



University of South Carolina Aiken 471 University Parkway Aiken, South Carolina 29801 803-641-3313 http://rpsec.usca.edu/CE-MIST/

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

Title of Unit: Planting Seeds of Knowledge Grade Level: 1st Duration: 3 weeks

Developed by: Melissa	Tindall, Ivy Peteet, Mallory Walp	, Tyquashia Ingram	<del>-</del>
Alignment with South	Carolina Academic Standards for t	wo or more content areas:	
Science Plants:	Social Studies Natural Resources:	ELA Reading Informational	Mathematics Geometry:
1.L5.A.1 1.L5.A.2 1.L5.B.1 1.L5B.2 1.L5B.3 Inquiry: 1.S.1A.1/.2/.3/.4/.5	1-1.3 1-1.4 Maps: 1-1.1 Goods and Services: 1-4.3	Text: RI.5.1 RI5.2 RI8.2 Reading Literature Text: RL8.1 RL5.1 RL5.1 RL.7.1 Writing: W.2.1 W.2.2	1.G.2 Data Analysis: 1.MDA.4 1.MDA.5 Measurement: 1.MDA.2 Number Sense: 1.NSBT.1 Patterns: 1.ATO.9
Connections to one or r	nore Exploratories:	VV . Z . Z	
Art Anchor Standard 2: Students will use different materials, techniques, and processes to make art.	Music Anchor Standard 4: Students will perform with technical accuracy and expression.	Technology Anchor Standard 1: Students can use technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.	Theatre Anchor Standard 1: Students will create scenes using story elements and structure.
Summary of activities showing connections between content areas	Science:  *Create flipbook on parts of the plant and the jobs they job.  *Create an illustration on what plants need to survive.  *Investigate what is inside a seed by dissecting a seed and recording observations.  *Participate in a nature walk to find plant structures. Students will record findings in Science journals.  *Create anchor charts to represent the different structures, plant needs, and types of plants.  *Participate in a Stem investigation with colored water. Students will observe a plant change based on the color added to the water.  *Complete the life-cycle unit booklet.  *Create a lima-bean plant in a plastic bag taped to the window seal. Daily journal entries to record observations of the growth.  *Create a visual life-cycle illustration through the paper plate activity.  *Create anchor chart of plant adaptations and different environments (desert, forest, grassland)  *Create a flipbook on the different characteristics of the environments.  *Learn about plant adaptations through PowerPoint-'Who would win?'		

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\*Complete plant adaption sort.

#### Social Studies:

- \*Generate a list of different types of plants and the structures that are used for natural resources. (Food/Clothes/Materials)
- \*Analyze and discuss how plant structures are used as goods and services in our community.
- \*Show students different models of food/plants from the different environments around the world.
- \*Show students maps of where different environments are in the world and discuss the map characteristics.
- \*Lesson on different foods that are produced around the world based on the plants' environment \*Students will listen to a variety of texts read aloud on different cultures around the world and their use of natural resources.

#### Math:

- \*Students will use two-dimensional shapes to create the parts of a plant. Students will use data of the types of shapes they used to create their plant and record in a tally chart. Students will use data to create various types of graphs. Students will analyze their data. Students will create an informational writing about the shapes they used to create their composite shape.
- \*Create a 'life-cycle' of how a number can be written in multiple ways (number sense/place value)
  \*Students will use non-standard units of measurement to measure the growth of their lima-bean
- plant throughout the unit.
- \*Create patterns using different colored seeds. 'Plant a Pattern"
- \*Students will use non-standard units of measurement to measure the growth of their lima-bean plant throughout the unit.
- \*Students will graph the growth of their plant in various graphs and analyze the data.

#### ELA:

- \*Quick write: What do you know about plants?
- \*Students will be placed into literature groups. Students will be given a plant to research. Students will create an informational writing on what the plant structures are and what jobs do they do.
- \*Students will listen to a variety of non-fiction and fiction text. Students will retell texts read whole group about plant structures through graphic organizers.
- \*Students will ask and answer questions about text read whole group about plants through graphic organizers.
- \*Small group: students will complete a research paper on their plant. Students will include information about the plant structure, plant life-cycle, plant environment, and plant adaptations.
- \*Students will find text and graphic features through non-fiction books about plants and record in a file-folder
- \*Students will compare and contrast different structures of variety of plants through a Venn diagram.
- \*Ouick write: How do plants grow?
- \*Students will listen to a variety of non-fiction texts on different types of plants. Students will create Venn diagram comparing and contrasting the life-cycle of the different plants
- \*Quick write: In what ways do we use plants?
- \*Students will create a tri-Venn diagram to compare and contrast the different environments (desert, grassland, forest)

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Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)    Science: 1.1.5.4.1: How do the structures of a plant help the plant survive, grow, and produce more plants?   11.54.2: How can you describe the life-cycle of a plant?   11.58.1: How does the Sun's light help plants?   11.58.2: How does the Sun's light help plants?   11.58.3: How can we collect, analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways?   11.58.3: How can we collect, analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways?   11.58.3: How can we collect, analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways?   11.58.3: How can use collect analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways?   1.52.1: How can a measure the length of an object?   1.62.2: How can you combine two-dimensional shapes to compose a new shape?   1.470.9 How can it use a pattern unit to create and extend repeating and growing patterns?   1.88.7: I. How can we use expanded form to read, write, and represent numbers to 100?   Social Studies:   1.4.3: Whay is it important to obtain goods and services to meet needs and wants?   1.1.3: What are natural resources?   1.1.3: What are natural resources?   1.1.3: What are natural resources?   1.1.3: What are natural resources used around the world?   FLA:   R15.1: R1.5: How can asking and answering questions help me understand what I read?   W.2.2: How does understanding the text structure help me better understand what I read?   W.2.2: How can gathering information from various sources help my writing be stronger?   1.5: W.2.2: How does understanding the text structure help me better understand what I read?   W.2.2: How does understanding the text structure help me bet					
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		stem			
100t Characteristics		root	characteristics		

# **CE-MIST Unit Plan for Traveling Interdisciplinary Literacy Trunk, Page 4 of 5**

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	leaf	distinct environments	
	flower	desert	
	fruit	forest	
	seed	grassland	
	seed coat	decay	
	nutrients	waxy	
	attract	needle-like	
	survive	bark	
	produce	cacti	
	structure	moisture	
	flowering plant	deciduous	
	protective	conserve	
	protect	thrive	
	development	surroundings	
	stages	living	
	life-cycle	wilt	
	seed	autumn	
	flowering plant	winter	
	germinate	shed	
	germination	soil	
	process	plants	
	sprout	animals	
	pollen	survival	
	growth	Survivar	
	seedling		
	mature plant		
	baby plant		
	insects		
	survive		
Pre-Writing and	-Daily observations of the change of g	rowth of their lime been plant	
Writing Activities		search of their plant, graphic organizers	
	used during reading lessons		
	-During writing: Quick writes- What of	do you know about plants? How do plants	
	grow? In what ways do we use plants?	? Informational writing on shapes used to	
	create their 2-dimensional plant struct	ure.	
	-Writing Assessment: Students will co	omplete an informational writing on research	
	done throughout the unit on their plant using the pre-writing graphic organizers to		
	help craft their writing.	8-4	
	help clait their writing.		
Instructional	- Small group research on specific type of plant		
Strategies	-Videos on plant structures, plant life-cycles, and plant adaptations		
8	<ul> <li>Demonstrate the stages of the life cycle through models</li> <li>Hands – on activities to explore plant structures, plant life-cycles, plant environments</li> </ul>		
	- Hands – on activities to explore plant structi	ures, plant life-cycles, plant environments	

## **CE-MIST Unit Plan for Traveling Interdisciplinary Literacy Trunk, Page 5 of 5**

	- Students will create movements to represent the different stages of development - Students will create tableaus to represent plant structures - Responding and reflecting to information learned about plants - Observing and recording the growth of a lime-bean plant over time - Read-alouds (fiction and nonfiction) - Asking and answering questions throughout the unit - Think, pair, share - Anchor charts created throughout unit - Venn diagrams, graphic organizers - Two-dimensional shapes to create the structures of a plant - Visual art creations - Text and graphic features book creation
Accommodations, Modalities of Learning, and Differentiating Instruction	Leveled books on different plants in their research group.  Different representation strategies of the life cycle of plants.  Creating research groups up based on academic levels and personalities.  Activities that reach visual, kinesthetic, and auditory learners.  Multiple opportunities for students to express their visual and artistic capabilities.
Assessment	Informal Assessments: -Quick Writes -Class generated flipbooks -Think, pair, share  Formal Assessments: -Research paper -Text and Graphic Feature booklet -Plant Adaptation sort Worksheet -Plant Life-cycle Worksheet

### Attached:

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