



HELLO PARENTS,

Everything that surrounds us is either living or non-living. Young children often have difficulty characterizing things as living or non-living. Living things are animals and plants that are alive. All living things grow, need nutrients and reproduce. Non-living things do not show all three of these signs of life. In this newsletter, you will be provided with activities that will help your child learn more about living and non-living things.

ACTIVITIES

INFANTS (3 – 18 MONTHS)

EXPLORING DIFFERENT THINGS

MATERIALS:

- Bristol board/cardboard
- Markers
- Scissors

DIRECTIONS:

- Cut square cards from the Bristol board and draw different pictures of living and non-living things on the cards. For example: table, tree, fish, etc.
- Sit together with your child. Put the cards upside down and let your child explore them.
- Encourage your child to flip the cards over and try to pick them up.
- Point to the picture on the card and talk about it. For example: "This is a fish. The fish needs water".

[Click here](#) for more activities.

TODDLERS (19 MONTHS – 2.5 YEARS)

IS IT ALIVE?

MATERIALS:

- Two small baskets

DIRECTIONS:

- [Click here](#) to watch a video about living and non-living things.
- After the video, ask your child to go around the house and find different things (car toy, book, pictures, etc.).
- Sit together with your child and have a discussion about each object. For example: "Does the car need water?, Can the car eat?" etc.
- Let your child sort the things that are alive in the first basket and the other things in the second basket.

[Click here](#) to listen to "Living Things" song.

PRESCHOOLERS (2.5 – 5 YEARS)

HOW DO THE PLANTS BREATHE?

MATERIALS:

- Water
- Plant (pick a flower or a leaf from a living plant)
- Sunlit area
- Shallow bowl

DIRECTIONS:

- Have your child choose a flower or a leaf.
- Let your child put the plant into a bowl of water. The flower or the leaf may float to the top, but try to make at least part of the plant stay underwater.
- Ask your child to put the bowl under the sunlit area and wait.
- After an hour, let your child observe the plant and ask them questions. For example: "What do you see on the surface of the leaf or flower?", "Can you see air bubbles formed on it?", "Do air bubbles form if you leave the plant in the dark?" etc.

[Click here](#) for more activities.

JK/SK (4 – 6 YEARS)

LIVING AND NON-LIVING THINGS

MATERIALS:

- Clipboard
- Paper
- Pencil

DIRECTIONS:

- Ask your child to draw a line down the middle of a page on the clipboard.
- Help your child to label one column "living" and the other column "non-living".
- Walk around a garden, backyard or park with your child and make observations.
- Find objects that are living or non-living.
- Encourage your child to draw the objects under the correct column on the paper.
- Discuss with your child reasons for the classification.

[Click here](#) to learn the difference between a need and a want.

SCHOOL-AGERS (6 – 12 YEARS)

THE NEEDS OF LIVING THINGS

MATERIALS

- White paper
- Pen/pencil
- Crayons or markers

DIRECTIONS:

- [Click here](#) to watch what living things need.
- Later, go for a walk and make a list of living things.
- Invite your family and friends to choose one living thing from your list and answer your questions.
 - What do the animals need to stay alive?
 - What kinds of food do they eat?
 - What do plants need to stay alive?
 - How do plants absorb the water?
 - What things do plants need that animals do not?
 - How do you know plants are living things?

[Click here](#) to learn more about living and non-living things.



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

A TIP FOR TODAY

- Go for a nature walk with your child and find living and non-living things.
- Read books together about plants, animals and humans.
- Engage your child in gardening and plant different flowers and vegetables.
- Talk with your child about what living things need and differences between living and non-living things.