

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Natural vs. Man-Made **Number of Lessons:** 6 **Time (in weeks):** 2
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Rationale

This unit plan is important because it introduces students to the differences between items that are natural and man-made so that they have more of an idea of how things work in the world around them while allowing them to build foundational scientific education skills. At this age, children are naturally curious about their environment and enjoy exploring, sorting, and categorizing objects they encounter in their everyday lives. This unit supports curiosity by encouraging students to observe, ask questions, and identify patterns in their surroundings.

Through hands-on exploration, discussion, and play-based learning, students learn that natural objects come from the Earth (such as plants, animals, rocks, and water), while man-made objects are created by people to meet specific needs or wants. This distinction helps students develop early skills in classification, comparison, and critical thinking, which are essential foundations for future scientific learning.

This unit also supports the Big Ideas by helping students understand that observable features of the environment can be described, compared, and categorized, and that humans interact with and impact the natural world. Students begin to recognize their role in caring for the environment, fostering early awareness of environmental stewardship and responsibility.

Overview:

Students will observe objects in the environment that can be classified as natural or man-made. They will compare the objects observed to help them understand more about them, such as their properties and uses. Natural objects, such as bees, play an important role in the world that impact humans and other living things whereas man-made objects often serve a purpose to fill a need for humans. In this unit plan, throughout the lessons students will be introduced to natural and man-made objects, explore natural objects, explore man-made objects, compare the two categories, uses of the two categories, and the effects of human impact and stewardship.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Collaborating Working Collectively: Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow	Critical Thinking and Reflective Thinking Reflecting and assessing: Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress	Personal Awareness & Responsibility Self-regulating: Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can

through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.	in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.	persevere in difficult situations, and to understand how their actions affect themselves and others.
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name	Subject Name	Subject Name
Science 1: <ul style="list-style-type: none"> Matter is useful because of its properties Observable patterns and cycles occur in the local sky and landscape 	English Language Arts 1: <ul style="list-style-type: none"> Curiosity and wonder lead us to new discoveries about ourselves and the world around us. 	Arts Education 1: <ul style="list-style-type: none"> Engagement in the arts creates opportunities for inquiry through purposeful play

LEARNING STANDARDS

Curricular Competencies	Content
Science 1: Questioning and predicting <ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Observe objects and events in familiar contexts Ask questions about familiar objects and events Make simple predictions about familiar objects and events Planning and Conducting <ul style="list-style-type: none"> Make and record observations Evaluating <ul style="list-style-type: none"> Compare observations with those of others Consider some environmental consequences of their actions Processing and analyzing data and information <ul style="list-style-type: none"> Identify simple patterns and connections Sort and classify data and information using drawings, pictographs and provided tables Compare observations with predictions through discussion 	Science 1: Students are expected to know the following: <ul style="list-style-type: none"> Classification of living and non-living things Specific properties of materials allow us to use them in different ways

<p>English Language Arts: Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Identify, organize, and present ideas in a variety of forms 	<p>English Language Arts: Strategies and processes</p> <ul style="list-style-type: none"> • Metacognitive strategies <ul style="list-style-type: none"> ◦ Talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
<p>Arts Education 1: Communicating and documenting</p> <ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts 	<p>Arts Education 1: Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Exposure to living and non-living things through play, stories, and outdoor exploration • Familiarity with animals and plants as part of the natural world • Informal understanding that people, animals, and plants interact with the environment • Awareness that bees are living creatures • Basic understanding that animals have needs (food, shelter, safety) • Recognition that bees live outdoors and are part of nature (even if misconceptions exist) • Ability to observe objects and living things using the senses • Experience sorting or grouping objects by simple attributes (e.g., colour, size, where found) • Beginning ability to compare two things using simple language (same/different) • Ability to share ideas orally, through drawing, or with simple labels • Experience listening to and responding to questions and stories • Willingness to explore feelings about bees (e.g., fear, curiosity) in a safe and supported environment
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Collect natural and man-made items for sorting i.e. wood, screws, seeds, cotton balls, spoon, etc. • Make Canva showing pictures of natural & man-made objects • Collect 2 baskets for class sorting • Log into laptop • Set up magnifier • Set up projector • Bring bee stuffie or picture • Print the worksheets • Get paper for drawings (natural & man-made) • Put crayons, pencils, scissors, glue, & erasers on the tables
Lesson 2	<ul style="list-style-type: none"> • Bring the book "Give Bees a Chance" by Bethany Barton • Bring the stuffed bee • Make a Canva presentation with pictures of natural objects including natural resources • Collect and bring natural objects to touch and smell (rocks, pinecones, sticks, leaves, wood, shells, etc.) • Print the worksheets x2 for each student (19) • Make and print a checklist for student participation, student identification of a natural object, and story discussion • Set up projector • Log into laptop

	<ul style="list-style-type: none"> • Set up the magnifier • Buy and colour a few cotton balls or pom-poms yellow = pollen • Make or print out two paper flowers (paper circles taped to desks or floor)
Lesson 3	<ul style="list-style-type: none"> • Collect man-made objects for the students to explore at each table • Fill the baskets full of man-made objects for each table (5) • Make and print out a checklist for student observations • Make a Canva presentation for pictures of man-made objects • Set up projector • Set up magnifier • Log into laptop
Lesson 4	<ul style="list-style-type: none"> • Collect and fill the baskets with man-made and natural objects for each table (5) (rocks, plastic blocks, wood, paper, stick, pencil, shell, spoon) • Make a Canva presentation for pictures and sorting items with the class • Set up projector • Set up the magnifier • Log into the laptop • Make and print out a checklist for student observations
Lesson 5	<ul style="list-style-type: none"> • Print the scavenger hunt papers (19) • Collect and bring scavenger hunt items • Hide the scavenger hunt items around the classroom • Set up the video "Materials and their properties" from YouTube • Log into the laptop • Set up the magnifier • Set up the projector • Make a Canva presentation with examples of natural resources and what we turn them into to use • Print the Natural and man-made sorting worksheet (19) • Print the Earth's natural resource sheet (19)
Lesson 6	<ul style="list-style-type: none"> • Cut out red & green paper pieces for each student (19 each colour) • Bring and print the pictures for activity 2 discussion • Make a Canva presentation with pictures to sort for activity 1 • Set up the projector • Log into the laptop • Set up the magnifier • Bring in the book "It Starts With a Bee: Watch a tiny bee bring the world to bloom" by Jennie Webber • Make and print a checklist for student observations and participation

Cross-Curricular Connections:

Science naturally connects to many other subjects, and this unit plan is no exception. Students will be also gaining experience in:

- English Language Arts through language, sharing ideas and stories, and present ideas in many forms (written, orally, pictorially, etc.)
- Arts Education through various expressions including visual arts with elements of design
- Mathematics through pattern recognition and identification

Aboriginal Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectiveness, on reciprocal relationships, and a sense of place): Students will use natural and man-made objects to compare differences, similarities, uses, classifications, ideas, experiences, human impacts, and stewardship. This entire unit plan will encourage exploration, sharing, and developing within the students.

Universal Design for Learning (UDL)

Multiple Means of Engagement

- Use hands-on materials (real objects, photos, toy bees, honeycombs, blocks) to spark curiosity
- If appropriate, incorporate outdoor learning experiences such as schoolyard walks to observe natural and man-made items
- Use stories, videos, songs, and movement activities about bees to maintain interest
- Provide choice in activities (drawing, sorting, building, oral sharing)
- Normalize feelings about bees (curiosity, fear) through discussion and reassurance

Multiple Means of Representation

- Explicitly model the difference between natural and man-made using visuals, gestures, and real examples
- Use picture cards, anchor charts, and labeled diagrams showing bees, flowers, hives, and tools
- Introduce vocabulary with images and repeated oral practice (bee, hive, flower, natural, man-made)
- Use videos and photographs to support students who benefit from visual learning
- Provide simple, clear language and repeat key ideas across lessons

Multiple Means of Action & Expression

- Allow students to demonstrate learning through:
 - Drawing and labeling
 - Sorting objects or pictures
 - Building models (natural vs. man-made bee homes)
 - Oral explanations or partner talk
- Use sentence stems and visuals to support communication
- Offer assistive tools such as manipulatives, graphic organizers, or digital tools if needed
- Reduce reliance on written output by valuing oral and visual expression

Differentiated Instructions (DI)

- Provide tiered examples
- Pre-teach key vocabulary for students who need additional language support
- Extend learning for some students by exploring how humans help or harm bees
- Use flexible grouping (whole class, small group, partners, individual).
- Offer guided support during sorting and inquiry activities.
- Scaffold tasks with step-by-step instructions, visual cues, and modelling.
- Allow additional time and repetition where needed.
- Provide choice in how students show understanding
- Adjust expectations without reducing learning goals
- Use different activities throughout the lessons to keep attention and interest

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Introduction to Natural Versus Man-Made Objects – 45 min.
Learning Standards: Curricular Competencies	<p>Science 1:</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events <p>Processing and analyzing data and information</p>

	<p>Identify simple patterns and connection</p> <p>English Language Arts: Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding
Learning Standards: Content	<p>Science 1: Students are expected to know the following:</p> <ul style="list-style-type: none"> • Classification of living and non-living things <p>English Language Arts: Strategies and processes</p> <ul style="list-style-type: none"> • Metacognitive strategies <ul style="list-style-type: none"> ○ Talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
Instructional Objectives	<ul style="list-style-type: none"> • Students will explore and begin to recognize the differences between man-made and nature made objects • Students will create a drawing of one natural item and one man-made item of their choice (with colour) • Students will discuss their drawings in pairs and tell each other why they chose to draw what they did (why it belongs in the category of man-made or made by nature)
Assessment:	<ul style="list-style-type: none"> • Participation in sorting activity • Completion of two drawings (natural made and man-made) • Cooperation with partner (partner support) and verbalization of their drawing choices
Teaching Strategies:	<ul style="list-style-type: none"> • When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher • The teacher will offer encouragement to guess and discuss • Worksheets and other materials will not be distributed until after the instruction when they need them • Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute • Students that continue to talk after the reminder will be separated • The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) • The teacher will use a brain break if the students need to get up and move to get rid of their energy
Materials:	<ul style="list-style-type: none"> • Natural and man-made items for sorting (classroom wide to sort together into two baskets) i.e. wood, screws, seeds, cotton balls, etc. • Canva showing pictures of natural & man-made objects • 2 baskets • Laptop • Internet • Magnifier • Projector • Bee stuffie or picture • Worksheets for each student

	<ul style="list-style-type: none"> • Paper for drawings (natural & man-made) • Crayons • Scissors • Glue • Pencils • Erasers
Lesson Activities:	
Introduction/Hook:	<p>"I Spy" activity (Hook):</p> <ul style="list-style-type: none"> • The teacher will ask the students about items in the classroom related to the topic (natural versus man-made) & see if they can find examples for each category (add natural products around the room like pinecones, rocks, wood pieces, and plants) <ul style="list-style-type: none"> ○ The teacher will ask why they think the items are either natural or man-made <p>Introduction:</p> <ul style="list-style-type: none"> • The teacher will state that we are going to start looking at natural made and man-made items in our world, how we can recognize them, and other aspects of them
Body:	<p>Sorting activity:</p> <ul style="list-style-type: none"> • The teacher will have a bag of items and the students collectively try to place them in either a basket for natural items or a basket for man-made items <ul style="list-style-type: none"> ○ As the students identify which basket to place each item, they will try to determine why they think it should go there ○ The teacher will discuss natural items and what humans turn them into (wood into furniture, cotton into material, rock into bricks, etc.) <p>Colouring activity:</p> <ul style="list-style-type: none"> • Students will complete the Manmade vs. Natural colouring sheet (colour in the natural items & circle the man-made items) <p>Drawing reflection:</p> <ul style="list-style-type: none"> • Students will do drawing reflections and then discuss with a partner <ul style="list-style-type: none"> ○ Each student will draw one item made in nature and one item that is man-made ○ After they do their drawings, they will partner up and discuss why they chose each item to be in the category that they put them under (i.e. drawing of a plant in from nature because it grows from the dirt and is not made by humans) <p>Extension</p> <p>Matching Worksheet (if we have time and need more to do):</p> <ul style="list-style-type: none"> • Students will cut out the items and glue them into either natural or man-made columns
Closure:	<p>Clean-up:</p> <ul style="list-style-type: none"> • The teacher will ask if there are any questions or concerns

	<ul style="list-style-type: none"> • Students will clean-up
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Lesson 2

Name & Time (Minutes Allotted):	Exploring Natural Objects (with bees!) – 60 minutes
Learning Standards: Curricular Competencies	<p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events
Learning Standards: Content	<ul style="list-style-type: none"> • Classification of living and non-living things • Names of local plants and animals • Structural features of living things in the local environment
Instructional Objectives	<ul style="list-style-type: none"> • I can explore and identify some natural objects • I can observe and describe natural objects using my senses • I understand that bees are living natural things that help nature and humans
Assessment:	<ul style="list-style-type: none"> • Observation of students correctly identifying natural objects • Oral responses during discussions • Participation in the exploration of natural objects
Teaching Strategies:	<ul style="list-style-type: none"> • Inquiry-based exploration (hands-on) • Guided questioning • Use of an illustrated bee story to engage thoughts and considerations • When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher • The teacher will offer encouragement to guess and discuss • Worksheets and other materials will not be distributed until after the instruction when they need them • Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute • Students that continue to talk after the reminder will be separated • The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) • The teacher will use a brain break if the students need to get up and move to get rid of their energy
Materials:	<ul style="list-style-type: none"> • Book "Give Bees a Chance" by Bethany Barton • Stuffed bee • Canva presentation with pictures of natural objects including natural resources • Natural objects to touch and smell (rocks, pinecones, sticks, leaves, wood, shells, etc.) • Worksheets x2 for each student (19) • Checklist for student participation, student identification of a natural object, and story discussion • Projector • Laptop • Magnifier • Yellow cotton balls or pom-poms = pollen

	<ul style="list-style-type: none"> • Paper flowers (paper circles taped to desks or floor)
Lesson Activities:	
Introduction/Hook:	<p>Hook: (10 minutes) The teacher will:</p> <ul style="list-style-type: none"> • “Today, we are exploring things that are natural and this includes bees! I’m going to read you a book about bees. Where do you think bees live? Did people make bees? Are you afraid of bees and why? If I told you some interesting things about bees so you understand them better, do you think you’d still be afraid of them? Let’s explore bees!” • “My goal is for all of you to understand bees better so that they are not afraid of them and replace that with interest and new ideas about bees. Do you think you can have an open mind about bees?” • Read the book “Give Bees a Chance” • Ask questions as the book is read • Explain what they will be doing for the lesson and remind them about transition expectations • Ask students to move to their table spots in a quiet and orderly fashion • Option: If students are energetic, get them to be a bee when going back to their seats and they can “land” when ready
Body:	<p>Activity 1 – Nature Exploration (15 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Set up basket trays for each table with natural items rocks, leaves, sticks, pinecones, wood, and shells • Ask students to touch, smell, and observe the items • Discuss the items (hard, smooth, bumpy, grainy, etc.) <p>Activity 2 – Bees and Nature (5 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Discuss how bees are living natural things (breath, fly, move) • Discuss how bees help plants grow by spreading pollen <p>Activity 3 – The Bee Pollination Game (10 minutes) Teacher prep:</p> <ul style="list-style-type: none"> • Place paper flowers around the room • Put a cotton ball in the center of each flower <p>The teacher will explain the game:</p> <ul style="list-style-type: none"> • “Bees help plants grow. When bees visit flowers, pollen sticks to them and gets moved to other flowers.” • “Who would like to be a bee?” • “Bees will buzz gently around the room (walking, not running)” • “When a bee lands on a flower: They pick up one cotton ball (pollen)” • “Bee flies to a different flower” • “Bee drops the pollen there” <ul style="list-style-type: none"> • Switch bees so more students get a turn <p>Activity 4 – Natural Objects Worksheet (15 minutes)</p>

	<p>The teacher will:</p> <ul style="list-style-type: none"> • Give each student two worksheets (circle the natural objects) • Demonstrate how to do the worksheets • Remind students to add their name to both worksheets • Let students know how much time they have • When there is 5 minutes left, let students know.
Closure:	<p>Clean-up Time (5 minutes)</p> <p>The teacher will say:</p> <ul style="list-style-type: none"> • “It’s time to clean up now. Please make sure your name is on both of your papers.” • “Hand in your papers to the hand-in bin and then clean up your area and supplies.”

Lesson 3

Name & Time (Minutes Allotted):	Exploring Man-Made Objects – 50 minutes
Learning Standards: Curricular Competencies	<p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events
Learning Standards: Content	<ul style="list-style-type: none"> • Classification of living and non-living things
Instructional Objectives	<ul style="list-style-type: none"> • I can explore and identify some man-made objects • I can explain why something is man-made • I can describe the purpose of some man-made objects
Assessment:	<ul style="list-style-type: none"> • Observation of students correctly identifying man-made objects • Student can explain why objects are man-made during discussions • Student can describe what the purpose is of some man-made objects • Participation in the exploration of natural objects • Students complete 2 worksheets where they will circle the objects that are man-made
Teaching Strategies:	<ul style="list-style-type: none"> • Inquiry-based exploration (hands-on) • Guided questioning • When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher • The teacher will offer encouragement to guess and discuss • Worksheets and other materials will not be distributed until after the instruction when they need them • Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute • Students that continue to talk after the reminder will be separated • The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) • The teacher will use a brain break if the students need to get up and move to get rid of their energy
Materials:	<ul style="list-style-type: none"> • Baskets full of man-made objects for each table (5) • Pencils & erasers • Checklist for student observations

	<ul style="list-style-type: none"> • Canva presentation for pictures of man-made objects • Projector • Magnifier • Laptop
Lesson Activities:	
Introduction/Hook:	<p>Hook: (5 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Hold up a man-made object (i.e. pencil) and ask “Did this grow outside? Did a person make this? What do we use it for?” • “This is a man-made object. That means that people made it for a purpose.” • Do this with a few more objects and ask the same questions so students get used to what makes them man-made • “Yesterday we explored natural objects and today we are exploring man-made objects. Things that are made by people.” • “Can you think of other man-made objects and what we use them for?”
Body:	<p>Activity 1 – Man-Made Object Exploration (15 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Place man-made objects into baskets for each table group (5 (4-6 objects) • Explain that the students are to explore the items and share them around • Note how they feel, smell, and other characteristics • Consider what each of them can be used for by people • Talk to your group and answer the questions: “What is this?” “Who made it?” “What does it help us do as people?” • The teacher will circulate and ask/reinforce questions “Yes, people made that.” “That object helps us ____.” <p>Activity 2 – Sorting – Natural or Man-Made? (10 minutes) The teacher will ask the whole class:</p> <ul style="list-style-type: none"> • “Is this natural or man-made?” • “How do you know?” • Emphasize that “man-made objects do not grow. People make them.” • Do this several times with several objects and place them onto a sorting chart as you go (Canva with pictures so everyone can see where the object is going on the chart) <p>Activity 3 – Purpose Match (10 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Show an object and ask “What does this help us do?” Spoon – eat Book – read Shoe – Protect our feet Sweater – Keep us warm

	<ul style="list-style-type: none"> Students will verbally answer the questions by raising their hand or they could act it out <p>Sharing and Reflection (5 minutes) The teacher will ask:</p> <ul style="list-style-type: none"> "What is one man-made object that you used today?" "Why do people make things?" (People make things to help them)
Closure:	<p>Clean-up Time (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> "It's time to clean up now." "Please clean up your area and supplies."

Lesson 4

Name & Time (Minutes Allotted):	Comparing Natural and Man-Made Objects – 60 minutes
Learning Standards: Curricular Competencies	<p>Questioning and predicting</p> <ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world Observe objects and events in familiar contexts Ask questions about familiar objects and events Make simple predictions about familiar objects and events
Learning Standards: Content	<ul style="list-style-type: none"> Classification of living and non-living things
Instructional Objectives	<ul style="list-style-type: none"> I can explore and compare natural and man-made objects I can identify similarities and differences between natural and man-made objects I can sort objects in natural and man-made categories
Assessment:	<p>Observation:</p> <ul style="list-style-type: none"> Student can sort natural and man-made objects Student can explain why the objects are natural or man-made Student attempts to compare the objects by similarities and differences <p>Product:</p> <ul style="list-style-type: none"> Students complete a worksheet sorting natural and man-made objects by cutting the objects out and glueing them into sorting columns
Teaching Strategies:	<ul style="list-style-type: none"> Inquiry-based exploration (hands-on) Guided questioning When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher The teacher will offer encouragement to guess and discuss Worksheets and other materials will not be distributed until after the instruction when they need them Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute Students that continue to talk after the reminder will be separated The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) The teacher will use a brain break if the students need to get up and move to get rid of their energy

Materials:	<ul style="list-style-type: none"> • Man-made and natural objects for baskets at each table (5) (rocks, plastic blocks, wood, paper, stick, pencil, shell, spoon) • Canva presentation for pictures and sorting items with the class • Projector • Magnifier • Laptop • Checklist for student observations
Lesson Activities:	
Introduction/Hook:	Hook: (5 minutes) The teacher will: <ul style="list-style-type: none"> • Hold up a pencil and a stick • Discuss the following questions: “What do you notice?” “How are these 2 things the same?” “How are these 2 things different?” • We’ve looked at natural and man-made objects so today we’re going to explore how we can compare them.” • “When we compare something, we are looking to see what is the same and what is different between the objects.”
Body:	Activity 1 – Whole-Group Comparison (10 minutes) Teacher Modelling The teacher will: <ul style="list-style-type: none"> • Place 2 items on the carpet or in the magnifier so everyone can see them (1 natural & 1 man-made) • Ask for both items: “Where did this come from?” “Did people make it?” “What is it used for?” • Record the responses on a chart Activity 2 – Sorting and Comparing Objects (15 minutes) <ul style="list-style-type: none"> • Transition students to their tables if not already there • Give each table a basket of items (natural & man-made) • Working in their table groups, instruct students to sort the items into 2 categories: natural & man-made • Get them to choose 1 natural item & 1 man-made item from the selection • Request students to compare them using these questions that the teacher will ask as circulating & observing the conversations: <ol style="list-style-type: none"> 1. “Both of these items are _____.” 2. “This one is natural because _____.” 3. “This one is man-made because _____.” Activity 3 – Comparison Worksheet (15 minutes) The teacher will: <ul style="list-style-type: none"> • Hand out the comparison worksheet • Let students know that they may work in partners if they are quiet BUT they must have different answers on their sheets • Explain that students will draw a natural object in the top box and a man-made object in the lower box. They must use colour on their drawings. When they are finished drawing & colouring

	<p>their pictures, they will complete the sentence at the bottom: How are these 2 objects similar? They are both _____. Support if needed.</p> <p>Activity 4 – Sharing and Reflections (10 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Ask students if anyone would like to share their drawings and explain how their objects are similar • Let students volunteer and try to get different students than who usually share
Closure:	<p>Clean-up Time (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • “It’s time to clean up now.”

Lesson 5

Name & Time (Minutes Allotted):	Uses of Natural and Man-Made Objects – 60 minutes
Learning Standards: Curricular Competencies	<p>Planning and conducting</p> <ul style="list-style-type: none"> • Make and record observations <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others
Learning Standards: Content	<ul style="list-style-type: none"> • Classification of living and non-living things • Specific properties of materials allow us to use them in different ways
Instructional Objectives	<ul style="list-style-type: none"> • I can identify some natural and man-made objects • I can participate in a scavenger hunt • I can identify and name some uses of natural objects • I can identify and name uses of man-made objects • I understand that people use natural objects in nature to make things
Assessment:	<ul style="list-style-type: none"> • Participation in the scavenger hunt • Completion of a sorting worksheet (cut and paste) • Participation in class discussions about natural objects that have become man-made objects (i.e. wood – chair, tree – paper, cotton – shirt, rock – building, fish – food)
Teaching Strategies:	<ul style="list-style-type: none"> • Inquiry-based exploration (hands-on) • Guided questioning • When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher • The teacher will offer encouragement to guess and discuss • Worksheets and other materials will not be distributed until after the instruction when they need them • Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute • Students that continue to talk after the reminder will be separated • The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) • The teacher will use a brain break if the students need to get up and move to get rid of their energy
Materials:	<ul style="list-style-type: none"> • Scavenger hunt papers (19)

	<ul style="list-style-type: none"> • Scavenger hunt items to hide around the classroom • Pencils & erasers • Video “Materials and their properties” from YouTube • Laptop • Magnifier • Projector • Canva presentation with examples of natural resources and what we turn them into to use • Natural and man-made sorting worksheet (19) • Scissors • Glue sticks • Earth’s natural resource sheet (19) • Crayons
Lesson Activities:	
Introduction/Hook:	<p>Hook: (15 minutes) Scavenger Hunt for Natural & Man-Made objects in the classroom The teacher will:</p> <ul style="list-style-type: none"> • Hide objects around the classroom that are listed on the scavenger hunt sheet • Give each student a scavenger hunt sheet • Explain how the scavenger hunt will go – Students will try to find objects that are on their sheets. Once they find the item, they will check it off their sheet. They will continue until all objects are found.
Body:	<p>Activity 1 – Video “Materials and their properties” (10 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Show the video • Discuss how we take natural objects and turn them into useful objects for us – Man-made objects • Use Canva presentation to lead discussion about natural resources and what we turn them into Trees – Wood – Furniture Water – Energy – Electricity Mountains – Minerals – Jewelry Soils – Planting crops – Food Wind – Energy – Electricity Animals – Wool/leather – Clothing <p>Activity 2 – Natural and Man-Made Sorting Worksheet (15 minutes)</p> <ul style="list-style-type: none"> • Students will cut out the pictures of natural and man-made objects, sort them into the two categories, and then glue them into the columns where they belong <p>Activity 3 – Natural Vs. Man-Made Gluing Sheet (15 minutes)</p> <ul style="list-style-type: none"> • Students will complete a natural resources & man-made gluing worksheet
Closure:	<p>Clean-up Time (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • “It’s time to clean up now.” • “Please ensure that your name is on all your papers and hand them into the hand-in bin.”

- “After that, please clean up your supplies and area.”

Lesson 6

Name & Time (Minutes Allotted):	Human Impact and Stewardship – 60 minutes
Learning Standards: Curricular Competencies	<p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others • Consider some environmental consequences of their actions
Learning Standards: Content	<ul style="list-style-type: none"> • Classification of living and non-living things • Specific properties of materials allow us to use them in different ways
Instructional Objectives	<ul style="list-style-type: none"> • I can sit & listen to a story • I can recognize when a person’s actions help or harm nature • I can sort actions into helping and hurting • I can identify at least one way that I can help care for nature • I can use simple reasoning to explain my choices
Assessment:	<ul style="list-style-type: none"> • Observation of students during the class sorting activity and discussions • Students’ ability to choose whether a given action can help or hurt nature • Students’ oral responses explaining why an action helps or hurts nature in the sharing circle discussion • General understanding of how our actions can harm or hurt nature
Teaching Strategies:	<ul style="list-style-type: none"> • A book to gain students interest • Inquiry-based exploration (class-wide activities and oral responses) • Guided questioning and discussions • When students want to add to the class discussions or ask questions, they will raise their hand and wait to be called on by the teacher • The teacher will offer encouragement to guess and discuss • Worksheets and other materials will not be distributed until after the instruction when they need them • Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute • Students that continue to talk after the reminder will be separated • The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.) • Movement from the carpet to table places and then back to the carpet to give a movement break
Materials:	<ul style="list-style-type: none"> • Red & green paper pieces for each student (19 each colour) • Pictures for activity 2 discussion • Canva presentation with pictures to sort for activity 1 • Projector • Laptop

	<ul style="list-style-type: none"> • Magnifier • Book "It Starts With a Bee: Watch a tiny bee bring the world to bloom" by Jennie Webber • Checklist for student observations and participation
Lesson Activities:	
Introduction/Hook:	<p>Hook: (10 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Read the book "<i>It Starts With a Bee: Watch a tiny bee bring the world to bloom</i>" by Jennie Webber • Talk about things in the book as it is read • Explain that we are looking at how humans can affect natural objects and how we can help bees and other things in our natural world
Body:	<p>Discussion: (10 minutes) The teacher will ask:</p> <ul style="list-style-type: none"> • "What things do you think that humans do that harm bees or flowers?" (trash, pesticides, habitat loss, air pollution) • "Let's brainstorm how we can help bees and other things in nature." • The teacher will write out ideas from the students on the board (plant flowering plants, leave clean, fresh water out for them, avoid littering, don't hurt them) <p>Activity 1 – Guided Picture Card Sorting Helping Vs. Hurting (15 minutes)</p> <ul style="list-style-type: none"> • The teacher will show pictures that are either helping or hurting nature • Together, the class will decide which category each will go into • While that's being done, the class will discuss more about each picture (i.e. Child planting a tree – Helping – Why?) • There are 20 pictures to go through <p>Activity 2 – Action Decision Sharing Circle (20 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Have students sit on the carpet • Each student will have 2 cards: 1 red and 1 green • Explain that if they think it is helping nature to raise the green card and if it's hurting nature raise the red card • Will present each picture and ask students to hold up either their red or green card • There are 19 pictures so each student can offer thoughts on why they chose the colour they did
Closure:	<p>Clean-up Time (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • "It's time to clean up now." • "Please put your cards into a pile on my desk as you head back to your tables."

Resources:

Lesson 1

Man-made vs. Natural worksheet: <https://www.ultimatescouts.com/product/manmade-vs-natural-activity/>

Drawing template:

https://www.canva.com/design/DAG99h9Y0WU/GtnpKPjRR3odEXdpxLOHog/view?utm_content=DAG99h9Y0WU&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h54e6396ceb

Lesson 2

Natural objects worksheets: https://www.canva.com/design/DAHALqRchsE/4zOa35r-2s2h0xYz9wJifA/view?utm_content=DAHALqRchsE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha87539d8bb

Lesson 4

Comparison worksheet:

https://www.canva.com/design/DAG99h9Y0WU/GtnpKPjRR3odEXdpxLOHog/view?utm_content=DAG99h9Y0WU&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h54e6396ceb

Lesson 5

Scavenger Hunt sheet:

https://www.canva.com/design/DAHAnxf9Yy4/mq4s5go7RWcfGqSOIbyCFw/view?utm_content=DAHAnxf9Yy4&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hf268327a1f

Materials and their properties video: https://www.youtube.com/watch?v=340MmuY_osY

Natural Resources worksheets: <https://cleverlearner.com/science/natural-resources-printables-for-kindergarten.html>

Sorting worksheet: <https://www.teacherspayteachers.com/Product/Natural-and-Man-Made-Sort-398900>

Lesson 6

Sorting flashcards:

https://www.canva.com/design/DAHAoLkwGyo/SLsQL1xW0UQIqF5_akGsgA/view?utm_content=DAHAoLkwGyo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=he63640a902

Pictures for sharing circle discussion:

https://www.canva.com/design/DAHAr5W9ijc/gFrExrvUDAb28dq1ZX11pg/view?utm_content=DAHAr5W9ijc&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h5f93bcd850

Extensions to Unit:

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Reflections and Revisions

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