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Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: A Trip to the Ocean Floor Grade Level: 5 Duration: 6 days

Developed by: Rachael Phillips

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Science 5-3.2 illustrate geologic landforms 5-3.3 compare landforms	Social Studies Literacy-multiple points of view/bias 5-5.2 social developments; new technologies	ELA SL5.1 discussions RI5. Multiple accounts RI5.9 integrate information L5.1 standard English W5.1a. opinion piece W5.8 print and digital sources	Mathematics 5-G.1 coordinate system 5-G.2 use coordinates in real-life
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Connections to one or more Exploratories:

Art Making a model using clay/Play Do	Music	Technology Digital pictures Publishing-brochure Power Point slide	PE
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Summary of activities showing connections between content areas	The main connections in the unit are between science and ELA. Students will be increasing their content knowledge and showing what they know through writing. Students will have to really utilize their critical thinking skills in order to convey their thoughts in writing. The idea of exploration and expansion naturally lends itself to SS, even though this is only a small portion of the 5 th grade standards. Technology can be incorporated in the ways that students are to present their learning.
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Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)	<p>Classroom map: Hubbard Scientific Ocean Floor Raised Relief Map, 26" x 39"</p> <p>Magic School Bus on the Ocean Floor by Joanna Cole (14 copies)</p> <p>Book-DK Eyewitness Books: Ocean</p> <p>Book-Ocean (Landforms)</p> <p>Book-Oceans: Explore the Natural World of the Atlantic Ocean and the Sea Floor (Nature Unfolds)</p> <p>Book-Down, Down, Down: A Journey to Bottom of the Sea</p> <p>Book-Magic Tree House #39: Dark Day in the Deep Sea</p> <p>Book-Eye Wonder: Ocean</p> <p>Book-Ocean Divers (Landform Adventurers)</p>
Essential Questions	<p>What is the ocean floor like?</p> <p>How do Earth landforms compare to ocean landforms?</p>
Pre-Writing and Writing Activities	<p>Structured note taking</p> <p>RAFT</p> <p>Using primary sources</p> <p>Exit slips</p>
Instructional Strategies	<p>Structured note taking</p> <p>RAFT</p> <p>Using primary sources</p> <p>Providing real objects</p> <p>Make models</p> <p>Use discrepant events</p> <p>Jigsaw strategy</p> <p>Games</p> <p>Real-life experiences-Students will visit the Ruth Patrick Science Center for the Under the Sea class</p>
Accommodations, Modalities of Learning, Differentiating Instruction	<ul style="list-style-type: none"> • Preferred seating at discretion of teacher. • Grouping of students-teacher has the control of the types of groups that are formed in most lessons. These can be based on ability, learning styles, personality and dynamics of students, or other considerations. • Alternative forms of assessment can be implemented. On written work, some students may need oral administration or a small group setting to complete their work. Students may be given extended time to complete assignments or may complete modified assignments. Teacher may use discretion in certain cases when using rubrics. • Classroom will include a menu board of extension activities for students who finish early or want to learn more on their own. These activities would include web quests, reading selections, facts and figures relating to the ocean, learning investigations, etc. • Peer tutors/coaches may be used as needed.

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Assessment	Rubrics (product, peer, self) Student models of ocean floor Student science journals Exit slips, student worksheets Teacher observation Culminating activity-test on illustrating and comparing landforms
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Attached:

1. Implementation Guide
2. Daily Lesson Plans in Learning Cycle, 5E, or 7E format