















# Living Things and Their Habitats: Living, Dead or Never Alive?

<p><b>Aim:</b> To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</p> <p>I can compare the differences between things that are living, dead and have never been alive.</p> <p>To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive</p> <p>I can answer questions about things that are living, dead or have never been alive.</p>	<p><b>Success Criteria:</b> I can explain some of the life processes.</p> <p>I can explain how life processes can tell us if something is living, dead or has never been alive.</p> <p>I can say if something is living, dead or has never been alive.</p> <p>I can give reasons for my answers.</p>	<p><b>Resources:</b> <b>Lesson Pack</b></p> <p>Large sorting hoops</p>
	<p><b>Key/New Words:</b> Life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.</p>	<p><b>Preparation:</b> One set of <b>Living or Non-Living Sorting Cards</b> One set of <b>Dead or Never Alive Sorting Cards</b> One set of <b>Alive, Dead or Never Alive Sorting Labels</b> <b>Living, Dead or Never Alive Group Activity Sheet</b> - 1 per group, photocopied A3 size Set up two large sorting hoops somewhere in the classroom.</p>

**Prior Learning:** It will be helpful if children have previously made detailed observations of animals and plants.

## Learning Sequence

	<b>I'm Alive!</b> In pairs, children discuss things that we do that let us know that we are alive. Record suggestions on the IWB or on a flipchart.	
	<b>Life Processes:</b> Using the <b>Lesson Presentation</b> , introduce children to the seven life processes and the mnemonic Mrs Gren, giving examples of how these processes appear in plants and animals. Refer back to the children's previous suggestions and discuss which life processes were represented in this list.	
	<b>Living or Not?</b> Distribute the <b>Living or Non-Living Sorting Cards</b> , one card per pair. Show children the sorting hoops, labelled 'Living' and 'Non-Living', and demonstrate how to sort a card into the appropriate set by considering if the item does or does not demonstrate life processes. In pairs, children <b>sort their cards</b> into the appropriate hoops. Choose a few volunteers to <b>give reasons</b> for their choices. Address misconceptions.	
	<b>Dead or Never Alive?</b> Distribute the <b>Dead or Never Alive Sorting Cards</b> , one card per pair. Show children the sorting hoops, labelled 'Dead' and 'Never Alive'. Demonstrate how to sort a card into the appropriate set by considering the origin of the item. In pairs, <b>children sort their cards</b> into the appropriate hoops. Choose a few volunteers to <b>give reasons</b> for their choices. Address misconceptions.	
	<b>How Can You Tell?</b> As a class, ask the children to consider the three examples on the <b>Lesson Presentation</b> , choosing volunteers to state if they are living, dead, or have never been alive, and giving reasons for their answers. Draw out answers that focus on the presence or absence of life processes, and in the case of the pine cone, what has changed now that it is no longer a part of the tree.	
	<b>How Can You Tell?</b> Group Activity: Split the children into small groups of three or four. Divide both sets of sorting cards between the groups, giving each group an example of something that is living, something that is dead, and something that has never been alive. Using the <b>Living, Dead or Never Alive-How Can You Tell Group Activity Sheet</b> , each group <b>classifies their cards</b> as living, dead or never alive and <b>writes reasons for their answers</b> .	
	<b>Which One Am I?</b> Choose a volunteer to pick one of the images from each of the slides on the <b>Lesson Presentation</b> . The class take turns <b>asking the volunteer questions about life processes</b> that can only be answered 'yes' or 'no', until the class can identify which of the images the volunteer has chosen.	

## Taskit

**Activityit:** Complete the **Life Processes Activity Sheet** to find out more about how the seven life processes appear in different living things.

**Wordsearchit:** Reinforce vocabulary with the **Life Processes Wordsearch**.