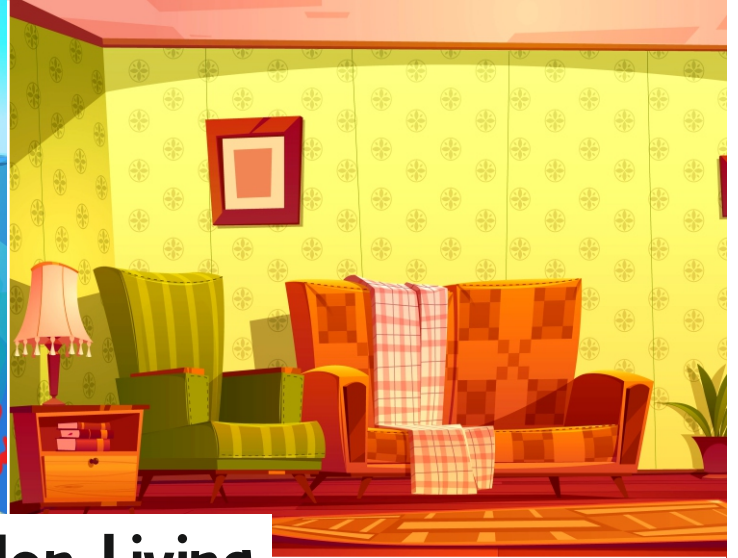


LIVING/NON-LIVING AGE: 5-10y

Version1, March 2021



Living / Non-Living



We breathe and move,
We grow and reproduce,
If you do the same,
Living thing is your name.
If you think otherwise,
You shall be called,
Non-living, high fives!!



ASSIGNMENT 1

From the given objects' children should be able to identify living (L) and non-living (NL). This is to assess their ability to classify and identify living and non-living.

1



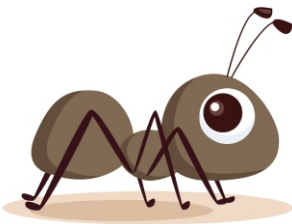
☐ Living (L)
☐ Non-Living (N)

2



☐ Living (L)
☐ Non-Living (N)

3



☐ Living (L)
☐ Non-Living (N)

4



☐ Living (L)
☐ Non-Living (N)

5



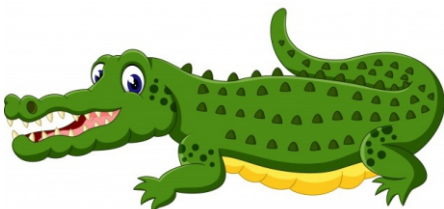
☐ Living (L)
☐ Non-Living (N)

6



☐ Living (L)
☐ Non-Living (N)

7



☐ Living (L)
☐ Non-Living (N)

8



☐ Living (L)
☐ Non-Living (N)

9

☐
☐

Living (L)
Non-Living (N)

10

☐
☐

Living (L)
Non-Living (N)

11

☐
☐

Living (L)
Non-Living (N)

12

☐
☐

Living (L)
Non-Living (N)

13

☐
☐

Living (L)
Non-Living (N)

ASSIGNMENT 2

In the given images, living and non-living objects are co-occupying the space. Children understanding of living-non-living identification, as well as clarity about their presence together is explored in the following activity. Children are expected to mark Living as L or (△) and Non-Living as NL (O)

1



2



3



4



5



6



7



8



9



10



ASSIGNMENT 3

Living things are characterized by their ability to grow, move, respire, and reproduce. The idea behind the exercise is to encourage identification of characteristics of living organisms that are reflected or not reflected in the image to classify it as a living or non-living.

1



CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

2



CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

3

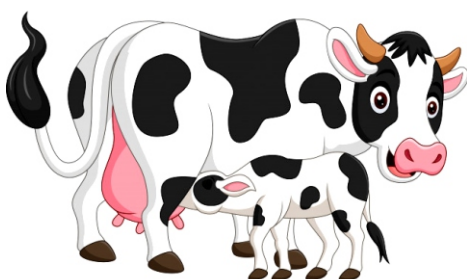


CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

4

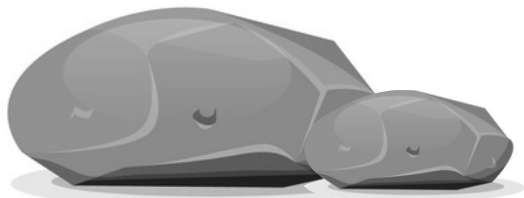


CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

5

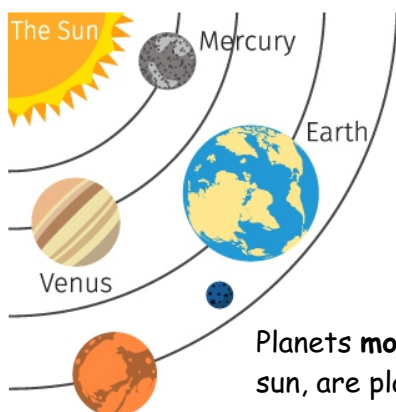


CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

6



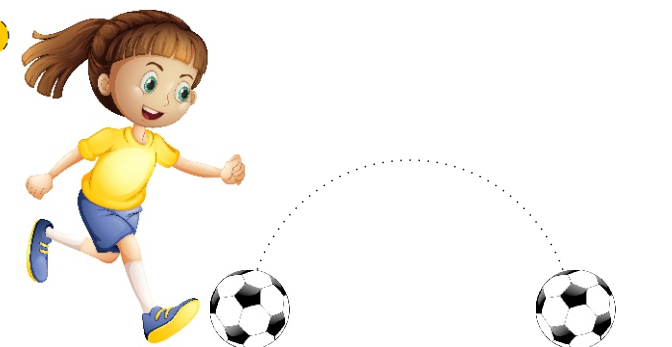
Planets **move** around the sun, are planets living?

CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

7



The football **moves** when kicked, is the football living?

CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

8



The gel beads **grow** when added to water, are they are living?

CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

9

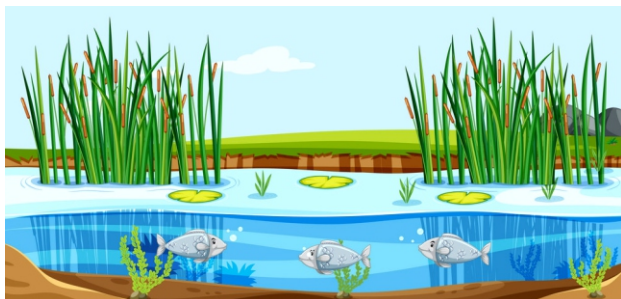


CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

10



CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

The river is **moving** and has fishes in it,
is the river living?

11



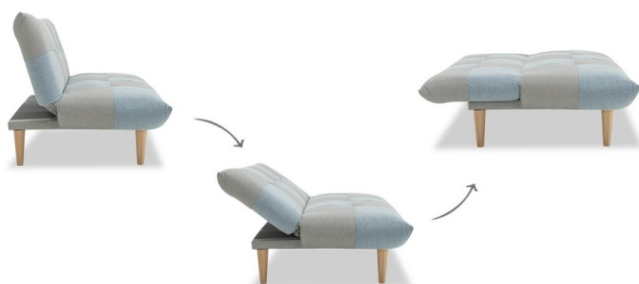
CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

The batter when baked **grows**. Is the cake living?

12



CHARACTERISTICS

- ☐ Growth (G)
- ☐ Movement (M)
- ☐ Respiration (RES)
- ☐ Reproduction (REP)

- ☐ Living (L)
- ☐ Non-Living (N)

The sofa **grows** in size, is the sofa living?

ASSIGNMENT 4

The idea behind the exercise is to help children understand how living and non-living things correlate. It is to help understand that many non-living things are derived from living things and many non-living things support the growth or presence of living things. In this exercise, children must identify which non-living thing supports the growth of living thing. Vis-à-vis children must identify non-living things are derived from which living thing.

1



IDENTITY



Rock/Soil

☐


Wooden Log

☐


Clay

☐

2



IDENTITY



Cotton Flower

☐

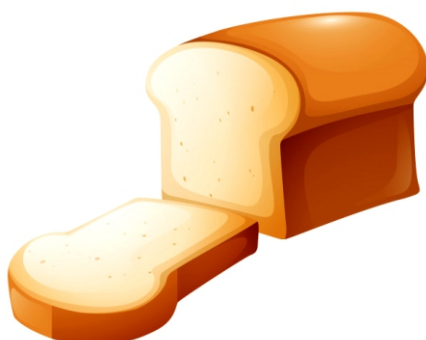

Fabric Roll

☐


Cloth Shop

☐

3



IDENTITY



Bread Tree

☐


Wheat

☐


Bakery

☐

4



IDENTITY



Coffee ☐



Henna ☐



Mud ☐

5



IDENTITY



Water ☐



Air ☐



Sun ☐

Which non-living objects are necessary for the growth of plants/ trees?

6



IDENTITY



Paper ☐



Ribbon ☐



Flowers ☐

Which non-living objects are necessary for the making of a bouquet?

ASSIGNMENT 5

The idea behind the exercise is to help children think about words and practice spellings for three letter words for the given living and non-living objects. At the same time, children will also be able to distinguish between living and non-living objects. The activity is aim at encouraging their writing abilities as well as multi tasking.

1



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

2



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

3



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

4



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

5



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

6



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

7



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

8



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

9



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

10



SPELLING

IDENTITY

☐ Living (L)

☐ Non-Living (N)

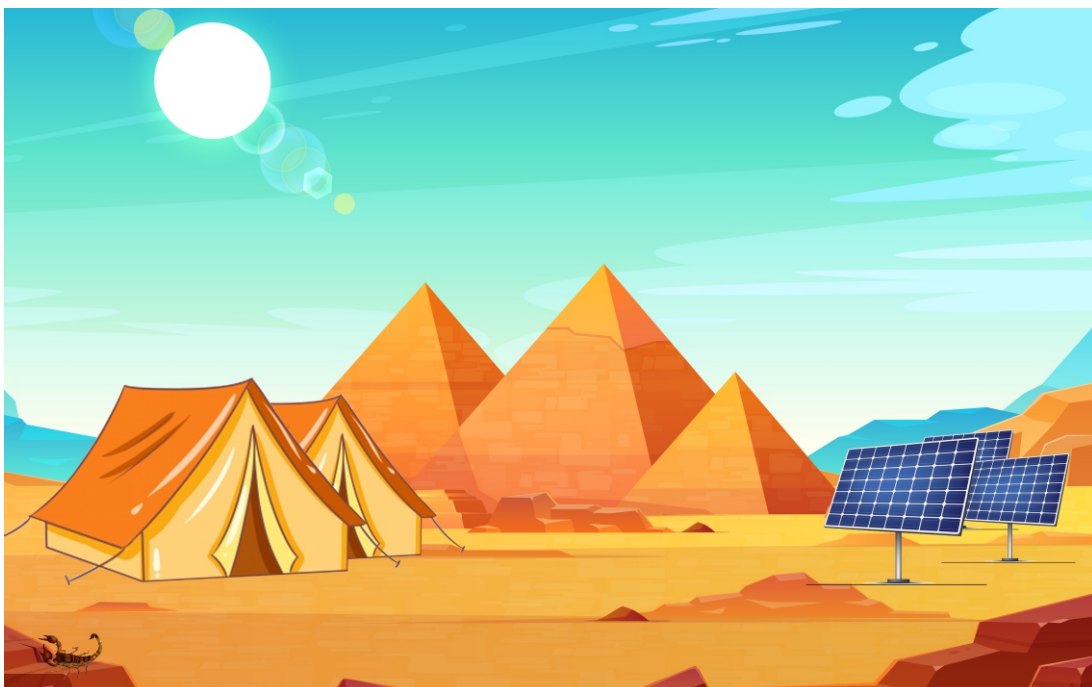
ASSIGNMENT 6

The idea behind the exercise is to help children identify the odd one out. For each image shown below, children must identify the odd living- or non-living thing for that image. Children should be encouraged to justify their choice.

1



2



3

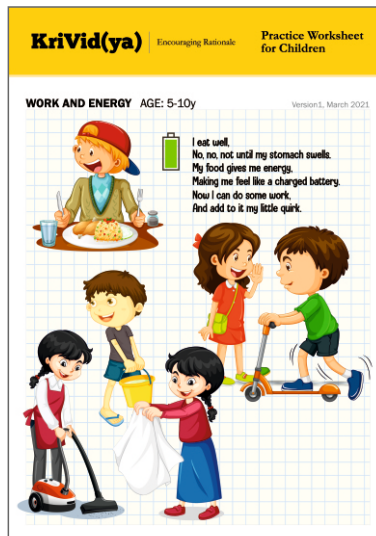
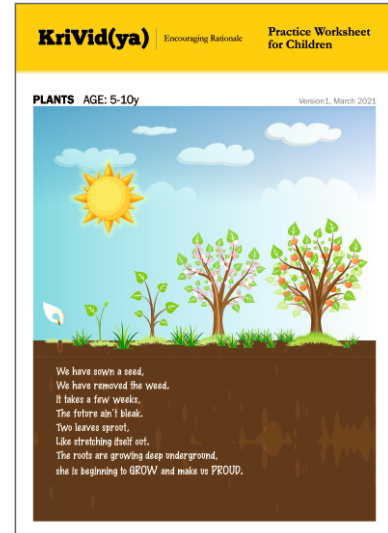
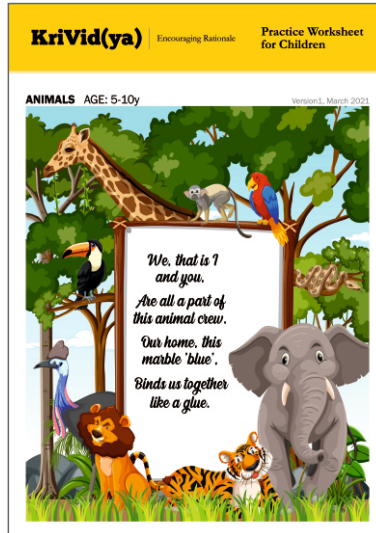


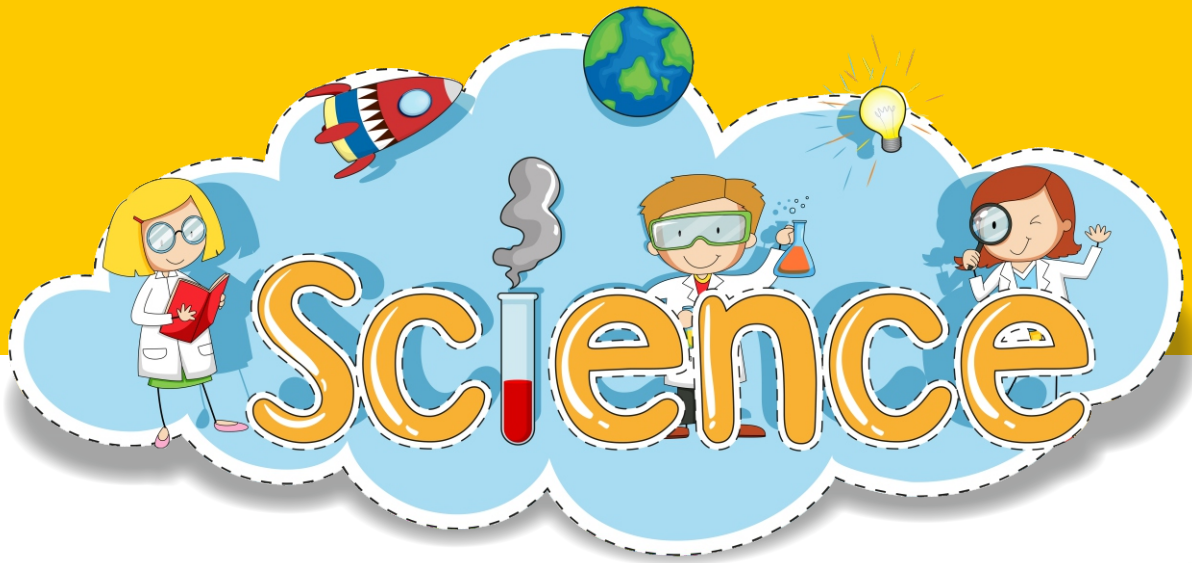
ASSIGNMENT 7

This is a creative space. Children must select a location, bathroom, classroom, living room, garden. There are two boxes provided below, based on what they see, children should draw an image of the item in the correct box. For example, in the living room, one observes television (TV) set and a plant. The plant must be drawn in the living things box and the TV will be drawn in the non-living things box. The activity is aimed to encourage children observation skills and help them create a pictographic memory.

LIVING	NON-LIVING

Other books in this series include:-





KriVid(ya)

We practice **Kriya (action)** based **Vidya (learning)**
We aid experiment-oriented science learning through a do-it, see-it, learn-it approach. Our learning models are aimed at encouraging rationale and fostering a concept driven understanding of science.