living or non-living. You will have 3 minutes to accomplish this task. Remember to talk while you are separating the cards. Say, ‘this is living’ or ‘this is non-living’.”*** Break the students up into 2’s. Hand each group a stack of cards. Walk around as the students separate the cards into living and non-living things. Remind the students to talk to each other as they separate the cards.

S: *will separate the cards and say whether the picture on the card is a living thing or a non-living thing.* **Introduction of New Material (Direct Instruction): (17 minutes)*** Bring the class back together on the carpet.

**T: “What questions came up as you sorted the living and non-living things?”*** Answer any questions from students.
* Then take the pictures of the non-living down and leave up the pictures of living things.

**T: “Let’s just look at living things today. When we are done, you will be able to name at least one characteristic of a living thing.”****T: “It might help us to remember what you learned in 2nd grade about what living things need to survive. Who remembers what living things need to survive? Tell your neighbor 2 things that living things need to survive.”** S: *will tell their neighbor 2 things that living things need to survive.***T: “Now tell me what living things need. I will write them on the board and draw a little picture to help us remember.”**S: *will respond with what living things need to survive, “Living things need \_\_\_\_\_\_\_\_.”** In second grade the students learned that living thing need
	+ Food
	+ Water
	+ Air
	+ Shelter (animals)
* In 3rd grade the students have learned about the sun, you can add the sun to the list as well. Be sure to write the words and have a picture to go with the word to support understanding.

**T: “That is a great list. Now, look at the picture on the board, only the living things are up there. What makes these things living things? Raise your hand when you can figure out one reason these are living things.”*** When all hands are raise, call on several students. When they are correct write them on the board.
* Note: the USOE Core Curriculum lists three characteristics: growth, movement, and reproduction. The Interconnections manual lists six: made of cells, need energy, respond to their environment, adapt to their environment, grow and develop, and reproduce.
* Lead the students to come up with the following list by showing pictures. You will probably need to rephrase what the students have said. Some suggestions for pictures are given after each characteristic.
	+ Living things grow
		- Show a picture of the life cycle of a butterfly or frog. Show a seed, seedling and a full size plant.
	+ Living things move
		- Show a picture of an animal moving (outside movement). Also show a picture of a plant being watered. (Inside movement) The plant moves the water through its roots and up throughout the stem and leaves.
	+ Living things can reproduce
		- Show a picture of a dog with puppies and a picture of a hen with chicks.
* Other possible characteristics:
	+ Living things are made of cells (small parts)
		- Show a picture of animal cells and plant cells along with a picture of a microscope.
	+ Living things need energy (food, sun)
		- Show a picture of an animal eating food and a plant in the sun (such as a dog eating food, etc.)
	+ Living things respond to their environment
		- Show a picture of a leaf turning yellow on a tree and an squirrel gathering nuts for winter.
	+ Living things adapt to their environment
		- Show a picture of desert plants changing and some animals’ camouflage.

**Closing: (8 minutes)****T: “Let’s review our lists, what do living things need to survive?”**S: *will respond, “living things need \_\_\_\_\_\_\_.”***T: “Yes, living things need all of those things.”*** The teacher will point to the list as they repeat what the students said.

**T: “What are characteristics of a living thing?”**S: *will respond, “Living things \_\_\_\_\_\_\_\_\_\_.”***T: “Great job! Before we leave, your ticket out the door (or back to your seat) is to tell me one characteristic of a living thing. First we’ll practice telling a partner so you can be ready to tell me. Turn to someone in front or in back of you and tell that person one characteristic of living things. Use our sentence frame ‘Living things\_\_\_\_\_\_’. Go.”***S: “Living things\_\_\_\_\_\_\_\_.”* **Teacher Does****T: “When you’re not telling me the answer, we’re going to pretend to call someone on a cell phone and tell them the answer. Let me show you what I mean. I’ll pretend to call a friend.”**  (Teacher pretends to dial a cell phone.) **“Hello,\_\_\_\_\_**(friend’s name)**, this is \_\_\_\_\_**(teacher’s name). **How are you? Good. I’m in school. I have to tell you something I learned. Living things grow. Thank you. See you later. Bye.”****One Student Does****T: Let’s have one person come up and show us what they would say. Raise your hand if you would like to show us.”***S: Students raise hands. One student is chosen and comes up. Student says things like “Hello\_\_\_\_\_. This is\_\_\_\_\_. How are you? I’m fine. Living things\_\_\_\_\_\_\_. Good bye.”***All Students Do****T: “Now you try it. Say hello, tell them your characteristic of living things, and then say good bye. If you want to talk longer you can. Try it.”***S: Students pretend to dial a cell phone, say hello to a friend, tell them one characteristic of living things, and then say good bye.***T: “Okay, I’m going to dismiss row 1 to come up and whisper to me one characteristic of living things. The rest of you I would like to pretend to dial your cell phone and call your home. Whisper to them on your pretend phone your answer. Ready, go.”***S: First row comes up and whispers “Living things\_\_\_\_\_” to the teacher. The other students pretend to dial a cell phone, call home, and whisper their answer on the phone.***T: “Nice calling. I noticed \_\_\_\_ call home and whisper the answer. Great work. Now we’ll have row 2 come up and whisper the answer to me. The rest of you I would like to have you dial your pretend cell phones and call our principal. Whisper to him/her one characteristic of living things. Ready, go.”***S: Second row comes up and whispers “Living things\_\_\_\_\_” to the teacher. The other students pretend to dial a cell phone, call the principal, and whisper their answer on the phone.***T: “Great!”** (Praise 3 more students for good behavior.)**T: “Row 3 will be ready to tell me their answer. The rest of you will call up Gov. Herbert, the Governor of Utah, and whisper to him your answer. Be sure to tell him hello and use good phone manners.”***S: Row 3 comes up and whispers “Living things\_\_\_\_\_” to the teacher. The other students pretend to dial a cell phone, call the governor, and whisper their answer on the phone.** Continue to dismiss the other rows in your class. Involve the rest of the students by having them call and talk to:
	+ The President of the United States
	+ A historical figure you have been studying
	+ A famous person they know about
	+ An author of a book they are reading
	+ Someone else in the school besides the principal
	+ Be creative!

**T: “Nice work! Now you can name at least one characteristic of living things.”** |
| **Assessment:** |
| * Listen for the conversations and what characteristic they tell you.

Extensions: Practice phone conversations at other times. During language time, you can even model the difference between talking to a friend (informal) and talking to the President (formal). You can give a mini lesson about the differences in how you say hello and address that person.  |