



LIVING & NON-LIVING THINGS SORT

SCIENCE: LIVING THINGS

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

OBJECTIVE OF THIS INVESTIGATION:

Given pictures of living and nonliving things, children will sort the pictures based on characteristics of the figures in the pictures.

VOCABULARY:

- baby
- parent
- sort
- similar
- different

MATERIALS:

- pictures or figurines of a variety of living and nonliving things (e.g., plants, animals, objects)

PROGRESSION STEPS (SCIENCE: LIVING THINGS):

Visit [STEMIE Learning Trajectories](#) for details

- Living Things Recognizer
- Characteristics Recognizer

THIS INVESTIGATION:

- Gather a group of children together and present the pictures
"I have all of these pictures and I want to figure out how to organize them. Can you help me?"
- As children look at the pictures, ask questions to help them think about how to organize:
"What do you know about these animals?"
"Which ones do you think go together?"
- Children might initially organize the pictures by living vs nonliving things (e.g., all animals together and all rocks, chairs, etc. together) (**Living Things Recognizer**)
- If children struggle to sort at all, review with them what makes something living and nonliving.
"Does a rock eat? Does it breathe? No. It's nonliving. Let's put the rock in this pile."
- Continue to encourage children to sort the pictures focusing on the different characteristics (such as color, size, behavior and parts) of the living things in the pictures. (**Characteristics Recognizer**)
"Hmm, which animals move in the same way? How do you know?"

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Materials:

- Provide larger images for easier visibility
- Place images on cardstock or other inflexible material for easier grasping
- Use figures instead of pictures to increase engagement and allow for easier manipulation

Instruction:

- Reduce the array of pictures
- Set out one picture for each category and have children sort the rest





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THIS INVESTIGATION (CONTINUED):

- If children struggle to sort by different characteristics continue to encourage children to notice the differences and similarities, between animals' parts and characteristics:

"Which animals have [insert body part here]?"

"Which other animals have [insert body part here]?"

ADAPTATIONS (CONTINUED):

- Model sorting a few of the pictures and ask children to help you continue sorting the rest
- Bring attention to specific animal parts and characteristics and ask children to help you find more animals with these parts and characteristics.
- Provide a T chart or other graphic organizer to help children keep pictures organized.
- Add Velcro to the back of pictures and have children stick pictures on carpet or other surface so the pictures don't get mixed up or moved around as children sort.

HOW TO CONTINUE THIS INVESTIGATION:

- Encourage children to think about how different parts and characteristics of animals help those animals meet their needs.

"What do you think this body part helps the animal to do?"

SUPPORT MATERIALS:



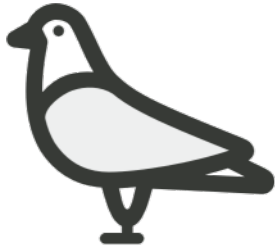


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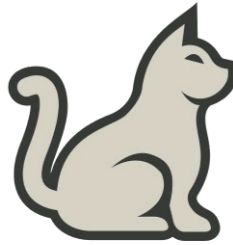
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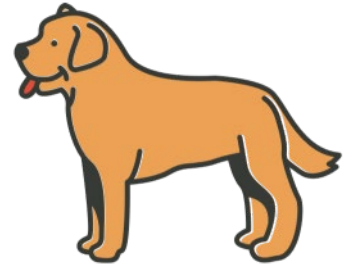
SUPPORT MATERIALS:



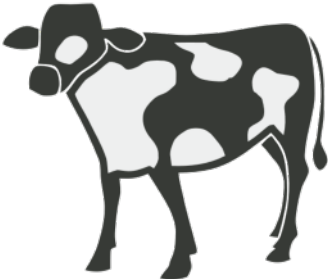
Bird



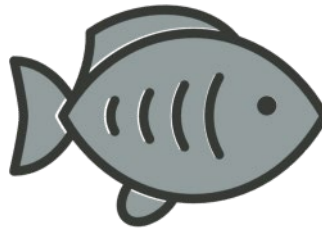
Cat



Dog



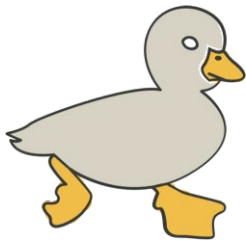
Cow



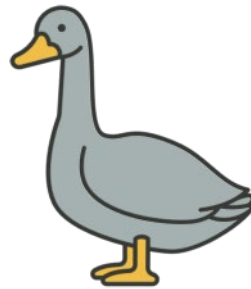
Fish



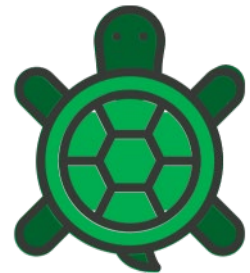
Flower



Duck



Goose



Turtle



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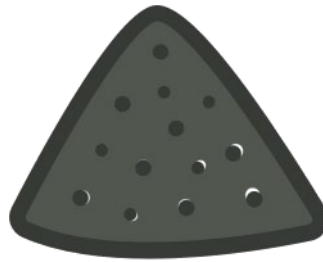
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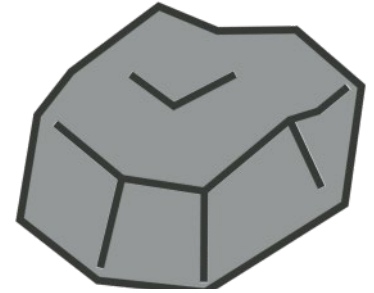
SUPPORT MATERIALS:



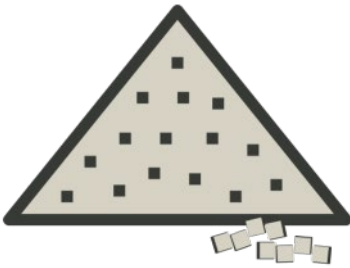
Grass



Dirt/Soil



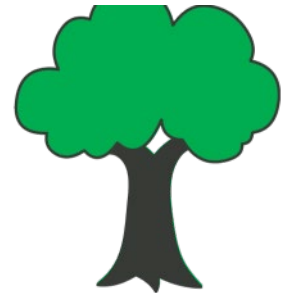
Rock



Sand



Snail



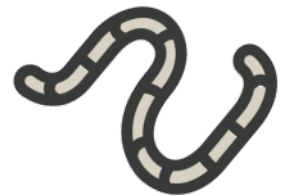
Tree



Shorts



Shirt



Worm



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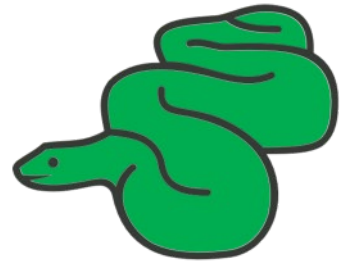
SUPPORT MATERIALS:



Frog



Lizard



Snake



Bug



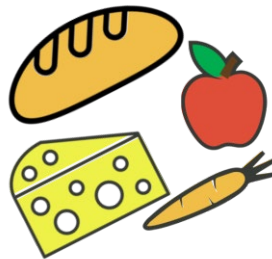
Fly



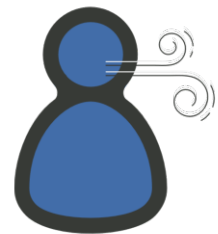
Swim



Walk



Food



Breathe