Planning from a comprehension strategy for reading was something I had never considered before I was asked to focus on the inferring strategy. At first planning from a strategic aspect seemed overwhelmingly impossible. However, using Scholastic’s *Literacy Place* as a guideline enabled me to work from a framework and begin to visualize how a comprehension strategy focused unit would work within a classroom. While searching for different methods for teaching inferring, I stumbled across many explanations that involved the words clues and searching. This led me to start envisioning the students as detectives of literature and I then had the basis and overarching umbrella that I wanted my unit to fall beneath. My hope is that enrolling students within a detective firm will be exciting and enticing to this specific age group. The figurative aspect of being honorary members of a detective firm as well as the literal aspects like having their own magnifying glass and notepad will excite students to learn the inferring strategy and master it to become the best detective and look deep within texts to find hidden meanings.

Reflection

 Many of the activities I have planned focus on mainly group discussions. The reasoning for this is because the classroom I will be part of has a total of ten students. I feel that at this age group the most beneficial way to assess student learning by holding conferences with each student. I tried to include a multitude of ways in which a student would be able to share there learning: group discussions, writing their own fairy tales and completing graphic organizers. I also wanted to include peer feedback as well as partner work in order to begin to have students thinking about the ideas of others and putting their skills into play when evaluating the work of one of their peers.

 The main strength that I feel my unit possesses is how engaging I hope it will be to the students within my class. I tried to create a common theme that students would be interested in and I feel that making each student a detective will encapsulate an exceptional engagement level throughout the unit. Another strength that I feel this unit reflects is the importance of collaboration at this grade level. I believe often teachers do not relate to students in a way that honours where the students are at in the learning process. Because I have never been in a Grade One or Grade Two classroom I will have to rely heavily on the students relating to each other. I feel as though it will enable the students to find the inferring strategy useful if one of their peers explains the importance in student/age friendly language. Encouraging students to collaborate is an essential aspect of this unit and simultaneously an aspect that I feel will strengthen my unit.

 One difficulty I had while planning this unit was ensuring that the common theme and strategy was meaningfully incorporated throughout. I found I had to often remind myself of what I was truly trying to accomplish: students becoming masters of inference. I often found myself thinking of fun activities that would engage and interest the students; however they possessed a very limited link to the outcomes in which I was assessing students on. Although I refined my learning activities and instructional focus to have strong connections to my Specific Learning Activities, I find myself wondering if the activities I have chosen will be consistently engaging to students.

 A possible shortcoming of my unit is the high number of graphic organizers I have incorporated within. I am unsure of the organization skills that students have at this level so my main goal with the graphic organizer was to help students develop the skills to organize their thoughts effectively. In order to turn this possible shortcoming into a success is to change the way in which students complete the graphic organizers. I will incorporate partner and small group work periods in order to ensure students are engaged instead of completing a large number of graphic organizers individually. Although students will have their own individual notebook to keep clues, it will be stressed that we are all part of one detective firm and have to work together to create our best work. All of the graphic organizers will be centered on students reporting their findings like a true detective would. It is essential that the high number of graphic organizers will be used in a way that will keep the students enticed.

 Another possible shortcoming of this unit is the pacing in which I have scheduled. The schedule I have created is extremely tentative due to the fact I am unsure of how long students will take to complete an activity and how long each book should be focused upon. One way that this shortcoming could be transformed into a success is to decide upon an appropriate pacing once I have experienced a full week of normalcy within the classroom. I think this will help me to pace the unit effectively because currently my pacing is relying solely on assumptions.

 Overall, I am very excited to become immersed in the Grade one/two classroom I have the privilege of being a part of. Planning this unit has given me a glimpse into how much work is truly put into a 3.5-week unit. Although I felt stressed and overwhelmed at times, finishing planning this unit has given me the confidence that it is not impossible. I am positive there will be obstacles along the way that I will have to overcome, but with the support of my TA and the loved ones in my life I am confident that I will be able to learn and grow from each experience I encounter, both good experiences and bad. The experience of planning this unit will aid me in my future as I now have a stronger understanding of what needs to be included in a unit plan as well as the best and most efficient way to get started. I am interested and excited to actually implement my plan to further my knowledge of what truly creates an effective and meaningful unit plan.