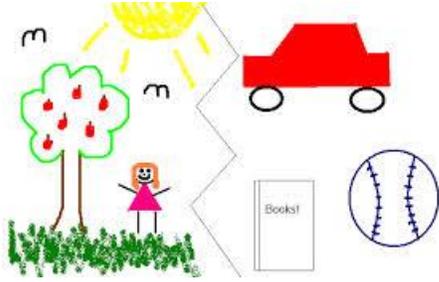


“Living Verses Non-Living”



Drama, Language Arts, Science 3
Core Concept/Science Drama Integration

Objective: Students will understand that organisms depend on living and nonliving things within their environment.

3 Grade Core Curriculum Science Standard 2

Students will understand that organisms depend on living and nonliving things within their environment.

Objective 1

Classify living and nonliving things in an environment.

- a. Identify characteristics of living things (i.e., growth, movement, reproduction).
- b. Identify characteristics of nonliving things.

Fine Art Form: Drama Standard 1

Playmaking The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre.

Objective 1

Plan, with the teacher, interrelated characters in a classroom dramatization.

Equipment and Materials needed:

Powerpoint
Video

M&M Area: We'll start by having our Drama Leader read us in:

“Welcome to Drama! Today we're learning about living and nonliving things.

Has anyone ever eaten something that used to be alive?”

We'll discuss Living and Non-Living things, and watch a video. During the video, we'll need several volunteers (just about the entire class) to read the narrations in the video.

They'll read it in their boomiest, loudest voices.

You will need to use the Powerpoint (the second link, half way down the page) with all of the characteristics of living things. We'll talk about the different objects and go through each of the characteristics for each one.

Have students determine whether that object is living or not. They'll hold up a fist for Non-Living, and an “L” for Living.

Show them the chart from the end of the lesson plan. We'll discuss a few of the objects, and mainly practice saying the questions on the chart.

I'll discuss what a debate is.

A debate is a healthy way to discuss a problem or an issue that two or more sides feel differently about. We will be having a debate in our groups, and it may feel uncomfortable, but it is meant to feel safe, and calm.

The students are to make sure that they know that not everyone will feel the same way they do about the issue, but they are to allow everyone to have a chance to talk, and a chance to listen to others' feelings as well.

Then, we'll have them stand and form three groups of 4 (or two groups of 8 and one group of 7, or whatever). Feel free to make this a mini math review.

Transition →Lab Area

Lab Area: Our activity in Lab Area today is working with groups to decide whether or not the group's assigned object is living or nonliving. We're not going to tell them the answer, but they'll discuss it as a group.

THEY ARE TALKING ABOUT THE OBJECT AS IT IS, RIGHT NOW—ITS PRESENT STATE!

They'll talk it over for 5 minutes.

Then, they'll need to answer all the questions from the chart. Each person answers a different question. For example: Bill, Katie, Isaiah, and Thomas are all in a group. They each would answer a different question about whether or not their object is living or nonliving. They'll use the chart to decide. They'll each state the question first, and then their answer.

For example:

"Does it move all by itself? No. Cars do not move all by themselves."

When each group has practiced their questions and their answers, we'll sit back in M&M Area, and have each group go up and present one at a time. We'll talk about what's next for their object (for example: the apple will land on the ground, rot, and seeds will go into the soil and grow). If we have time, we'll exhibit the same things they commented to each other about in the debate as a group, recreating their original conversation.

Once all the presentations are done, we'll sit down in M&M Area and the Drama Leader will read us out: "Thanks for coming to Drama today! We learned about Living and Non-Living Things and about what a debate is.

Please walk quietly to the Quiet Line."

Transition→Quiet Line