

<b>Unit Title: Comprehension- The Lost Train</b>
<b>Grade Level: 9</b>
<b>Subject Area: <i>English 9 -SPED</i></b>
<b>Duration/Length/Number of class periods: 8</b>
<b>Description: Working on comprehension skills/ decoding of text to answer who, what and where.</b>
<b><u>Established Goals</u> (National, State, Local): Students can or will know how to find who, what and where from a passage they have read independently.</b>

<p>What <b><u>Enduring Understandings</u></b> are desired? The students will have the skills to identify key information from what they have read.</p> <p>The students will have the skills to identify key information from what they have read.</p>
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<p>What <b><u>Essential Questions</u></b> will be considered?</p> <ol style="list-style-type: none"> <li>1. Who is in the story?</li> <li>2. Where did the story happen?</li> <li>3. Why do I need to identify the parts of what I read?</li> <li>4. What happens in the story?</li> </ol>
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<p><b>Students will know / be able to:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able able to identify the main characters in the text.</li> <li>2. Students will be able to identify where the text takes place.</li> <li>3. Students will be able to describe what happens in the text.</li> <li>4. Students will be able to explain why doing 1-3 is important to know.</li> </ol>
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<p><b>Description</b></p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><a href="#">Fo</a> <a href="#">rm</a> <a href="#">ati</a> <a href="#">ve</a></p>	<p><a href="#">Su</a> <a href="#">m</a> <a href="#">m</a> <a href="#">ati</a> <a href="#">ve</a></p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno log y</p>	<p>Teac her Tech nolo gy Use d</p>	<p><a href="#">ISTE</a> <a href="#">Stan</a> <a href="#">dard</a> <a href="#">s</a></p>
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<b>Students will research what a mystery text is, video, google search</b>			<b>x</b>		<b>x</b>		<b>I/III</b>
<b>Students will do content questions from iLit about the book</b>	<b>x</b>						<b>V/VI</b>
<b>Students will work together to predict the outcome of the mystery before the end of the book</b>				<b>X</b>			<b>II</b>
<b>Students will give a review about the book in the form of a poster/picture</b>	<b>x</b>			<b>X</b>			<b>I</b>
<b>Students will create media that shows who, what and where for The Lost Train</b>		<b>x</b>			<b>x</b>		<b>II</b>

<b>Materials, tools and resources :Chromebooks, iLit curriculum, youtube, google, poster paper, and markers</b>
<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Paul Stariha, Rockford High, <a href="mailto:starihap@rockford.k12.mn.us">starihap@rockford.k12.mn.us</a></b>
<b>Additional credit given to iLit- Pearson</b>

Day 1

**Students will research what a mystery text is, video, google search**

Day 2-3

**Students will do content questions from iLit about the book**

Day 4

**Students will give a review about the book in the form of a poster/picture**

Day 5

**Students will do content questions from iLit about the book**

Day 6

**Students will work together to predict the outcome of the mystery before the end of the book**

Day 7-8

**Students will create media that shows who, what and where for The Lost Train**