



Gold Seal Lesson

Author(s): Doris Quick			Lesson Title: Is It Living?			
Grade Span			ICLE Application Model			
K-4 X	5-8	9-12	A	B	C X	D

Instructional Focus:

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

Basic Concepts and Knowledge

Students develop an understanding of scientific concepts using facts, theories, principles, and models.

Communication

Students communicate and apply scientific concepts.

Performance Task

Note to the teacher: Before students begin this task, they should participate in a brainstorming activity with the teacher to identify the characteristics of living things vs. nonliving things.

Working in groups of three, locate in old magazines, books, and pamphlets, many pictures of living and nonliving things. Separate your pictures into two groups, living and nonliving. Divide a large piece of poster board into two by drawing a straight line with a marking pen. Label one of the sections "Living" and the other section "Nonliving." Make a collage of "living" and "nonliving" things by pasting your pictures in the correct section of your poster board.

In your science journal, list at least three characteristics on living things. In your language arts journal, write a story about your collages.

ICLE Essential Skills

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela40)

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela29)

Plan and apply real or hypothetical models and constructions to facilitate investigation and learning and the solution to practical problems. (s115)

Know the characteristics, roles, and divisions of complex organisms (i.e., plants and animals). (s30)

Scoring Guide:

4. The student is a contributing member of the group and can distinguish between living and nonliving things. He/she gives at least three characteristics of living things. The student writes a well-composed story about his/her collages.

3. The student is cooperative in the group, but does not contribute much to the group project. He/she has a limited understanding of the difference between living and nonliving things. The student gives only two characteristics of living things. The student's story about his/her collages is not very well written.

2. The student does not contribute to the group project. He/she has little understanding of how to distinguish between living and nonliving things. The student is only able to give one characteristic of living things. The student's story is poorly written and conveys little information.

1. The student is disruptive to the group effort. He/she shows no understanding of how to distinguish between living and nonliving things and is unable to give any characteristics of living things. The student does not write a story for the language arts journal.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Journals	Geometry	Life Science Classification Characteristics
Communications Illustrations	Statistics	Chemistry
Literature	Calculus	Physics
Other Collage	Trigonometry	Other Models
	Other	