

# Living and Nonliving Things

## LESSON PLAN

### SPECIFIC OBJECTIVES

- | The students will learn about
- | ❖ things around us
- | ❖ nonliving things
- | ❖ similarities and differences between living and nonliving things
- | ❖ characteristics of living things

### TEACHING AIDS

Pictures/charts/models/animation of unicellular organisms (*Amoeba*, yeast); some multicellular organisms; a baby growing into an adult; movement of sunflower towards the sun; stomata on leaf surface; folding of touch-me-not plant leaves; birds with chicks in nest; seed germinating into a plant; plantlets growing on *Bryophyllum* leaf.

### LESSON PLAN

- ❖ Teacher will start the chapter by going through the points given in 'Know these points before you start' section.
- ❖ Teacher will ask students to name living and nonliving things around them.
- ❖ Teacher will discuss similarities between living and nonliving things.
- ❖ Teacher will tell students about the characteristics of living things, i.e., specific shape, structure, body organisation, growth, adaptations, movement, need of food and energy, respiration, excretion, response to stimuli, reproduction, and definite lifespan with the help of different teaching aids and by performing activities given in the chapter.
- ❖ Now, teacher will discuss the differences between living and nonliving things.
- ❖ Teacher will ask students to solve Check Points 1, 2, 3 and 4.
- ❖ Teacher will make students revise the new terms given under the head 'Know These Terms'.
- ❖ Finally, teacher will help students to solve the questions given in exercises under the head 'Practice Time' and 'Think Zone'.

## BOOST UP

- ❖ Teacher should demonstrate and explain activities given in the chapter.
- ❖ Teacher should discuss the information given under the head 'Something More'.
- ❖ Teacher should discuss the conversation of Annu and Mannu given in between the topics.
- ❖ Teacher should discuss the facts given in the table.

## EXPECTED LEARNING OUTCOMES

The students understand and know the

- ❖ living and nonliving things.
- ❖ characteristics of living things.
- ❖ similarities and differences between living and nonliving things.

## EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating the understanding of students:

1. Define living things giving two examples.
2. Why is it said that living things grow?
3. When a student touches a hot spot by mistake, he/she pulls away his/her hand immediately. Name the stimulus and response in this activity.
4. Name two animals which hatch into young ones.
5. What is meant by nonliving things? Give their two examples.
6. Give some differences between living and nonliving things.
7. Are peacock and parrot living beings? Why or why not?