



Can Non-Living Things Move?

K

Science/Theater

by Linda Gold

**Core Curriculum,
Science, Standard #3, Objective 1**
Identify how non-living things move.

Drama, Standard K.T.CR.1:
Develop imagination to create artistic ideas and work.

Drama, Standard K.T.P.4:
Use body to communicate meaning through space, shape, energy, and gesture.

Drama, Standard K.T.R.1:
Demonstrate audience skills of observing attentively and responding appropriately.

Drama, Standard K.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:
Drum; puppet (optional)

Warm-up: Growing to the Beat

In this activity, the students will curl up on the floor in a little ball. The teacher will tell them something to turn into and will then slowly hit the drum 5 times. The students will freeze as statues of whatever they have been told to turn into. The teacher should look around the room and comment on the different, unique shapes. Be sure to emphasize the differences in choices and how nice it is to see such variety. The teacher will then hit the drum 5 more times as the children curl back into a ball. This game can be used as a warm-up for a variety of subject areas. For this lesson plan, make sure everything you say is a living thing.

Discussion/Instruction

All of those things had something in common. They were either living or non-living. Which one were they? That's right, they were living. How can we tell the difference between something that is living and something that is non-living? Which one needs food and water, a living thing or a non-living thing? Which one needs air? Which one grows? Most living thing needs water and air to live. They also grow.

Stage Pictures

You are going to use the children's suggestions to create at least two scenes of living and non-living things. Do not use all of the children in both scenes but do make sure every child gets to be in at least one scene. *We are going to create frozen stage pictures using our bodies. Let's make a picture of a park. The first things we want to put in our picture are non-living*

things. What is a non-living thing that we would find at a park? As the students answer the question, let them come up and create the item with their body. If they need someone else to help them create it, you may let them choose someone, or you may choose someone for them. Now that we have non-living things in our park, let's add some living things. What are some living things we might find in a park? Again, let the students come up and create a frozen image of the items they suggest. When the picture is complete, let the living things come to life. Choose a child to be the wind and have them blow on things in the park, like the trees and swings, to make them move. Freeze the picture again.

Discussion/Instruction

Did any of the non-living things move when the living things came to life? What made them move? People, animals and wind made our non-living things move. What direction did our swings move? How about our teeter-totter? Were there any other patterns that you saw in the movements? Introduce concepts such as fast, slow, zigzag, round and round, up and down, straight line, back and forth, slide, roll, bounce, spin, swing, float, and glide.

Stage Pictures

Repeat the activity, creating a zoo this time. Be sure to have a zookeeper that is driving an electric cart through the zoo. When you bring the scene to life, create an earthquake. You may also choose to create a flood that knocks down all of the fences.

Make sure every child gets the opportunity to be part of at least one picture. If interest is high, and you have the time, you may wish to create more scenes.

Evaluation/Discussion

What made our non-living things move in our zoo picture? Animals, earthquakes, water and electricity can also make non-living things move. There was something that helped the water knock down the fences. It is the same thing that keeps us from floating in the air. Yes, gravity can also make non-living move.

I have one more thing that I'm not sure about. Tell me if you think this is living or non-living. Put on the puppet and use it to talk to the students. What about me, am I living? ! I can move and talk so I must be alive, right? Continue talking to the children with the puppet. Come to the conclusion that the puppet is not alive because it does not need water or air and it does not grow. Decide what is making the puppet move. Remove the puppet.

Can non-living things move by themselves? No, they must have help in order to move. What are the things that make non-living things move? (People, animals, wind, water, electricity and gravity.) 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.