

Reflections/Notes:



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Life Cycles • Embodying Science • Community



Explore scientific themes and concepts with your students through the process of acting!

Dramatic Living and Non-Living

Students explore the differences between living and nonliving things through the eyes of the nursery rhyme, "Hey Diddle Diddle". After bringing the characters to life, the students discuss the concepts of living and nonliving and act out frogs and rocks. This is followed by distinguishing what items in the classroom are living and nonliving and charting them in either category. Students then act out various pictures, and classmates guess whether the picture shows something living or nonliving, infusing fun and movement into the classroom.

Essential Question: How can the process of acting increase comprehension in other subject areas?

Process:

HEY DIDDLE DIDDLE ALIVE

- Recite Hey Diddle Diddle nursery rhyme. Ask students to say it with you two times.
- Ask 7 students to come up to the front of the room to play one of the characters in the rhyme: cat, fiddle, cow, moon, dog, dish, or spoon.
- Ask the actors to give their character a movement, the have them act it out while everyone else recites Hey Diddle Diddle.
- Ask students if this story is fiction and non-fiction. Remember: fiction is an entertaining, make-believe story that is not real, while non-fiction is true information that gives you fact to explain something. Hey Diddle Diddle is fiction because it is a make-believe story. We know that plates and spoons don't really run, right?

LIVING/NONLIVING REVIEW

- Ask students, "What do you need to be healthy and grow?"
- Write answers on the board. Make sure that the words air, food, and water are mentioned, and circle those words.
- Show students a rock and ask, "What do rocks need in order to grow and be healthy?"
- Students should be able to say that the rock does not need air, food, and water because it does not grow.
- Emphasize that living things: grow and eat, can move on their own, and need air, food and water (write these on the board).
- Explain to students that things that need air, food, and water are called living organisms.
- Add movements for:
 - Air – open fingers and hands wiggling in front of body with a wind sound,
 - Food – hands holding an imaginary hamburger and mouth eating it with an eating sound, and
 - Water – pinky up and thumb down with other fingers bent like you are drinking in front of mouth and make a drinking sound.
- Repeat the movements and explanation with students.
- Discuss differences between living organisms and nonliving objects with students:
- Things that need air, food, and water are called living organisms while things that do not need air, food, and water are called nonliving objects.
- Three examples that may be used are the frog, butterfly and rock:
 - Is a Frog living or nonliving?
 - Show students a frog with a sound and movement. Have students repeat the sound and movement for frog.
 - Do you know what kind animal a frog is (mammal, fish, reptile or an amphibian)? A frog is an amphibian.
 - Does a frog grow? (let me see you grow, frogs)
 - Does a frog eat? (let me see you eat, frogs)
 - Does a frog move on it's own? (let me see you move, frogs)
 - Does a frog need air? (let me see you breathe air, frogs)
 - Does a frog need food ? What kind? (let me see you eat a fly, frogs)
 - Does a frog need water? Do they drink water? No. They have special skin that absorbs the water to help hydrate them. So they need water to live but they don't drink it. (let me see jump in the water to soak it through your skin, frogs)
- Is a butterfly living or nonliving? Show them a butterfly with a sound and movement.
- Have students repeat the sound and movement for butterfly. A butterfly is an insect.
- Is a rock living or nonliving? Let's all sit like a rock.
- Does a rock move? Does a rock grow? Does a rock eat? Can a rock move on it's own? Does a rock need air, food or water?
- What do you think? Is a rock living or nonliving? A rock is nonliving.

Materials

- Photo Pages of living organisms and non-living objects
- Butterfly and Frog Sound Clips
- Rock
- Magic Wand
- Chart with Living and Non-Living columns

Vocabulary

Living

includes those things that are alive or have ever been alive

Non Living

things are not alive, nor have they ever been

Fiction

an entertaining, make-believe story that is not real

Non-Fiction

true information that gives you fact to explain something

Classroom Tips

Classroom set-up will be key for this lesson! Set up chairs and tables in a circular format, to maximize students' engagement and ability to see their peers during the activity and performance.

LIVING AND NONLIVING CHART

- Say to students, "Let's investigate and make a chart to list our findings. We will have a column for living things and a column for nonliving things. Are there things in Hey Diddle Diddle that do not need air, food, and water? (plate, spoon, moon (made up of volcanic rock), and fiddle) Right. These are nonliving. Are there things in the rhyme that DO need air, food and water? (cat, cow, dog) These are living organisms."
- Note: Be aware that some students may want to identify the dish, spoon, moon, and fiddle as alive because in nursery rhymes they do take on human characteristics. Real objects such as a dish and a spoon may help to clarify this misconception.
- Write the appropriate things under the correct columns of the chart.
- Now, ask students to look around the classroom and raise their hands to identify objects that they see. Decide as a class if the objects are living or nonliving. Ask students how they know if it's living or nonliving. Take answers and put them in correct column on the chart.

MAGIC WAND

- Hold up your magic wand. Ask:
 - "Does anyone know what this is? It's a magic wand! Will you play a game called "Magic Wand" with me? Let's see if this wand can change something that's living into a nonliving thing. Find one thing in this room that's living. (a person) See if the wand can change it into a nonliving thing. Nope! Won't work. Now let's see if the wand will change something that nonliving into a living thing. Can someone show me a nonliving thing in this room? (trashcan) Let's see if this magic wand will change it to living. Nope! Won't work. it's impossible to do! Why can't we change the objects that were living to nonliving and the nonliving thing to living? Even a magic wand cannot change what is living and what is not living."

LIVING AND NONLIVING ACTION

- Ask students, "Would you like to play a fun game? I will call out an animal or object and you use your body and a sound to become what I called out."
- Let's practice:
 - Call out "Spider". Ask students to become spiders, and then ask students whether a spider is living or nonliving.
- Good job. Now, let's get started. Call out the following and repeat the process:
 - Frog, Rock, Butterfly, Moon, Dog, Television
- Now, pass out pictures of organisms and objects to students (ie, snail, tree, spider, fish, human, flower, bird, cat, plant, seed, dead plant, snake, alligator, brown bear, deer, dog, frog, tortoise, turtle and rock, hat, cup, pencil, lego, tv, computer, book, car, bike, clock, backpack, book, ring, house)
- On a count of three, ask students to use their bodies and a sound to become what is in their picture.
- Ask students to stand up if they are a living organism and move to the right side of the room. If the student is a nonliving object, ask them to go to the left side of the room.
- Have living students each demo their organism and ask the others to guess an identity.
- Have nonliving students each demo their object and ask the others to guess an identity.

WRAP UP

- Let's say our rhyme again and act out the characters before I leave. Remember things that need air, food, and water are called what? (living organisms) And things that do NOT need air, food, and water are called what? (nonliving objects) Excellent learning today!

Assessment

- Students accurately portray characteristics of living organisms and non-living objects.
- Students can accurately recognize and identify physical attributes of living organisms and non-living objects.

Georgia Performance Standards

SCIENCE

GRADE K

SKCS5: Students will communicate scientific ideas and activities clearly.

SKL1: Students will sort living organisms and non-living materials into groups by observable physical attributes.

SKL2: Students will compare the similarities and differences in groups of organisms.

THEATER

GRADE K

TAESK.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAESK.4: Designing and executing artistic and technical elements of theatre

TAESK.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

National Standards

SCIENCE

NS.K-4.3: As a result of activities in grades K-4, all students should develop understanding of:

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations

Standard 5: Researching by finding information to support classroom dramatizations