

Unit 10: Looking Back, Looking Forward; Making Summer Reading Plans (1 week)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

This unit allows students to reflect on the reading they have done over the course of the school year. It provides the opportunity for students to reflect on their readerly habits, interests, reading strengths as well as areas for growth. Students use their reflections to develop a plan for their summer reading.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Reflect on themselves as readers using a variety of tools
- Identify reading comprehension strategies
- Develop a summer reading plan

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Looking through reading artifacts (reading logs, reading notebooks, Post-its, graphic organizers, etc.) to reflect on themselves as readers
 - What are my favorite books?
 - What genres do I enjoy reading?
 - Who are my favorite authors?
 - Do I prefer picture books? Chapter books?
- Reviewing and charting comprehension strategies studied during the year
 - Monitoring for meaning
 - Visualizing
 - Inferring
 - Questioning
 - Determining importance
- Noticing comprehension areas of strength and areas for growth
 - What comprehension strategies did I use frequently?
 - What comprehension strategies did I find helpful? Why? How? When?
 - What comprehension strategies do I need to use more practice using? What books will help me practice these strategies?
- Sharing book recommendations as a way to suggest book choices to one another
- Identifying nearby reading resources for getting books (internet, public library, bookstores, tag sales)
- Establishing a plan for summer reading
 - What time of day will I read?
 - Where will I read?
 - How many books will I read?
 - What genres will I read?
 - What texts will I read?
 - Who can I read with/to?
 - How will I keep track of my summer reading?
 - What strategies will I practice while I read?

2014-2015 Grade 2 Reading Units of Study

- Gathering a set of texts to read over the summer (or making a list of titles) taking into consideration knowledge of oneself as a reader
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Partner/group students together to share with one another their reading plans.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 45 min.
- Teachers may have students work with a partner for 5-10 to talk about books read.
- Take out strategy charts that were created throughout the year to help students reflect and identify strengths and areas to target and include in their summer reading.
- Reread favorite class read alouds for enjoyment and as a way to review comprehension strategies.
- Create a summer reading resources guide to share with students including the following: phone numbers of friends who read similar book, local library address, and websites to help foster reading.
- Create templates for students to make a reading plan and keep track of summer reading.
- Encourage students to bring summer reading templates back to school in September to share with the next year's teacher.
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 5, pp. 181-183)
- *Growing Readers* by Kathy Collins (Chapter 8)
- *First Grade Readers* by Stephanie Parsons (Chapter 7)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson