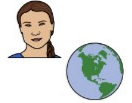




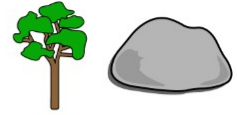
Activity

science page

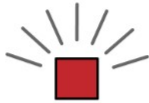


Greta Thunberg
and Earth

LIVING OR NONLIVING?



Introduction



Greta Thunberg wants to protect Earth and help stop climate change. Many things are on Earth. While they do their research, scientists often sort things into different categories. To do this, scientists compare and contrast the different characteristics and the different behaviors of things. One way scientists sort things is by whether they are living or nonliving. In this activity, students can sort things by whether they are living or nonliving too.

You may want to discuss the definition of living things with your students to make sure they understand. You can give them examples of living and nonliving things before starting the activity. You can help students use the Living Definition Page to analyze the thing pictured on each card. Then you can either have the students sort the items individually or you can do it as a class.

After the cards are sorted, you can have the students glue the cards to the Chart so they have a paper to keep. You may also leave out the gluing step so students can repeat the activity.



What We Know:

- Greta Thunberg wants to protect Earth.



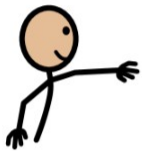
- Earth has many animals, plants and landforms.



- Some of these are living things.

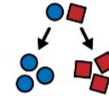


- Some of these are nonliving things.



What We Can Do:

- We can sort things into living and nonliving groups.



Need:

scissors



Living/Nonliving Cards Page
(page 61)



Living Definition Page
(page 62)



Living/Nonliving Chart
(page 63)



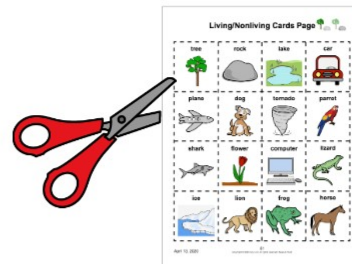
glue stick (optional)



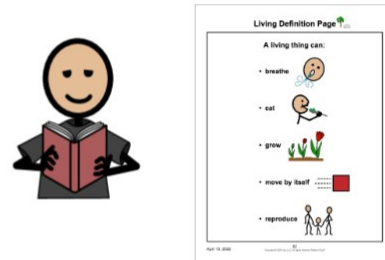


Activity Steps

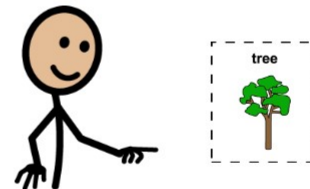
1. Cut apart Living/Nonliving Cards Page.



2. Read Living Definition Page.



3. Choose one Living/Nonliving card.



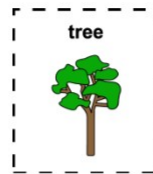
4. Decide whether that thing is living or nonliving.






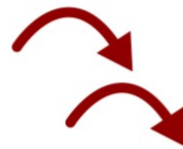
Activity Steps

5. Put card onto Living/Nonliving Chart, in proper column.

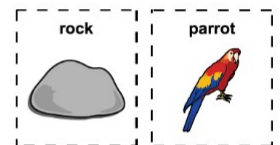


Living/Nonliving Chart	
living	nonliving
	

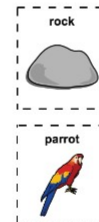
6. Repeat steps 3-5 for each card.






3 - 5

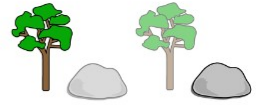


7. Glue cards onto Chart, if desired.

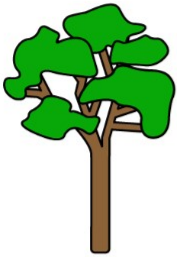


Living/Nonliving Chart	
living	nonliving
	
	

Living/Nonliving Cards Page



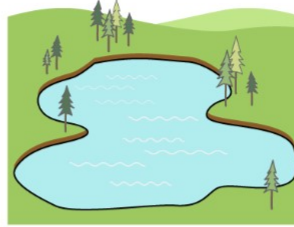
tree



rock



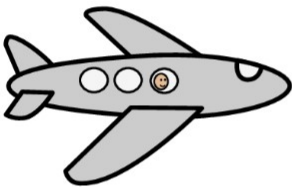
lake



car



plane



dog



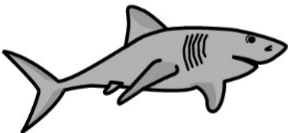
tornado



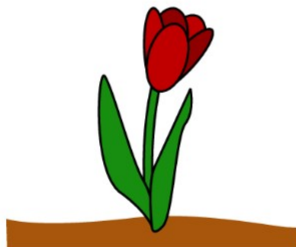
parrot



shark



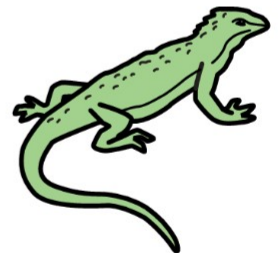
flower



computer



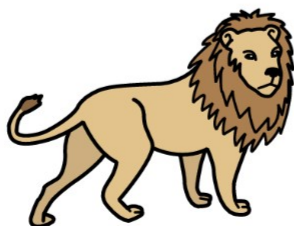
lizard



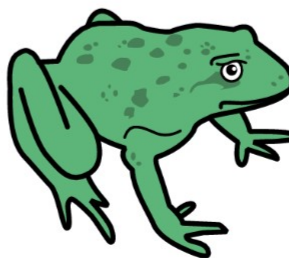
ice



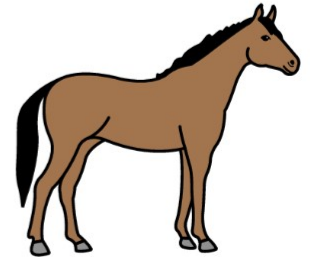
lion



frog



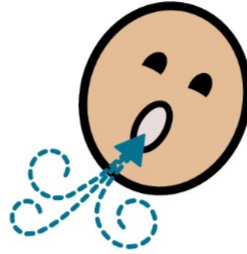
horse



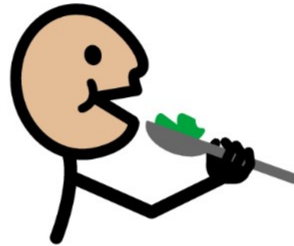
Living Definition Page

A living thing can:

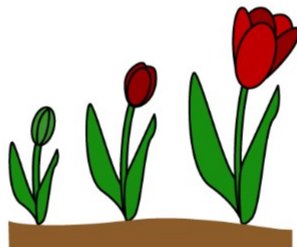
- breathe



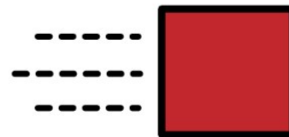
- eat



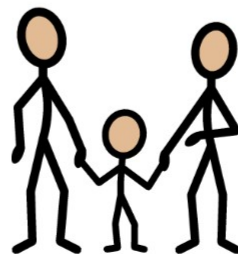
- grow



- move by itself







- reproduce



Living/Nonliving Chart



living  	nonliving  



What I Learned

1. What must living things do?



fly



breathe



cook



2. How many cards are in the living column?



nine

9

twelve

12

three

3

3. How many cards are in the nonliving column?



ten

10

five

5

seven

7



Questions for Class Discussion

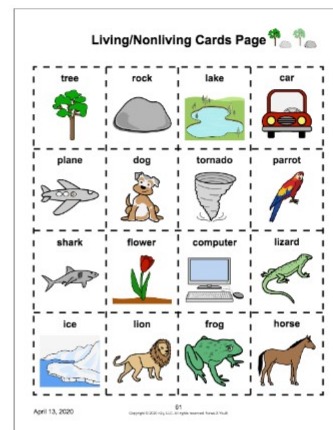
- What other living things can you list?
- What other nonliving things can you list?
- Were some things hard to sort into the correct group? Why?

Read, practice and post these words on classroom or craft area word walls.

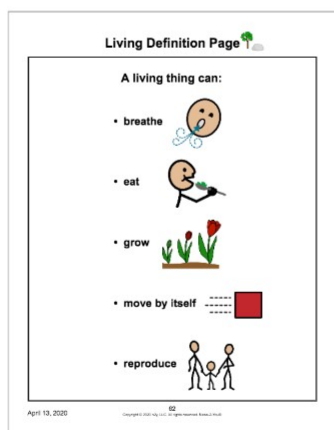
scissors



Living/Nonliving Cards Page



Living Definition Page



Living/Nonliving Chart

Living/Nonliving Chart	
living	nonliving

Read, practice and post these words on classroom or craft area word walls.

