

Simplified BEd (Elementary) Unit Plan Template for a Week (5 Lessons)

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Unit Title: How Stories Move: Problems, Events, and Solutions

Grade and Subject: Grade 1 ELA

- 1) **Rationale/Overview:** (What is the goal of the unit plan and what content does it include? Key takeaways?)

This week-long unit develops comprehension and critical thinking skills by exploring how problems are presented and solved in stories. Students will learn to identify problems, solutions, and cause-effect relationships, retell stories with key details, and apply problem-solving strategies in their own narratives. The unit also fosters an understanding and appreciation of Indigenous perspectives by incorporating traditional stories that emphasize community wisdom and cooperation.

- 2) **Core Competencies:**

| Communication | Thinking | Personal & Social |
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| Connecting and engaging with others. These lessons involve group discussions, sharing solutions, retelling, and collaborative problem-solving. Supporting group interactions. Students will work in pairs or small groups in guided activities. | Questioning and investigating. Students will identify problems, solutions, and cause-and-effect relationships. They will investigate scenarios and explore multiple possible solutions. Designing and developing. Students will create their own stories and/or solutions to problems. They will think critically about how to structure a story, how problems are solved, and how solutions affect outcomes. | Resolving problems. Students will identify problems, come up with solutions, and evaluate outcomes. Understanding relationships and cultural contexts. Students explore Indigenous stories and connect culture, community and problem-solving lessons. Building relationships. Students work in pairs and small groups which encourage positive peer interactions, sharing ideas, and respecting others' solutions. |

- 3) **Big Ideas:**

Through listening and speaking, we connect with others and share our world.
Stories and other texts help us learn about ourselves and our families.
Everyone has a unique story to share.

- 4) **Learning Objectives/Standards:**

| Curricular Competencies | Content |
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| CC2 - Use sources of information and prior knowledge to make meaning | C1 - Story/text: Elements of story |
| CC3 - Use developmentally appropriate reading, listening, and viewing strategies to make meaning | C1 - Story/text: Literary elements and devices |
| CC8 - Recognize the structure and elements of story | C2 - Strategies and processes: Reading strategies, oral language strategies |
| CC11 - Identify, organize, and present ideas in a variety of forms | C2 - Strategies and processes: Writing processes |
| CC12 - Create stories and other texts to deepen awareness of self, family, and community | C3 - Language features, structures, and conventions: Concepts of print, print awareness |

5) Teacher Preparation/Materials List:

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| Lesson 1 | <ul style="list-style-type: none"> - Book – “How Raven Stole the Sun” - Whiteboard and markers - Pencils and erasers - Blank paper and copies of worksheets |
| Lesson 2 | <ul style="list-style-type: none"> - Book – “How Raven Stole the Sun” - Whiteboard and markers - Scenario cards (5 stations) - Worksheets for all 5 stations - Pencils and erasers |
| Lesson 3 | <ul style="list-style-type: none"> - “If You Give a Mouse a Cookie” read aloud from Youtube - Whiteboard and markers - Pencils and erasers - Worksheets for all students |
| Lesson 4 | <ul style="list-style-type: none"> - Book : How Raven Stole the Sun (for quick review and picture support) - Printed sequence cards (3–5 events from the story) - Whiteboard and markers - “Beginning–Middle–End” sequencing worksheets - Glue sticks (optional, if sequence cards are cut and pasted) - Pencils and erasers - Crayons or pencil crayons for drawing |

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| Lesson 5 | <ul style="list-style-type: none"> - Whiteboard and markers - Story planning sheets (Beginning / Problem / Solution / Ending) - Blank paper for students who want to draw a full-page story - Pencils and erasers - Crayons or pencil crayons |
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Lesson 1:

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| Title of Lesson and Time Allotted | Introduction to Problems in Stories (40 mins) |
| Learning Standards (Content and Curricular Competencies) | <p>CC3 – Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p> <p>CC6 – Recognize the importance of story in personal, family, and community identity</p> <p>CC8- Recognize the structure and elements of story</p> <p>CC9- Show awareness of how story in First Peoples cultures connects people to family and community</p> <p>CC15- Explore oral storytelling processes</p> <p>C1- Story/text- elements of story</p> |
| Instructional Objectives | <p>SWBAT:</p> <ul style="list-style-type: none"> - Identify the main problem in the story - Describe how the problem affects the characters and the world - Begin thinking about how the problem might be solved |
| Indigenous Pedagogical Approaches | <p>Using an Indigenous legend, “How Raven Stole The Sun” as the text.</p> <p>Emphasize oral storytelling and listening skills.</p> <p>Discuss the Raven as a cultural figure and how the story teaches lessons about community, problem-solving, and wisdom.</p> <p>Encourage storytelling techniques (rhythm, repetition, and expressive voice) to engage students in cultural context.</p> |
| Teaching Strategies | Visual demonstrations – picture book, chart |

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| | Peer learning/sharing Teacher clearly models and explains the process step-by-step Ask open-ended or guided questions to promote thinking. |
| Differentiation Strategies | <ul style="list-style-type: none"> - Allow the option to draw or write their answers - Provide sentence starters or partially filled charts (e.g., “The problem is...”, “It affects...”) - Students who finish early can work on other problems in the story or add a third column to predict possible solutions - Pair students based on good learning partners (higher level readers/writers with lower level readers/writers) |
| Assessment | Students complete the worksheet (draw or write) Students identify the problem in the story and who or what is affected by it |

Lesson 1 Activities:

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| Introduction/Hook: | 5 mins – Students sit on the carpet. <ul style="list-style-type: none"> - “Have you ever had a problem that you had to solve? What did you do?” - Discuss briefly as a class to connect personal experience to story problem-solving. |
| Body: (To include: Explicit Instruction and Guided Practice) | 30 mins- Read “How Raven Stole the Sun” aloud to the class <ul style="list-style-type: none"> - Before begin reading - book talk (talk about cover, show some pictures, ask predictions) <p>Do a think-aloud to identify the problem:</p> <ul style="list-style-type: none"> - The world is dark because the sun is hidden. Everything is cold and hard to live in. - “Who is affected by this problem? Why is it a problem?” |

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| | <p>Guided practice – on the whiteboard, create a problem chart with two columns: “Problem” and “Who is affected”</p> <ul style="list-style-type: none"> - Model filling in the first row with the Raven story - Have students work in pairs to identify one additional effect of the problem (e.g., animals, humans, environment) <p><u>Activity</u></p> <ul style="list-style-type: none"> - Students work in pairs to complete a problem chart worksheet - Encourage students to draw or write the problem |
| <p>Closure:</p> | <p>5 mins - Discuss findings as a class</p> <ul style="list-style-type: none"> - Call upon students who are raising their hands and sitting quietly. |

Lesson 2:

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| <p>Title of Lesson and Time Allotted</p> | <p>Finding Solutions in Stories and Scenarios (40 mins)</p> |
| <p>Learning Standards (Content and Curricular Competencies)</p> | <p>CC2- Use sources of information and prior knowledge to make meaning CC8- Recognize the structure and elements of story CC10- Exchange ideas and perspective to build shared understanding</p> <p>C1 – Story/text: Elements of story, vocabulary to talk about texts C2 – Strategies and Processes: reading strategies, oral language strategies, writing processes</p> |
| <p>Instructional Objectives</p> | <p>SWBAT:</p> <ul style="list-style-type: none"> - Identify the problem and come up with a solution to a variety of scenarios - Explain how the solution resolves the problem using key details - Work collaboratively within a group - Connect the scenario to prior knowledge from Indigenous storytelling |

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| Indigenous Pedagogical Approaches | <p>Begin the lesson with a hook referencing “How the Raven Stole the Sun” to introduce problem-solving in Indigenous stories. Highlight community wisdom, cooperation, and creative solutions from Indigenous legends</p> <p>Encourage oral storytelling techniques (voice, repetition, gestures) during discussions and sharing.</p> <p>Scenarios involve animals and Indigenous community settings.</p> |
| Teaching Strategies | <p>The teacher will model how to identify the solution in a story (e.g., Raven bringing back the sun).</p> <p>The teacher will read each station’s scenario out loud to the class before separating into groups.</p> <p>Use guiding questions, like “how does this solution fix the problem?” or “what might happen if this solution doesn’t work?”</p> |
| Differentiation Strategies | <p>The teacher can provide sentence starters or partially filled worksheets.</p> <p>Illustrations at each station help students understand the problem and come up with a solution.</p> <p>If students finish early, they can come up with multiple solutions for their scenario.</p> <p>Students will be grouped strategically to support peer learning and collaboration.</p> |
| Assessment | <p>Observe students at stations. They should all be contributing to the group discussion and worksheets.</p> <p>Students identify the problem and come up with a solution by writing or drawing it on their worksheets, either individually or as a group depending on the station.</p> <p>Student work should confirm understanding of solutions and cause-effect relationships.</p> |

Lesson 2 Activities:

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| Introduction/Hook: | <p>5 mins - Review “How Raven Stole the Sun”</p> <ul style="list-style-type: none"> - Show the part in the book where the world was dark |
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| | <ul style="list-style-type: none"> - “Remember how the Raven solved a big problem? Today we’re going to focus on problem-solving scenarios.” |
| <p>Body: (To include: Explicit Instruction and Guided Practice)</p> | <p>30 mins – Problem-Solving Stations The teacher will explain that there are 5 stations set up.</p> <ul style="list-style-type: none"> - 5 minutes at each station - Each station will have a card with visual and written description of the problem - Each station will have worksheets to complete (individually or as a group) <p>The students will identify the problem and come up with a solution on their worksheets.</p> <p>The teacher will give a detailed explanation of each station and confirm understanding before sending students to stations.</p> <p><u>Station 1 – “The Sun is Missing”</u> Problem: The world is dark and cold because the sun is hidden. Students draw or write one way to bring light and warmth back (every student completes their own worksheet)</p> <p><u>Station 2 – “The Lost Animals”</u> Problem: Animals are lost in the forest and can’t find food or shelter. Students work together to brainstorm solutions (e.g., build shelters, guide them with tracks) and fill out one worksheet</p> <p><u>Station 3 – “The Frozen River”</u> Problem: The river is frozen and animals need water Students complete individual worksheets by drawing or writing their solution to help the animals get water safely</p> <p><u>Station 4 – “The Broken Bridge”</u></p> |

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| | <p>Problem: A bridge over a stream is broken and animals can't cross Students work together to come up with a solution and complete one worksheet by drawing or writing their solution (build new bridge, find a safe path, ask for help)</p> <p><u>Station 5 – “The Hungry Family”</u> Problem: A community of people don't have enough food for winter Students work together and contribute to the worksheet by drawing or writing solutions (gather berries, hunt, share, store food)</p> |
| Closure: | <p>5 mins – Ask students to share their favourite scenario (problem and solution) Attempt to have at least one example from each station</p> |

Lesson 3:

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| Title of Lesson and Time Allotted | Cause-and-Effect Relationships (35 mins) |
| Learning Standards (Content and Curricular Competencies) | <p>CC2 - Use sources of information and prior knowledge to make meaning CC3 - Use developmentally appropriate reading, listening, and viewing strategies to make meaning CC8 - Recognize the structure and elements of story CC10 - Exchange ideas and perspectives to build shared understanding</p> <p>C1 - Story/text: elements of story, vocabulary to talk about texts C2 - Strategies and processes: reading strategies, writing processes C3 - Language features, structures, and conventions</p> |
| Instructional Objectives | <p>SWBAT:</p> <ul style="list-style-type: none"> - Identify cause-and-effect relationships from the story “If You Give a Mouse a Cookie” |

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| | <ul style="list-style-type: none"> - Identify cause-and-effect relationships from their own experiences - Match story events to their causes or effects when participating in class discussion - Create three cause-and-effect pairs based on the story or they can choose to be creative |
| Indigenous Pedagogical Approaches | Students learn an important skill (cause and effect) by listening to a story first, which reflects Indigenous ways of passing knowledge through oral storytelling. |
| Teaching Strategies | <ul style="list-style-type: none"> - Pause the video read aloud to model identifying cause-and-effect during the story (eg, “This happened because...”) - The teacher and students will co-create a cause and effect list from the story and leave on the board for reference (Make sure to include the examples from the worksheet) - The teacher will clearly explain and demonstrate how to complete the worksheet |
| Differentiation Strategies | <p>For students who finish early, there is the option to also draw their answers in the square provided.</p> <p>Students may also create another cause and effect example on the back of the worksheet.</p> <p>For students needing more support, the teacher can allow them to verbally answer the cause/effect and the teacher will write it out for them to copy.</p> |
| Assessment | <p>Observe student responses during the read-aloud think-aloud.</p> <p>Observe student participation in the shared list building.</p> <p>Check for accuracy and understanding of connections on student worksheets.</p> <p>Observe student participation in the closure share/discussion.</p> |

Lesson 3 Activities:

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| Introduction/Hook: | 5 mins - Teacher will hold up a cookie (real or paper). |
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| | <ul style="list-style-type: none">- “If I give YOU a cookie, what might happen next?”- Let students give ideas, no matter how silly <p>Introduce the topic of cause-and-effect relationships (write this on the board)</p> <ul style="list-style-type: none">- “A cause is why something happens.- An effect is what happens because of it.”- Cause = why- Effect = what happens |
| Body: (To include: Explicit Instruction and Guided Practice) | <p>15 mins - Read aloud - “If You Give a Mouse a Cookie”. Pause the video to ask questions when appropriate:</p> <ul style="list-style-type: none">- “What happened because he got the cookie?”- “What did the mouse do next?”- “Why did he want milk?” <p>After the reading, start a simple list on the board with help from the students. For example:</p> <ul style="list-style-type: none">- Cause: You give the mouse a cookie- Effect: He will ask for milk- Cause: You give him the milk- Effect: He will ask for a straw- Cause: He sees the mirror- Effect: He realizes he needs a haircut <p>10 mins - Worksheet activity</p> <p>Students will work independently to complete a worksheet. The worksheet has fill-in-the-blank questions to complete with a drawing box to go with each.</p> <ul style="list-style-type: none">- Instruct students to fill in the missing cause/effect blanks.- Students may choose to use the same cause/effect as the story, or get creative!- If any students finish early, they can draw pictures in the boxes to match their answers |

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| | <ol style="list-style-type: none"> 1. Cause: “If you give a mouse a cookie...” Effect: _____ 2. Cause: _____ Effect: “He will ask for a straw” 3. Cause: “He sees the mirror...” Effect: _____ |
| Closure: | <p>5 mins - Teacher leads wrap-up questioning:</p> <ul style="list-style-type: none"> - What is a cause? - What is an effect? - Give me one cause and effect from the story - Give me one cause and effect from your own life (could have happened or be made up) <p>Call upon students who are raising their hands quietly.</p> <p>Wrap up with: “Cause is WHY something happens. Effect is what happens because of it.”</p> |

Lesson 4:

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| Title of Lesson and Time Allotted | Retelling and story sequencing |
| Learning Standards (Content and Curricular Competencies) | <p>CC3 – Use developmentally appropriate listening and viewing strategies to make meaning</p> <p>CC8 – Recognize the structure and elements of story</p> <p>CC11 – Identify, organize, and present ideas in a variety of forms</p> <p>C1 – Story/text: Elements of story</p> <p>C2 – Reading strategies and oral language strategies</p> |
| Instructional Objectives | <p>SWBAT:</p> <p>Retell a familiar story using key details from beginning, middle, and end</p> <p>Sequence major events in order</p> <p>Use oral language skills to share ideas clearly</p> <p>Work with a partner to build a simple story sequence</p> |

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| <p>Indigenous Pedagogical Approaches</p> | <p>Begin with oral retelling of “How Raven Stole the Sun,” emphasizing the importance of listening and remembering key parts.</p> <p>Highlight that many Indigenous stories are passed down orally through sequencing, rhythm, and repetition.</p> <p>Encourage students to retell stories using their own voice, gestures, and respect for the story’s message.</p> <p>Emphasize community learning by having partners help each other remember story events.</p> |
| <p>Teaching Strategies</p> | <p>Teacher modeling of a retell</p> <p>Think-aloud to identify beginning, middle, and end</p> <p>Use visual supports (sequence cards)</p> <p>Partner discussion and shared retell</p> <p>Guided practice before independent work</p> |
| <p>Differentiation Strategies</p> | <p>Provide picture-only sequence cards for students who need less text</p> <p>Offer sentence starters (“First...”, “Then...”, “Finally...”)</p> <p>Allow retelling through drawing instead of writing</p> <p>Pair strong readers with students who benefit from extra support</p> <p>Students who finish early can add a fourth card</p> |
| <p>Assessment</p> | <p>Teacher observation during partner retelling</p> |

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| | <p>Completed sequencing worksheet or picture cards</p> <p>Students can correctly place events in the right order</p> <p>Students use at least one detail from the beginning, middle, and end</p> |
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| Introduction/Hook: | <p>Teacher holds up the book: “Who remembers what happened in ‘How Raven Stole the Sun’? Close your eyes. Try to picture the story from the beginning.”</p> <p>Ask: “What happened first? What happened next? What happened at the end?”</p> <p>Explain: “Today we will practice retelling a story in the right order.”</p> |
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| Body: (To include: Explicit Instruction and Guided Practice) | <p>Model a Retell (5 mins) The educator quickly retells the Raven story with “First, Then, Finally” while pointing to three simple pictures on the board.</p> <p>2. Guided Sequencing (10 mins) Display 4–5 printed pictures from the story:</p> <ul style="list-style-type: none">- The dark world- Raven visiting the Chief’s lodge- Raven stealing the box- 6- Light returning to the world <p>Have students help put them in the correct order.</p> |
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| <p>Closure:</p> | <p>Ask a few students to share one part of the story they remember clearly.</p> <p>Review: “A retell uses the beginning, middle, and end to help us understand the story.”</p> |

Lesson 5:

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| <p>Title of Lesson and Time Allotted</p> | <p>Applying Problem-Solving to Create Stories</p> |
| <p>Learning Standards (Content and Curricular Competencies)</p> | <p>CC2 – Use prior knowledge to make meaning CC11 – Identify, organize, and present ideas CC12 – Create stories to deepen awareness of self, family, and community C1 – Elements of story C2 – Strategies and processes: writing and oral language C3 – Concepts of print and story structure</p> |
| <p>Instructional Objectives</p> | <p>SWBAT:</p> <ul style="list-style-type: none"> - Create a simple story that includes a problem and a solution - Use story structure (beginning, middle, end) - Apply problem-solving skills from previous lessons - Share their story with a partner or small group - Use words, pictures, or both to communicate ideas |
| <p>Indigenous Pedagogical Approaches</p> | <p>Begin with oral retelling of “How Raven Stole the Sun,” emphasizing the importance of listening and remembering key parts.</p> <p>Highlight that many Indigenous stories are passed down orally through sequencing, rhythm, and repetition.</p> |

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| | <p>Encourage students to retell stories using their own voice, gestures, and respect for the story’s message.</p> <p>Emphasize community learning by having partners help each other remember story events.</p> |
| Teaching Strategies | <p>Teacher modeling of a retell</p> <p>Think-aloud to identify beginning, middle, and end</p> <p>Use visual supports (sequence cards)</p> <p>Partner discussion and shared retell</p> <p>Guided practice before independent work</p> |
| Differentiation Strategies | <p>Provide picture-only sequence cards for students who need less text</p> <p>Offer sentence starters (“First...”, “Then...”, “Finally...”)</p> <p>Allow retelling through drawing instead of writing</p> <p>Pair strong readers with students who benefit from extra support</p> <p>Students who finish early can add a fourth card: “The message of the story is...”</p> |
| Assessment | <p>Teacher observation during partner retelling</p> <p>Completed sequencing worksheet or picture cards</p> <p>Students can correctly place events in the right order</p> <p>Students use at least one detail from the beginning, middle, and end</p> |

Lesson 5 Activities:

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| <p>Introduction/Hook:</p> | <p>Teacher holds up the book: “Who remembers what happened in ‘How Raven Stole the Sun’? Close your eyes. Try to picture the story from the beginning, middle then end.”</p> <p>Educator then models creating a beginning middle and end on a story chart paper based on the students suggestions based on the bok read</p> <p>Educator asks: “‘What happened first? What happened next? What happened at the end?’”</p> <p>Explain: “‘Today we will practice retelling a story in the right order.’”</p> |
| <p>Body: (To include: Explicit Instruction and Guided Practice)</p> | <p>Educator creates a quick story on chart paper:</p> <p>Beginning: “Fox was on his walk when he suddenly realizes he is hungry so he looked around for something to eat”</p> <p>Middle (Problem): “It was getting cold and late and the fox was worried he would get lost in the dark trying to find something to eat.”</p> <p>Solution: “Fox finds friends along the way, one of which helped him find food and the pathway home.”</p> <p>End: “The fox found home and thanked his friends.”</p> <p>Model drawing simple pictures to match.</p> <p>2. Guided Brainstorm (5 mins) Students turn and talk:</p> <p>“How does your story take place?”</p> <p>“What problem will be in your story?” “‘What is your solution?’”</p> |

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| | <p>3. Independent Story Creation (15 mins) Students complete their planning sheet or story page:</p> <ul style="list-style-type: none"> - Draw/write the beginning - Draw/write the problem - Draw/write the solution - Add labels or simple sentences <p>Teacher circulates, scribing for students who need help.</p> <p>4. Optional Share with a Partner (3 mins) Students read or describe their story to a partner.</p> |
| <p>Closure:</p> | <p>Closure (5 mins)</p> <p>Ask a few students to share one part of the story they remember clearly.</p> <p>Review: “A retell uses the beginning, middle, and end to help us understand the story.”</p> |

References:

Numeroff, L. J. (1985). *If you give a mouse a cookie* (A. Joan, Illus.). HarperCollins.
Williams, M. (2001). *How Raven stole the sun* (F. Vigil, Illus.). Abbeville Press.