

Living Clues

Students use observations to tell living things from nonliving objects.

SKL1.a "Construct an explanation based on observations to recognize the differences between organisms and non-living objects."

NAME _____

DATE _____

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

1 CIRCLE CLUES _____

a	CHILD	PENCIL	BOOK
b	BOOK	CHILD	PENCIL
c	PENCIL	BOOK	CHILD

2 LIVING LETTER _____

CHILD	
PENCIL	
BOOK	

HOW TO RUN THIS PAGE

Read all printed words aloud. Have students look at their own bodies, a pencil, and a book as they make each choice. The skill is shown when students use an observation, such as growing, breathing, or needing food and water, to explain why something is living or nonliving.

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

PART 1 • CIRCLE CLUES

SAY “We will look for clues about living things and nonliving objects. After you circle a word, tell a partner what you noticed. What can that thing do?”

ROW	SAY	STUDENTS CIRCLE
a	Look at yourself, a pencil, and a book. Which word names the thing that can grow bigger? Circle it.	CHILD
b	Think about the three words. Which word names the thing that needs food and water? Circle it.	CHILD
c	Put your hand on your chest and notice your breathing. Which word names the thing that breathes air? Circle it.	CHILD

PART 2 • LIVING LETTER

SAY “I will read each word beside a box. Write L if it names a living thing, or write N if it names a nonliving object. Before you write, can you tell me one clue you used?”

- Box 1 (beside CHILD): **L**
- Box 2 (beside PENCIL): **N**
- Box 3 (beside BOOK): **N**

WHAT TO ACCEPT

Circle-row answers are CHILD in positions 1, 2, and 3. Accept L, N, and oral explanations that a child grows, breathes, or needs food and water, while pencils and books do not.