

PRENTICE HALL LIVING ENVIRONMENT REVIEW PEARSON 2013 Workbook

prentice hall living environment review pearson 2013 is a comprehensive evaluation of one of the most widely used science and social studies textbooks for middle school students. Published by Pearson Education in 2013, this edition has garnered a mix of praise and critique from educators, parents, and students alike. Whether you're a teacher considering adopting this curriculum, a parent seeking to understand what your child is learning, or a student exploring the material, understanding the strengths and weaknesses of the Prentice Hall Living Environment Review Pearson 2013 is essential.

This article provides an in-depth analysis of the textbook, examining its content, instructional design, alignment with standards, and overall effectiveness. By the end, you'll have a clear picture of what makes this resource a valuable educational tool and where it might fall short.

Overview of the Prentice Hall Living Environment 2013 Edition

What is the Prentice Hall Living Environment 2013?

The Prentice Hall Living Environment 2013 edition is a science curriculum designed primarily for middle school students, typically covering grades 6-8. It aims to introduce students to fundamental biological concepts, environmental science, and the scientific process through a combination of textbook lessons, activities, and assessments.

Key features include:

- Clear and engaging chapter content focusing on biology and ecology topics
- Integrated assessments to reinforce learning
- Visual aids such as diagrams, charts, and photographs
- Online resources and supplementary materials for teachers and students

Target Audience and Educational Goals

The textbook is tailored to meet the Next Generation Science Standards (NGSS), emphasizing inquiry-based learning, scientific literacy, and real-world applications. Its target audience includes middle school educators seeking a comprehensive curriculum and students aiming to develop a solid foundation in life sciences.

Strengths of the Pearson 2013 Living Environment Textbook

Alignment with Educational Standards

One of the most praised aspects of the 2013 edition is its alignment with the NGSS and state-level standards. This ensures teachers can confidently incorporate the material into their curriculum without concern for compliance issues.

Engaging Content and Visuals

The textbook employs a variety of visual elements to aid understanding:

- Detailed diagrams illustrating biological processes
- Photographs of real-world examples like ecosystems and organisms
- Infographics summarizing complex concepts

These visuals help to clarify abstract ideas and maintain student interest.

Interactive and Assessments-Ready

The inclusion of review questions, quizzes, and hands-on activities makes it easier for teachers to assess student comprehension and encourage active learning.

Comprehensive Coverage of Topics

From cell biology and genetics to ecology and human anatomy, the textbook provides a broad yet detailed overview of life sciences, making it a versatile resource for middle school science programs.

Critiques and Limitations of the 2013 Edition

Outdated Content and Examples

While the 2013 edition was current at the time of publication, scientific advancements and new research have rendered some sections outdated. Students studying current biology might find some examples or data points obsolete, which can impact the relevance of the material.

Textbook Design and Layout

Some educators and students have noted that the layout can be dense and text-heavy, potentially leading to decreased engagement:

- Overly crowded pages with small fonts
- Lack of sufficient breaks or visual cues to guide reading

More modern textbooks tend to incorporate more white space and varied formatting to enhance readability.

Limited Digital Interactivity

Given the shift towards digital learning, the 2013 edition's online resources are considered somewhat limited compared to more recent textbooks that integrate interactive simulations, videos, and gamified assessments.

Variability in Teacher Support Materials

While the textbook itself is comprehensive, some teachers have expressed that supplemental materials?such as lesson plans, labs, and assessment tools?are not as robust or user-friendly as they could be.

How Does the 2013 Edition Compare to Later Versions?

Updates and Revisions

Since 2013, Pearson and other educational publishers have released newer editions that update scientific content, enhance digital interactivity, and improve design. These newer versions often include:

- Enhanced online platforms with interactive modules
- Updated scientific data and examples
- More student-centered activities

Why Consider the 2013 Edition?

Despite the availability of newer editions, the 2013 version remains relevant because:

- It is widely used in many school districts with existing curricula based on it
- It can be more affordable for schools with limited budgets
- Some educators prefer its straightforward approach and traditional layout

Practical Tips for Using the Pearson 2013 Living Environment

Textbook

Supplement with Updated Resources

To ensure students have access to the most current scientific information, teachers should complement the textbook with:

- Recent articles and research papers
- Online videos and simulations from reputable sources like Khan Academy or National Geographic
- Interactive labs and virtual experiments

Focus on Inquiry and Critical Thinking

Given some limitations in digital interactivity, educators can enhance engagement by:

- Designing inquiry-based projects
- Encouraging debates and discussions
- Using real-world case studies to connect science concepts to current events

Utilize Teacher Support Materials Effectively

Maximize the utility of available resources by:

- Adapting assessments to current standards and student needs
- Creating custom lesson plans that align with the textbook content
- Incorporating hands-on activities and experiments

Conclusion: Is the Prentice Hall Living Environment 2013 Edition Still a Valuable Resource?

The **prentice hall living environment review pearson 2013** indicates that while this edition has served as a foundational science textbook for many middle school classrooms, it has its limitations. Its strengths lie in solid content coverage, clear visuals, and alignment with standards, making it a reliable choice for educators seeking a traditional curriculum.

However, given the rapid pace of scientific discovery and the increasing importance of digital interactivity, educators should consider supplementing this textbook with current resources and

innovative teaching strategies. Its affordability and familiarity also make it a practical option, especially in districts with budget constraints.

Ultimately, whether to adopt or continue using the 2013 edition depends on specific classroom needs, available resources, and the desire to incorporate the latest scientific information and technology. When used thoughtfully and supplemented appropriately, the Prentice Hall Living Environment 2013 can still be an effective teaching tool in fostering scientific literacy and curiosity among middle school students.

Summary of Key Points:

- Provides comprehensive coverage aligned with NGSS standards
- Includes engaging visuals and assessment tools
- Has some outdated content and limited digital features
- Suitable for schools seeking a cost-effective, traditional curriculum
- Best used with supplemental current resources and interactive activities

Prentice Hall Living Environment Review Pearson 2013: A Comprehensive Analysis of Educational Resources

Prentice Hall Living Environment Review Pearson 2013 stands as a notable educational resource tailored to meet the evolving needs of students and educators in the realm of biology and environmental sciences. As an integral part of Pearson's prominent lineup of educational materials, this textbook has garnered attention for its comprehensive content, pedagogical approach, and alignment with academic standards. In this article, we delve into an in-depth review of the 2013 edition, exploring its content, strengths, weaknesses, and overall impact on classroom learning.

The Context and Background of the 2013 Edition

Understanding the significance of the *Prentice Hall Living Environment Review Pearson 2013* requires situating it within the broader landscape of science education at the time. Released in 2013, this edition was developed in response to the increasing emphasis on scientific literacy, technological integration, and environmental awareness in K-12 education.

Pearson Education, one of the world's leading educational publishers, collaborated with subject matter experts, educators, and curriculum developers to produce a resource that aligns with New York State's Learning Standards and the Next Generation Science Standards (NGSS). The 2013 edition aimed to bridge foundational biology concepts with real-world applications, fostering critical thinking and inquiry-based learning among students.

Content Overview and Structure

Core Topics Covered

The textbook encompasses a broad spectrum of biological and environmental topics, structured to facilitate progressive learning. Key areas include:

- Cell biology and structure
- Genetics and evolution
- Human body systems
- Ecology and environmental science
- Molecular biology and biotechnology
- Diversity of life forms

The content is organized into units that build upon each other, beginning with fundamental concepts and advancing toward complex topics, ensuring a scaffolded learning experience.

Pedagogical Features

The 2013 edition integrates several pedagogical tools designed to enhance comprehension:

- Chapter Objectives: Clear statements outlining expected learning outcomes.
- Illustrations and Diagrams: Rich visuals to aid in understanding complex processes.
- Real-world Applications: Examples that connect scientific concepts to everyday life.
- Review Questions: End-of-chapter questions for reinforcement and assessment.
- Critical Thinking Exercises: Promoting inquiry and analysis beyond rote memorization.
- Laboratory Activities: Hands-on experiments, when applicable, to foster experiential learning.

Strengths of the 2013 Edition

Alignment with Standards and Curricula

One of the standout features of the Pearson 2013 Living Environment textbook is its meticulous alignment with state and national standards. This ensures educators can seamlessly integrate the material into their curricula without extensive modifications.

Visual and Illustrative Content

Students and teachers alike have praised the high-quality visuals. Diagrams of cell structures,

ecological cycles, and human anatomy are detailed and labeled effectively, serving as essential tools for visual learners.

Emphasis on Scientific Inquiry

The textbook emphasizes the scientific method, encouraging students to develop hypotheses, conduct experiments, analyze data, and draw conclusions. This focus on inquiry-based learning is vital for fostering critical scientific skills.

Accessibility and User-Friendly Layout

The clear organization, consistent formatting, and inclusion of summaries make the textbook accessible. Navigating through chapters and sections is straightforward, reducing cognitive load for students.

Supplementary Resources

Pearson provided additional online resources, including interactive quizzes, videos, and teacher guides, which complement the textbook and support diverse learning styles.

Areas for Improvement and Criticisms

While the 2013 edition offers many advantages, it is not without its limitations:

Outdated Content in a Rapidly Evolving Field

Given the pace of discovery in biology and environmental sciences, some information in the 2013 edition has become outdated. For example, advances in genetics, CRISPR technology, and climate science have evolved significantly since then.

Limited Cultural and Global Perspectives

Critics have noted that the textbook primarily reflects a Western-centric perspective, with limited inclusion of global environmental issues or diverse cultural viewpoints related to science and environmental stewardship.

Digital Integration

Although supplementary online resources existed, the textbook itself could benefit from more integrated digital content, such as embedded videos or interactive modules, to meet modern educational technology standards.

Depth versus Breadth

Some educators have expressed concern that the textbook attempts to cover too broad a range of topics, potentially sacrificing depth in critical areas. This may challenge students who require more detailed explanations or hands-on practice.

Impact on Classroom Learning and Student Engagement

Enhancing Scientific Literacy

The textbook's emphasis on inquiry and real-world applications has contributed positively to fostering scientific literacy among students. It helps students see the relevance of biology in daily life and environmental issues, thereby increasing engagement.

Supporting Diverse Learning Needs

With its visual aids and structured approach, the book supports various learning styles, including visual, auditory, and kinesthetic learners, especially when complemented with online resources.

Preparation for Assessments

The aligned content and comprehensive review questions prepare students effectively for standardized tests and classroom assessments, making it a valuable tool for teachers aiming to improve academic performance.

The Evolution of Pearson's Living Environment Materials

The 2013 edition is part of a continuum of Pearson's educational resources. Subsequent editions have aimed to address some limitations, incorporating updated scientific discoveries, enhanced digital integration, and broader perspectives. Nonetheless, the 2013 textbook remains a significant snapshot of science education at that time.

Final Thoughts: Is the 2013 Edition Still Relevant?

In evaluating the *Prentice Hall Living Environment Review Pearson 2013*, it is clear that the textbook played an important role in biology education during its time. Its strengths in clarity, alignment, and pedagogical support make it a useful resource, especially when supplemented with current scientific information and digital tools.

However, educators and students should be mindful of its dated content and consider integrating newer resources to provide the most accurate and comprehensive education. For teachers seeking

a solid foundational text with proven pedagogical features, the 2013 edition offers a reliable starting point, but it should be part of a broader, up-to-date curriculum.

Conclusion

Pearson's 2013 Living Environment textbook exemplifies a well-structured, standards-aligned educational resource that has contributed positively to science teaching and learning. While it reflects the knowledge and pedagogical approaches of its time, ongoing updates and digital enhancements are essential to keep pace with scientific advancements and modern educational needs. As a historical and educational artifact, it remains a valuable reference point for understanding how biology education has evolved and continues to do so in a dynamic, ever-changing scientific landscape.

QuestionAnswer What are the key topics covered in the Prentice Hall Living Environment Review Pearson 2013? The review covers fundamental biology concepts such as cell structure, genetics, evolution, ecology, human body systems, and scientific inquiry, aligning with the 2013 curriculum standards. How effective is the Pearson 2013 Living Environment Review for exam preparation? The review provides comprehensive summaries, practice questions, and review exercises that help students reinforce their understanding and improve their performance on exams. Are there updated resources or editions of the Prentice Hall Living Environment Review beyond 2013? Yes, newer editions and resources have been released to align with updated curriculum standards, but the 2013 edition remains useful for foundational review and older curriculum standards. Can the Pearson 2013 Living Environment Review be used independently for self-study? Yes, many students use this review as a standalone resource for self-study, especially to reinforce key concepts and practice test questions. What are some common challenges students face when using the 2013 review, and how can they overcome them? Students may find some content outdated or not aligned with newer standards; supplementing with current resources or online practice exams can help overcome these challenges. Is the Pearson 2013 Living Environment Review suitable for teachers as a teaching aid? Absolutely, teachers often use it for lesson planning, review sessions, and to provide students with additional practice materials. How does the Pearson 2013 review compare with other biology review materials? It is known for its clear explanations and structured content, but students may find additional online resources or newer textbooks more current; combining materials can be most effective. Where can I access the Pearson 2013 Living Environment Review for purchase or download? It can be purchased through educational bookstores, online retailers like Pearson's official website, or accessed via school library resources or digital platforms that provide Pearson educational materials.

Related keywords: prentice hall, living environment, review, pearson, 2013, biology textbook, science curriculum, educational resource, student review, exam preparation

LIVING AND NON LIVING THINGS MULTIPLE CHOICE

living and non living things multiple choice questions are a common way to assess understanding of the fundamental differences between what constitutes living organisms and inanimate objects. These questions are widely used in school examinations, quizzes, and educational activities to help students grasp essential biological concepts and develop observational skills. Recognizing the characteristics that distinguish living from non-living things is crucial for students studying biology, environmental science, and general science education. In this article, we will explore the differences between living and non-living things through multiple-choice questions, their importance in education, and tips on how to approach such questions effectively.

Understanding Living and Non-Living Things

Before diving into multiple-choice questions, it's essential to understand the basic definitions and characteristics that differentiate living and non-living things.

What Are Living Things?

Living things, also known as organisms, are entities that exhibit certain biological processes. They are capable of growth, reproduction, response to stimuli, metabolism, and adaptation over time. Examples include humans, animals, plants, fungi, and microorganisms.

Characteristics of living things:

- **Growth and Development:** Living things grow in size and develop features over time.
- **Reproduction:** They produce new individuals of the same species.
- **Response to Stimuli:** They react to environmental changes, such as light, sound, or touch.
- **Metabolism:** They carry out chemical reactions to produce energy.
- **Homeostasis:** They maintain a stable internal environment.
- **Adaptation:** They evolve over generations to better survive in their environment.

What Are Non-Living Things?

Non-living things are objects or substances that do not possess the biological processes characteristic of living organisms. They do not grow, reproduce, respond to stimuli, or undergo metabolism.

Examples include:

- Rocks
- Water
- Air
- Furniture
- Buildings
- Plastic objects

Characteristics of non-living things:

- Do not grow or develop
- Do not reproduce
- Do not respond actively to stimuli
- Are not capable of metabolism
- Maintain a fixed composition

Common Multiple Choice Questions on Living and Non-Living Things

Multiple choice questions (MCQs) are an effective way to test knowledge in a quick and efficient manner. Here are some typical MCQs that can help reinforce understanding.

Sample Questions and Answers

- Which of the following is a non-living thing?

- a) Tree
- b) Dog
- c) Rock
- d) Fish

Answer: c) Rock

- Which characteristic is common to all living things?

- a) Responding to stimuli
- b) Having a backbone
- c) Being made of plastic
- d) Being found in water

Answer: a) Responding to stimuli

- **Which of these is NOT a characteristic of living organisms?**

- a) Growth
- b) Reproduction
- c) Movement
- d) Inability to respond to environment

Answer: d) Inability to respond to environment

- **Which of the following is an example of a living thing?**

- a) Air
- b) Mushroom
- c) Water
- d) Plastic bag

Answer: b) Mushroom

- **Which statement best describes non-living things?**

- a) They can reproduce
- b) They grow and develop
- c) They do not respond to stimuli
- d) They carry out life processes

Answer: c) They do not respond to stimuli

How to Approach Multiple Choice Questions on Living and Non-Living Things

Approaching MCQs effectively requires understanding the concepts and applying logical reasoning. Here are some tips:

1. Read the Question Carefully

Pay close attention to what the question asks. Look for keywords such as "which," "all," "except," or "most."

2. Recall Key Characteristics

Think about the defining features of living and non-living things. Remember that characteristics like growth, reproduction, response, and metabolism are exclusive to living things.

3. Eliminate Incorrect Options

Narrow down choices by ruling out options that do not fit the criteria. For example, if an option clearly lacks the ability to reproduce or respond, it's likely non-living.

4. Be Wary of Tricky Questions

Some questions may contain options that seem similar. Carefully analyze each choice, and consider real-world examples to guide your answer.

5. Use Examples to Clarify

Relate options to familiar objects or organisms. For instance, if an option is "a plant," remember that plants are living organisms.

Importance of Differentiating Living and Non-Living Things in Education

Understanding the difference between living and non-living things is fundamental in science education for several reasons:

- **Foundation of Biological Science:** It helps students comprehend basic biological concepts and the classification of organisms.
- **Environmental Awareness:** Recognizing living and non-living components of ecosystems fosters environmental consciousness.
- **Scientific Observation:** It enhances skills in observation and critical thinking.
- **Preparation for Advanced Topics:** Concepts learned here form the basis for studying ecology, physiology, and evolution.

Incorporating multiple-choice questions into lessons encourages active participation, reinforces learning, and helps teachers assess students' understanding effectively.

Conclusion

Living and non-living things multiple choice questions serve as an essential tool in education to reinforce understanding of fundamental biological concepts. By recognizing the key differences—such as growth, reproduction, response to stimuli, and metabolism—students can better

classify objects and organisms they encounter daily. Preparing for such questions involves understanding characteristics, practicing sample questions, and applying logical reasoning. Whether in classroom quizzes, competitive exams, or self-assessment, mastering these concepts ensures a solid foundation in science education and fosters curiosity about the natural world.

Remember: Always analyze each option carefully, recall the main features of living and non-living things, and relate questions to real-world examples for best results.

Living and Non-Living Things Multiple Choice: An In-Depth Exploration

Understanding the differences between living and non-living things is fundamental in the study of biology and environmental sciences. This knowledge helps us classify the myriad objects and organisms we encounter daily, fostering a deeper appreciation of the natural world. Multiple-choice questions (MCQs) are a common assessment tool used to evaluate comprehension of these concepts. In this article, we delve into the core characteristics that distinguish living from non-living things, explore typical MCQ formats, and provide insights on how to approach such questions effectively.

The Significance of Differentiating Living and Non-Living Things

Before exploring the mechanics of multiple-choice questions, it's essential to grasp why distinguishing between living and non-living entities matters. This understanding forms the foundation for various scientific disciplines, including biology, ecology, medicine, and environmental science.

- **Biological Classification:** Organisms are categorized based on their characteristics, aiding in scientific naming and study.
- **Environmental Impact:** Recognizing which objects or substances are living or non-living influences conservation efforts and ecological management.
- **Daily Life Applications:** From understanding household objects to recognizing natural phenomena, this knowledge informs everyday decisions.

Fundamental Characteristics of Living Things

Living things, also known as organisms, exhibit specific features that set them apart from non-living objects. Recognizing these features is crucial for answering MCQs accurately.

- **Growth and Development**

Living organisms grow and develop over time, increasing in size and undergoing various structural changes. For example, a seed germinating into a plant exemplifies growth and development.

- Reproduction

Living things have the ability to reproduce, creating new individuals of the same species. This can occur sexually (involving two parents) or asexually (single parent).

- Response to Stimuli

Organisms respond to environmental stimuli such as light, temperature, or touch. For instance, plants bend towards sunlight, and animals react to danger.

- Metabolism

Living entities carry out metabolic processes, involving chemical reactions that sustain life, such as respiration and digestion.

- Homeostasis

Maintaining a stable internal environment, or homeostasis, is characteristic of living organisms. Humans regulate body temperature, for example.

- Cellular Structure

All living things are made up of one or more cells, which are the basic units of life.

- Adaptation to Environment

Over generations, living organisms adapt to their surroundings through evolutionary changes.

Characteristics of Non-Living Things

Non-living objects do not possess the features listed above. They do not grow, reproduce, respond to stimuli in the biological sense, or undergo metabolic processes.

Key Features of Non-Living Things:

- Lack of Cellular Structure: They are not made up of cells.
- No Growth or Development: They do not grow or change over time unless physically altered.
- No Reproduction or Metabolism: They do not reproduce or carry out metabolic reactions.
- Inability to Respond to Stimuli: They do not respond to environmental changes biologically.
- Inanimate Nature: Examples include rocks, water, air, and man-made objects like chairs and buildings.

Common Multiple Choice Question Formats on Living and Non-Living Things

MCQs are designed to test knowledge, understanding, and application of concepts related to living and non-living things. Here are typical formats and how to approach them.

- Identification Questions

These ask students to identify whether an object or organism is living or non-living.

Example:

Which of the following is a living thing?

- a) Rock
- b) Tree
- c) Water
- d) Air

Correct Answer: b) Tree

Tip: Focus on the features like growth, reproduction, and cellular structure to distinguish living from non-living options.

- Statement-Based Questions

These present statements about characteristics, requiring the test-taker to judge their truthfulness.

Example:

Which of the following statements is true?

- a) A car can grow and reproduce.
- b) A fish responds to touch and can reproduce.
- c) A book responds to stimuli.
- d) A mountain can carry out respiration.

Correct Answer: b) A fish responds to touch and can reproduce.

Tip: Remember, only living things can perform biological functions like response and reproduction.

- Application and Scenario Questions

These involve applying knowledge to real-life situations or hypothetical scenarios.

Example:

An organism is observed to respond to light, grow over time, and reproduce. Which category does it belong to?

- a) Non-living object
- b) Living organism
- c) Man-made object
- d) Non-living natural object

Correct Answer: b) Living organism

Tip: Use the key characteristics to analyze the scenario rather than relying solely on appearance.

- True or False Questions

Quick assessments of understanding.

Example:

All non-living things are made up of cells. (True/False)

Answer: False

Strategies for Answering Multiple Choice Questions Effectively

To excel in MCQs on living and non-living things, consider the following strategies:

- Read Each Question Carefully: Pay attention to keywords like "always," "never," or "reproduce."
- Eliminate Clearly Wrong Options: Narrow down choices to improve chances of selecting the correct answer.
- Recall Key Characteristics: Use your knowledge of the features that define living and non-living entities.
- Look for Clues in the Wording: Sometimes the phrasing hints at the correct answer.
- Practice Regularly: Familiarity with common question types boosts confidence and accuracy.

Sample Multiple Choice Questions with Explanations

Here are some sample MCQs to test your understanding:

- Which of the following is NOT a characteristic of living things?

- a) Growth
- b) Response to stimuli
- c) Inability to move
- d) Reproduction

Answer: c) Inability to move

Explanation: While many living things can move, some, like plants, do not move freely. However, the key point is that movement is a common characteristic, and inability to move in itself is not a hallmark of non-living things.

- A rock is an example of a:

- a) Living thing
- b) Non-living thing
- c) Dead organism
- d) Reproducing organism

Answer: b) Non-living thing

Explanation: Rocks do not grow, reproduce, respond biologically, or metabolize.

- Which feature is shared by both living and non-living things?

- a) Respond to stimuli
- b) Made up of cells
- c) Can reproduce
- d) Can grow

Answer: a) Respond to stimuli

Explanation: Non-living things can respond to stimuli in a physical or chemical way (e.g., a mirror reflecting light). However, biological response is characteristic of living things.

The Educational Importance of Understanding Living and Non-Living Things

Mastering the distinctions through MCQs and related exercises enhances scientific literacy. It allows students and enthusiasts to:

- Better understand ecosystems and biodiversity.
- Recognize natural phenomena versus man-made objects.
- Develop critical thinking skills by analyzing characteristics rather than superficial appearances.
- Prepare effectively for exams and assessments.

Conclusion

Distinguishing between living and non-living things is more than an academic exercise; it is a window into understanding the natural world. Multiple-choice questions serve as an accessible means to test and reinforce this knowledge, emphasizing key characteristics such as growth, reproduction, response to stimuli, and cellular structure. By familiarizing oneself with these features and practicing various question formats, learners can confidently navigate the concepts that underpin biology and environmental science.

Remember, the core difference lies in the presence of life processes. Living things grow, reproduce, respond, and adapt; non-living things do not. Recognizing these fundamental traits is essential, whether you're answering quiz questions or simply marveling at the complexity of nature around you.

Question Answer Which of the following is a living thing? A plant Which characteristic is NOT typical of living things? They do not grow Which of these is an example of a non-living thing? A rock What do living things need to survive? Food, water, and air Which of the following is NOT a living thing? A chair Which characteristic helps distinguish living things from non-living things? Living things can grow and reproduce Which of the following is a non-living thing? A bicycle Which of these is a non-living object? A computer Living things can do which of the following? Carry out life processes like growth and movement Which of the following is a non-living thing that can be found in nature? A mountain

Related keywords: living things, non-living things, characteristics, plants, animals, objects, biotic factors, abiotic factors, classification, examples

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