

# Living and Non-living Things

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## Level 2

This is an information text comparing living and non-living things. It is a simple repetitive text supported by colour photographs. There is one line of text placed consistently on each page. It introduces the sentence endings: ... *are living things* and ... *are non-living things*.

## Getting ready for reading

Classify pictures of things as living or non-living. Talk about definitions for 'living' and 'non-living'.

## Talking through the book

You may like to say: *This is a book that classifies things as living or non-living*. Look at each page and ensure that all children can identify the focus of the pictures. You may like to ask: *What is this a picture of? Is it a living or non-living thing?* Model the sentence form: *Yes. Trees are living things*.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

Discuss:

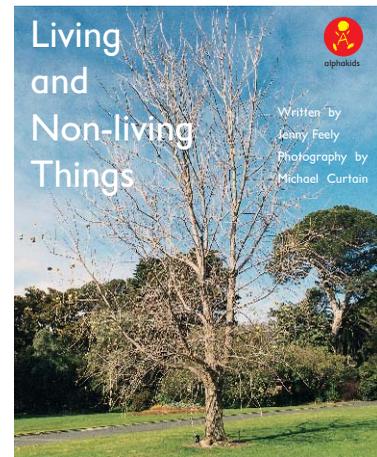
*Which things in the book are living?*

*Which things are non-living?*

### BEING A CODE BREAKER

*Vocabulary*

- High-frequency words: *are, things*
- Word awareness: plural nouns – *animals, rocks, trees, fires, birds, metals, fish, rivers, people, houses*
- Word families: *thing – bring, ring, sing, wing; fish – wish, dish*



### Check this

Teachers can observe children's emergent reading behaviours for evidence their ability to read new words using known words or concepts to help. Possible prompts are:  
*Does that make sense?*  
*Does that sound right?*

*Sounds and letters*

- Hearing sounds: /ing/ – *living, things*

*Writing conventions*

- Punctuation: hyphens – *non-living*, upper case letters, full stops
- Grammar: use of *are* with plural noun

**BEING A TEXT USER**

Discuss:

*What type of book is this – fiction or factual?*

*What could you learn about by reading this book?*

**BEING A TEXT CRITIC**

Discuss:

*Why do you think the author has chosen to put trees and fire or people and houses on the same double page? What do you think she wanted us to think about?*

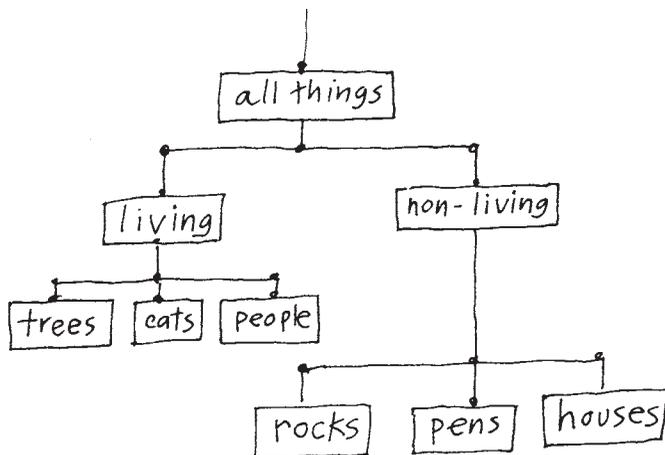
**Literacy learning centres – follow-up activities**

 **WRITING CENTRE 1**

Children write their own 'Living and Non-living' book. Provide picture dictionaries as a word source.

 **WRITING CENTRE 2**

Provide labelled pictures from catalogues and magazines showing a range of living and non-living things. Children can classify the things as living or non-living and then draw a tree diagram like the one on page 12 to record the results.



 **BOOK-BROWSING CENTRE**

Children browse through the alphabet books discussing with each other how each fits into the categories of living and non-living.