What Made It Move?

Students use movement observations to identify living and nonliving things.

K.3 "Use data from observations to distinguish characteristics of living and nonliving things."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WATCH AND CIRCLE

a | **book** | **you** | **pencil**

b | **you** | **book** | **pencil**

2 MARK WHAT LIVES

door	
you	

ANSWER KEY

What Made It Move?

HOW TO RUN THIS PAGE

Place a pencil and a book on a desk. During Part 1, silently push the pencil without naming it. Read each choice aloud and give students time to use what they observed before marking an answer.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · WATCH AND CIRCLE

SAY "Wiggle your fingers and watch what moves. Now watch me push one thing on the desk. Look closely at what moves."

ROW	SAY	STUDENTS CIRCLE
a	Which choice names the living thing that moved when you chose to move? Circle it.	**you**
b	Which choice names the nonliving thing you saw move after I pushed it? Circle it.	**pencil**

PART 2 · MARK WHAT LIVES

SAY "Watch me pull the classroom door open. Did it move on its own, or did it need a pull? I will read the word beside each box. Write L in the box if the word names a living thing, or N if it names a nonliving thing."

- Box 1 (beside door): **N**
- Box 2 (beside you): **L**

WHAT TO ACCEPT

Part 1: you, then pencil. Part 2: door is N and you is L. Accept recognizable letters written independently; record any prompting separately.