

# NYS LIVING ENVIRONMENT MAKING CONNECTIONS LAB ANSWERS Handbook

**nys living environment making connections lab answers** is a critical resource for students and educators preparing for the New York State Living Environment Regents Exam. This lab focuses on fostering scientific inquiry, developing understanding of biological principles, and enhancing critical thinking skills through hands-on experiments and analysis. Accessing accurate and comprehensive answers to the "Making Connections" lab is essential for students aiming to excel in their coursework and achieve success on the exam. In this article, we will explore the significance of the lab, provide detailed insights into the typical questions and answers, and offer tips for effectively studying and mastering the material.

## Understanding the NYS Living Environment Making Connections Lab

### What is the Making Connections Lab?

The Making Connections Lab is part of the NYS Living Environment curriculum designed to help students understand how biological concepts relate to real-world scenarios. It emphasizes the application of scientific methods, data analysis, and critical thinking. The lab often involves experiments related to genetics, ecology, physiology, and environmental science.

### Purpose and Goals

The primary goals of the Making Connections Lab are to:

- Reinforce understanding of core biological principles
- Develop skills in scientific inquiry, observation, and data interpretation
- Connect theoretical concepts to practical examples
- Prepare students for the Regents Exam with practice questions and model answers

## Common Components of the Making Connections Lab

### Typical Experiments and Topics

Students may encounter various experiments, such as:

- Analyzing genetic inheritance patterns
- Investigating environmental impacts on organisms
- Studying enzyme activity or cellular processes
- Examining ecological relationships and populations

## Question Types and Format

The lab questions generally include:

- Multiple-choice questions testing comprehension
- Short-answer questions requiring explanations
- Data analysis based on experimental results
- Application questions connecting lab findings to broader biological concepts

## How to Use Making Connections Lab Answers Effectively

### Accessing Reliable Resources

To maximize learning, students should:

- Consult official NYS Regents exam guides and practice tests
- Use reputable online resources and study guides
- Review teacher-provided answer keys and explanations

### Understanding the Structure of Answers

Effective answers typically:

- Address all parts of the question
- Include specific scientific terminology
- Provide clear explanations and reasoning
- Support responses with data or examples from the experiment

### Practicing with Sample Questions

Practicing with sample questions and model answers helps students:

- Familiarize themselves with question formats
- Develop the ability to interpret experimental data
- Improve their scientific writing skills
- Build confidence for the actual exam

## Sample Questions and Model Answers

### Sample Question 1: Genetic Inheritance

Question:

A pea plant with purple flowers is crossed with a plant with white flowers. The offspring all have purple flowers. What can you conclude about the genetic relationship between these traits?

Model Answer:

The fact that all offspring have purple flowers suggests that purple flower color is dominant over white. The parent plant with purple flowers is likely homozygous dominant (PP) or heterozygous (Pp), but since all offspring are purple, it is most probable that the purple parent is homozygous dominant. The white-flowered parent is homozygous recessive (pp). Therefore, the cross is between PP x pp, producing all Pp offspring, which display purple flowers.

### Sample Question 2: Environmental Impact on Organisms

Question:

In an experiment, a species of fish was kept in two different tanks: one with high oxygen levels and one with low oxygen levels. The fish in the low oxygen tank showed decreased activity. What is the likely reason for this observation?

Model Answer:

The decreased activity of fish in the low oxygen tank is likely due to oxygen deprivation, which impairs cellular respiration and energy production. Fish rely on oxygen for survival, and low oxygen levels can cause stress, reduced metabolic functions, and decreased activity. This demonstrates how environmental factors like oxygen availability directly affect organism behavior and health.

## Tips for Mastering the Making Connections Lab Answers

### 1. Understand Core Concepts Thoroughly

Focus on mastering key biological principles such as genetics, ecology, cellular processes, and environmental science. Strong foundational knowledge makes answering questions more intuitive.

## **2. Practice Data Analysis**

Learn to interpret tables, graphs, and experimental results. Practice analyzing data sets to identify patterns, draw conclusions, and support your answers.

## **3. Use Process of Elimination**

For multiple-choice questions, eliminate clearly incorrect options to improve chances of selecting the correct answer.

## **4. Develop Clear, Concise Explanations**

When answering short-answer questions, state your reasoning clearly, back it up with evidence, and avoid vague statements.

## **5. Review Past Exams and Practice Questions**

Regular practice with past questions and answers helps you get familiar with the exam format and identify areas needing improvement.

## **Conclusion: Leveraging Making Connections Lab Answers for Success**

Access to accurate and detailed nys living environment making connections lab answers is an invaluable asset for students aiming to excel in their science education. By understanding the structure of the lab, practicing with sample questions, and comprehending key biological concepts, students can build confidence and improve their performance on the Regents Exam. Remember, the goal is not just to memorize answers but to understand the underlying science, develop analytical skills, and apply knowledge effectively.

Stay consistent with your study routine, utilize reputable resources, and approach each lab and exam question as an opportunity to deepen your understanding of living environments. With diligent preparation and the right answers as guides, success in the NYS Living Environment course is well within reach.

NYS Living Environment Making Connections Lab Answers: An In-Depth Review and Analysis

Understanding the intricacies of the New York State (NYS) Living Environment curriculum is

essential for students, educators, and parents aiming to excel in biology and environmental science. One of the pivotal components of this curriculum is the "Making Connections" lab series, designed to foster critical thinking, scientific inquiry, and real-world application of biological principles. This article delves into the purpose, structure, and significance of the NYS Living Environment Making Connections lab answers, providing a comprehensive overview that clarifies their educational value and utility.

## Overview of the NYS Living Environment Curriculum

Before exploring the specifics of the Making Connections labs and their answers, it is crucial to understand the broader context of the NYS Living Environment curriculum.

### Curriculum Goals and Objectives

The NYS Living Environment curriculum aims to:

- Develop students' understanding of fundamental biological concepts.
- Cultivate scientific inquiry skills, including observation, experimentation, and data analysis.
- Encourage connections between biology and real-world issues such as health, ecology, and technology.
- Prepare students for the Regents Examination, which assesses their mastery of living environment topics.

This comprehensive approach ensures that students not only memorize facts but also apply their knowledge analytically.

### Curriculum Content Topics

The curriculum covers various topics, including:

- Cell structure and function
- Genetics and heredity
- Evolution and natural selection
- Ecology and environmental science
- Human body systems
- Scientific methods and laboratory techniques

The Making Connections labs are embedded within this framework, emphasizing practical application and deeper understanding.

# The Role of Making Connections Labs in the NYS Living Environment

## Purpose and Educational Significance

The Making Connections labs are designed to:

- Reinforce key biological concepts through hands-on activities.
- Promote critical thinking by requiring students to analyze data and draw conclusions.
- Bridge theoretical knowledge with real-world scenarios, fostering a holistic understanding of biology.
- Prepare students for the types of questions they will encounter on state assessments.

These labs serve as experiential learning modules that deepen comprehension beyond textbook learning.

## Types of Activities Included

Activities in the Making Connections series often involve:

- Data analysis exercises based on experimental results.
- Case studies linking biology to societal issues.
- Conceptual questions that require synthesis of multiple topics.
- Designing experiments or investigations to explore biological phenomena.

These activities are crafted to develop analytical skills and scientific literacy.

## Understanding the Making Connections Lab Answers

### Purpose of the Answers

The answers to the Making Connections labs serve multiple purposes:

- Provide guidance for students to check their work and understanding.
- Assist teachers in preparing lessons and assessments.
- Clarify complex concepts and data interpretation methods.
- Serve as study aids to prepare for the Regents Examination.

However, it is vital to approach these answers as tools for learning rather than shortcuts, ensuring

students develop genuine comprehension.

## Structure and Format of the Answers

Typically, the answers include:

- Detailed Explanations: Clarifying scientific principles underlying the activity.
- Step-by-Step Solutions: Breaking down data analysis, calculations, or experimental design.
- Conceptual Connections: Highlighting how the activity relates to broader biological themes.
- Visual Aids: Tables, graphs, or diagrams where applicable.

This structured approach facilitates learning by providing clarity and context.

## Analyzing Common Types of Making Connections Lab Questions and Answers

A comprehensive understanding of typical question formats and corresponding answers enhances students' ability to prepare effectively.

### Data Interpretation and Analysis

Many labs involve analyzing experimental data, such as:

- Interpreting graphs depicting population changes.
- Calculating percentages or rates.
- Drawing conclusions based on observed trends.

Example: A graph showing the growth of bacteria under different conditions might be accompanied by an answer explaining how environmental factors influence microbial reproduction.

Key Analytical Skills Covered:

- Recognizing patterns and trends.
- Applying biological concepts to real data.
- Justifying conclusions with evidence.

### Conceptual and Application Questions

These questions test understanding of biological principles in context.

Example: Explaining how the structure of a leaf relates to its function in photosynthesis.

Answer Features:

- Clear explanation of structure-function relationships.
- Connecting concepts to ecological or environmental implications.
- Using scientific vocabulary accurately.

## **Designing Experiments and Hypotheses**

Some labs require students to propose experimental designs or hypotheses.

Example: Formulating a plan to test the effect of pH on enzyme activity.

Answer Criteria:

- Defining clear, testable hypotheses.
- Outlining controlled variables.
- Describing procedures and expected outcomes.

## **The Educational Impact of Making Connections Lab Answers**

### **Benefits for Students**

Access to model answers provides:

- Improved comprehension of complex topics.
- Enhanced problem-solving skills.
- Better preparation for assessments.
- Increased confidence in scientific reasoning.

However, reliance solely on answers can lead to superficial learning. It is essential that students use these answers as guides, engaging actively with the material.

### **Limitations and Challenges**



While beneficial, there are challenges associated with using lab answers:

- Potential for overdependence, reducing critical thinking.
- Risk of students copying answers without understanding.
- Variability in accuracy if answers are misused.

Educators should encourage students to attempt questions independently before consulting answers and to seek understanding rather than rote memorization.

## **Tips for Effectively Using Making Connections Lab Answers**

To maximize the educational value of these resources, consider the following strategies:

- Use as a Learning Tool: Review answers after attempting questions independently.
- Compare and Contrast: Analyze your responses with provided answers to identify gaps.
- Ask Clarifying Questions: If parts of the answer are unclear, seek further explanations.
- Integrate with Lab Activities: Use answers to reinforce concepts learned during hands-on experiments.
- Practice Explaining Concepts: Articulate answers in your own words to deepen understanding.

## **Conclusion: The Significance of Making Connections in Biological Education**

The NYS Living Environment Making Connections lab answers are more than mere solutions; they are integral components of a comprehensive learning strategy. They enable students to bridge theoretical knowledge with practical application, fostering critical thinking and scientific literacy. When used judiciously, these answers can significantly enhance understanding, confidence, and performance in biology.

In the evolving landscape of science education, resources like Making Connections labs and their answers serve as vital tools for cultivating the next generation of scientifically literate citizens. Educators and students alike should embrace them as guides on the journey toward mastery of the living environment, ensuring that learning remains dynamic, inquiry-driven, and deeply meaningful.

**Question** What are the main objectives of the NYS Living Environment Making Connections Lab? The main objectives are to help students understand biological concepts by making real-world connections, analyze data effectively, and develop critical thinking skills through hands-on activities related to living organisms and ecosystems. **Answer** Where can I find the official answer keys for the NYS Living Environment Making Connections Lab? Official answer keys are typically

available through your teacher, school resources, or the New York State Education Department's website. It's recommended to consult your instructor or authorized educational platforms for accurate solutions. How can I improve my understanding of the NYS Living Environment Making Connections Lab answers? To improve understanding, review your class notes, participate in study groups, practice related questions, and seek clarification from your teacher. Utilizing online resources and educational videos can also enhance comprehension. Are there any online platforms that provide practice questions and answers for the NYS Living Environment labs? Yes, platforms like Quizlet, Khan Academy, and other educational websites often offer practice questions and explanations related to NYS Living Environment topics, including lab activities. What are common mistakes students make in the NYS Living Environment Making Connections Lab? Common mistakes include misinterpreting data, overlooking experimental variables, not following lab procedures carefully, and failing to connect lab results to biological concepts accurately. How do I correctly analyze data in the NYS Living Environment Making Connections Lab? Carefully record all observations, organize data in charts or tables, identify patterns or trends, and use appropriate scientific reasoning to draw conclusions based on the data collected. Can I use the Making Connections Lab answers to prepare for the NYS Living Environment Regents exam? Yes, reviewing lab answers can help reinforce concepts, but it's important to understand the underlying scientific principles thoroughly, as exams often require application of knowledge beyond just answers. What resources are recommended for understanding the Making Connections Lab questions better? Recommended resources include your class textbook, teacher-provided study guides, online educational videos, and practice exams that focus on lab analysis and biological connections. How important is it to understand the reasoning behind the answers in the NYS Living Environment Making Connections Lab? Understanding the reasoning is crucial because it helps you grasp underlying biological concepts, improves problem-solving skills, and prepares you for exam questions that require critical thinking and application. Are the answers to the NYS Living Environment Making Connections Lab publicly available online? Official answers are usually provided by teachers or through authorized educational resources. Be cautious of unofficial sources, and always verify answers through trusted educational platforms or your instructor.

**Related keywords:** NYS Living Environment, making connections, lab answers, biology lab solutions, living environment lab key, NYS biology exam, ecology lab answers, scientific method lab, NYS test prep, biology coursework solutions

## 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.

QuestionAnswer 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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