

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

Unit Title: Reading Pictures
Number of Lessons: 5
Time (in weeks): 2
Name: Tanya Blackall
Subject(s): ELA
Grade(s): 1

Rationale

This unit is important because In Grade 1, students are developing foundational literacy skills that extend beyond decoding printed words. Before children become confident conventional readers, they must first learn to interpret visual information, attend to details, and express their thinking orally. This unit builds early literacy by focusing on visual literacy – the ability to “read” and interpret images.

By beginning with picture-only instruction, students engage with texts in an accessible and developmentally appropriate way. They learn that meaning can be constructed through careful observation, noticing details, identifying actions, and discussing what is happening in an image. This approach supports oral language development, vocabulary growth, comprehension skills, and confidence.

The unit intentionally moves from concrete visual observation to increasingly complex literacy tasks. Students begin by describing what they see in a single image (e.g., a playground scene), then progress to identifying changes across images (e.g., apple sequence), sequencing pictures, labeling drawings, and eventually composing simple sentences.

This gradual release from oral language to written expression ensures that students develop strong comprehension foundations before being asked to produce written text. The unit supports diverse learners by emphasizing visuals, modeling, repetition, and structured sentence frames.

Overview:

This five-lesson unit introduces Grade 1 students to the concept of visual literacy by teaching them how to “read” pictures before reading printed words. Over the course of approximately five 20–30 minute lessons, students develop foundational literacy skills through structured observation, oral language practice, sequencing, labeling, and early sentence construction. The unit is built around the big idea that pictures tell stories and that meaning can be constructed through careful noticing and discussion.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Collaborating Determining common purposes <ul style="list-style-type: none"> • Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They honour various group processes and proactively support 		

<p>movement forward, including refocusing on intended goals as needed. They revise plans according to mutual deliberations and strive for consensus. As co-members of a group, students see one another as valuable resources, commit to impact and collective success, assess group results and processes, and share in the recognition of achievements.</p> <p>Communicating <i>Connecting and engaging with others</i></p> <ul style="list-style-type: none"> Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media. 		
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: ELA 1	Subject Name: Arts Education 1	Subject Name: Mathematics 1
<ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words. 	<ul style="list-style-type: none"> People connect to others and share ideas through the arts. 	<ul style="list-style-type: none"> Repeating elements in patterns can be identified.

LEARNING STANDARDS

Curricular Competencies	Content
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<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use personal experience and knowledge to connect to stories and other texts to make meaning • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning 	<p>Story/Text</p> <ul style="list-style-type: none"> • Literary elements and devices
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Speak in simple sentences or phrases • Answer basic questions (e.g., “What do you see?”) • Listen to peers and the teacher during short discussions • Follow one- to two-step oral directions • Notice obvious details in a picture • Identify familiar objects, people, and actions • Attempt phonetic spelling of simple words • Recognize some letters and sounds

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • Find one large, clear wordless picture of a playground (projected or printed big) • Set up document camera • Set up laptop • Turn on projector • Set up magnifier
Lesson 2	<ul style="list-style-type: none"> • Pictures of: Ice cream cone → melting → puddle Balloon → balloon floating → balloon popped Sandcastle → waves coming → sand flattened • Pictures of an apple, an apple with a bite out of it, & an apple core (i.e. the worksheet) • Find and copy a 3-picture sequence worksheet (i.e. seed to plant)
Lesson 3	<ul style="list-style-type: none"> • Find & print pictures of: A child holding a seed A small plant A flower • Find & print pictures of: A child planting a seed A plant growing A flower blooming • Find & copy a 3-picture sequence pictures (i.e. Boy builds a snowman → snowman standing → snowman melting Girl drops ice cream → ice cream on ground → girl sad) • Find & copy another simple 3-picture sequence strip (i.e. egg, cracked egg, chick) • Set up laptop • Start projector • Set up magnifier
Lesson 4	<ul style="list-style-type: none"> • Find a simple class picture to use in Canva • Canva presentation for pictures • Paper with name spot for worksheet • Set up laptop

	<ul style="list-style-type: none"> • Start projector • Set up magnifier
Lesson 5	<ul style="list-style-type: none"> • Find and print (or add to a Canva presentation) a picture of a girl eating an apple (or another simple picture) • Make a worksheet with a picture of a cat playing in a field and writing space with an interline for students to write a sentence on • Set up laptop • Start projector • Set up magnifier

Cross-Curricular Connections:

<p>Arts Education 1: Curricular Competencies Reasoning & reflecting</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences <p>Content 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 <p>Mathematics 1: Curricular Competencies Connecting & reflecting</p> <ul style="list-style-type: none"> • Connect mathematical concepts to each other and to other areas and personal interests <p>Content</p> <ul style="list-style-type: none"> • repeating patterns with multiple elements and attributes

Aboriginal Connections/ First Peoples Principles of Learning:

<p>Learning is embedded in memory, history, and story: By learning how to sequence a set of events, students begin to understand that there is a pattern to how things occur whether it be for something simple like eating an apple to eventually build on that skill to produce stories later in their academic career. This is the beginning of discovering how to build a sequence so that it makes sense to the reader.</p>

Universal Design for Learning (UDL)

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> • Visual stimulus • Predictable participation structure • Low-risk oral responses <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> • Large image • Modeled sentences • Written sentence stems <p>Multiple Means of Expression</p> <ul style="list-style-type: none"> • Speaking • Pointing • Gesturing

Differentiated Instructions (DI)

<ul style="list-style-type: none"> • Provide oral sentence stems • Allow pointing before speaking • Accept shorter phrases if needed

Overview of Lessons:

Lesson 1: We Can Read Pictures

Name & Time (Minutes Allotted):	We Can Read Pictures – 25 minutes
Learning Standards: Curricular Competencies	Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Use sources of information and prior knowledge to make meaning
Learning Standards: Content	Story/Text <ul style="list-style-type: none"> Literary elements and devices
Instructional Objectives	<ul style="list-style-type: none"> I can look closely at a picture I can tell what I see I can use a full sentence when I speak
Assessment:	Observation: <ul style="list-style-type: none"> Can the student describe visible details? Can they stay literal (not inventing)? Can they use a sentence frame?
Teaching Strategies:	<ul style="list-style-type: none"> Students that talk without raising their hand will be reminded to do so Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking Students that are talking to others during instruction will be separated The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.)
Materials:	<ul style="list-style-type: none"> One large, clear wordless picture (projected or printed big) Whiteboard Dry erase marker Document camera A picture that has 2-3 characters, shows a clear action, & is not too overwhelming visually (i.e. an apple, bites, out of an apple, & an apple core) Laptop Projector Glue sticks Scissors
Lesson Activities:	
Introduction/Hook: 5 min.	Hook: The teacher will: <ul style="list-style-type: none"> Project a playground picture but not say anything at first Give students 10 silent seconds to look. Then say: <i>"Don't put your hand up yet. Just look closely."</i> After a pause, ask: <i>"What do you notice?"</i> <i>"What do you see?"</i> <u>Keep students focused on visual details</u> (i.e. If a student says: "They are having fun" respond <i>"What do you see that makes you think that?"</i>)

Instructional Objectives	<ul style="list-style-type: none"> • Notice differences between pictures • Describe what is happening • Use simple sequencing language such as “first,” “then,” and “last” (orally)
Assessment:	<p>Observation:</p> <ul style="list-style-type: none"> • Can the student identify what changed? • Can the student describe what happened? • Can the student use simple sequencing words with support?
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Students that are talking to others during instruction will be separated • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.)
Materials:	<ul style="list-style-type: none"> • Laptop • Projector • Magnifier • Pictures of: Ice cream cone → melting → puddle Balloon → balloon floating → balloon popped Sandcastle → waves coming → sand flattened • 3-picture cut & paste worksheet (i.e. seed to plant)
Lesson Activities:	
<p>Introduction/Hook: 5 min.</p>	<p>The teacher will: Hold up three large picture cards (out of order):</p> <ul style="list-style-type: none"> • Whole apple • Apple with bites taken out • Apple core <p>Ask dramatically:</p> <ul style="list-style-type: none"> • <i>“Something happened to this apple... but what?”</i> <p>Place them randomly on the board. Ask:</p> <ul style="list-style-type: none"> • <i>“What do you notice?”</i> • <i>“Are these pictures the same or different?”</i> • <i>“What changed?”</i> <p>Let students respond freely.</p> <ul style="list-style-type: none"> • <i>“Today we are going to learn how pictures can show something happening.”</i>
<p>Body: 5 min.</p>	<p>Direct Instruction / Modeling</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Place the apple pictures in the correct order. • Think aloud: • <i>“In this picture, I see a whole apple. Nothing has happened yet.”</i> • <i>“In this picture, I see bites. Someone ate some of it.”</i> • <i>“In this picture, I see only the core. The apple is almost gone.”</i> <p>Introduce simple sequencing language: Write and say:</p>

<p>10 min.</p>	<ul style="list-style-type: none"> • First • Then • Last <p>Model orally:</p> <ul style="list-style-type: none"> • “First, there was a whole apple.” • “Then, someone took a bite.” • “Last, only the core was left.” <p>Guided Practice Activity: “What Changed?” Show a new simple 3-picture sequence (examples):</p> <ul style="list-style-type: none"> • Ice cream cone → melting → puddle • Balloon → balloon floating → balloon popped • Sandcastle → waves coming → sand flattened <p>For each set:</p> <ol style="list-style-type: none"> 1. Display pictures in correct order. 2. Ask: <ul style="list-style-type: none"> ○ “What is different?” ○ “What happened?” 3. Guide students to describe the change. <p>Use sentence frames & have the students respond chorally:</p> <ul style="list-style-type: none"> • “First I see...” • “Then I see...” • “Last I see...”
<p>Closure: 5 min.</p> <p>5 min.</p>	<p>Independent Practice Give students a simple 3-picture strip (cut and paste). Students:</p> <ul style="list-style-type: none"> • Put pictures in order & glue them into the correct sequence <p>The teacher will circulate and ask each student:</p> <ul style="list-style-type: none"> • “Tell me what happened in these pictures.” <p>Closure Review The teacher will hold up the apple pictures again & ask:</p> <ul style="list-style-type: none"> • “Do pictures stay the same?” Students respond: “No!” • “What can pictures show us?” • “Pictures can show something happening.” • “Today you learned that pictures can tell us what happened – even without words.”

Lesson 3: Putting Pictures in Order

<p>Name & Time (Minutes Allotted):</p>	<p>Putting Pictures in Order – 30 minutes</p>
<p>Learning Standards: Curricular Competencies</p>	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use personal experience and knowledge to connect to stories and other texts to make meaning • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning
<p>Learning Standards: Content</p>	<p>Story/Text</p> <ul style="list-style-type: none"> • Literary elements and devices

Instructional Objectives	<ul style="list-style-type: none"> • Identify the beginning, middle, and end of a picture sequence • Put 3 pictures in logical order • Retell the story orally using simple sequencing words
Assessment:	<ul style="list-style-type: none"> • Sorting and gluing sequence worksheet • Conversations during circulation
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Students that are talking to others during instruction will be separated • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.)
Materials:	<ul style="list-style-type: none"> • Pictures of: <ul style="list-style-type: none"> ○ A child holding a seed ○ A small plant ○ A flower • Pictures of: <ul style="list-style-type: none"> ○ A child planting a seed ○ A plant growing ○ A flower blooming • 3-picture sequence pictures (i.e. Boy builds a snowman → snowman standing → snowman melting Girl drops ice cream → ice cream on ground → girl sad) • Simple 3-picture sequence strip (i.e. egg, cracked egg, chick) • Laptop • Projector • Magnifier • Glue sticks • Scissors
Lesson Activities:	
Introduction/Hook: 5 min.	<p>The teacher will:</p> <ul style="list-style-type: none"> • Display three picture cards from a simple story (i.e. child planting a seed → plant growing → flower blooming) – but place them out of order. <p>Ask dramatically:</p> <ul style="list-style-type: none"> • <i>“Oh no! My pictures got mixed up! This story doesn’t make sense!”</i> • <i>“Does this look right?”</i> • <i>“What’s wrong?”</i> • Allow students to respond. • <i>“Today we are going to be picture organizers. We are going to put pictures in order so the story makes sense.”</i>
Body: 5 min.	<p>Direct Instruction / Modeling</p> <p>The teacher will use the same 3 pictures.</p> <ul style="list-style-type: none"> • Think aloud as you model: <ol style="list-style-type: none"> 1. <i>“In this picture, I see a child holding a seed.”</i> 2. <i>“In this one, I see a small plant.”</i> 3. <i>“In this one, I see a flower.”</i> <p>Ask:</p> <ul style="list-style-type: none"> • <i>“Which one should come first?”</i>

10 min.	<ul style="list-style-type: none"> • Guide students to choose the correct beginning. <p>Place it down and label orally:</p> <ul style="list-style-type: none"> • Beginning • Middle • End <p>Model full retell:</p> <ul style="list-style-type: none"> • <i>"First, the child planted the seed.</i> • <i>Then, the plant grew.</i> • <i>Last, the flower bloomed."</i> <p>Write the words First / Then / Last on the board with simple visual symbols (1, 2, 3).</p> <p>Guided Practice Activity: "Picture Story Detectives" The teacher will:</p> <ul style="list-style-type: none"> • Give small groups (or the whole class on the carpet) a new 3-picture sequence such as: Boy builds a snowman → snowman standing → snowman melting Girl drops ice cream → ice cream on ground → girl sad <p>Step 1: The teacher will show the pictures mixed up.</p> <p>Step 2: The teacher will ask:</p> <ul style="list-style-type: none"> • <i>"What do you see in each picture?"</i> • <i>"Which one should be first?"</i> • <i>"How do you know?"</i> • Encourage students to explain their thinking. <p>Step 3: The class will:</p> <ul style="list-style-type: none"> • Put them in order together. • Retell chorally: <i>"First... Then... Last..."</i>
Closure: 10 min.	<p>Independent Practice The teacher will give each student a simple 3-picture strip. Students will:</p> <ol style="list-style-type: none"> 1. Put the pictures in order. 2. Practice retelling quietly to themselves. 3. When ready, tell you the story. <p>The teacher will circulate and assess orally (tell the story) while the students glue their sequence.</p> <p>Clean-Up Time Students will hand in their worksheets, clean up their tables and put away their supplies</p>

Lesson 4: Adding Labels to Make Meaning Clear

Name & Time (Minutes Allotted):	Adding Labels to Make Meaning Clear – 25 min.
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use personal experience and knowledge to connect to stories and other texts to make meaning

	<ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	<p>Story/Text</p> <ul style="list-style-type: none"> • Literary elements and devices
Instructional Objectives	<ul style="list-style-type: none"> • Draw a picture that shows a clear idea • Add labels to important parts of their picture • Explain their drawing using their labels
Assessment:	<ul style="list-style-type: none"> • Drew a clear picture • Added at least one label • Attempted phonetic spelling • Can orally explain their picture
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Students that are talking to others during instruction will be separated • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.)
Materials:	<ul style="list-style-type: none"> • Whiteboard • Dry erase marker • A simple class picture (Canva) • Paper with name spot • Pencils • Erasers • Crayons
Lesson Activities:	
Introduction/Hook: 5 min.	<p>The teacher will:</p> <ul style="list-style-type: none"> • Draw a very simple stick figure scene on the board (i.e. A child at the park). <p>Ask:</p> <ul style="list-style-type: none"> • <i>"What is happening in this picture?"</i> <p>Students will likely say:</p> <ul style="list-style-type: none"> • "He's at the park." • "He's on the slide." <p>Then say:</p> <ul style="list-style-type: none"> • <i>"What if someone looks at this picture and doesn't know what it is?"</i> <p>Add one label, such as "slide."</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>"Does this help us understand better?"</i> <p>Add another label, such as "boy."</p> <ul style="list-style-type: none"> • <i>"Today we are going to make our pictures clearer by adding labels. Labels help readers understand."</i>
Body: 5 min.	<p>Direct Instruction / Modeling</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Model drawing a quick picture step-by-step (i.e. "Playing at the playground") • Draw a simple child on a swing

5 min.	<ul style="list-style-type: none"> • Think aloud: • <i>"I want the reader to know what is important in my picture."</i> • Circle important parts: <ul style="list-style-type: none"> ○ Swing ○ Child ○ Sun • Add simple labels: <ul style="list-style-type: none"> ○ Swing (model stretching sounds (i.e. "s-w-i-n-g....swing")) ○ Boy (i.e. "b-o-y....boy") ○ Sun (i.e. "s-u-n.....sun") • <i>"Labels are not full sentences. They are important words."</i> <p>Guided Practice Activity: "What Should We Label?" The teacher will:</p> <ul style="list-style-type: none"> • Show a simple class picture (projected or printed). <p>Ask:</p> <ul style="list-style-type: none"> • <i>"What is important in this picture?"</i> • <i>"What should we label?"</i> <p>Circle suggested items. Write 2–3 labels together. Have students say the sounds with you.</p>
Closure: 10 min.	<p>Independent Practice Activity: Draw & Label Students will:</p> <ol style="list-style-type: none"> 1. Draw one clear picture: <ul style="list-style-type: none"> ○ Playing with a pet 2. Add 1–3 labels to important parts. <p>The teacher will encourage:</p> <ul style="list-style-type: none"> • Stretching sounds • Attempting spelling independently • Labeling only important parts (not everything) • <i>"Labels help your reader understand your picture."</i> <p>Clean-up Time</p> <ul style="list-style-type: none"> • Students will hand in their papers, clean up their desks, and put away supplies

Lesson 5: Turning Pictures into Sentences

Name & Time (Minutes Allotted):	Turning Pictures into Sentences – 25 minutes
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Comprehend and connect (reading, listening, viewing) • Use personal experience and knowledge to connect to stories and other texts to make meaning • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Story/Text <ul style="list-style-type: none"> • Literary elements and devices
Instructional Objectives	Students will be able to: <ul style="list-style-type: none"> • Look at their labeled picture • Say a complete sentence about it

	<ul style="list-style-type: none"> • Write one simple sentence using a sentence frame • Reread their sentence aloud
Assessment:	<ul style="list-style-type: none"> • Drew a clear picture • Used labels to support writing • Wrote one complete sentence • Used capital letter • Used period • Can reread their sentence aloud
Teaching Strategies:	<ul style="list-style-type: none"> • Students that talk without raising their hand will be reminded to do so • Students that wish to add to the class discussions or ask questions will raise their hand and wait to be called on by the teacher before speaking • Students that are talking to others during instruction will be separated • The teacher will use strategies to gain attention when needed (i.e. If you can hear me, touch your nose, etc.)
Materials:	<ul style="list-style-type: none"> • Whiteboard • Dry erase markers • Picture of a girl eating an apple (or another simple picture) • Worksheet with a picture of a cat playing in a field and writing space with an interline for students to write a sentence on
Lesson Activities:	
Introduction/Hook: 5 min.	<p>The teacher will:</p> <ul style="list-style-type: none"> • Draw a simple labeled picture on the board (i.e. Child on a swing labeled "boy" and "swing" like lesson 4). <p>Ask:</p> <ul style="list-style-type: none"> • <i>"We added labels yesterday. But can this picture tell even more?"</i> <p>Say:</p> <ul style="list-style-type: none"> • <i>"I'm going to turn my picture into a sentence."</i> <p>Point to the drawing and say:</p> <ul style="list-style-type: none"> • <i>"The boy is on the swing."</i> <p>Write the sentence underneath. Circle the capital letter and period. Explain:</p> <ul style="list-style-type: none"> • <i>"A sentence tells the whole idea."</i>
Body: 5 min.	<p>Direct Instruction / Modeling</p> <p>The teacher will model step-by-step.</p> <ol style="list-style-type: none"> 1. Draw a simple picture (a dog running in a field) 2. Add 2 labels 3. Say a sentence out loud first - <i>"I see a dog and it is running."</i> <i>"That sounds like a sentence."</i> <ul style="list-style-type: none"> • Use a fist to say the words & find the number of words. • Write it slowly, stretching sounds. <p>Emphasize:</p> <ul style="list-style-type: none"> • Capital letter at the beginning • Spaces between words • Period at the end • Reread it while pointing to each word.
5 min.	Guided Practice

	<p>Activity: Say It Before You Write It The teacher will show a simple class picture (i.e. child eating an apple). Ask:</p> <ul style="list-style-type: none"> • “What is happening?” <p>Guide students to form a sentence together:</p> <ul style="list-style-type: none"> • “The girl is eating an apple.” • Chorally repeat the sentence 2–3 times. • Write it together. • Use a fist & count the words together on fingers.
<p>Closure: 10 min.</p>	<p>Independent Practice Activity: Draw, Label, Write Students will:</p> <ol style="list-style-type: none"> 1. Draw a simple picture (i.e. A cat playing in a field) 2. Add 1–2 labels if needed. 3. Say their sentence quietly to themselves. 4. Write one sentence using a frame: <ul style="list-style-type: none"> • I see a _____. • The _____ is _____. • The _____ is in a _____. <p>Encourage:</p> <ul style="list-style-type: none"> • Using a fist to count the words • Stretching sounds • Using labels to help spell • Writing independently as much as possible <p>Clean-up Time</p> <ul style="list-style-type: none"> • Students will hand in their papers, clean up their table spots, & put away their supplies

Resources:

<p>Lesson 1: First, Next, and Last examples: https://15worksheets.com/worksheet-category/first-next-last/ Lesson 2: First, Next, and Last examples: https://15worksheets.com/worksheet-category/first-next-last/</p>

Extensions to Unit:

<ol style="list-style-type: none"> 1) Multiple sentences: <ul style="list-style-type: none"> • After students have mastered writing one sentence, challenge them to create 2–3 sentence stories using their labeled pictures. • Example: Draw three pictures in sequence and write: “The boy is planting a seed. The seed grows. A flower blooms.” 2) Adding Describing Words <ul style="list-style-type: none"> • Encourage students to add adjectives to their sentences. • Example: “The red apple is big.” • Supports vocabulary development and richer writing.

Reflections and Revisions

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