

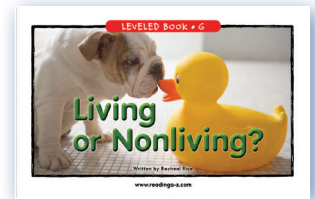
Focus Question:

How can you tell if something is living or nonliving?

Book Summary

Text Type: Nonfiction/Informational

Have you ever wondered what all living things have in common that makes them living things? How about what makes them different from nonliving things? *Living or Nonliving?* explains how to tell the difference between living and nonliving things. High-frequency words, repetitive phrases, and detailed photographs support emergent readers. Students will also have the opportunity to classify information as well as to ask and answer questions to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Classify information in a text
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use complete sentences
- ☐ Identify and use the high-frequency word *they*

Materials

- ☐ Book: *Living or Nonliving* (copy for each student)
- ☐ Classify information, short vowel *i*, complete sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *cannot*, *some*, *they*
- **Words to Know**
 - Story critical:** *alike* (adj.), *battery* (n.), *cells* (n.), *living* (adj.), *spot* (v.), *tricky* (adj.)
- **Academic vocabulary:** *different* (adj.), *important* (adj.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *living* on the board and read it aloud to students. Invite students to share ideas of things that are living and write them on the board.
- Write the word *nonliving* on the board and discuss with students what they think the word means. Discuss the differences between living and nonliving things. Have students draw an example of something that is living and something that is nonliving. Invite students to share their drawings and explain why they chose each thing.

Introduce the Book

- Give students their copy of *Living or Nonliving?* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while reading in order to better understand the text. Point out that readers use prior knowledge and information they read in the book to help them form questions. Have students look at the covers and title page of the book. Ask students to discuss with a partner questions they have on the basis of the covers and title page. Invite volunteers to share their questions with the class and record them on the board.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Classify information

- Explain to students that readers often think about the objects in a book and what they have in common. Thinking about what objects have in common and sorting them into groups is called *classifying information*. This process helps readers understand and remember what they have read.
- Refer to the list of living things on the board. Explain that the class is going to classify, or group, this information. Draw two columns on the board and label them two different things on the basis of the items in your list (examples: animals/plants, pets/wild animals, and so on). Place a few examples into the proper columns and then have students work in small groups to sort the rest. Invite volunteers to come to the board and add answers to the column of their choice.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about living and nonliving things. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What makes something living? What makes something nonliving?* (level 1) pages 5 and 6
- *What makes a robot nonliving?* (level 2) multiple pages
- *How does a toy robot move?* (level 1) page 10
- *If something is dead, was it once living or nonliving? Why?* (level 2) page 11
- *What can living things do that nonliving things can't do?* (level 2) multiple pages

- *What would happen if a living thing couldn't grow or make more of itself?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are important when reading because they provide the reader with information in addition to what is in the text. They can also help answer questions that readers might have, as well as help create new questions. Have students look at the photographs in the book. Ask students to discuss the answers to the following questions with a partner: *What pictures helped answer questions that you had? What pictures gave you the most information and why?* Invite volunteers to share their answers with the class.

Skill Review

- Model for students how to ask and answer questions as you read, and direct them to stop at several points during reading to draw or write questions they have. Invite volunteers to share their pictures and questions with the rest of the class. Discuss if any of the questions were answered when they finished reading the book.
- List on the board all the living and nonliving things that were mentioned or pictured in the book. Have students work in groups to generate a list of what these things have in common. Using their common characteristics, encourage students to come up with at least two groups in which some or all of the items can be sorted.
- Model how to classify information.
Think-aloud: *There are many different things pictured and mentioned in the book. There was fire, toy robots, flowers, rocks, cats, and much more. Some of the things can use energy, and some cannot. I can classify this information in many different ways. I will choose to sort the things into two groups—one for things that move and one for things that don't move. I will place robots, cats, fire, bears, and so on into the first group (Things that Move) and flowers, rocks, trees, and so on into the other group (Things that Don't Move). Sorting information into different groups helps me better remember and understand what I am reading.*
- Model how to complete the [classify information worksheet](#). Have students place the pictures from the book into the correct category on the chart.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Invite volunteers to share how they sorted

Guiding the Reading (cont.)

the pictures from the book. Remind students that there are multiple ways to classify information.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make something living and nonliving. Sample: *If something is living, it grows, makes more things like itself, uses energy, moves, changes, is made of cells, and can die. If something is nonliving, it does not grow, it cannot make more things like itself, it uses gears and batteries to move, and it cannot die.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: **Short vowel /i/ sound**

- Say the word *it* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound.
- Read page 5 aloud to students. Have students give the thumbs-up signal when they hear a word with the short vowel /i/ sound (*living, in, important, things*).
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal if the word has the short vowel /i/ sound: *with, time, tin, is, and like*.

Phonics: **Short vowel i**

- Write the word *living* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *living*.
- Have students practice writing the letter *i* on a separate sheet of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words that have the short vowel /i/ sound on the board, leaving out the vowel: *this, fish, pin, and sit*. Say each word, one at a time and have volunteers come to the board and add the letter that represents the short vowel /i/ sound to each word.

- **Independent practice:** Introduce, explain, and have students complete the **short vowel i worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Complete sentences**

- Write the following sentence on the board: *The toy robot moves and uses energy*. Read the sentence aloud with students. Explain that every sentence has a *subject* and a *predicate*. Explain that the *subject* tells who or what the sentence is about and the *predicate* tells what the subject is doing.
- Circle *toy robot* and explain that *toy robot* is the subject of the sentence. Underline the rest of the sentence and explain that this part is the predicate because it tells what the toy robot is doing. Explain that a *complete sentence* must always include at least one *subject* and one *predicate*.
- Cover the words *The toy robot* in the sentence on the board, and read the rest of the sentence aloud. Ask students to discuss with a partner if the sentence makes sense and why or why not. Now cover the predicate and repeat the process.
- Write several complete sentences about living and nonliving things on the board. Invite volunteers to come to the board to circle the subject and underline the predicate.
- **Check for understanding:** Have students reread the section "Dead Things." Have them circle the subject and underline the predicate in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency word they**

- Write the word *they* on the board and read it aloud with students. Explain to students that they will often see this word in books they read, and they should memorize it so they can decode it right away.
- Ask students to write the word *they* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say it.
- Write the following sentence on the board: *Some of the ways they are different are easy to spot*. Read it aloud with students and discuss that *they* is a pronoun. Ask students to call out the nouns that are replaced by the pronoun *they* in that sentence (*living and nonliving things*).
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *they*. Invite students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *they* correctly.

Connections

- See the back of the book for cross-curricular extension ideas.