University of South Carolina Aiken

471 University Parkway

Aiken, South Carolina 29801

Traveling Interdisciplinary Literacy Trunk (TILT)

2017 GRANT APPLICATION

Applications will be accepted annually during the month of June, pending funding (deadline is June 30). PLEASE NOTE: Applicants must be current or past participants of the Aiken Writing Project Summer Institute. Submit requests to deborahmc@usca.edu. Awards will be announced by August 1. Please note that TILTs must emphasize literacy and writing across the curriculum. Books and instructional materials may be requested. However, no electronic devices will be funded. More information is available at: http://rpsec.usca.edu/CE-MIST/Trunks/CE-MIST_TILT.html/.

Please attach the following to this application/unit plan:

1. Daily Lesson Plans in 5E or 7E Learning Cycle format
2. Implementation Guide (a one- to three-week unit is recommended)
3. Budget Planning Sheet

The criteria used to assess your unit plan can be found in the rubric on the CE-MIST TILT website:

http://rpsec.usca.edu/CE-MIST/Trunks/CE-MIST_TILT.html

Lead Teacher's First and Last Name: Karyn Monique Fennell-Dawson

Lead Teacher's Home Address (Street, City, State, Zip):

870 Starbuck Drive

Aiken, SC 29803

Lead Teacher's Telephone: 803-641-6958

Lead Teacher's E-mail Address: mdawson@acpsd.net

Grade Level: K-1 (First Grade Focus) School: Greendale Elementary School _____

First and last names of other teachers included in this grant: Karyn Monique Fennell-Dawson, Michelle Kelly, Tonya Pearson, Holly Whitson

Title of Unit: Let it Grow

Amount Requested: $991.97 pretax rate (up to $800)

Comments: Extension activities are included in the back for the springtime study of plants. We included lessons for the fall geared towards pumpkins/plants, however you can use any plant for these plans.

Title of Unit: Let it Grow

This TILT is aligned with the following South Carolina academic standards for two or more content areas:

Science	Social Studies	ELA	Mathematics
K.S.1A.1 Ask and answer questions about the natural world using explorations, observations, or structured investigations. K.S.1A.3 With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow		Standard K.4: Synthesize information to share learning and/or take action K. Range and Complexity (RC) Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings,	K.MDA.2 Compare objects using words such as *shorter/longer*, *shorter/taller*, and *lighter/heavier*. 1.MDA.1 Order three objects by length using indirect comparison. 1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps. 1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies. 1.MDA.5 Draw conclusions

procedures, (3) use appropriate tools or instruments to make qualitative observations and take nonstandard measurements, and (4) record and represent data in an appropriate form. Use appropriate safety procedures 1.L.5A.1 Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants survive, grow, and produce more plants. I can identify the different plant structures and their jobs. I can explain how different plant structures help plants grow and survive. 1.L.5B.1 Conduct structured investigations to answer questions about what plants		and credible evidence from sources. RI 8.1 Identify words, phrases, illustrations, and photographs used to provide information. RI 8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. W 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 1.4.1 Read grade-level texts with purpose and understanding	from given object graphs, picture graphs, t-charts, tallies, and bar graphs.

need to live and grow (including air, water, sunlight, minerals, and space). I can identify the basic needs of a plant. I can answer questions about what plants need to live and grow.			

Connections to one or more Exploratories:

Art	**Music**	**Technology**	**PE**
Pumpkin Craftivity VA1-1.3 Use a variety of materials, techniques, and processes to create works of visual art. VA1-1.4 Use all art materials and tools in a safe and responsible manner.	MG1-6.3 Integrate music and storytelling by creating sound stories and adding sound effects to stories and poems. MG1-6.4 Integrate subject matter of non-arts classes into the music class by singing songs that reinforce language arts and math curricula.		Dance: D1-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment). PE: 2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).

Summary of activities showing strong connections between content areas	**Science:** **Within this Unit** • In Kindergarten, students were introduced to plants and their basic needs. • Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants survive, grow, and produce more plants. • Construct explanations of the stages of development of a flowering plant as it grows from a seed using observations and measurements. • Conduct structured investigations to answer questions about what plants need to live and grow (including air, water, sunlight, minerals, and space). • Develop and use models to compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands). • Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves). **Math:** • Use nonstandard units to measure the length of multiple objects appropriately (no gaps or overlaps) and compare the lengths using indirect comparison. • Can collect, organize, and represent data using picture graphs. **ELA:** Identify words, phrases, illustrations, and photographs used to provide information**.** Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. **Art:** • Use a variety of materials, techniques, and processes to create works of visual art. • Use all art materials and tools in a safe and responsible manner.

	PE: Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment). Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).
Text Set **(This might include children's literature, films, maps, brochures, magazines, websites, and other resources)**	The Garden Shop: http://www.starfall.com/n/holiday/gardenshop/play.htm?f Plant Dance: https://www.pinterest.com/pin/140737557079708840/ Plant Song: https://www.youtube.com/watch?v=N-l-gsWOKzk Parts of a Plant song https://www.youtube.com/watch?v=RSBcMYYEwtM Parts of a plant: https://jr.brainpop.com/science/plants/ How does a seed become a plant? Video: https://www.youtube.com/watch?v=tkFPyue5X3Q&list=PL_J-AyLJZjWCV8hONkunXn6RdvQfVX65N Scientific Method video: https://jr.brainpop.com/science/beascientist/scientificmethod/ Plant Life Cycle video: https://jr.brainpop.com/science/plants/plantlifecycle/ Soil video: https://jr.brainpop.com/science/land/soil **PowerPoint:** https://www.slideshare.net/Marigallardocapiscol/plants-powerpoint-and-interactive-activities *Chapter 4: Plants and Their Environments (Pearson Textbook)* 1.L.5A.1 Inquiry Warm up: page 122 1.L.5A.1 Lesson 1 "What are some parts of plants?": page 124 1.L5A.2 Lesson 2 "How do plants grow?": page 130 See attached list for books/needs

Essential Questions	1.L.5A.1: How do the structures of a plant help the plant survive, grow, and produce more plants? 1.L.5B.1: How does the Sun's light help plants?
Content Area Vocabulary	Stem, Structure, Environment, Energy, Adaptations, Reproduce, Healthy, Minerals, Nutrients, Space, Air, Water, Sunlight, Ground, Survive, Above, Below, Flowering plant, Materials, Roots, Root, Leaf, Flower, Fruit, Seed, Seed coat, Nutrients, Grow, Ground, Attract, Survive, Produce, Structure, Protective, Protect
Pre-Writing and Writing Activities	Pre-write-what do you know about plants? Illustrate and label parts of a plant.
Instructional Strategies	Questioning throughout the unit Discussion throughout the unit Hands on activities Movement with songs Responding and reflecting to information learned about parts of a plant and plant

	needs. Observing and recording growth Anchor Charts Think/Pair/Share Varied leveled text
Accommodations, Modalities of Learning, Differentiating Instruction	A variety of leveled text will be used throughout the unit. Incorporated throughout the lessons all modalities are addressed through different activities. Students will have opportunities to work in groups or independently.
Assessment	**Checking for Understanding** Informal ✓ Drawings and models ✓ Gauge student responses during **Guided Instruction**. Formal ✓ Student response sheets Unit assessment