



## Farm Life!

### Dear Teacher:

Welcome to *ScienceSpin* and welcome to a new school year! This year *ScienceSpin* will feature engaging themes that will capture your students' interest. It will also help you meet many of the National Science Education Standards put forward by the National Academy of Sciences.

This month's issue explores the characteristics of living and nonliving things. I hope you and your students enjoy this issue of *ScienceSpin*. Please feel free to contact me with your questions or comments.

Sincerely,

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### National Standards (NSES)

#### Life Science

- Characteristics of organisms

### Before Reading

#### Get Talking

Explain that the world is made up of living and nonliving things. Invite children to name one living or one nonliving thing. Ask: How do we know that something is a living thing? (*A living thing grows, changes, eats, breathes, drinks or absorbs water, and so on.*)

#### Share Information

- Some things are living, and some are nonliving. Plants and animals (including humans) are living things. All living things need air, food, and water in order

to survive. Living things grow and change as they get older.

- **Air** is essential to all living things. Air contains carbon dioxide and oxygen. Plants need to absorb carbon dioxide from the air to survive. Animals need to breathe oxygen from the air to survive.
- **Water** is essential to the survival of all living things.
- **Food** is essential to all living things. Plants absorb light energy from the sun and use it to make food. Animals cannot produce their own food, so they eat plants and other animals.
- **Animals** can reproduce. Most animals are able to move from one place to another.
- **Plants** can produce other plants like themselves. Most plants cannot move themselves from one place to another.

### After Reading

#### Talk About It

Review that plants and animals are living things. Ask: How can you tell if something is living or nonliving?

#### Use the Activity Page

Assess students' ability to identify how a living thing might change and grow.

#### Review Understanding

Write the following sentences on an easel pad:

*Living things need air, water, and \_\_\_\_\_.*

*Plants and \_\_\_\_\_ are living things.*

*A horse is a \_\_\_\_\_ thing.*

*A \_\_\_\_\_ is a nonliving thing.*

On index cards, write the following words: *food, animals, living, tractor*. Apply tape to the backs of the

cards. Invite students place the cards in the blanks to complete the sentences.

### Get to It!

#### Take a Hike!

Encourage children to go outside and observe nature. Ask them to draw a picture of living and nonliving things that they find. **Challenge:** Encourage students to make a list for each category instead of drawing a picture.

#### Sort it Out!

Collect pictures of various living and nonliving things. Glue the pictures to thick paper to make cards. Invite students to sort the pictures into two piles, *living things* and *nonliving things*. **Challenge:** Ask students to sort the *living things* pile yet again into *animals* and *plants* piles.

#### Create a Collage

Draw a vertical line down the center of a posterboard. Label one side *living things* and the other *nonliving things*. Supply students with magazines and invite them to cut out pictures of both living and nonliving things and arrange them on the appropriate sides of the poster. Display the poster on a bulletin board.

#### TURN PAGE for a reproducible activity!






For more activities, visit the *ScienceSpin* Web site: [www.weeklyreader.com/teachers/scispin/eprim](http://www.weeklyreader.com/teachers/scispin/eprim).

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# Is It Alive?

**Directions:** If the thing pictured in the first column needs air, make a check in the **air** column. If it needs water, make a check in the **water** column. If it needs food, make a check in the **food** column. (**Skill:** Recalling information)

	<b>air</b>	<b>water</b>	<b>food</b>
 <b>frog</b>			
 <b>rock</b>			
 <b>flower</b>			
 <b>child</b>			
 <b>ring</b>			

## Try This!

Circle the objects above that are living.  
How do you know that they are living things?