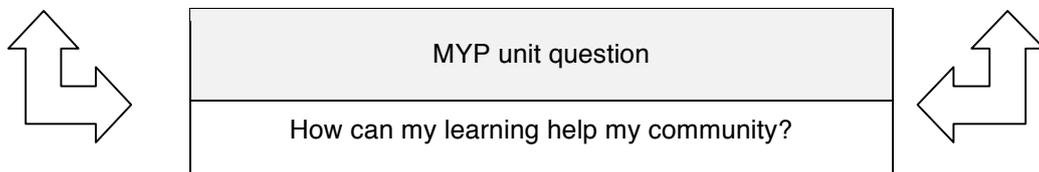
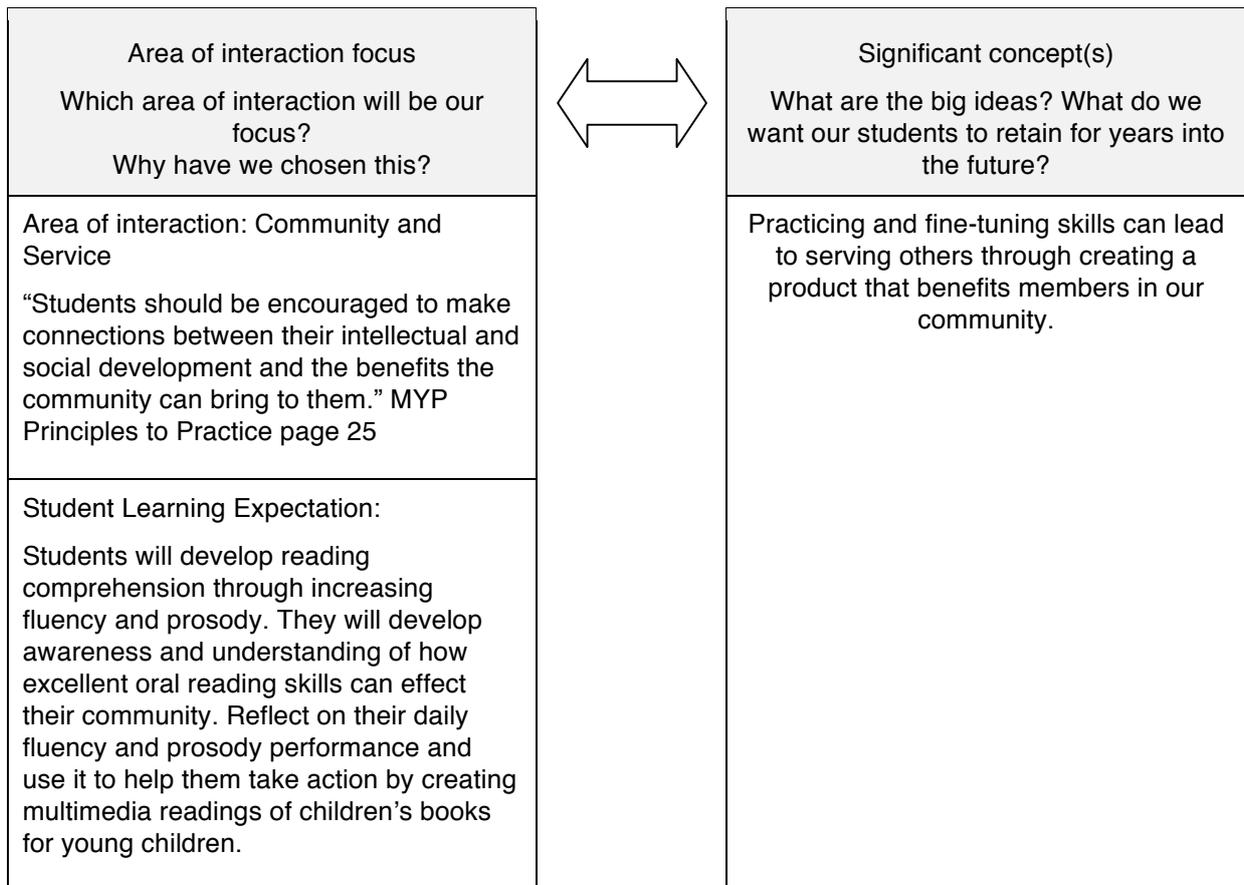


MYP Unit Planner

Unit title	Reading Aloud for Others
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



Assessment
<p>What task(s) will allow students the opportunity to respond to the unit question?</p> <p>Students will orally read timed nonfiction fluency passages with prosody everyday and record their correct words read per minute. Students will reflect on their fluency and prosody with a rubric and give themselves a daily score. Students will show understanding of fluency by averaging their reading scores at the end of each quarter. Once a month, students will be timed on a passage of fictional</p>

literary text. Students will develop prosody through participating in Reader's Theatre activities. At the end of each quarter, students will then create an iMovie of a Children's book with a recording of their reading the story. These movies will be posted on a website for children to be able to watch and read along with the movie clips. Students may also read with younger siblings at home.

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

Students' performance (fluency and prosody) during reading will be assessed based on the oral communication rubric. Students will show understanding of service to the community by reflecting on their experience of reading children's books for others in the community.

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.

Which MYP assessment criteria will be used?

Criteria A: Oral Communication (iMovie of Children's Books)

Criteria B: Visual Interpretation (Fluency Graphs)

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:

Day 1:

Day 2:

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Learning experiences

Teaching strategies

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

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?

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

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?

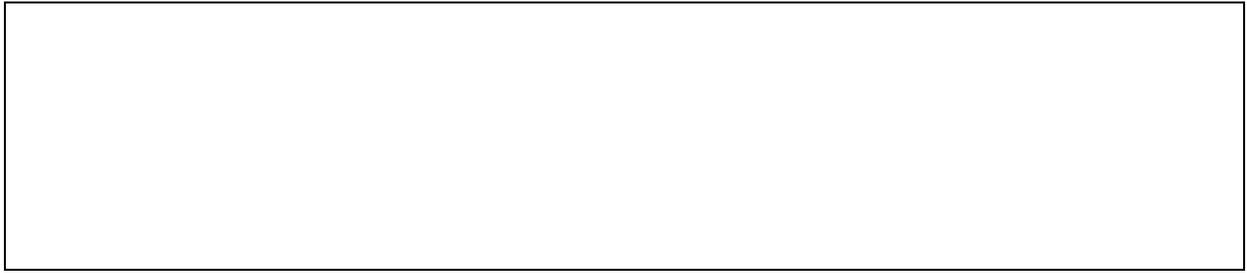


Figure 12
MYP unit planner