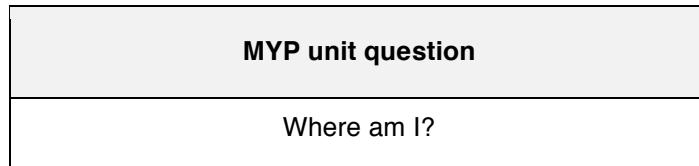
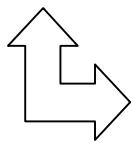
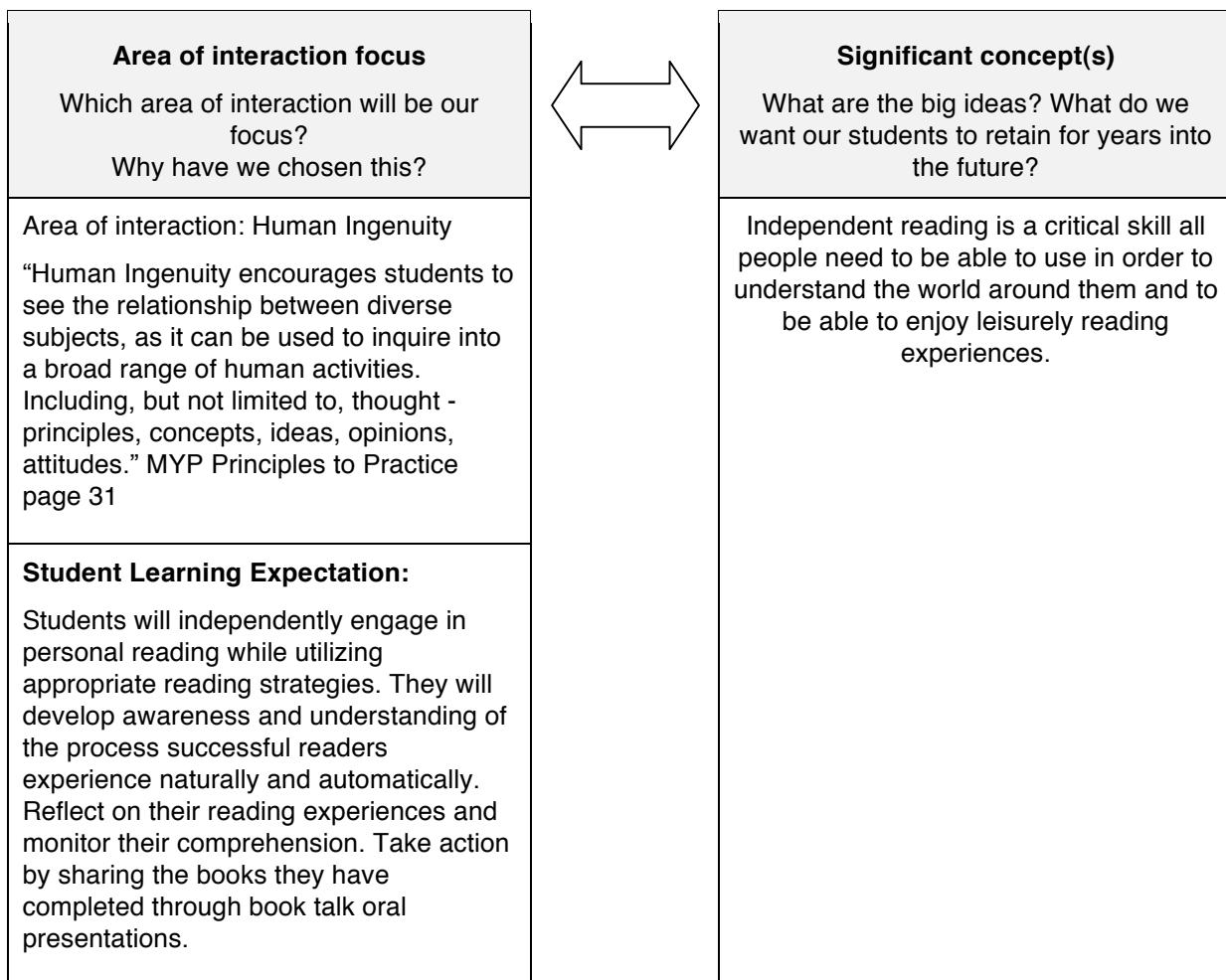


## MYP Unit Planner

<b>Unit title</b>	<b>Independent Reading</b>
Teacher(s)	Molly Kendall, Kristi Simpkins
Subject and grade level	Language B, Years 2-3, Phases 5-6
Time frame and duration	Quarters 1-4; 36 Weeks

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



<b>Assessment</b>
What task(s) will allow students the opportunity to respond to the unit question? Students will choose any book from the library that they are interested in reading and commit to

reading it for 20 minutes every night. Students will create reading contracts that will allow them to be able to plan for book completion within the quarter. Students will complete a reading log for homework on a weekly basis.

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

Upon completion of their book, students will write a book review and present a book talk to their class period. Students will also create graphs using the data they collect on their weekly at home reading logs.

Which specific MYP objectives will be addressed during this unit?

#### Oral Communication Phase 5

- understand, analyse and respond to a range of spoken texts
- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of spoken contexts
- use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately and effectively
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

#### Oral Communication Phase 6

The student should be able to:

- understand, analyse, evaluate and respond to a wide range of spoken texts
- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of spoken contexts
- use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
- use appropriate register in formal and informal oral communication
- understand and use appropriate oratory technique
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

#### Visual Interpretation Phase 5

- analyse information presented in visual texts
- analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- analyse specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- analyse visual conventions used in texts
- understand, analyse and respond to a range of visual texts.

#### Visual Interpretation Phase 6

- evaluate information presented in visual texts
- evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- evaluate visual conventions used in texts

understand, analyse, evaluate and respond to a wide range of visual texts.

#### Reading Comprehension Phase 5

- 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.

#### Reading Comprehension Phase 6

- 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

#### Writing Phase 5

- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of written contexts
- use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences
- understand and use language conventions accurately and effectively in writing
- use appropriate register in formal and informal written communication.

#### Writing Phase 6

- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of written contexts
- use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences
- understand and use language conventions accurately, effectively and creatively in writing
- use appropriate register in formal and informal written communication.

#### Which MYP assessment criteria will be used?

Criteria A: Oral Communication (Book Talk Presentation)

Criteria B: Visual Interpretation (Reading Log Graphs)

Criteria C: Reading Comprehension (Reading Logs)

Criteria D: Writing (Book Summaries & Preparation for Book Talks)

### **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?

#### **Unit Overview:**

<b>Day 1:</b>	
<b>Day 2:</b>	
<b>Approaches to learning</b>	
How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?	
<b>Learning experiences</b>	<b>Teaching strategies</b>
<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>
<b>Resources</b>	
<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**

**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 *MYP: From principles into practice*.**

#### **Students and teachers**

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

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*