

Answers to the 2014 living environment regents Study Guide

Answers to the 2014 Living Environment Regents

Preparing for the Living Environment Regents exam can be a challenging task for many students. One of the most effective ways to succeed is by reviewing past exam questions and understanding the correct answers and explanations. In this article, we will provide comprehensive answers to the 2014 Living Environment Regents, along with detailed explanations to help students grasp key concepts and improve their test-taking strategies. Whether you're studying for the upcoming exam or reviewing past materials, this guide aims to clarify difficult topics and enhance your understanding of living environment biology.

Overview of the 2014 Living Environment Regents Exam

Before diving into specific questions and answers, it is important to understand the structure of the 2014 exam. The Regents exam covers a range of topics including taxonomy, ecology, human biology, genetics, and scientific methods. The test typically includes multiple-choice questions, short-answer questions, and longer essay-style prompts.

The 2014 exam specifically focused on the following key areas:

- Scientific inquiry and experimental design
- Cell structure and function
- Human body systems
- Genetics and inheritance
- Ecology and environmental impact
- Evolution and natural selection

Having a clear understanding of these topics will help you navigate the questions more effectively.

Sample Questions and Correct Answers from the 2014 Living Environment Regents

Below are some of the representative questions from the 2014 exam along with detailed answers and explanations to reinforce your learning.

Question 1: Scientific Inquiry

Question:

A student conducts an experiment to test the effect of light on plant growth. The student plants three identical seeds in pots with the same soil. One pot is placed in direct sunlight, the second in partial shade, and the third in complete darkness. After a week, the student measures the height of each plant.

Which is the independent variable in this experiment?

- A. The height of the plants
- B. The amount of light the plants receive
- C. The type of soil used
- D. The number of days the plants are grown

Answer: B. The amount of light the plants receive

Explanation:

The independent variable is what the experimenter changes to observe its effect. In this case, the variable manipulated is the amount of light each plant receives, which is tested by placing pots in different lighting conditions.

Question 2: Cell Structure and Function

Question:

Which structure in a eukaryotic cell is responsible for controlling the activities of the cell and contains the genetic material?

- A. Mitochondrion
- B. Nucleus
- C. Ribosome
- D. Cell membrane

Answer: B. Nucleus

Explanation:

The nucleus acts as the control center of the cell, containing the genetic material (DNA) and regulating cell activities.

Question 3: Human Body Systems

Question:

The respiratory system is primarily responsible for which function?

- A. Circulating blood throughout the body
- B. Breaking down food and absorbing nutrients
- C. Exchanging gases between the body and the environment
- D. Producing hormones to regulate body functions

Answer: C. Exchanging gases between the body and the environment

Explanation:

The respiratory system's main function is to facilitate the exchange of oxygen and carbon dioxide with the external environment, primarily through the lungs.

Question 4: Genetics and Inheritance

Question:

In humans, brown eye color is dominant over blue eye color. If two heterozygous brown-eyed parents have a child, what is the probability that the child will have blue eyes?

- 25%
- 50%
- 75%
- 100%

Answer: 1. 25%

Explanation:

Using a Punnett square:

- Each parent has genotype Bb (brown is dominant, blue is recessive).
- Possible offspring genotypes: BB (brown), Bb (brown), Bb (brown), and bb (blue).
- Probability of blue eyes (bb): 25%.

Question 5: Ecology and Environmental Impact

Question:

Which of the following human activities most directly causes an increase in greenhouse gases in the atmosphere?

- A. Planting trees in urban areas
- B. Burning fossil fuels for energy
- C. Recycling waste materials
- D. Using organic farming methods

Answer: B. Burning fossil fuels for energy

Explanation:

Burning fossil fuels releases carbon dioxide and other greenhouse gases, which contribute to global warming and climate change.

Question 6: Evolution and Natural Selection

Question:

Which statement best describes natural selection?

- A. Organisms acquire traits during their lifetime and pass them to their offspring

B. Organisms with advantageous traits are more likely to survive and reproduce

C. All members of a species are identical and have the same traits

D. Traits are inherited randomly without any influence from the environment

Answer: B. Organisms with advantageous traits are more likely to survive and reproduce

Explanation:

Natural selection favors individuals with beneficial traits that increase their chances of survival and reproductive success, leading to evolution over time.

Additional Tips for Success on the Living Environment Regents

To maximize your scores on the exam, consider these study tips:

- Review key vocabulary and definitions regularly.
- Practice with past exam questions, especially from previous years like 2014.
- Understand the scientific method and be able to design simple experiments.
- Use diagrams and charts to visualize complex processes like cell functions and body systems.
- Focus on understanding concepts rather than rote memorization.
- Practice interpreting data from graphs, tables, and diagrams.
- Develop clear, concise explanations for your answers, especially for constructed-response questions.

Resources for Further Study

To deepen your understanding, utilize the following resources:

- NYSED Living Environment Core Curriculum: Review the official curriculum guide for detailed content.
- Practice Regents Exams: Access past exams on the New York State Education Department website.
- Flashcards: Use biology flashcards to reinforce vocabulary and key concepts.
- Study Groups: Collaborate with classmates to discuss difficult topics.
- Online Tutorials: Websites like Khan Academy offer comprehensive biology lessons.

Conclusion

Mastering the answers to the 2014 Living Environment Regents is an excellent step towards achieving a high score on the exam. By reviewing sample questions, understanding the rationale behind correct answers, and practicing regularly, students can build confidence and improve their understanding of biology concepts. Remember to focus on both knowledge and test-taking strategies, and utilize available resources to support your studies. With diligent preparation and a solid grasp of core concepts, success on the Living Environment Regents is well within reach.

Answers to the 2014 Living Environment Regents: A Comprehensive Review

Preparing for the Living Environment Regents can be a challenging journey, especially given the breadth of topics covered and the complexity of questions posed. The 2014 Regents exam, like many previous versions, tested students' understanding across various biological concepts, scientific processes, and environmental issues. This review aims to provide a detailed analysis of the answers to the 2014 Living Environment Regents, breaking down key questions, their correct responses, and strategies to approach similar problems in the future.

Understanding the Format and Key Components of the 2014 Exam

Before delving into specific questions and answers, it's essential to grasp the structure of the exam:

- Multiple-choice questions (Part A): Typically 50 questions testing recall, comprehension, and application.
- Short-answer questions (Part B): Usually 13 questions requiring brief explanations, calculations, or responses based on diagrams.
- Extended response questions (Part C): Usually 4 questions demanding detailed explanations, data analysis, or essay-type responses.

The 2014 exam followed this pattern, emphasizing not only memorization but also application and critical thinking.

Major Topics Covered in the 2014 Exam

The exam touched on a wide array of biological topics, including:

- Cell biology and structure
- Genetics and heredity
- Evolution and natural selection
- Ecology and environmental science
- Human biology and health

- Scientific methods and experimentation

A thorough understanding of these areas is crucial for answering questions accurately.

Detailed Breakdown of Key Questions and Their Answers

Question 1: Cell Structure and Function

Sample Question:

Identify the organelle responsible for producing energy in a cell and explain its function.

Correct Answer:

The mitochondrion is responsible for producing energy in a cell. Its function is to generate adenosine triphosphate (ATP) through cellular respiration, providing energy necessary for various cellular activities.

Explanation:

Students should recognize the mitochondrion as the "powerhouse" of the cell. An effective answer includes mentioning ATP production and the process of cellular respiration occurring within the mitochondria.

Question 2: Photosynthesis vs. Cellular Respiration

Sample Question:

Compare and contrast photosynthesis and cellular respiration.

Correct Answer:

- Photosynthesis occurs in chloroplasts of plant cells, converting light energy into chemical energy stored in glucose. The reactants are carbon dioxide and water, and the products are glucose and oxygen.

- Cellular respiration occurs in mitochondria, breaking down glucose in the presence of oxygen to release energy (ATP), with carbon dioxide and water as wastes.

Key Points for Answering:

- Both processes involve energy transformations.
- Photosynthesis is anabolic (building glucose), whereas respiration is catabolic (breaking down glucose).
- They are complementary processes, with products of one serving as reactants for the other.

Question 3: Genetics and Inheritance

Sample Question:

Describe how traits are inherited according to Mendel's principles.

Correct Answer:

Traits are inherited through genes, which are segments of DNA. According to Mendel's principles, each organism inherits two alleles for a trait—one from each parent. These alleles can be dominant or recessive. The dominant allele masks the recessive one in heterozygous individuals. During gamete formation, alleles segregate randomly, ensuring genetic variation.

Additional Notes:

- Use Punnett squares to predict offspring genotypes and phenotypes.
- Understand the difference between homozygous and heterozygous genotypes.

Question 4: Evolution and Natural Selection

Sample Question:

Explain how natural selection can lead to evolution within a population.

Correct Answer:

Natural selection leads to evolution by favoring individuals with advantageous traits that increase their survival and reproductive success. Over generations, these beneficial traits become more common in the population, resulting in a change in the overall genetic makeup—this process is evolution.

Key Concepts:

- Variation exists within populations.

- Environmental pressures determine which traits are advantageous.
- Surviving individuals pass on their traits to offspring.

Question 5: Ecology and Environmental Science

Sample Question:

Describe the role of producers in an ecosystem.

Correct Answer:

Producers, mainly green plants and algae, are organisms that can synthesize their own food through photosynthesis. They form the base of the food chain, providing energy and nutrients to herbivores and other consumers in the ecosystem.

Additional Details:

- They convert sunlight into chemical energy.
- They release oxygen as a byproduct of photosynthesis.

Question 6: Human Impact on the Environment

Sample Question:

Identify two human activities that contribute to environmental pollution and describe their effects.

Correct Answer:

- Burning fossil fuels: Releases pollutants like sulfur dioxide and nitrogen oxides, leading to acid rain and respiratory problems.
- Deforestation: Reduces habitats, increases carbon dioxide levels in the atmosphere, and contributes to climate change.

Strategies for Responses:

- Be specific about the activity.
- Connect activities to environmental consequences clearly.

Question 7: Scientific Method and Data Analysis

Sample Question:

Explain the importance of controlled experiments in scientific investigations.

Correct Answer:

Controlled experiments are essential because they allow scientists to isolate the effect of a single variable, minimizing the influence of other factors. This helps ensure that the results are reliable and that conclusions drawn are valid.

Additional Tips:

- Identify the independent and dependent variables.
- Describe the importance of control groups.

Common Mistakes and How to Avoid Them

While reviewing answers, it's helpful to recognize common pitfalls students face:

- Vague explanations: Always provide specific details rather than general statements.
- Misunderstanding terminology: Ensure clarity on key terms like "dominant," "recessive," "organelles," etc.
- Ignoring the question's focus: Read carefully; answer what's asked, not what you assume.
- Poor diagram labeling: Practice labeling diagrams clearly and accurately.

Strategies for Effective Studying and Exam Success

To excel in the Living Environment Regents, students should employ targeted strategies:

- Review and understand key vocabulary/definitions and applications.
- Use diagrams effectively: Practice labeling and interpreting biological diagrams.
- Practice past exams: Familiarize yourself with question formats and common themes.
- Create summary sheets: Condense information about major topics for quick review.
- Engage in active recall: Test yourself regularly on concepts without looking at notes.
- Understand question command words: Words like "explain," "describe," "compare," require different depths of response.

Final Tips for Test Takers

- Manage your time during the exam to ensure you answer all questions thoroughly.
- Answer the easy questions first to secure quick points and build confidence.
- Use the process of elimination on multiple-choice questions to improve chances of selecting the correct answer.
- Review your answers if time permits, especially for constructed-response questions.

Conclusion

The 2014 Living Environment Regents posed a comprehensive challenge, testing a spectrum of biological knowledge and critical thinking skills. By understanding the correct responses and the reasoning behind them, students can better prepare for future exams. Focused review, practicing application of concepts, and developing strong scientific reasoning are key to mastering the curriculum. Remember, success in biology isn't just about memorization but about understanding how life processes work together to sustain living organisms and ecosystems.

Stay curious, review consistently, and approach each question with confidence. Good luck!

Question What are the key topics covered in the 2014 Living Environment Regents exam? The 2014 Living Environment Regents exam covers topics such as ecology, biochemistry, human body systems, genetics, evolution, and scientific processes including experimentation and data analysis. How can I effectively prepare for the 2014 Living Environment Regents exam? Effective preparation includes reviewing past exams, understanding key concepts, practicing multiple-choice questions, and completing practice essays to improve writing skills and time management. What are common types of questions asked in the 2014 Living Environment Regents exam? Common questions include multiple-choice items on biological processes, diagram labeling, short-answer questions on experimental design, and essay questions requiring explanations of biological concepts. Are there specific topics from the 2014 exam that students typically find challenging? Many students find topics like genetic inheritance, the biochemical basis of life, and interpreting data from experiments to be challenging and often require extra review and practice. Where can I find official answer keys or scoring guides for the 2014 Living Environment Regents? Official answer keys and scoring guides are available on the New York State Education Department website or through your school's teacher resources, which can help in understanding the correct responses. What strategies should I use during the exam to maximize my score on the 2014 Living Environment Regents? Strategies include carefully reading each question, managing your time effectively, answering easier questions first, and ensuring your answers are clear, complete, and well-supported with scientific reasoning. How can I use the 2014 exam questions to improve my understanding of Living Environment concepts? Review the questions and answers to identify areas of weakness, re-study those topics, and practice similar questions to reinforce your knowledge and

test-taking skills.

Related keywords: 2014 living environment regents answers, living environment regents 2014 solutions, 2014 living environment exam key, living environment regents answer key 2014, 2014 regents living environment solutions, living environment regents answers 2014, 2014 biology regents answers, living environment regents solutions 2014, 2014 regents answers living environment, biology regents 2014 answer key

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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