



Living Things

Biological Sciences



Written for the Australian Curriculum: Science

Sienna Osborne | Randall Hall | Richard John

AUSTRALIAN CURRICULUM: SCIENCE

Strand:	Science Understanding
Sub-strand:	Biological Sciences
Descriptor:	Living things can be grouped on the basis of observable features and can be distinguished from non-living things Living things have basic needs including food and water

SCIENCE WORDS

Living, alive, bird, flower, crocodile, baby

INFORMATION FOR PARENTS OR CAREGIVER

Helping your child learn to read is a rewarding and enjoyable experience for both you and your child. Here are some ways you can help your child with their reading.

BEFORE READING

- Introduce the book; read the title and look at the picture on the front cover. Ask what the book might be about.
- Ask your child if they know any examples of living things.
- Look through the book and talk about the pictures. Ask if they notice any differences between living things and non-living things.
- Refer to the science words. Discuss each word and its meaning. These words will appear in the book.

DURING READING

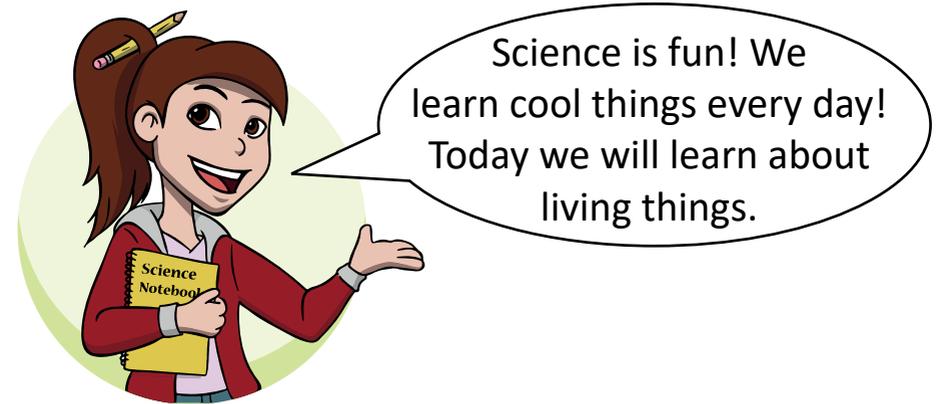
- Ensure the book is being held correctly and your child is tracking the words from left to right across the page.
- Encourage your child to look at the pictures for clues if they are unsure of a word.
- Should your child need help to decode a word, break it down into its individual sounds, and blend them together from left to right.

SCIENCE CONCEPTS IN THIS BOOK

Plants, animals, bacteria and fungi are examples of living things. Cars, robots, tables and chairs are non-living things.

Living things can be distinguished from non-living things by certain characteristics such as their ability to move, grow, breathe, eat and reproduce. Living things are also generally able to sense and adapt to their environment. For example, plants are able to sense the different seasons and adjust their growth patterns to each season. Animals have senses that allow them to feel, see, hear and smell which helps them get food or find shelter from predators.

Some non-living things possess some of these characteristics but not all of them. For example, a robot can walk, talk and can sense and adapt to its environment due to in-built sensors. However, a robot cannot grow or reproduce.



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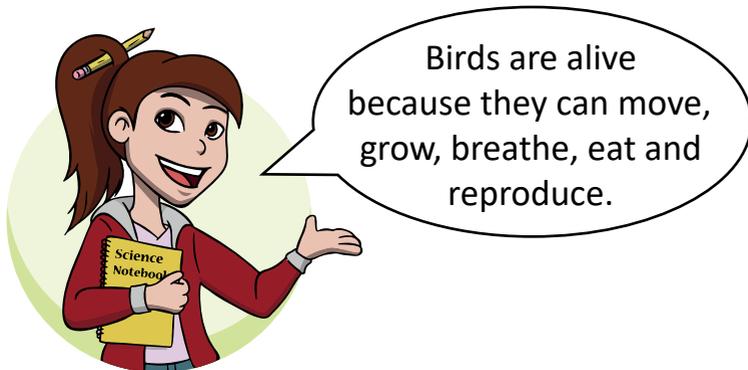
It is a ball.

It is not alive.



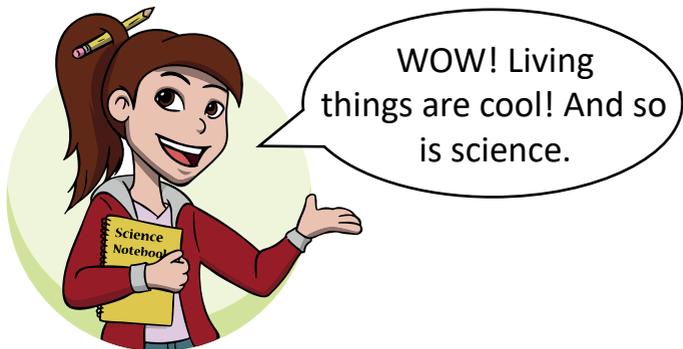
It is a bird.

It is alive.



It is a baby.

She is alive.



AFTER READING

Ask your child what the book was about and encourage them to re-tell it in the order in which it appeared.

Discuss the following with your child to assist in understanding the content of the book:

- Are the following living or non-living: ball, bird, clock, flower, car, crocodile, chair and a baby?
- What do living things have in common?
- Think about a robot or a car. What do robots and cars have in common with living things? Is a robot living? What about a car? Why or why not?
- What is your favourite living thing? What is your favourite non-living thing?

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Biological Sciences

In this book Suzie the Scientist helps us learn about living things and non-living things. We see examples of living things (such as birds and plants) and examples of things that are not living (like balls and cars). Suzie also helps us work out the difference between living and non-living things.

Australian Curriculum: All books in the 'Suzie the Scientist' series are written for the *Australian Curriculum: Science* and align directly to what children learn in the classroom. This book addresses the learning outcome "Living things can be grouped on the basis of observable features and can be distinguished from non-living things" from the Biological Sciences sub-strand.



WOW! Living things are cool!
And so is science.

PARENTS, READ ALONG WITH SUZIE!

*Throughout this book Suzie the Scientist tells us interesting scientific facts. Use these pages to encourage further interest and discussion about **living things** with your child.*

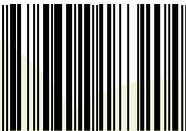
Suggested Reading Level:



PM 1-2, & Fountas & Pinnell A-B



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