

Is it Alive?

Title: Is it Alive?

Subject: Science (classification)

Grade Level: Primary - One

Overview:

The purpose of the following activity is to:

1. Allow students the opportunity to sharpen their observation skills.
2. Allow students the opportunity to classify based on different perspectives (pattern recognition).
3. Correspond with the “Curriculum Focus” as outlined in the Atlantic Canada Science Curriculum Foundation

“Students must develop an understanding and appreciation of the vast array of living and non-living forms of matter and the procedures used to understand, classify, and distinguish those forms on the basis of structure and function.” (p 33)

Outcome:

Through seeing and touching the students will:

1. Learn to examine and manipulate objects purposefully.
2. The students will learn to describe characteristics of the object being studied while enhancing their vocabulary skills or “wonder words” through communication with a buddy.

Description: (Teacher to student)

Today we will be learning how to classify things. “Classifying” means to break things up into groups. We will be going outside to the Learning Centre, which means that we will have to listen very carefully once we’re outside. We’ll play a game first where we put each of you into different groups (you’ll have to be fast on your toes for this one!) and then you will get a chance to classify objects from the site. We will break you into groups of three people. You should walk outside together to help you remember who is in your group.

Materials:

leaves
twigs
rocks

Key Words (Vocabulary List):

Classification
Group

Procedure:

1. While in the classroom explain the objective of the activity to the students. Explain that we will be working outdoors and that they will have to listen very carefully once we are outside. Explain that we will be classifying things and that “classifying” means to break things into groups. Put students into groups of three, and tell them to remember who is in their group. Go outside
2. In the Outdoor Learning Centre, have students stand on the grass, and explain that you will be classifying students (or, putting them into different kinds of groups). You will name groups and students will figure out which group they belong to. One group will be on one side of the field and the other group will be on the other side (don’t let students go too far from you!). Students will have to move pretty fast once you state the groups.
3. -Students who walked to school today go on one side; students who got a drive (in a car or bus) go on the other. (This is one way to classify students; by determining how they got to school)
-Students who have brothers go on one side; students with no brothers go on the other. (This is another way to classify students)
-Students who like broccoli go on one side; students who don’t go on the other.
-Students who have brown hair go on one side; students who have another coloured hair, go on the other.
-Students who like being outside playing this game go on one side; students who don’t go on the other.
-Add any others that you think the students would enjoy.

4. Ask the students to sit in the amphitheatre in their groups of three (that you assigned in the classroom). Explain that you grouped the same students in many different ways. Show them a red apple, an orange, a carrot and a red ball, and ask them if they can think of any ways to classify them. Suggest 1) food/not food 2) red/orange 3) round/long 4) has seeds/doesn't have seeds
5. Give the students their objects (3 rocks, 2 leaves, 2 twigs per group). Ask them to look very carefully at them. Each student should pick each object up and feel it – is it smooth? Sharp? Round? Thin? Green? Brown? Look at all of its characteristics.
6. Now they are going to group those objects as you read out the groups. Put the objects in groups of smooth or rough (remember, they might all be in one group). Next, put them in groups of flexible or inflexible (can you bend the objects?). Next, are the objects long and thin or not long and thin? Next, were the objects ever alive or not? How do we know? Are they alive now? Why or why not?
7. Now we are going to walk around the site and look for things that are alive or were alive and things that are not alive. We will walk around and look at all sorts of things. Each group is going to pick one thing to remember (there is no need to take the object back to the amphitheatre – they just need to remember it. This means they can pick big things that they couldn't move, like a big tree or the fence). They should decide on it in their group, but they shouldn't tell other groups just yet. Once we've walked all around the site, we'll come back to the amphitheatre and each group will say one thing that they saw and they'll say whether it was alive or not alive. The teacher can make a chart of each of the objects to put up in the classroom.

For the Teacher's use (can be made into a larger chart in classroom):

Alive	Was Alive	Not Alive