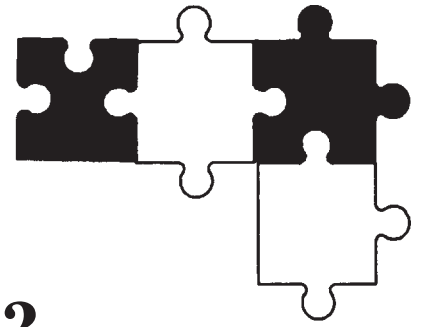




## Activity 8

# IS IT LIVING OR NON-LIVING?



### STUDY QUESTION:

What makes something living compared with something non-living?

### THE ACTIVITY:

Students first look at, touch, smell, hear examples of living things around them. Once the concept is understood and students are able to know the difference between living and non-living things, they then look at items in the agricultural vocabulary bank and categorize them accordingly.

### CURRICULUM FIT:

#### **DIVISION ONE - LANGUAGE ARTS**

- Vocabulary acquisition

#### **DIVISION ONE - SCIENCE**

- Classification

### AGRICULTURE CONCEPTS:

Agriculture vocabulary acquisition and review.  
Both living and non-living things are found on farms.

### PURPOSE:

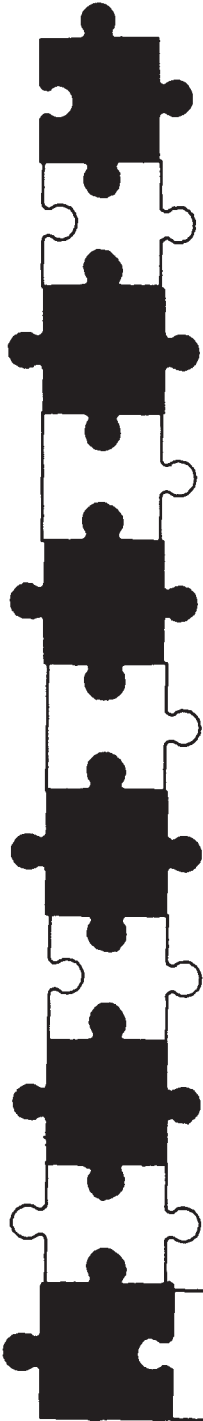
- To show that all things found on a farm fall into two distinct groups — living and non-living.

### MATERIALS REQUIRED:

Examples of living things, i.e. frog, worm, plant, human being.  
Examples of non-living things, i.e. rock, pencil, chalk board, chair.

### TIME REQUIRED:

Two forty-minute classes.



# BACKGROUND - For the Teacher

Though somewhat self evident for adults, having younger students differentiate between living and non-living things can be difficult.

A useful description of what a living thing does is:

1. it takes in food and grows
2. is able to move
3. responds to stimuli
4. reproduces
5. respiration -  $O_2$  (oxygen) or  $CO_2$  (carbon dioxide)

Living and non-living things are found in varying quantities in an agricultural environment. Both can benefit the farmer and us.

## PROCEDURE

### Part 1

#### Preparation

1. Create an agricultural word bank with laminated cards. See attached Teacher Resource Sheet for ideas.
2. Photocopy attached Student Resource Sheet, one per student.
3. Decide whether you want students to work singly or in pairs or groups.

### Part 2

#### Introduction

3. Pose the question, "How do you decide if something is living or non-living?" to your students. Show examples of things that are living and not living. Direct the responses back to the characteristics of living things.
4. As you discuss step 3, record ideas and reasons on the board. When complete have students record activity procedure (below) in their notebooks.
5. Explain the activity procedure to the students and form groups if necessary.

### Part 3

#### Activity

6. Have each student or group select ten cards from the agricultural word bank. These should be noun cards.
7. Give the students twenty minutes to decide whether each card shows something living or non-living. Have them divide the cards into two piles.
8. Have the students or groups fill out the Student Resource Sheet.
9. Have each student or group present a couple of examples of living things and non-living things found on a farm.

### Part 4

#### Conclusion

10. After each student or group has shown examples, redirect responses back to the list on the blackboard.

## **DISCUSSION QUESTIONS**

1. How do you know that you are a living thing?
2. Is an egg a living thing? How do you know?
3. Farm machinery, like a tractor or combine, almost seems alive when it is working. How do you know that this machine is not alive?

## **RELATED ACTIVITIES**

1. Go for a walkabout and have students point out things in their immediate environment that are examples of living and non-living things.
2. Flashcard drill with agricultural vocabulary cards - which are living things, which are not.
3. Make a collage of pictures showing living things.
4. Draw a picture of your favorite farm animal - draw a picture of some interesting non-living item from a farm, i.e. tractor, combine.
5. Collect examples of living things and non-living things in your schoolyard. Bring to class and categorize.

*By Robert Findlay*

# STUDENT RESOURCE

## SHEET ONE --

### Living or Non-Living?



Pick ten cards from the agriculture data bank that represent things found in the farmyard. Look at the picture and decide if the card shows something living or non-living.

Card No.	English Name	Optional German Name French Name, etc.	Check One	
			Living	Non-Living
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

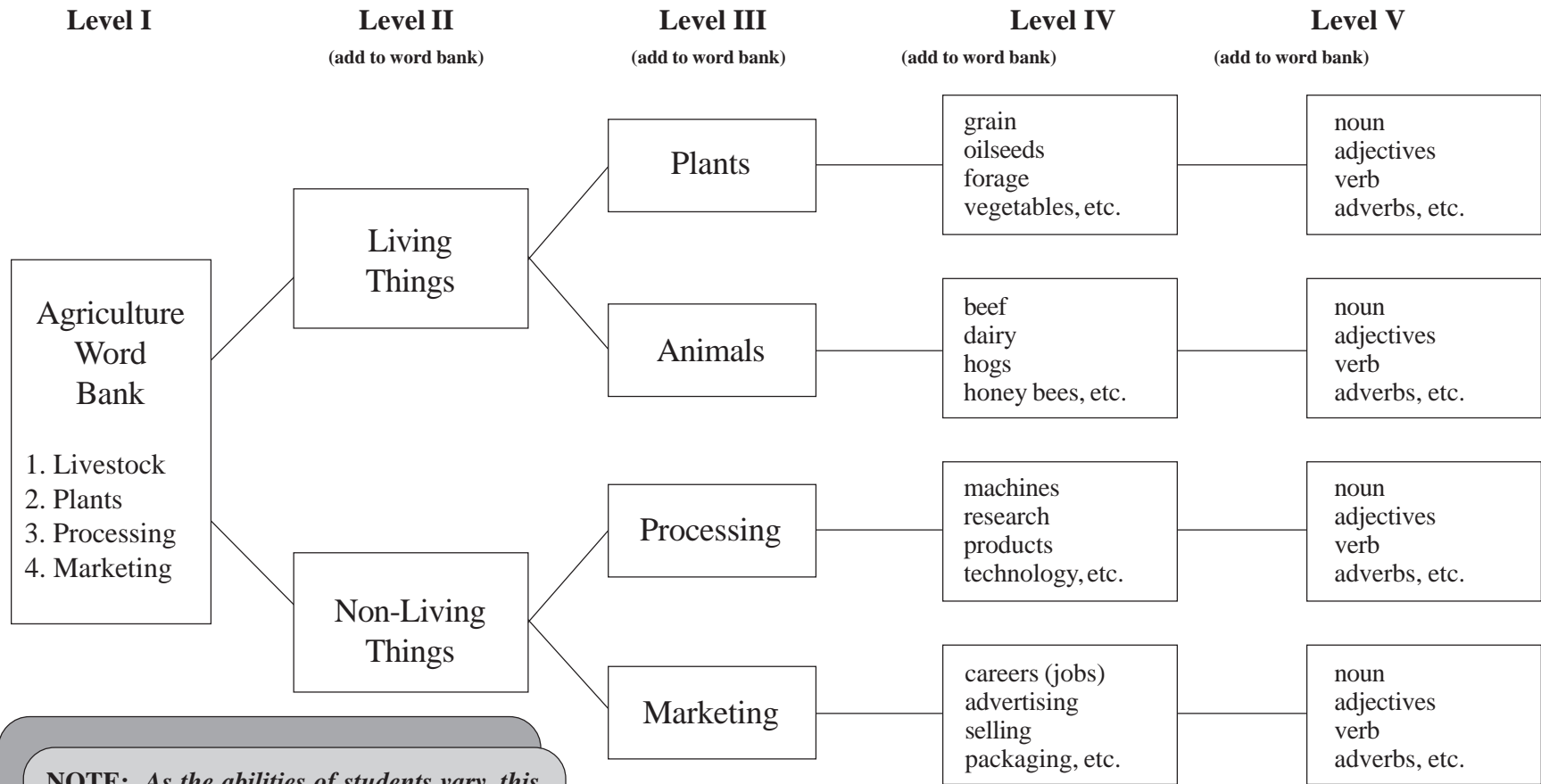
SHEET ONE --

Agriculture Word Bank

The agriculture word bank can be an on-going activity at each grade level.  
Diagrammatically, the sequence might look like this:



8.5



**NOTE:** *As the abilities of students vary, this approach is meant only as a suggestion and as a starting point. Please feel free to come up with your own words and descriptions for the word bank.*