Living or Not?

A classroom and school grounds investigation of living and nonliving things.

L.K.1A.1 "With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to define characteristics of living organisms that distinguish them from non-living things (e.g., playground..."

NAME _____ DATE _____

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

1 LOOK AROUND

a

student	**pencil**	**book**

b

door	**teacher**	**pencil**

2 SHOW WHAT LIVES

child	
paperclip	

Living or Not?

HOW TO RUN THIS PAGE

Guide children to investigate in the classroom and at the school entrance, bringing a pencil outside. Help them notice breathing and think about what grows and needs water before they mark the sheet.

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

PART 1 · LOOK AROUND

SAY "First, we will look closely at things in our classroom. Then we will take our pencil to the school entrance and look there too."

ROW	SAY	STUDENTS CIRCLE
a	In our classroom, put a hand on your chest and feel yourself breathe. Look at the pencil and book. I will read the choices: student, pencil, book. Which one breathes and can grow? Circle it.	**student**
b	At the school entrance, watch me breathe. Look at the door and pencil. I will read the choices: door, teacher, pencil. Which one needs water to live and can grow? Circle it.	**teacher**

PART 2 · SHOW WHAT LIVES

SAY "Back in class, look at a paper clip and put a hand on your chest to feel yourself breathe. I will read the labels: child, paperclip. Write L for living or N for nonliving in each box, then tell me why you chose each letter."

- Box 1 (beside child): **L**
- Box 2 (beside paperclip): **N**

WHAT TO ACCEPT

Rows: student, teacher. Boxes: child L, paperclip N. Accept oral evidence such as a child breathes and grows, while a paper clip does not grow or need water; record any teacher support separately.