

# LIVING THINGS and NONLIVING THINGS A Compare and Contrast Book

## Teaching Activity Guide



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# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

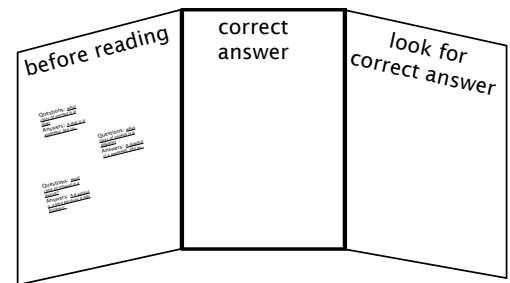
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



## Pre-Reading Questions

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1. What makes something a living thing?
2. What is the difference between a living thing and a nonliving thing?
3. Is fire a living thing?
4. Is a rabbit a living thing?
5. Is a computer virus a living thing?
6. Is a tree a living thing?
7. What are some living things around you?
8. What are some nonliving things around you?

## Comprehension Questions & Writing Prompts

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1. What are some traits of living things?
2. What are some nonliving things that share some traits with living things?
3. Where are you right now? What is around you? Describe your environment and say whether the things in it are living or nonliving.
4. Write a list of things in your home. What things are living things?

# Language Arts & Science: Basic Needs

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*Objective: Describe the basic needs of living things and how they are met.*

*Plants need water, oxygen, food, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.*

Re-read the story and write down any words that relate to how the plants or animal(s) meet their basic needs.

<b>Plant/ Animal</b>	<b>water</b>	<b>oxygen</b>	<b>food</b>	<b>light</b>	<b>space</b>

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?



# Cross-Curricular Vocabulary Activities

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*Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Word Bank

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Build a word bank using words found in the story or For Creative Minds.

Adjective	Noun	Verb
all	airplane	absorb
different	babies	are
female	bear	breathe
living	copies	can
male	environment	change
most	fire	grow
nonliving	food	have
old	giraffe	is
perfect	ligers	move
same	mules	need
some	oxygen	poison
young	penguin	reproduce
	river	take
	robot	
	scientists	
	seeds	
	things	
	train	
	water	
	you	



# Cross-Curricular Silly Sentences

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1. Everywhere you \_\_\_\_\_, you will see \_\_\_\_\_ things.  
verb adjective
2. All \_\_\_\_\_ things do \_\_\_\_\_ and change.  
adjective verb
3. But \_\_\_\_\_ nonliving \_\_\_\_\_ grow and change too.  
adjective noun
4. And though almost \_\_\_\_\_ living things can \_\_\_\_\_,  
adjective verb  
some living things, like \_\_\_\_\_ and \_\_\_\_\_,  
noun adjective noun  
cannot.
5. So how are living things \_\_\_\_\_ from nonliving things?  
adjective  
Not even \_\_\_\_\_ have a \_\_\_\_\_ answer.  
noun adjective

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	B	R	G	A	V	E	L	L	I	T
2	Q	S	R	U	I	D	I	N	K	S
3	F	N	O	N	L	I	V	I	N	G
4	R	E	W	E	D	O	I	M	T	O
5	B	E	Q	T	H	I	N	G	S	U
6	E	R	N	O	N	B	G	I	N	E
7	B	R	E	A	T	H	E	A	R	Y
8	R	D	I	F	F	E	R	E	N	T
9	E	R	E	P	R	O	D	U	C	E
10	N	N	Y	C	R	A	N	B	E	R

LIVING  
NONLIVING  
THINGS  
BREATHE  
GROW  
REPRODUCE  
DIFFERENT

Pick a living thing from the book and answer the following questions:

My living thing is:

Where (in what kind of habitat) does your living thing live?

What is one of its physical adaptations and how does it help the living thing live in its environment?

What is another of its physical adaptations and how does it help the living thing live in its environment?

What is another of its physical adaptations and how does it help the living thing live in its environment?

# Science Journal (Vocabulary)

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## Living Thing

my definition

my drawing

## Nonliving Thing

my definition

my drawing

# Reproduce

my definition

my drawing

# Energy

my definition

my drawing

# Grow

my definition

my drawing

# Breathe

my definition

my drawing

# Drink

my definition

my drawing

# Liger

my definition

my drawing



# Living Thing Observation Journal

---

Researcher Name: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Time	Notes

# Living or Nonliving?

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*Objective: Identify differences between living and nonliving things.*

What things in this book are living things? What are nonliving things? How can you tell? It can be hard sometimes to know the difference. A living thing will meet most or all of the criteria on this checklist.

Breathes

Takes in water

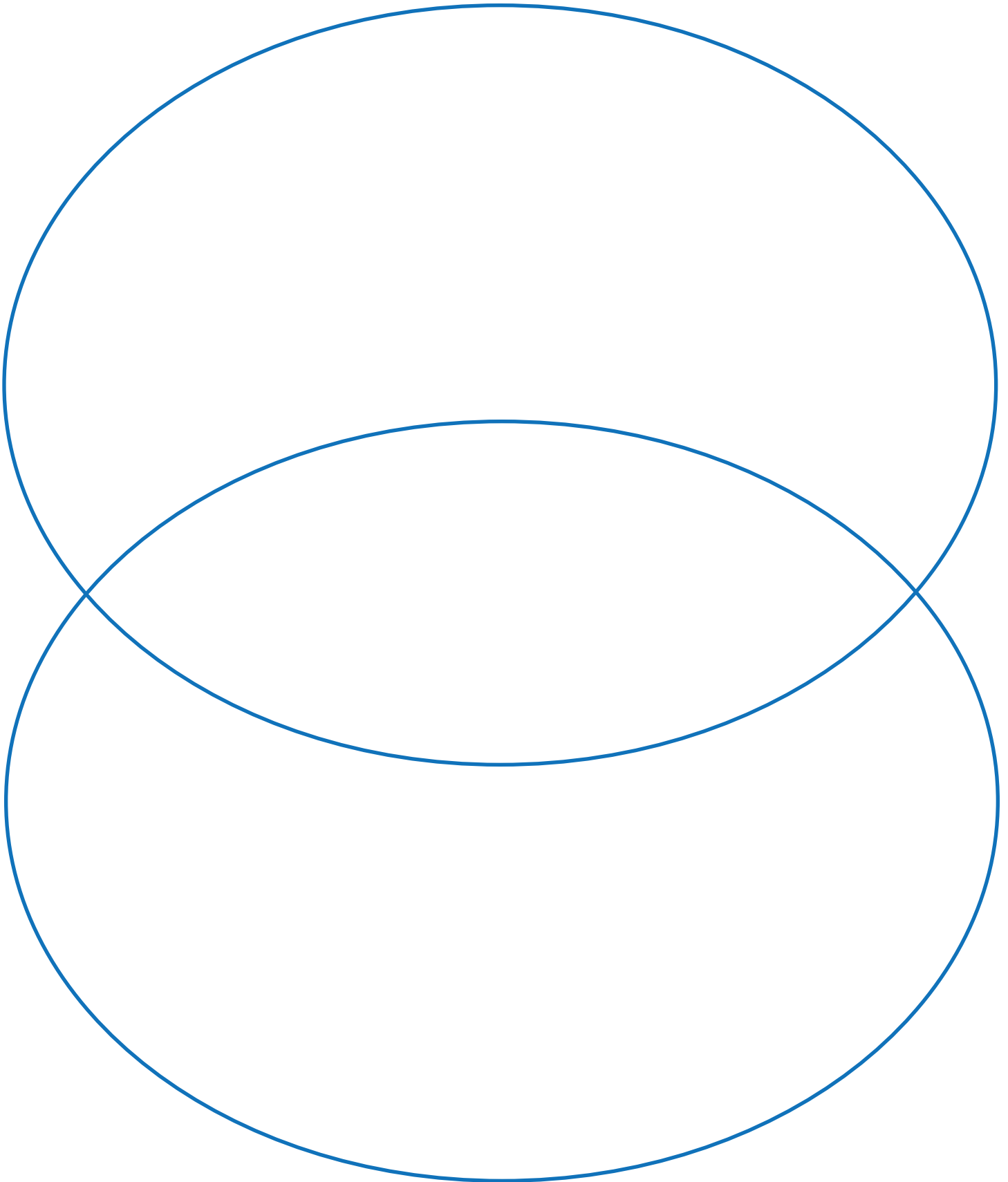
Gets nutrients and energy from its environment

Reproduces

Grows and changes

# Venn Diagram

Compare and contrast a living thing and a nonliving thing



# Math Cards

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*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



2



3



4



5



6



7



8



9



# Answers

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1. Everywhere you go, you will see (non)living things.
2. Are living things the only things that move?
3. All living things do grow and change.
4. But some nonliving things grow and change too.
5. And though almost all living things can reproduce, some living things, like mules and male ligers, cannot.
6. So how are living things different from nonliving things?  
Not even scientists have a perfect answer.

	A	B	C	D	E	F	G	H	I	J
1			G				L			
2			R				I			
3		N	O	N	L	I	V	I	N	G
4			W				I			
5				T	H	I	N	G	S	
6							G			
7	B	R	E	A	T	H	E			
8		D	I	F	F	E	R	E	N	T
9		R	E	P	R	O	D	U	C	E
10										

LIVING  
NONLIVING  
THINGS  
BREATHE  
GROW  
REPRODUCE  
DIFFERENT



# Appendix A—“What Children Know” Cards

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<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>