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## Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: Amazing Animals

Grade Level: 5K

Duration: 3 weeks

Developed by: Anna Underwood, Valerie Wise, Ashley Walpole

Alignment with South Carolina Academic Standards for two or more content areas:

Science	Social Studies	ELA	Mathematics
<p><b>K.L.2A.3</b></p> <p>Tell how animals use their body parts to obtain food.</p> <p>Explain how animals use their body parts to protect themselves.</p> <p>Share information about how animals use their body parts to survive.</p> <p>Create a model of an animal and its body parts.</p> <p><b>K.L.2A.5</b></p> <p>Explain what animals need to survive and grow.</p> <p>Make observations about what animals need to survive and grow.</p>	<p><b>K-1.4</b></p> <p>Identify a natural feature of the environment</p> <p>Identify natural features include anything that is not man-made (plants, animals, land, water)</p>	<p><b>K.W.2.1</b></p> <p>Writers use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic</p> <p><b>K.W.3.2</b></p> <p>Writers follow a process of planning, revising, and editing that is meaningful to their writing style</p> <p>Writers focus on a topic while building on personal ideas and ideas of others to strengthen their writing.</p> <p><b>K.C.1.2</b></p> <p>People should take turns, listen to others, and speak clearly when</p>	<p><b>K.MDA.3</b></p> <p>Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.</p> <p><b>K.ATO.1</b></p> <p>Model situations that involved addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations or equations.</p> <p><b>K. ATO 2</b></p> <p>Solve real world/story problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p><b>K.MDA.4</b></p> <p>Represent data using object and picture graphs and draw conclusions from the graph.</p>

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		<p>communicating.</p> <p><b>K.I 2.1</b></p> <p>With guidance and support engage in daily explorations of texts to make connections to the environment.</p> <p><b>K.MC.7</b></p> <p>Research events topics, ideas or concepts through multimedia formats and in visual, auditory, and kinesthetic modalities.</p>	
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Connections to one or more Exploratories:

<p><b>Art</b></p> <p>Creating - I can make artwork using a variety of materials, techniques, and processes.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p>	<p><b>Music</b></p> <p><b>MGK-6.4</b> Integrate the subject matter of non-arts classes into the music class by singing songs that reinforce the language arts and mathematics curricula.</p> <p><b>MGK-6.2</b> Relate the uses of music to celebrations and special events.</p> <p><b>Standard 6:</b> The student will make connections between music and other arts disciplines, other content areas, and the world.</p>	<p><b>Technology</b></p> <p><b>K.LCS10.5</b></p> <p>With guidance and support use print and multimedia recourses to explore.</p>	<p><b>PE</b></p> <p><b>K-1.1</b></p> <p>Travel with control, forward and sideways using a variety of locomotor skills (including, run, jump, hop, gallop and slide).</p>
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<p><b>Summary of activities showing connections between content areas</b></p>	<p><b><u>English/Language Arts</u></b>  Read alouds (nonfiction books)  Guided Reading (using science leveled readers)  Graphic Organizers  Anchor charts  Thinking maps  Nonfiction writing (rough draft and final copy)  Presentation of writing  Animal Research</p> <p><b><u>Social Studies</u></b>  Finding animals on the map  Natural land features of animals' environments</p> <p><b><u>Math</u></b>  Classifying/sorting animals by classification  Addition and subtraction stories using animal manipulatives  Graphing animals by classification</p> <p><b><u>Science</u></b>  Animal Classifications  Animal movements  Life cycle kits</p>
<p><b>Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</b></p>	<ul style="list-style-type: none"> <li>• Mammals (My first Animal Kingdom Encyclopedias) by Lisa J. Amstutz</li> <li>• Reptiles (My first Animal Kingdom Encyclopedias) by Lisa J. Amstutz</li> <li>• Amphibians (My first Animal Kingdom Encyclopedias) by Lisa J. Amstutz</li> <li>• Fish (My first Animal Kingdom Encyclopedias) by Lisa J. Amstutz</li> <li>• Birds (My first Animal Kingdom Encyclopedias) by Lisa J. Amstutz</li> <li>• National Geographic Readers: Tigers</li> <li>• National Geographic Readers: Bats</li> <li>• National Geographic Readers: Level 2 Pandas</li> <li>• National Geographic Readers: Polar Bears</li> <li>• National Geographic Readers: Giraffes</li> <li>• National Geographic Readers: Bears</li> <li>• National Geographic Readers: Lizards</li> </ul>

	<ul style="list-style-type: none"> <li>• National Geographic Readers: Turtles</li> <li>• National Geographic Readers: Snakes</li> <li>• National Geographic Readers: Alligators and Crocodiles</li> <li>• National Geographic Readers: Frogs</li> <li>• Salamanders (Amphibians)</li> <li>• Newts (Amphibians)</li> <li>• National Geographic Readers: Owls</li> <li>• National Geographic Readers: Penguins</li> <li>• Explorer books (Passion for Parrots)</li> <li>• Eagles up close (Time for Kids Nonfiction readers)</li> <li>• Ostriches (Living Wild)</li> <li>• Hummingbirds (Penguin Core Concepts)</li> <li>• National Geographic: Elephants</li> <li>• National Geographic Readers: Hop Bunny</li> </ul>
<b>Essential Questions</b>	<p><b><u>ELA-</u></b>  How can I write to provide information?  How can I communicate clearly?  How can I make connections to informational text?  How can I share information that I have learned?  How can I write to show others what I have learned about a topic?  How can informational texts teach me about topics?</p> <p><b><u>Science-</u></b>  What do animals need to survive and grow?  How do animals use their body parts?  Why do animals live in specific places?</p> <p><b><u>Social Studies</u></b>  What are the natural features of your animal's environment?</p> <p><b><u>Math-</u></b>  How can I sort animals into classifications?  How can I model addition and subtraction?  How can object and picture graphs provide important information?  How can addition and subtraction word problems be solved and represented?</p> <p><b><u>Visual Art-</u></b>  What are visual and tactile texture?  What is implied and actual texture?  What is the difference between 2D and 3D shapes/forms?</p> <p><b><u>Music</u></b>  How do musicians make meaningful connections to creating, performing, and responding?</p>

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	<p><b><u>PE-</u></b> How can I move like an animal?</p>
<b>Content Area Vocabulary</b>	<p>Mammals Reptiles Amphibians Birds Fish Classification Addition Subtraction Environment Graph Movement Land feature Life cycle Nonfiction Research</p>
<b>Pre-Writing and Writing Activities</b>	<p><b><u>Prewriting</u></b> Graphic Organizer Rough draft Anchor charts</p> <p><b><u>Writing Activities</u></b> Final Draft Addition and Subtraction stories Journal Writing</p>
<b>Instructional Strategies</b>	<p>Anchor Charts Whole group instruction Small group instruction Observations Class Discussions Questioning</p>

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	Read Alouds Think, pair, share
<b>Accommodations, Modalities of Learning, and Differentiating Instruction</b>	Differentiated instruction will be provided based on reading levels. Students will make their own choice of animal based in their interest. Cross-Curricular activities Movement activities Art integrated projects
<b>Assessment</b>	Graphic Organizer Nonfiction writing Presentation Observation