

Science

Living And Non- Living Things



For Junior Primary

Contents

Living Or Non-Living? 1	Page 3
Living Or Non-Living? 2	Page 4
Grouping Living Things	Page 5
Labelling Living Things	Page 6
School Yard Walk.....	Page 7
Answers.....	Page 8

Preview

Title: **Living And Non-Living Things** For Junior Primary
Published by **Ready-Ed Publications** © 2019
Taken from: STEM: Year 1
Author: Miranda Mason Illustrator: Alison Mutton

Copyright Notice

The purchasing educational institution and its staff have the right to make copies of the whole or part of this book, beyond their rights under the Australian Copyright Act 1968 (the Act), provided that:

1. *The number of copies does not exceed the number reasonably required by the educational institution to satisfy its teaching purposes;*
2. *Copies are made only by reprographic means (photocopying), not by electronic/digital means, and not stored or transmitted;*
3. *Copies are not sold or lent;*
4. *Every copy made clearly shows the footnote, 'Ready-Ed Publications'.*

Any copying of this book by an educational institution or its staff outside of this blackline master licence may fall within the educational statutory licence under the Act.

The Act allows a maximum of one chapter or 10% of the pages of this book, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 19, 157 Liverpool Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Reproduction and Communication by others

Except as otherwise permitted by this blackline master licence or under the Act (for example, any fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

Ready-Ed Publications:
info@readyed.com.au
www.readyed.net

Living Or Non-Living? 1

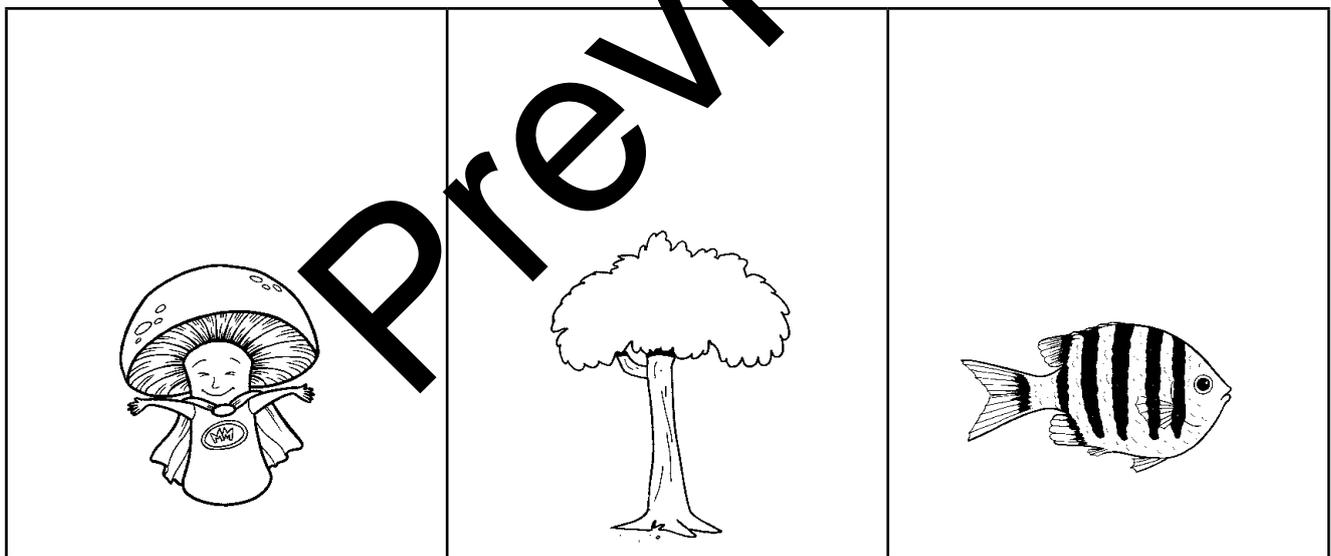
ACTIVITY

1. The world is full of living and non-living things. Complete the table.

	What I Know	What I Need To Find Out
Living Things		
Non-Living Things		

2. Use the words to label the living things. Add your own.

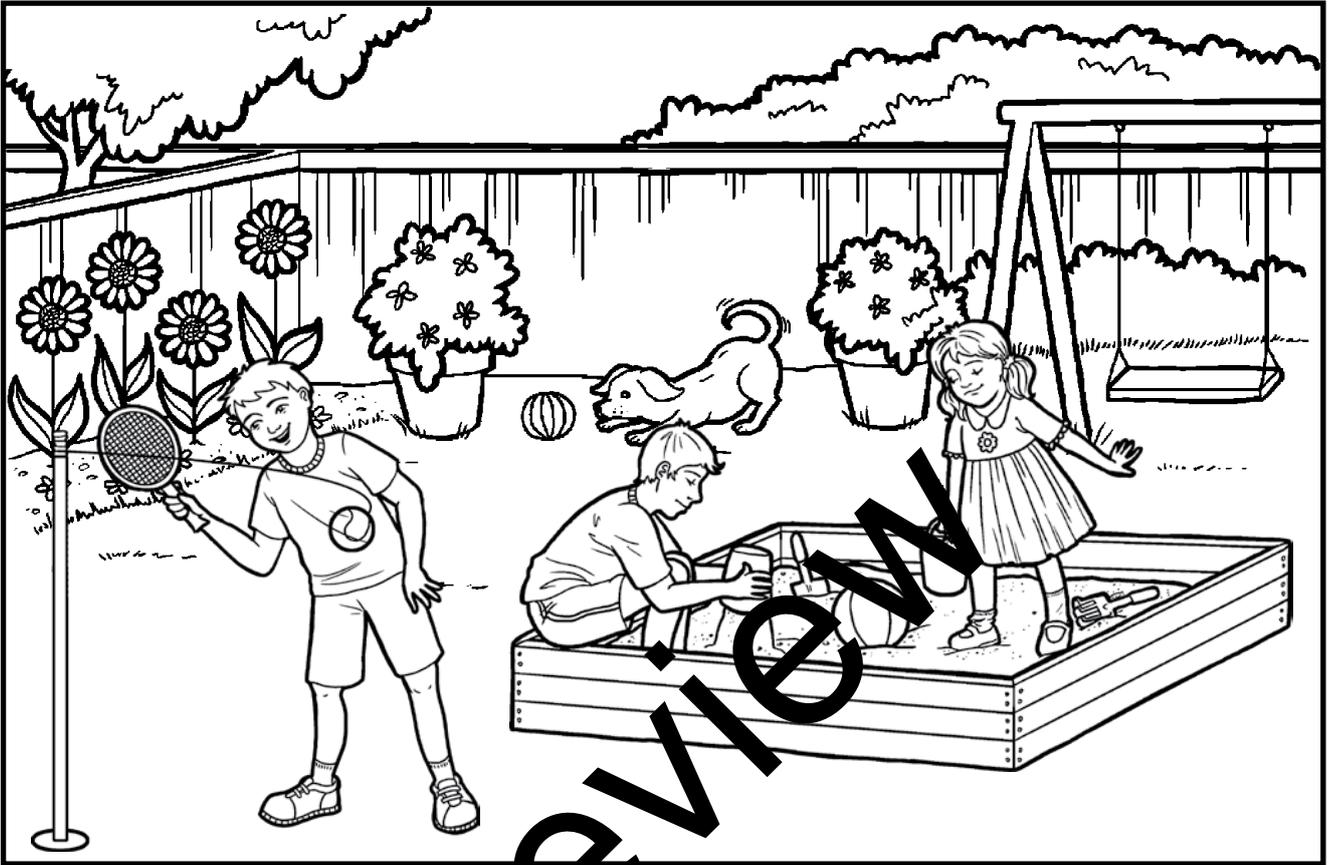
- solid
- has fins
- breathes
- rubbery
- grows
- has roots
- moves
- lives in water
- squashy



3. Complete the sentence.

The three things above are all living because ...

1. Colour the living things green. Colour the non-living things blue.



2. Two questions I have about living and non-living things are:

Question 1:

Question 2:

Research It!

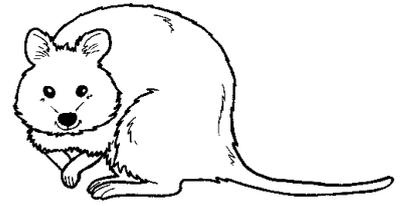
How many living things are there in the world?



Grouping Living Things

ACTIVITY

We can sort living things into groups. Some living things belong to the plant group. Some living things belong to the animal group.



Tick to show which groups the living things belong to.

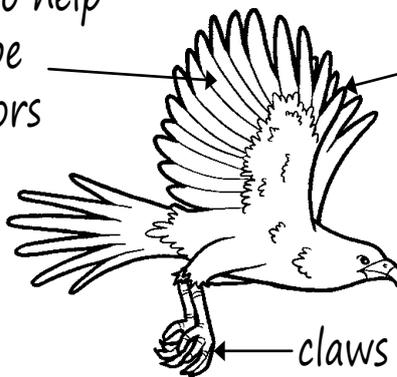
<p>seadragon</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>mammals</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>gastropods</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>frangipani</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>
<p>birds</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>cactus</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>sea anemone</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>insects</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>
<p>fungi</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>reptiles</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>molluscs</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>	<p>rafflesia</p> <p><input type="radio"/> plant <input type="radio"/> animal</p>

Draw a picture of your favourite living thing. Label three features that it has to help it to survive. Look at the example to help you.

Think about:

- What keeps it warm?
- How does it find food?
- How does it move?

wings to help
it escape
predators



feathers
to keep
it warm

claws to help it
catch and eat food



Preview

There are hundreds of living things in the school yard hiding under leaves and rocks; crawling on the barks of trees and resting on plants.



Go into the yard. Tick the boxes to show what you have found. Add your own.

ladybug	slater	ant	_____
bee	wasp	fly	_____
dragonfly	snail	centipede	_____
butterfly	caterpillar	moth	_____

Preview

Answers

Page 3

1. Answers will vary. Encourage students to think about how living and non-living things are different. Discuss this.
2. Answers can vary. Mushroom: rubbery, grows, squashy. Tree: solid, has roots, breathes. Fish: has fins, moves, lives in water.
3. They all grow, need food and water to survive.

Page 4

1. Students will colour green: grass; plant; tree; flowers; children; dog. Students will colour blue: balls; fence; swing; sandpit; buckets; spades; totem tennis.

Research it: Scientists can't say how many different species exist. New ones are still being discovered.

Page 5

seadragon = animal; mammals = animal; gastropods = animal; frangipani = plant; birds = animal; cactus = plant; sea anemone = animal; insects = animal; fungi = animal; reptiles = animal; molluscs = animal; rafflesia = plant

Page 6

Why not visit the library – encourage the students to investigate the school resources and select a suitable option to help them with their own diagram.

Page 7

Safety Sweep – Learning outdoors is a wonderful opportunity to take advantage of the natural environment and helps to motivate students. Consider the location where the students will be exploring. Ideally, walk over this area prior to the lesson to move/remove any hazards. Inform your students before you go, what the expectations are. Give students enough time to explore so they can adequately complete the activity.