

What Do Living Things Need to Survive?

Kindergarten

Science/Theater

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Standard K.2.1 Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things.

Standard K.3.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of forces on the motion of an object. Emphasize forces as a push and pull on an object.

Drama K.T.P.4

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

Objective: Students will recognize that living things need water, air, minerals and light to survive, by comparing living and non-living things. They will discuss and demonstrate forces that push and pull on an object.

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? Living things need 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? Did the wind push or pull the things to make them move? How about the people and animals? Did they push or pull on the things?

Stage Pictures

Repeat the activity, creating a zoo this time. When you bring the scene to life, 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 things move in our zoo picture? Animals and water made things move. Did the animals and water push or pull on the things to make them move?

I have one more thing that I'm not sure about. Tell me if you think this thing is alive. 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. Have the puppet ask what living things need. As the children tell you what living things need, have the puppet demonstrate doing those things. Come to the conclusion that the puppet is not alive because it does not need really need water, air or food and it does not grow. Decide what is making the puppet move. Remove the puppet.