



Can Non-Living Things Move?

1st grade

Science/Theater

by Linda Gold

Core Curriculum,

Science, Standard #3, Objective 1

Identify how non-living things move. Analyze changes in the movement of non-living things.

Drama, Standard 1.T.CR.1:

Develop imagination to create artistic ideas and work.

Drama, Standard 1.T.P.4:

Use body to communicate meaning through space, shape, energy, and gesture.

Drama, Standard 1.T.R.1:

Demonstrate audience skills of observing attentively and responding appropriately.

Drama, Standard 1.T.CO.2:

Identify connections to other content areas in dramatic play or guided drama experiences

Objective: Students will differentiate between living and non-living things and will discuss and demonstrate the ways that non-living things can move.

Materials:

White board and markers; puppet (optional)

Warm-up: Toy Soldier

Everyone come out onto the floor and find some personal space. Don't stand too close to anyone. Give yourself room to move. When the children are in position, start the following dialogue. You are a toy soldier. Your feet are glued together and they are both glued to the floor. Your legs are glued together and your arms are glued to your side. You can't move any part of your body. Your eyes can only look straight ahead. You have been standing like this all of your life, looking at the same spot everyday and every night. But tonight is different. Tonight, a magic fairy flew by and accidentally dropped some fairy dust on top of your head. You feel your head start to tingle and you discover that you can move your eyebrows up and down. The tingling goes into your eyes and you realize you can move them in a circle and back and forth. You can see things that you have never seen before! You are now able to move your cheeks and your nose. See if you can wriggle your ears. Now you can move your mouth. Your voice is still frozen though, so you can't talk but see how many ways you can move your mouth. Try moving your neck. At first it feels stiff, but the more you move it, the easier it gets. You can now look from side to side and see many new things! The tingling is moving down into your body. You can now move your shoulders and your chest, but your arms are still glued to your body. Try to pull an arm away from your body. It seems to be stuck! Pull, pull, pull! Yes! It is free! Look at your fingers. What are those? Oh look, they can wiggle? I wonder what I could do with those? You can scratch your head and express how good it feels. Let's get the other arm free! Pull, pull, pull! Oh look! There are more wiggly things! The tingling is moving down into your tummy. You can poke it out and suck it in! Now you can move your hips. Try moving them in a circular motion. Your legs are still stuck together and glued to the floor but you can

move your knees. And what's that in your shoes? Are there more wiggly things? Wiggle them inside of your shoes. Let's get a leg unstuck. Grab hold and pull, pull, pull! Oh, nice job! Let's get the other one free! Ready? Pull, pull, pull! Your whole body is free! See how many ways you can move. Let's dance back to our seats.

Discussion/Instruction

Can a toy soldier move on it's own? Why not? Is it living or non-living?

Let's talk about how non-living things can move. Who can tell me a way they move? As you talk about the ways non-living things move, you may want to write them on the board. Your list should include animals, people, electricity, gravity, wind, water, sound and earthquakes. If the students are having trouble with answers, ask them to give you a non-living thing and tell you what can make it move. Discuss and write the motion of objects like zigzag, circular, curve, straight, back and forth and fast and slow. Also talk about how push and pull can effect an objects movement.

Improvisational Activity

I am now going to put you into groups. In your group, you will need to decide three things. You may want to write these on the board.

1. A non-living thing
2. What is moving it?
3. A pattern of motion

Some of you may choose to be non-living things and some of you may choose to be living things. Work together in your group to show us one way that a non-living thing can move. Before I put you into groups, let's do one together. Someone tell me a non-living thing. Someone else, tell me how that non-living thing can move. I need one more person to tell us the pattern of motion. Select some children to help you with modeling the activity. When you are done modeling, put the students into groups. Side-coach the groups by moving from group to group to make sure they have some good ideas and are working together. Give help where it is needed.

Discussion

After each group performs, ask the students in the audience what the non-living thing was and how it was moved. Ask them to tell you the pattern of motion. Also ask if the students did a good job of communicating their ideas. You may also ask if there is anything they could have done to make their idea easier to understand.

Evaluation/Discussion

To help evaluate, put on a puppet for the following discussion. *What about me, am I living?! I can move and talk so I must be alive, right? Pretend to breathe with the puppet. I can even breathe. Stretch your arm up and pretend to grow. Look! I am growing, so I must be alive!* Continue talking to the children with the puppet. Come to the conclusion that the puppet is not alive because it does not grow and does not require air, food and water to live.

If you are not using a puppet, ask the following questions. *Can non-living things move by themselves? No, they must have help in order to move. Are there some living things that have to have help to move? Yes, plants are living and cannot move by themselves. They are living because they grow and need food, air and water.*