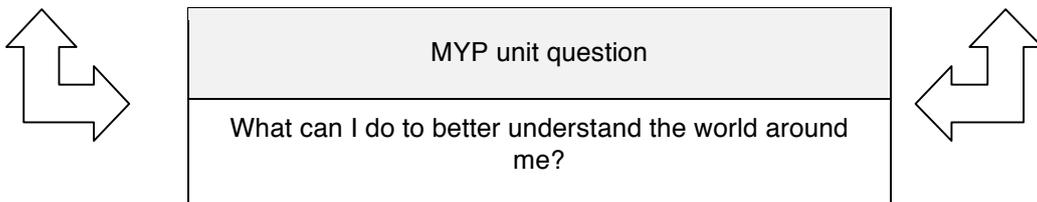
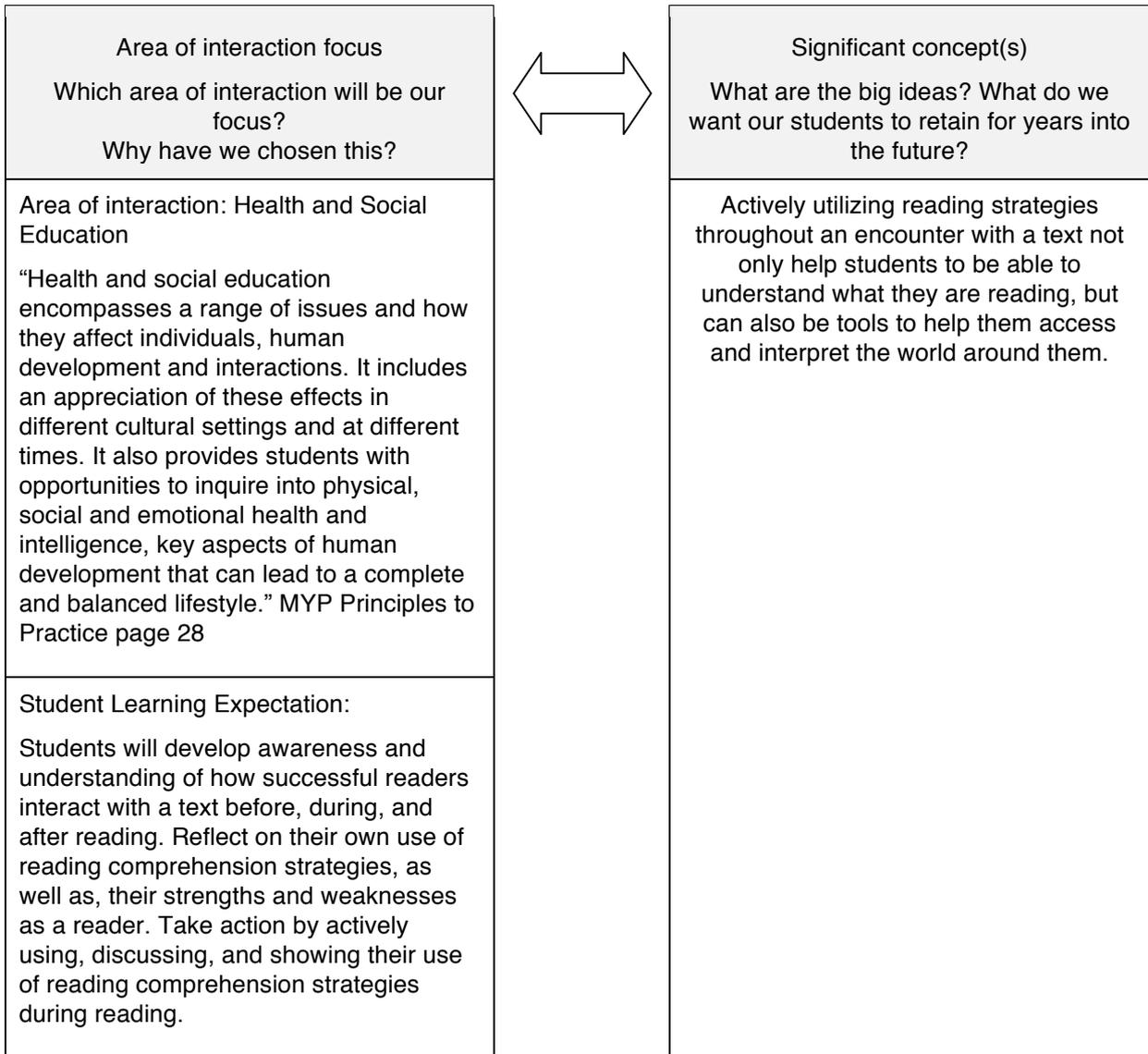


MYP Unit Planner

Unit Title	Becoming an Expert Reader
Teacher(s)	Molly Kendall, Kristi Simpkins
Subject and grade level	Language B, Years 2-3, Phase 5-6
Time frame and duration	Quarter 1; 4 Weeks

Stage 1: Integrate significant concept, area of interaction and unit question



Assessment

What task(s) will allow students the opportunity to respond to the unit question?

Students will complete a variety of learning opportunities that will allow them to be able to learn and use the reading comprehension strategies during reading. Assignments will include, but are not limited to, a question generator, prediction charts, connection links, five finger summaries, and monitor comprehension. Students will practice strategies on both fiction and nonfiction text selections.

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Acceptable evidence of understanding will be the students ability to identify and explain each reading comprehension strategy and how expert readers use each strategy.

For the culminating task and summative assessment, students will read a short story and annotate it with the reading comprehension strategies that they use before during and after reading.

Which specific MYP objectives will be addressed during this unit?

Phase 5: Reading Comprehension

- Analyse specific information, ideas, opinions and attitudes presented in written texts
- Analyse main ideas and supporting details, and draw conclusions from written texts
- Analyse aspects of format and style in written texts
- Understand, analyse and respond to a range of written texts.

Phase 6: Reading Comprehension

- Evaluate specific information, ideas, opinions, and attitudes presented in written texts
- Evaluate main ideas and supporting details, and draw conclusions from written texts
- Evaluate aspects of format and style in written texts
- Understand, analyse, evaluate and respond to a wide range of written texts

Which MYP assessment criteria will be used?

Criteria C: Reading Comprehension

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

<p>Unit Overview:</p> <p>Day 1:</p> <p>Day 2:</p>	
<p>Approaches to learning</p>	
<p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Learning experiences</p>	<p>Teaching strategies</p>
<p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Resources</p>	
<p>What resources are available to us?</p> <p>How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p>	

Ongoing reflections and evaluation

<p>In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of <i>MYP: From principles into practice</i>.</p>
<p>Students and teachers</p> <p>What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?</p> <p>What inquiries arose during the learning? What, if any, extension activities arose?</p>

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Figure 12

MYP unit planner