

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Lesson Plan

Lesson Title: Comparing Natural and Man-Made Objects      Lesson # 4      Date: Feb. 26, 2026  
 Name: Tanya Blackall      Subject: Science      Grade(s): 1

**Rationale:**

This lesson is important because it helps students deepen their understanding of the difference between natural and man-made objects by comparing the two. After exploring natural objects in Lesson 2 and man-made objects in Lesson 3, students now analyze, sort, and discuss similarities and differences between them.

Through hands-on exploration and discussion, students begin to understand how humans interact with the natural world—both positively and negatively—and recognize that man-made objects are often inspired by or depend on natural resources.

**Core Competencies:**

Communication	Thinking	Personal & Social
<p><b><i>Collaborating</i></b>  <b>Working collectively</b>            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 through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.</p>	<p><b><i>Creative Thinking &amp; Reflective Thinking</i></b>  <b>Reflecting &amp; assessing</b>            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 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.</p>	

**Big Ideas (Understand)**

Matter is useful because of its properties.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<p>Questioning and predicting</p> <ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of living and non-living things</li> </ul>

<ul style="list-style-type: none"> <li>• Observe objects and events in familiar contexts</li> <li>• Ask questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> </ul>	
---	--

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• I can explore and compare natural &amp; man-made objects</li> <li>• I can identify similarities and differences between natural &amp; man-made objects</li> <li>• I can sort objects into natural &amp; man-made categories correctly</li> </ul>	<p>Observation</p> <ul style="list-style-type: none"> <li>• Student can sort natural &amp; man-made objects</li> <li>• Student can explain why the objects are natural or man-made</li> <li>• Student attempts to compare the objects by similarities &amp; differences</li> </ul> <p>Product</p> <ul style="list-style-type: none"> <li>• Students compare a worksheet sorting natural &amp; man-made objects by cutting the objects out and glueing them into sorting columns</li> </ul>

### Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> <li>• Exposure to living and non-living things through play, stories, and outdoor exploration</li> <li>• Familiarity with animals and plants as part of the natural world</li> <li>• Informal understanding that people, animals, and plants interact with the environment</li> <li>• Basic understanding that animals have needs (food, shelter, safety)</li> <li>• Ability to observe objects and living things using the senses</li> <li>• Experience sorting or grouping objects by simple attributes (e.g., colour, size, where found)</li> <li>• Beginning ability to compare two things using simple language (same/different)</li> <li>• Ability to share ideas</li> <li>• Experience listening to and responding to questions and stories</li> </ul>
--

### Indigenous Connections/ First Peoples Principles of Learning:

<p><b>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectiveness, on reciprocal relationships, and a sense of place):</b> 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.</p>
--

### Universal Design for Learning (UDL):

<p><b>Multiple Means of Engagement</b></p> <ul style="list-style-type: none"> <li>• Use hands-on materials (real objects &amp; photos) to spark curiosity</li> <li>• Different activities are provided to keep interest (drawing, sorting, building, oral sharing)</li> <li>• Modeling for activities</li> </ul> <p><b>Multiple Means of Representation</b></p> <ul style="list-style-type: none"> <li>• Explicitly model the difference between natural and man-made using visuals, gestures, and real examples</li> <li>• Introduce vocabulary with images and repeated oral practice (bee, hive, flower, natural, man-made)</li> </ul>
---

- Use vibrant 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:
  - Labeling
  - Sorting & comparing objects or pictures
  - Oral sharing
- Use of partners if desired
- Offer assistive tools such as manipulatives, graphic organizers, or digital tools if needed
- Reduce reliance on written output by valuing oral and visual expression

### Differentiate Instruction (DI):

- Provide tiered examples
- Pre-teach key vocabulary for students who need additional language support
- 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

### Materials and Resources

- 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
- Comparison worksheet:  
[https://www.canva.com/design/DAG99h9Y0WU/GtnpKPjRR3odEXdpxLOHog/view?utm\\_content=DAG99h9Y0WU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniqueinks&utlId=h54e6396ceb](https://www.canva.com/design/DAG99h9Y0WU/GtnpKPjRR3odEXdpxLOHog/view?utm_content=DAG99h9Y0WU&utm_campaign=designshare&utm_medium=link2&utm_source=uniqueinks&utlId=h54e6396ceb)
- Projector
- Magnifier
- Laptop
- Checklist for student observations

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p><b>Introduction</b> (anticipatory set – “HOOK”): The teacher will:</p> <ul style="list-style-type: none"> <li>• Hold up a pencil and a stick</li> <li>• Discuss the following questions: “What do you notice?” “How are these 2 things the same?” “How are these 2 things different?”</li> <li>• We’ve looked at natural and man-made objects so today we’re going to explore how we can compare them.”</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher</li> <li>• Students will raise their hand if they want to ask or answer a question</li> </ul>	5 min.



<ul style="list-style-type: none"> <li>Ask students to make sure their name is on their paper &amp; hand it into the bin</li> </ul> <p><b>Activity 4 – Sharing and Reflections</b> The teacher will:</p> <ul style="list-style-type: none"> <li>Ask students if anyone would like to share their drawings and explain how their objects are similar</li> <li>Let students volunteer and try to get different students then who usually share</li> </ul>	<ul style="list-style-type: none"> <li>Students will add their name to their worksheet &amp; hand it in</li> <li>Students will listen to the teacher</li> <li>Students can volunteer to share if they want to by raising their hand and being called on</li> </ul>	5 min.
<p><b>Closure:</b> <b>Clean-up Time</b> The teacher will say:</p> <ul style="list-style-type: none"> <li>“It’s time to clean up now.”</li> </ul>	<ul style="list-style-type: none"> <li>Students will clean up as asked</li> </ul>	5 min.

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>Frontloading students with expectations at the beginning of the lesson</li> <li>Inquiry-based exploration (hands-on)</li> <li>Guided questioning</li> <li>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</li> <li>The teacher will offer encouragement to guess and discuss</li> <li>Worksheets and other materials will not be distributed until after the instruction when they need them</li> <li>Students that are talking without raising their hand will be reminded to raise their hand if they want to contribute</li> <li>Students that continue to talk after the reminder will be separated</li> <li>The teacher will use strategies to gain attention and hold it (i.e. If you can hear me touch your nose... etc.)</li> </ul>
--

**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>There will be a lot of class-wide discussion together</li> <li>The teacher will make behaviour expectations clear by stating them before the lesson begins and offer reminders throughout the lesson</li> <li>The teacher will verbally acknowledge and thank students who are on task and will verbally address the students who continue to distract others</li> <li>The teacher will, if necessary, separate students who continue to distract each other</li> <li>Hands-on activities that involve using manipulatives so that students are learning while having fun and using tangible/real-life objects that they can hold, feel, &amp; smell</li> <li>Graphics used will be colourful and the students will enjoy them</li> </ul>
--

**Extensions:**

<p><b>“From Nature to Product” Investigation</b> Activity: Provide example objects:</p> <ul style="list-style-type: none"> <li>Paper → tree</li> <li>Wooden spoon → wood/tree</li> <li>Cotton shirt → cotton plant</li> <li>Glass jar → sand</li> <li>Metal spoon → minerals/rocks</li> </ul>
---

Students:

- Match the object to its natural source.
- Draw a simple “before and after” picture (tree → paper).

### **Outdoor Comparison Walk**

Take students outside with clipboards.

Task:

- Find one natural object.
- Find one man-made object.
- Compare:
  - Which one changes over time?
  - Which one was built for a purpose?
  - Which one might last longer?

Students draw and label both.

**Reflections (if necessary, continue on separate sheet):**