

TEKS-Based Activity Starter for Kindergarten

Hey Diddle Diddle

Description

In this activity, students sort living organisms and nonliving objects using the nursery rhyme “Hey Diddle Diddle.”

Time Frame

1 lesson (45 minutes)

Correlation to Texas Essential Knowledge and Skills

During this activity, students will be exposed to the following Texas Essential Knowledge and Skills:

Note: Some TEKS statements below end with a ; or *and* and nothing thereafter—this indicates that further TEKS statements follow but are not included here.

(K.8) Science concepts. The student knows the difference between living organisms and nonliving objects. The student is expected to:

- (A) identify a particular organism or object as living or nonliving; and

(K.9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

- (A) identify basic needs of living organisms;

Note: The TEKS listed here are the main content TEKS for this activity; however, this activity may also cover additional content and process skills included in other TEKS.

Materials

Student scissors (1 per student)
Glue
Poster of the nursery rhyme “Hey Diddle Diddle”
“Hey Diddle Diddle” rhyme and pictures (1 per student)
Various magazines (several per student group)
Chart paper
Markers
Rock
Living and Nonliving chart (included at the end of this activity)

Background Information for the Teacher

Nursery rhymes are familiar to many kindergarten students. Using nursery rhymes to teach science concepts helps students make multiple connections, and students often remember more of what they have learned because it is connected to a familiar or enjoyable experience.

When kindergarten students examine living organisms or nonliving objects during field investigations, they begin, often for the first time, to focus on properties. The more experiences the students have in observing and comparing living organisms and nonliving objects, the more sophisticated their descriptions become. As students engage in hands-on experiences, their level of thinking develops as they answer thought-provoking questions provided by the teacher. It is important to remember that in order for students to construct verbal comparisons and make new connections or pathways for new knowledge, students must be allowed the opportunity to investigate and explore answers that may or may not be correct but that lead to further inquiry.

Advance Preparation

1. Make, buy, or download a poster that shows the “Hey Diddle Diddle” rhyme with pictures of the cat, fiddle, cow, moon, dog, dish, and spoon. Enchanted Learning (www.enchantedlearning.com) is one place where illustrations of the rhyme may be found.
2. Make, buy, or download a page-sized copy of the rhyme with pictures. Prepare a copy for each student.
3. Prepare a class chart with two columns. Label one column Living and the other column Nonliving.
4. Prepare copies of the Living and Nonliving chart for each student.

Procedures

1. Ask students to list things they need in order to grow and be healthy. Record their responses on chart paper. Make sure that the words air, food, and water are mentioned, and circle those words.
2. 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.
3. Explain to students that things that need air, food, and water are called living organisms, and things that do not need air, food, and water are called nonliving objects.
4. Have students look around the room and name things that are nonliving objects. Ask students how they know. On the Living and Nonliving class chart, write the names of the objects in the correct column.
5. Have students look around the room and identify things that are living organisms. Ask students how they know those things are alive. Record the names of the organisms in the correct column of the class chart.
6. Show students the poster of the nursery rhyme “Hey Diddle Diddle,” and ask, “What are the things in the rhyme that need air, food, and water to grow?” Responses should include the cat, the dog, and the cow. Guide students to the conclusion that these things are alive or living.

7. Ask students if there are things in the rhyme that do not need air, food, and water. Student responses should include the dish, spoon, moon, and fiddle. Ask students to explain why the dish, spoon, moon, and fiddle do not need air, food, or water. Guide students to the conclusion that these things are nonliving objects.

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.

8. Give each student a picture of the “Hey Diddle Diddle” nursery rhyme and a Living and Nonliving chart. Ask students to cut out the various items from the picture and sort them into living organisms and nonliving objects, and then glue them in the appropriate column of the chart.
9. Put students into small groups. Give each group several magazines and ask them to cut out pictures of living organisms and nonliving objects. Monitor each group as they cut out pictures.
10. Have student groups sort the living organisms into groups of their choosing. Discuss how the students can determine their groups. For example, groups could be people and animals, or insects and other animals, or organisms that live in water and organisms that live on land. Have students explain their groups. Ask students to regroup the living organisms based on their parts.
11. Repeat step 10 using pictures of nonliving objects.

Student Investigation Page

Nonliving

Living

