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Living and Non-Living Things

牛物和非牛物

Characteristics of living and non-living things

We can find many things around us, from mountains and oceans to plants and animals. The earth in which we live is made up of several things. These 'things' can be categorized into two different types - Living and Non-living Things. All living things breathe, eat, grow, move, reproduce and have senses. Non-living things do not eat, grow, breathe, move and reproduce. They do not have senses. Living things have 'life', though some might not show its evident signs. For instance, a tree would probably not react the same way a human would. It would not react when we talk to it, and it might not be able to walk around. Though the signs of life displayed by trees are not very observable, it does not make them non-living.

Greenhouse project

Once the students were able to differentiate between living and non-living things through various sorting activities, they moved on to the final stage of the project. In order for students to better understand living things and their needs, the grade one students researched, planned, and designed a greenhouse. This project allowed students to study plants as living things and the important role they play in our lives.

生物和非生物的特徵

我們可以在我們周圍找到很多東西,從山脈和海洋到植物和動物。我們生活的地球是由 東西組成的。這些「東西」可以分為兩種不同的類型——牛物和非牛物。所有牛物會呼吸、進食、 生長、移動、繁殖並具有感覺。非生物不會進食、生長、呼吸、移動或是繁殖,它們不具有感 覺。生物有「生命」,儘管有些可能沒有明顯的跡象。例如,一棵樹不會像人類一樣做出反應。 當我們與它交談時,它不會有回應,也無法四處走動。雖然樹木所顯現的生命跡象不是很明顯, 但這並不意味它們是非生物。

溫室計畫

一旦學生透過各種分類活動理解並區分生物和非生物,再來就進入此專題的最後階段, 經由研究並規劃溫室讓學生更了解生物和其需求。本專題讓學生理解到植物是生物並在我們的生 活中扮演重要的角色。



ASK + IMAGINE 提問 + 創思







PLAN 計畫



We carefully designed our areenhouse.

我們小心地裝飾我們的溫室。







We used a variety of media and activities, like our 'Nature Walk', to learn about living and non-living things.

我們透過各種活動如我們的「大自然探險」了解生物 和非生物。





CREATE



Extreme focus was on display as we added seeds and water to our greenhouses.

我們非常專注地將種 子和水添加於溫室實 驗袋子中。





We shared, compared, and decorated our greenhouses.

我們分享、比較並裝飾我們的溫室