

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Living and Non-Living Things**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Third Standard

Chapter Number & Name: 3. Judgement of an owl

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To identify the differences between living and non-living things
- To understand the characteristics of living things
- To identify the similarities and differences between plants and animals

#### **Prerequisite Concept:**

- General awareness regarding names of things around us

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*Note: The fields marked with \* are mandatory*

## 2. LEARN

### 2.1 KEY POINTS

Characteristics that make living things differ from non-living things are that all living things or beings grow in size, respire, eat food and give birth to young ones of the same kind and they move from one place to another on their own.

Non-living things such as air, water and soil are essential for living beings. The system in which living and non-living things live together is called the environment.

Plants and animals are similar in terms of all the characteristics such as they both respire, grow in size, require food and produce young ones of the same kind. Difference between them is that animals can move from one place to another whereas plants cannot. The growth of the plant is the movement of the plant.

### 2.2 LEARN MORE:

NA

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

## INTRODUCTION TO LIVING AND NONLIVING THINGS

### **Activity 1: Exploring the garden/plants \***

*Materials required:* A small potted plant, a ball

*Prerequisites:* NA

*Activity Flow:*

Pass around the materials to students. Allow them to feel and identify what these are.

Ask them questions like which of these two items will grow big in size and why.

Alternately, begin the lesson by simply discussing and exploring through touch and sound for things all around.

Take children for a walk outside the classroom and stop to explore everything that's there. For example, ask them to notice the sound of birds chirping, cars and bikes moving, etc. Have them touch and explore the doors, windows, etc. of the school building, the plants outside, the pots in which the plants are planted, the cars/bikes/bus parked outside etc.

Return to the classroom and discuss the things you have explored.

For each thing the child states, guide them with questions to determine whether those things grow, move on their own, breathe, eat, feel, reproduce etc.

## **1.1 CONCEPT GENERATION ACTIVITY**

### **DIFFERENCE BETWEEN LIVING AND NONLIVING THINGS**

#### **Activity 2: Intro to Living and Non-Living Story – Judgement of the owl \***

*Materials Required:*

- The story in accessible form for the teacher to read out the story
- model or soft toy of an owl (if available)

*Prerequisites:* A copy of the story in braille if required (only for teacher's use)

*Activity Flow:*

If a model of the owl is available then inform students that there is an owl and it is our guest for this class. Take the owl around and let students shake hands with the owl.

Narrate the following story:

*Once there was an argument between a mango tree and the soil about who was greater. Their argument was very intense.*

*Hearing the noise, the cat, the monkey, the snake and the owl gathered there. Everyone requested the owl to resolve the dispute.*

*O.K! The owl cleared its throat and asked both of them to present their arguments.*

*Soil: Without me, where would the mango be? Without me it cannot take birth. I give the mango its food and water. So, I am great.*

*The mango argued: I give sweet fruits to everyone. I give space to the birds to build their nests. Moreover, I am also a living being.*

*Owl: Oh! Mango, how do you say that you are a living being?*

*Mango: Look, first of all, I give birth to the same kind of trees. Secondly, my seeds germinate into saplings and grow into plants, later into big trees like me.*

*Owl: All right, the soil cannot do the things you do. But for your growth, you need water and food. Where do you get them from?*

*Mango: I get them from the soil.*

*Owl: See, you need the soil for your growth*

*Mango: But it gets food from the leaves shed by my tree.*

*Soil: But it comes through me.*

*Owl: See, we need both of you. Here no one is more or less important.*

*Squirrel: Dear Owl, Mango said that it is a living being. What about the soil then?*

*Owl: Soil doesn't grow, it doesn't need food. So, it is a non-living thing.*

*Monkey: Why did you say that both are equal and do we need both of them?*

*Owl: Look around, dear Monkey. There is soil, water and air. They are non-living things. But think for a while, can we live without air, water and soil?*

*All: No, never. All of them praised the owl for his wisdom and went away happily.*

*Q - What do you understand from the story?*

Summarise by saying that we understood from the story that the mango tree is a living thing and the soil is a non-living thing. Living things require non-living things in order to fulfil their needs. Just like how the mango tree needs water and food from the soil for its growth. The system in which living and non-living things live together is called the environment.

### **Activity 3: Classify living and non-living things (reading and writing) \***

*Materials Required:* Writing materials

*Prerequisite:* Writing in braille

*Activity Flow:*

Ask students to make a list of living and non-living things separately in their writing material. Help them with spellings if required. Ask them to share by reading out what they have written with the class.

Ask students how they can distinguish a living thing from a non-living thing. Have a general discussion on that and inform that there are few characteristics of living things which helps us to distinguish them from nonliving things.

## **ALL LIVING THINGS GROW**

### **Activity 4: Living things grow – think and answer \***

*Materials Required:* A small potted plant, a book

*Prerequisites:* NA

*Activity Flow:*

Ask students if they think they are the same size when they were much younger and whether they will remain the same after a few years? Ask them to give reasons for their answer.

Take around the plant and the book quickly and allow students to touch these items and understand what these are. Ask them if they would change in a few days. Bring the focus on “growth”. Plant will grow big in size whereas the book will remain the same.

Q – What reason did the mango tree, from the story, state to prove that it is a living thing? (It said that it grows in size.)

Ask students to discuss with their partner sitting next to them about why they think that soil is not a living thing.

Summarise by saying that all living things grow and non-living things do not grow in size.

### **Activity 5: Planting seeds in a pot**

*Materials Required:* Seeds like ragi, tomato, chilli, jowar or wheat. 4 -5 small pots filled with soil.

*Prerequisites:* NA

*Activity Flow:*

1. Divide the class into groups according to the number of pots available. If many pots are not available, this activity can be done with a single pot for the whole class to participate in the process of observing growth of plants.
2. Fill soil into an empty pot. Encourage students to sow the seeds in the soil. Sprinkle/pour the required quantity of water every day. Inform students what to expect in the next few weeks.
3. Observe the changes that take place by lightly touching the surface of the soil making sure not to damage the delicate sapling.
4. Discuss the changes that are taking place in the next few days or weeks and observe how they grow. (Remember to mention the color of the leaves/grass, soil etc.)

## **ALL LIVING THINGS FEED**

### **Activity 6: Living things feed – think and answer \***

*Materials Required:* A picture of a child eating, a hen pecking on grains, cow grazing and a boy watering a plant. If the picture is not available, these situations can be described to students

*Prerequisites:* NA

*Activity Flow:*

Describe the 4 scenarios:

1. A small child sitting on the floor and eating food from a plate
2. A boy is watering the plants
3. A hen pecking some grains from the ground

4. A cow grazing green grass from a field

Ask students what is common in all the scenarios. Summarise by saying that they are eating food. Plants make their own food with the help of water and sunlight. Discuss how it is important to water the plants for it to grow and if we do not water, it would die.

Q – What helps the living things to grow big in size?

Summarize the responses by saying food helps all the living beings to grow big in size.

Animals, birds, human beings and plants need food to grow.

### **Activity 7: Feed birds or animals**

*Materials Required:* Food items according to the animal that will be fed

*Prerequisites:* NA

*Activity Flow:* Have the students offer food to a pet or any domestic animals if present within the school campus. If there are pigeons, grains can be offered to them. Adding fish food to a fish tank, or biscuits to a puppy are some other options. To observe that all living things feed.

## **ALL LIVING THINGS GIVE BIRTH**

### **Activity 8: Giving birth to young ones \***

*Materials Required:* Food items according to the animal that will be fed

*Prerequisites:* NA

*Activity Flow:*

Have a discussion by asking what do we call a baby dog? (puppy or pup). What do we call a baby cow? (calf). Now, what do we call a small baby chair or a small book? Do they have any name? Are there any baby chairs or books? So, what does that mean?

It means that a book or a chair do not have their babies since they are non-living things. Living beings have babies of their own and are capable of giving birth to young ones of the same kind. Non-living things do not give birth to young ones. Even plants have seeds in their fruits and flowers and that helps in growing more plants of the same kind. Ask students if they have younger siblings or cousins. Tell them that they too were once young.

## **ALL LIVING THINGS RESPIRE**

### **Activity 9: Feel the breathing \***

*Materials Required:* None

*Prerequisites:* NA

*Activity Flow:*

Instruct students to keep two fingers, forefinger and the middle finger, in front of their nose and breathe normal. Ask if they felt anything. We feel hot air coming out of our nose because we breathe in and breathe out air.

Next guide children to gently place one hand on his/her friend's chest and ask them to listen carefully and observe the breathing again. Ask if we can survive without breathing.

Discuss how fish can breathe underwater and with the help of gills on their body. That is why sometimes we see/feel tiny air bubbles in a fish tank.

Summarise by saying that all living beings like us humans, animals, birds, insects and even plants breathe air.

## **ALL LIVING THINGS MOVE ON THEIR OWN**

### **Activity 10: Understand movement – think and answer \***

*Materials Required:* None

*Prerequisites:* NA

*Activity Flow:*

Instruct any child to get up from his/her place and walk two steps ahead and then go back and sit down. Ask students that if you give the same instruction to a chair or a table, will it move?

The answer is no because only living beings can move on their own from one place to another. Clear few misconceptions by saying that although vehicles move from one place to another, it is because we drive them. It is important to note that plants do not move from one place to another despite being a living thing, the growth of a plant is the movement of the plant. Discuss about sunflowers which would turn towards the sun and as and when the sun changes its direction, the sunflowers also changes its direction towards the sun.

**Characteristics of living beings are:** All living beings grow, eat food, give birth to young ones, breathe and move from one place to another on its own. Plants and animals are living beings. Air, water, soil and such other things are non-living things. Air, water and soil are essential for the living beings to live. The system in which the living beings and non-living things live together is the environment.

## **SIMILARITIES AND DIFFERENCE BETWEEN PLANTS AND ANIMALS**

### **Activity 11: Difference between plants and animals (HW suggestion) \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Q - How is a tomato plant and a cow similar to each other and how are they different?  
Summarise by saying that both tomato plants and cows are living beings. They grow, eat food, respire and produce young ones. The difference is that the cow can move from one place to another whereas a tomato plant cannot.

Similarities – Plants and animals eat food, grow, produce young ones of same kind and breathe

Differences – Animals can move from one place to another but plants cannot.

- (HW suggestion) Encourage children to find out how a plant is different from an animal and share their findings in the next class.

### 3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Ask students to think about non-living things which show similar characteristics as living things. For example, a balloon, which grows big in size when air is blown into it. Ask students to share if they have ever experienced witnessing the birth of a calf or goat baby (kid) or chicks in their homes or villages. Ask them to share their experiences.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 12: Living and Nonliving game**

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:* The teacher calls out a name of a living or a non-living thing randomly (eg. cat, chair, rose plant, plate, book etc.). Students will clap once if they think that it is a living thing and they will snap their fingers for a non-living thing.

Ask children to summarise the day's learning about the difference between living and non-living things and the similarity and difference between plants and animals.

#### **Teaching Tips**

NA

#### **References**

NA



## 4.2 IMPORTANT GUIDELINES

### **Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

### **Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

### **Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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