

Digital Learning Plan Packet for Ms. Goolsby's Class

Week 4	Week 5	Week 6
News 2 You unit: 2020 Census	News 2 you unit: Coronavirus	EnCORE unit: Who Would I Be?

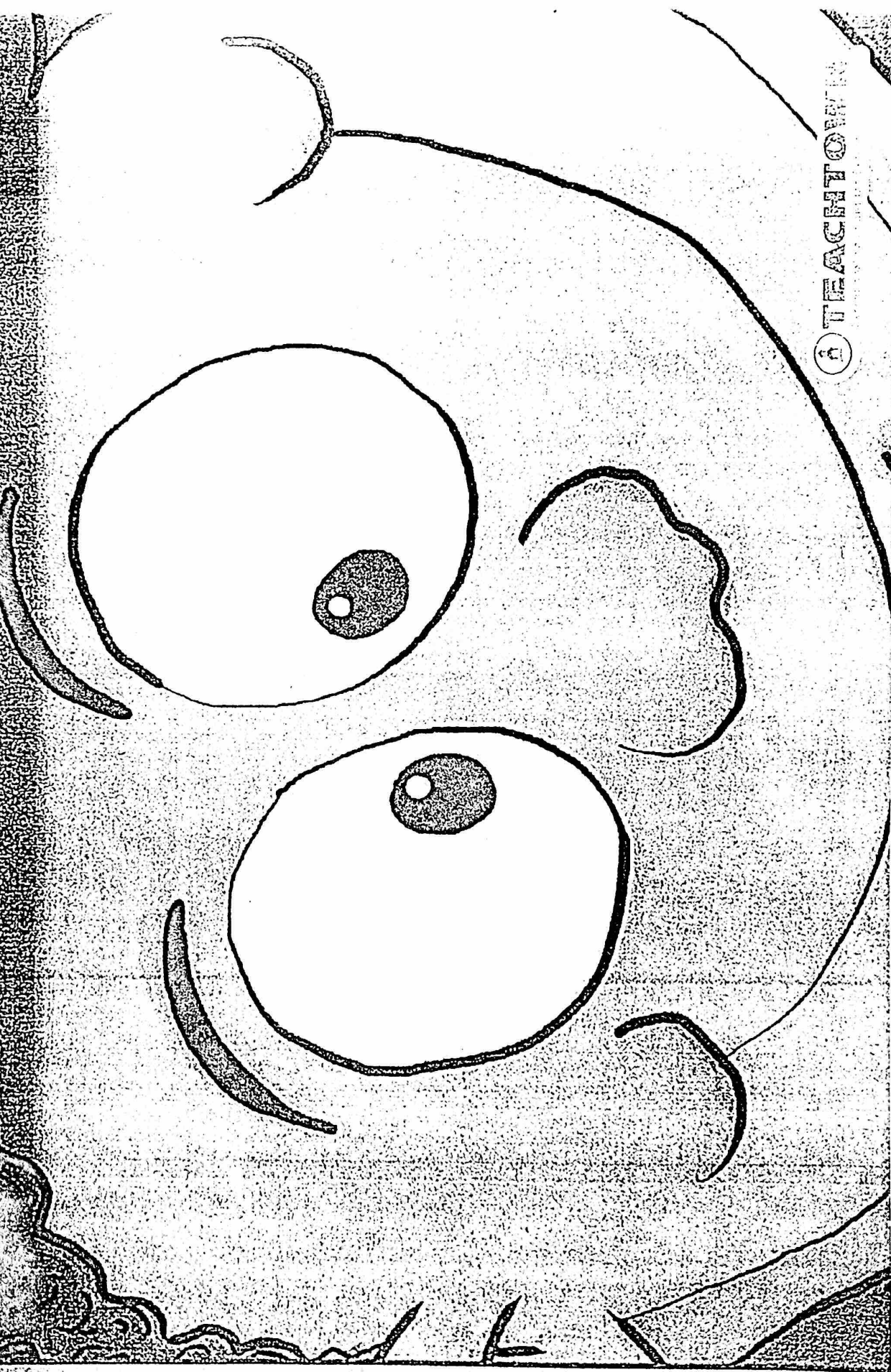
Please move at your own pace and let me know if you have any questions. I can provide additional work digitally upon request.

I've added some additional materials that you can use daily, such as weather cards, grooming checklists, and coloring pages. These are optional.

Also, please see the free resources that have been shared on the ClassTag app.

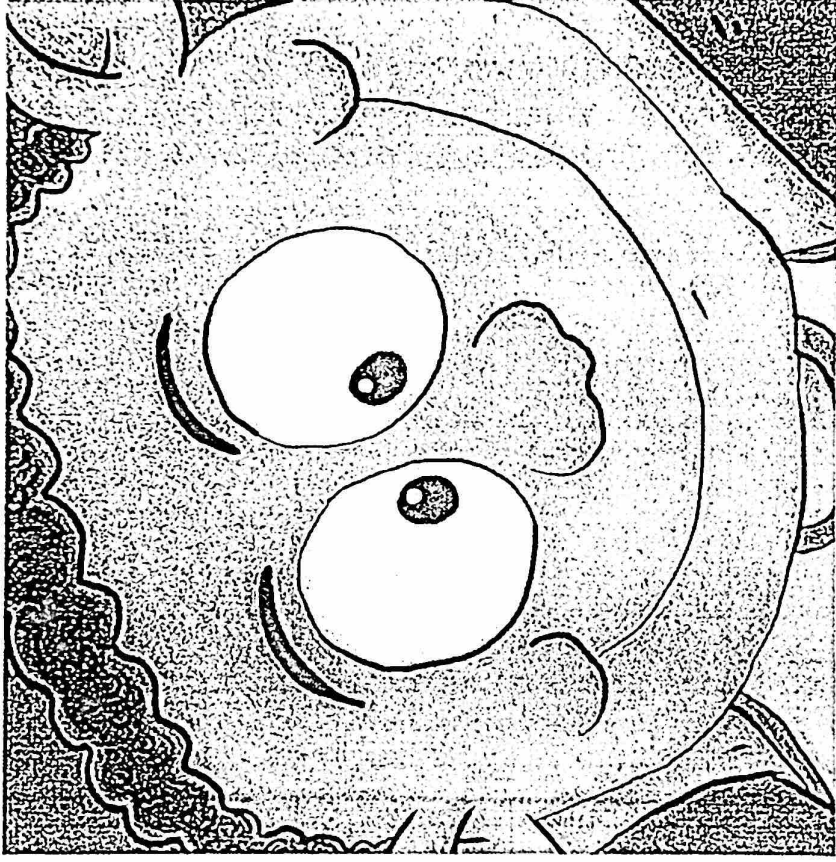
I hope to see you all very soon!

Who Would I Be?



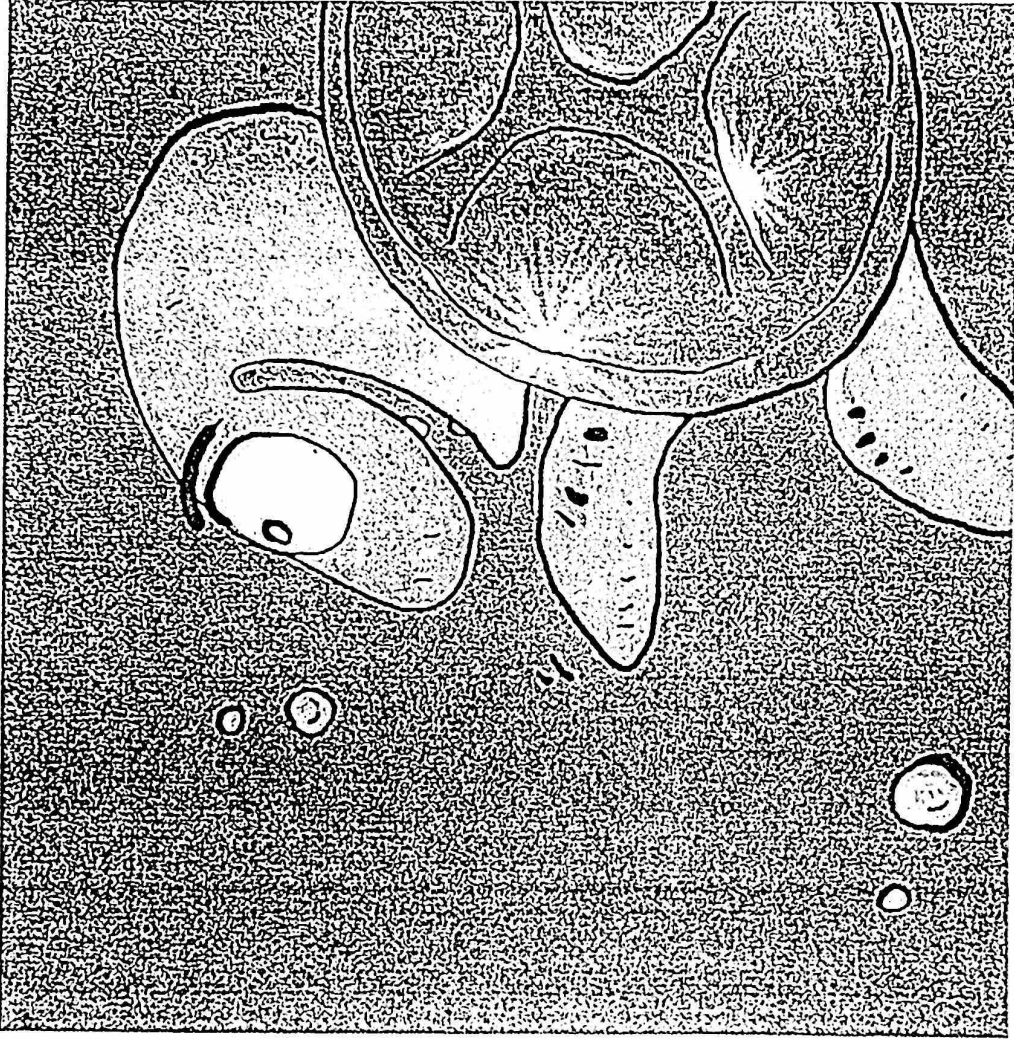
© TEACHTOWN

Who Would I Be?



Adapted from the original work of **Nalini Sorensen**

Illustrated by
Greystroke



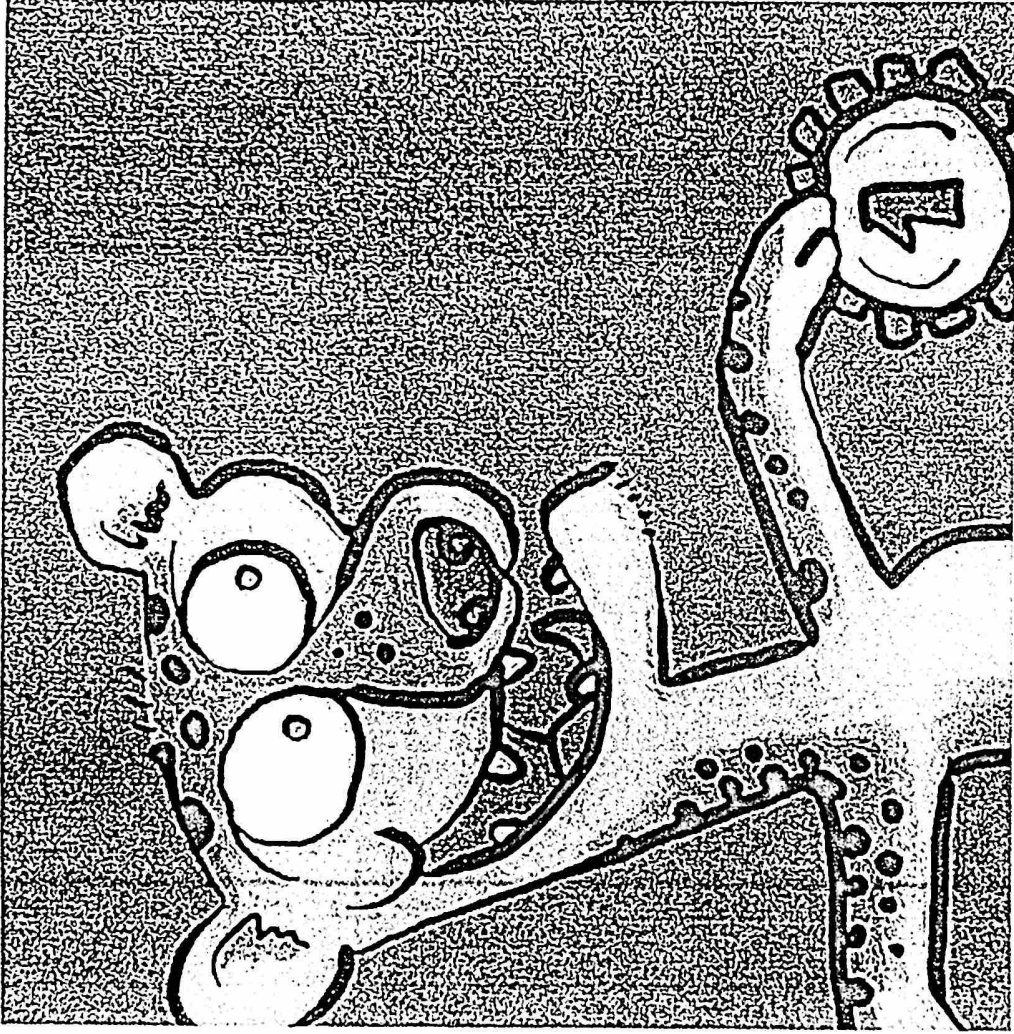
X

If I was not me, who would I be?



X

A turtle? No!



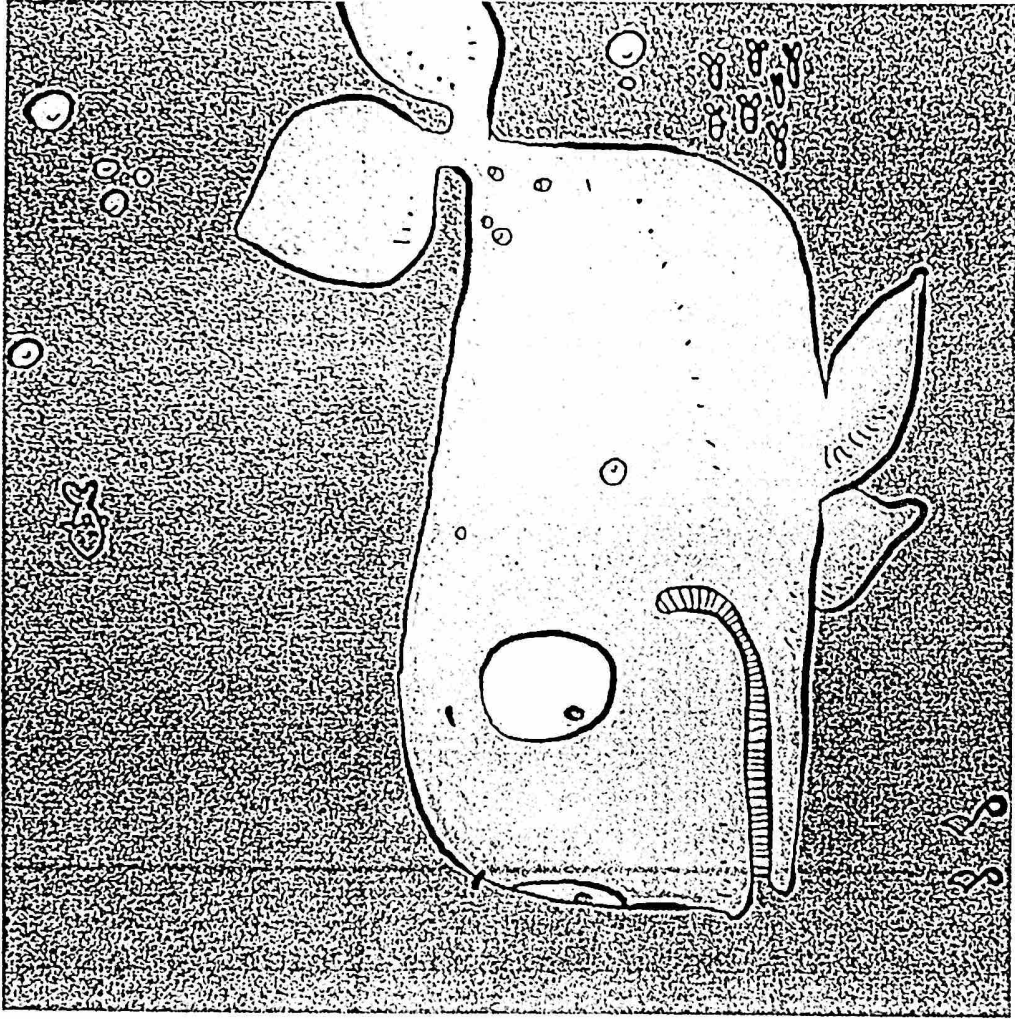
X

If I was not me, who would I be?



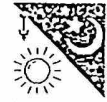
X

A cheetah? No!



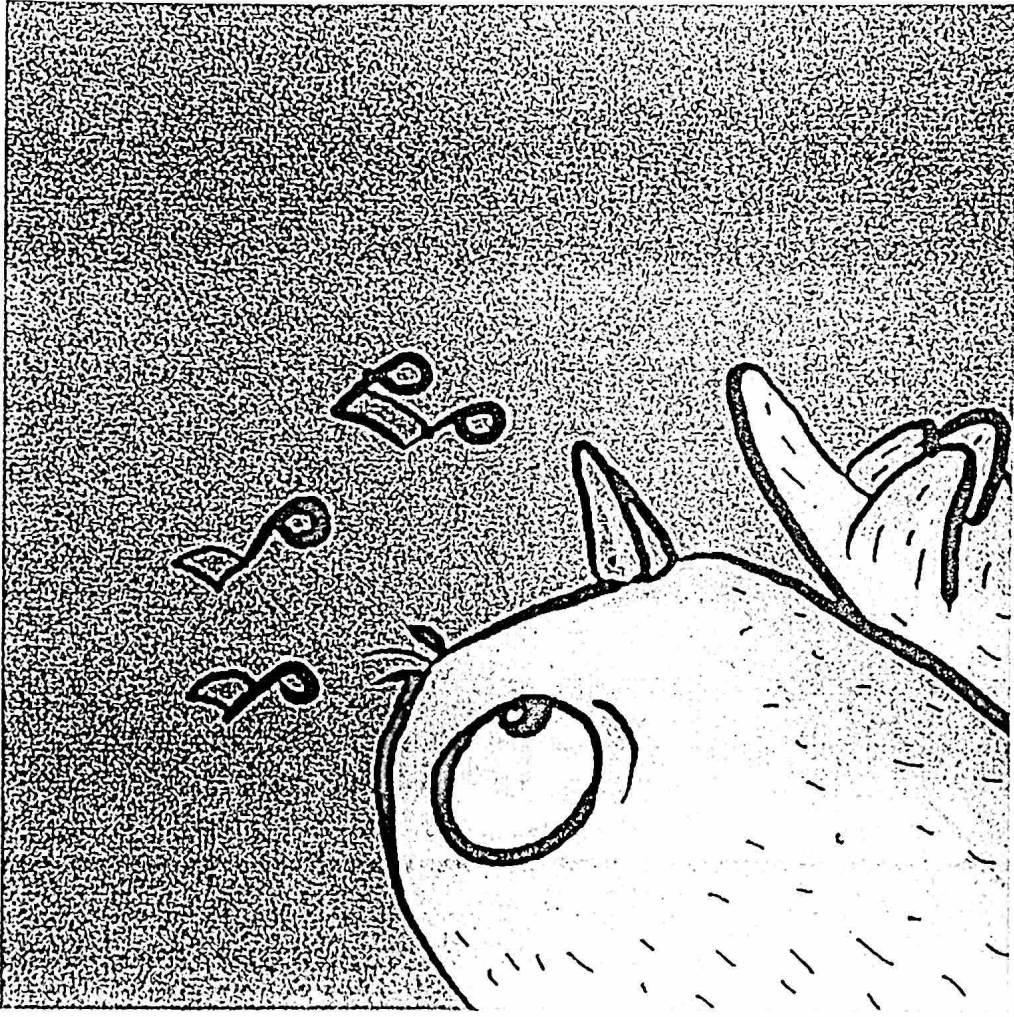
X

If I was not me, who would I be?



X

A whale and swim all day? No!



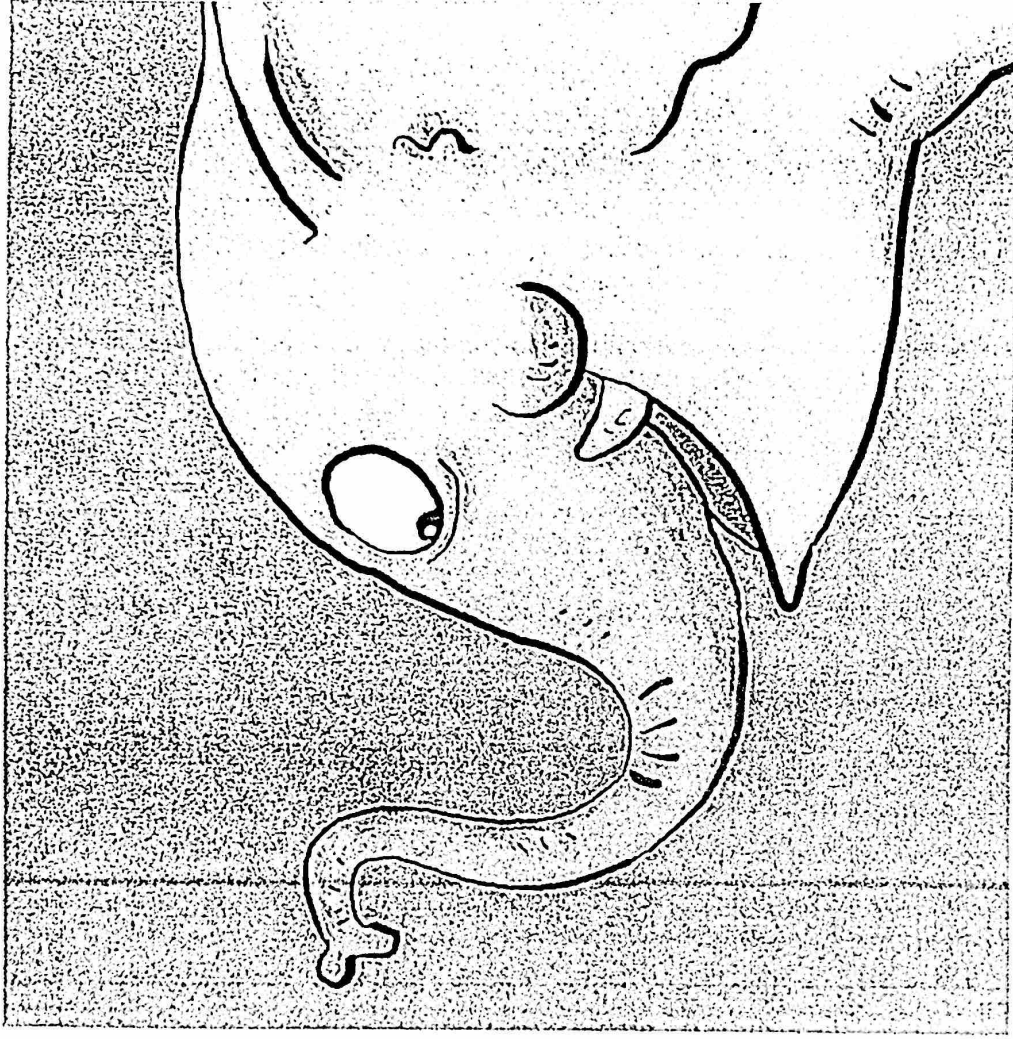
X

If I was not me, who would I be?



X

A bird? No!



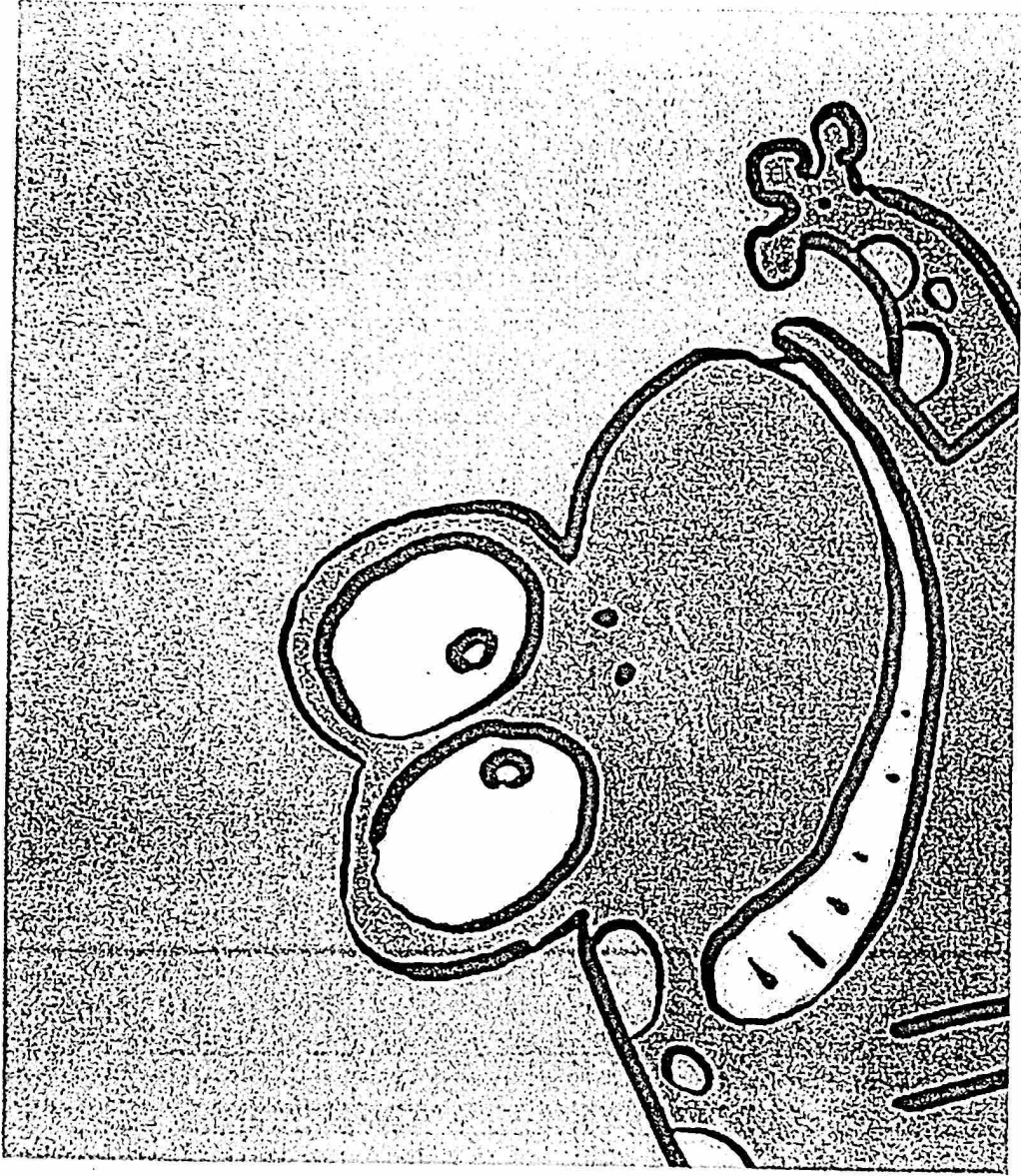
X

If I was not me, who would I be?



X

An elephant? No!



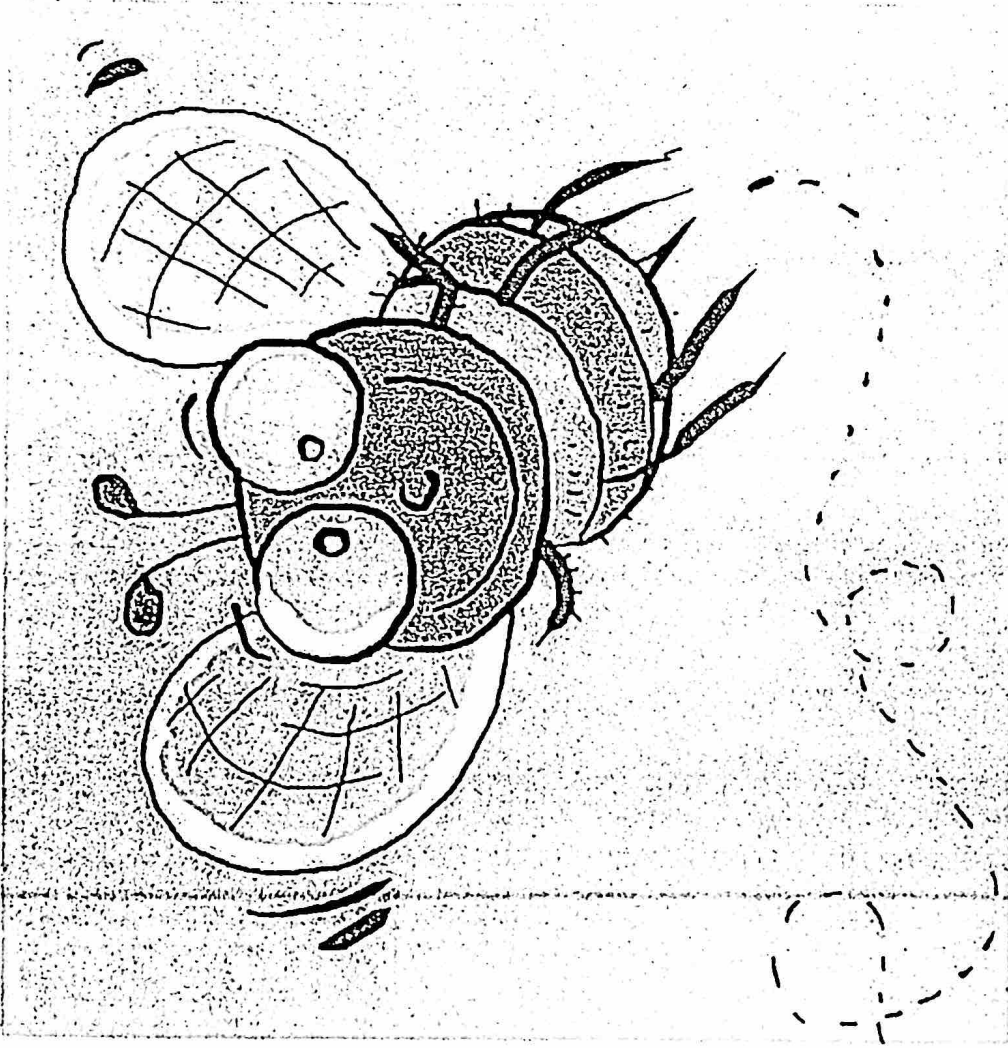
X

If I was not me, who would I be?



X

A frog and jump all day? No!



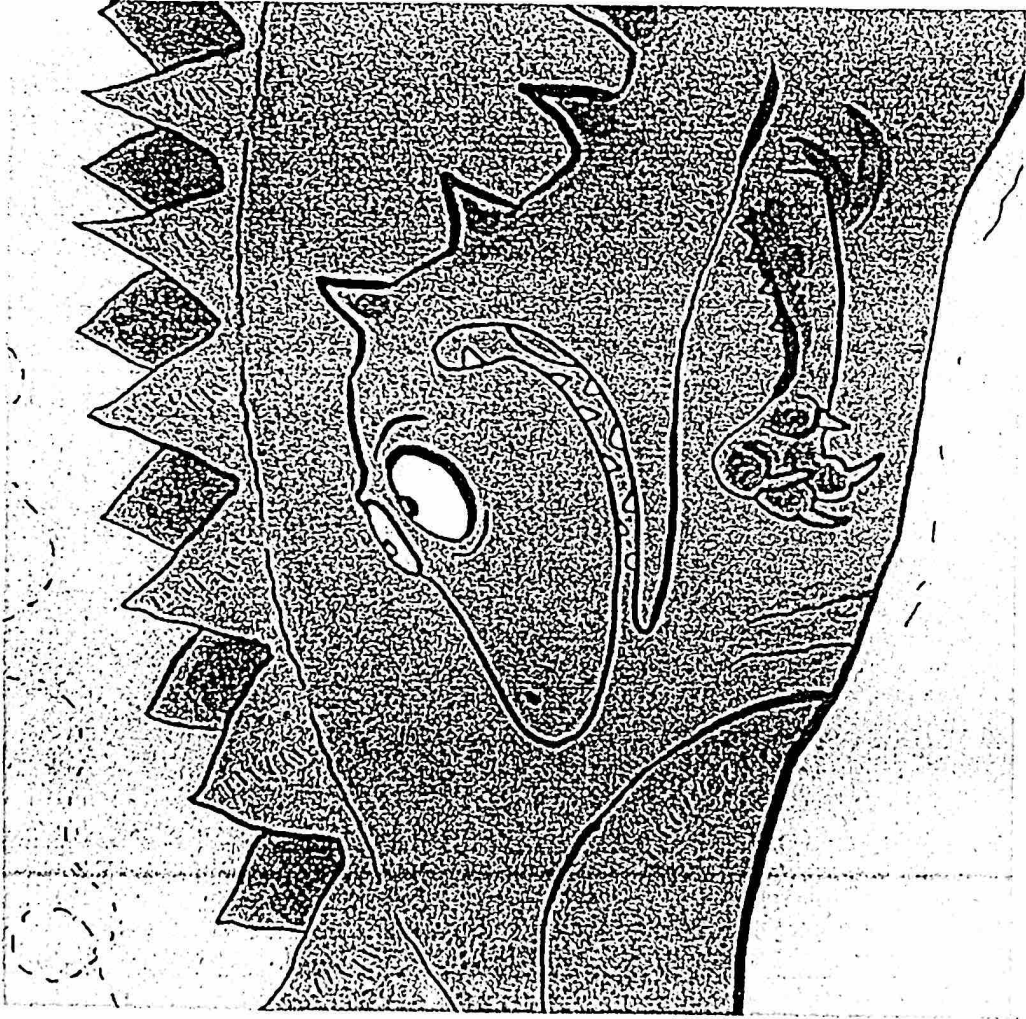
X

If I was not me, who would I be?



X

A bee? No!



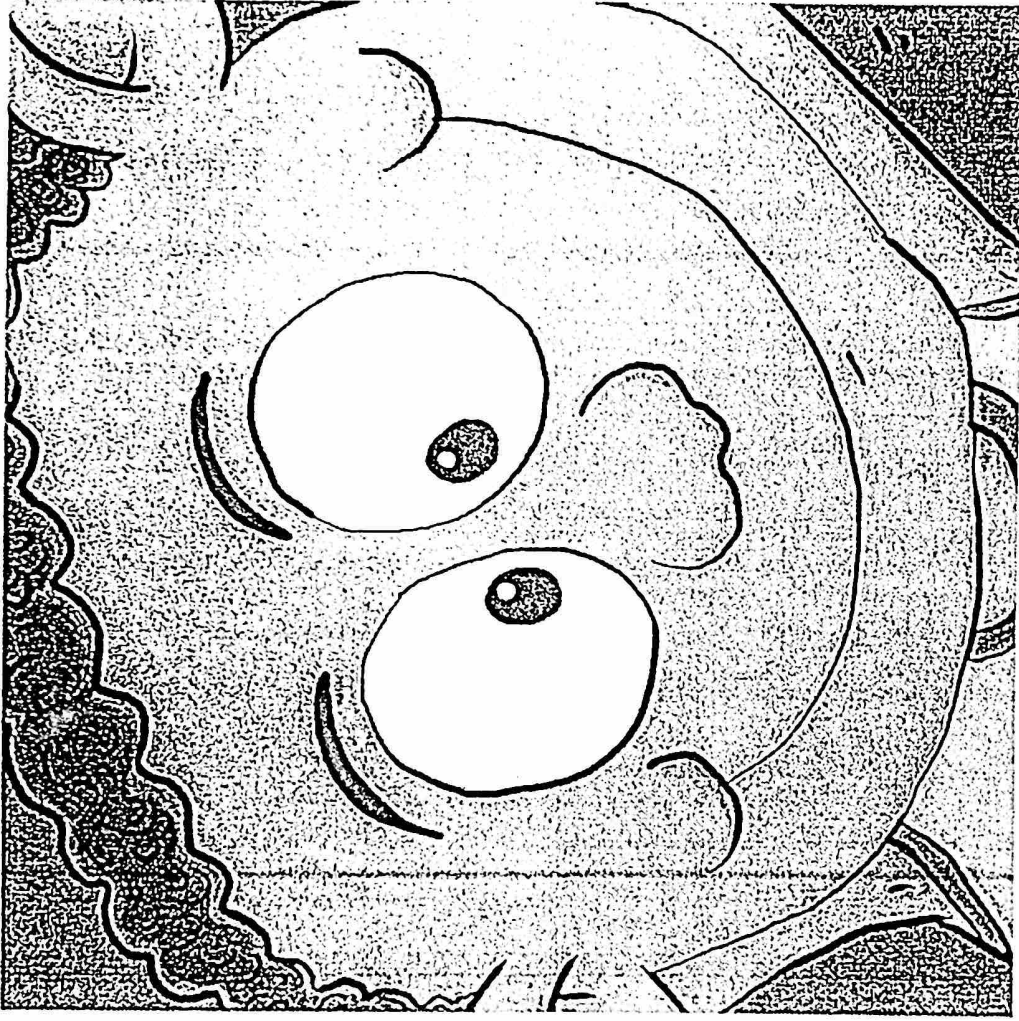
X

If I was not me, who would I be?



X

A dinosaur? No!



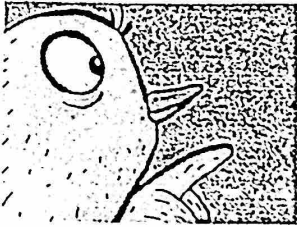
I am glad to be ME.

That is all I want to be.

Name: _____ Date: _____

Directions: Answer the comprehension questions below.

Question 1: Which animal swims all day?



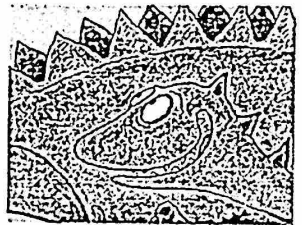
bird



cheetah

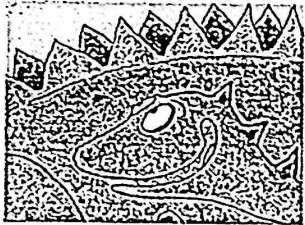


singer

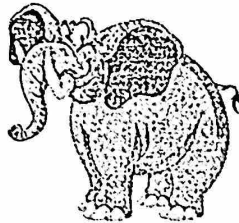


dinosaur

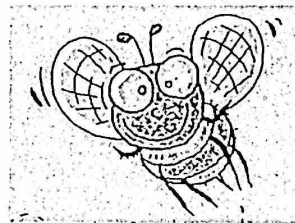
Question 2: Which animal jumps all day?



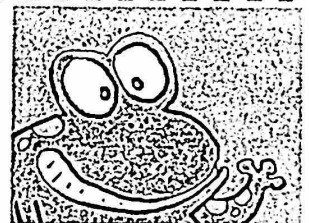
dinosaur



elephant

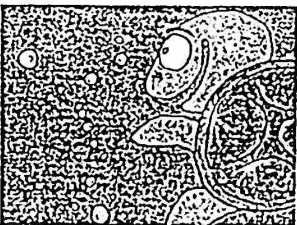


bee



frog

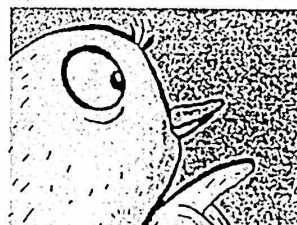
Question 3: Which animal is last in the book?



turtle



cheetah

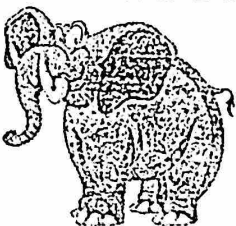


bird

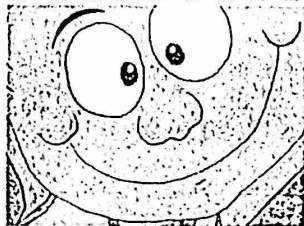


dinosaur

Question 4: Who is telling the story?



elephant



boy



cheetah



bee

all

no

be

bird

frog

bee

turtle

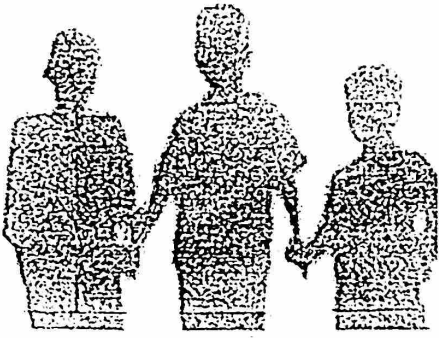
shell

sing

stomp

elephant

honey



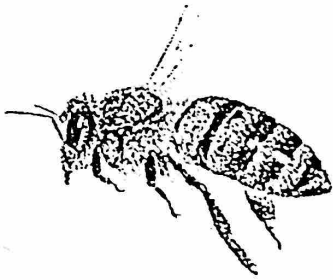
who



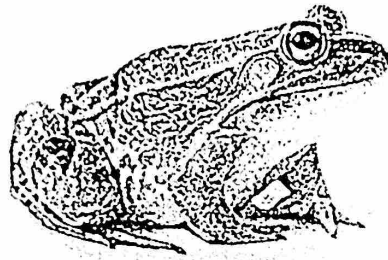
bird



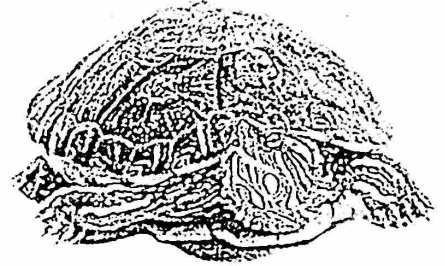
I



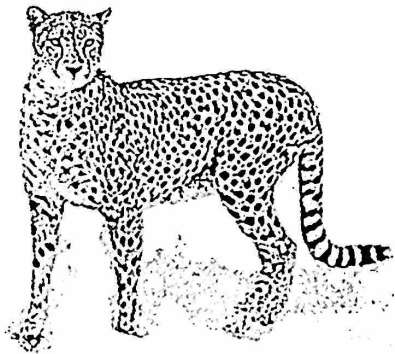
bee



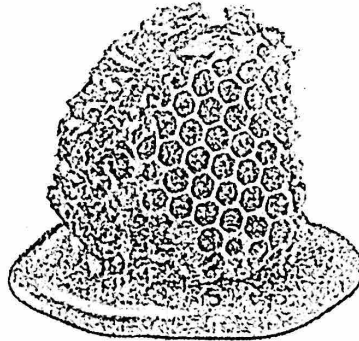
frog



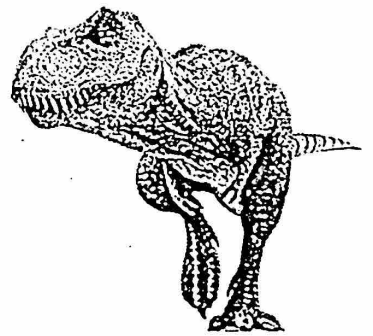
turtle



cheetah



honey



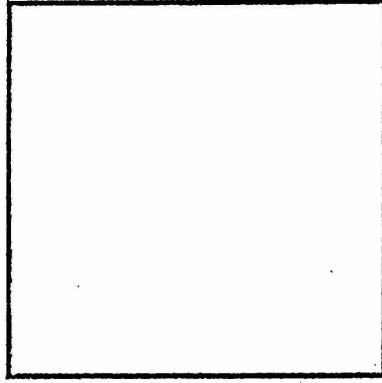
dinosaur

Name: _____

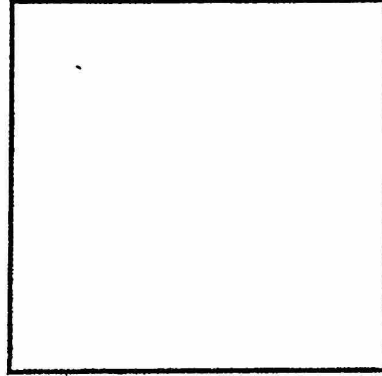
Date: _____

Directions: Cut and glue the pictures in the correct order. To modify, cut and laminate the events from the story and create a pull off response board. Allow students to identify the events that come first, next, and last in various presentations. For students needing additional support, provide visual prompts and allow students to match to a sample.

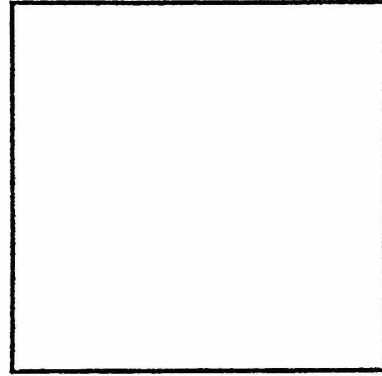
First



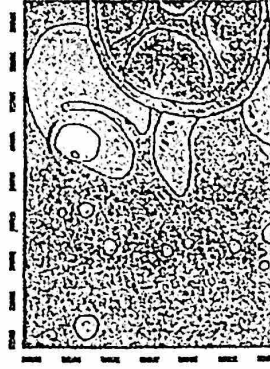
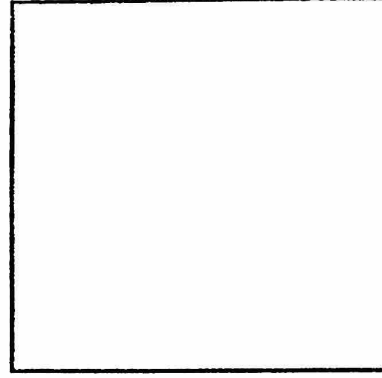
Next



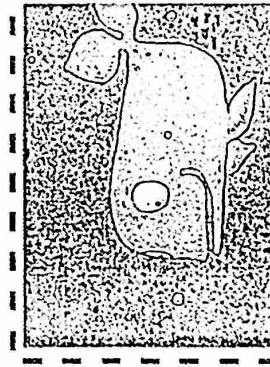
Then



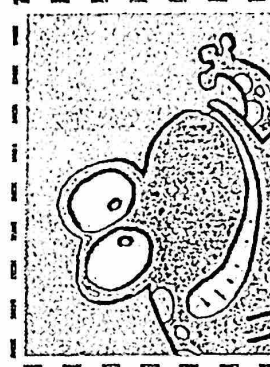
Last



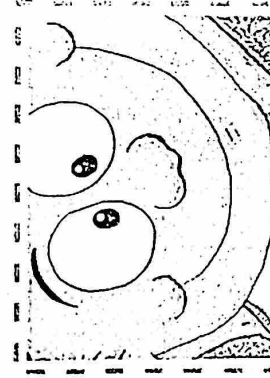
No! Not a turtle.



No! Not a whale.



No! Not a frog.

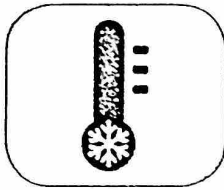


Me! That is what I want to be!

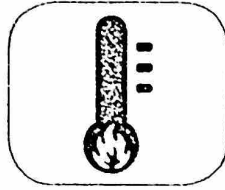
Concept Connector Newsletter

Check for Understanding

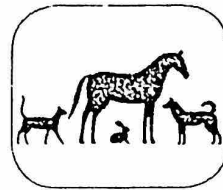
Question 1: What does fur help an animal do?



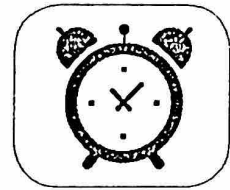
cold



warm

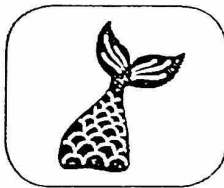


animals

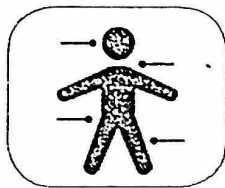


clock

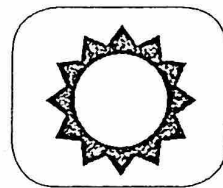
Question 2: What is bumpy and think and protects animals?



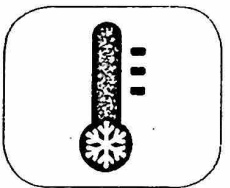
scales



bodies

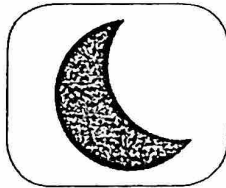


sun

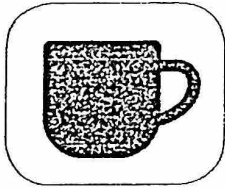


cold

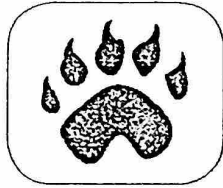
Question 3: Animals have fur or scales to do what?



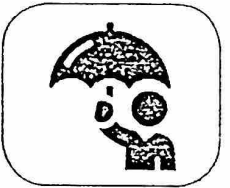
moon



cup

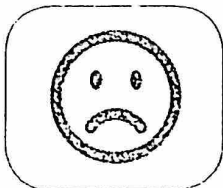
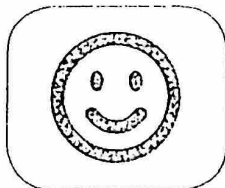


predator



protect

Do you have a question about the Newsletter?



Concept Connector Newsletter

Directions: Use the newsletter and the books from this unit to connect science themes.



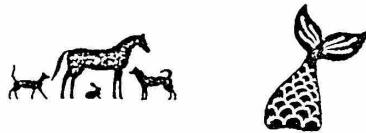
Animals have bodies that protect them.



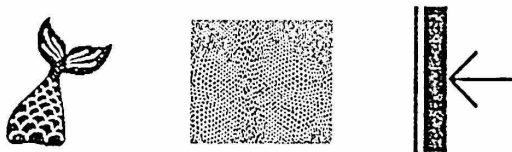
Some animals have fur.



Fur helps keep animals warm.



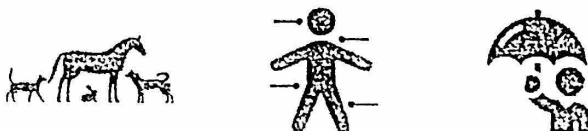
Some animals have scales.



Scales are bumpy and thick.



Scales protect animals from predators.



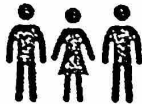
Animals have bodies that protect them.

Concept Connector Newsletter

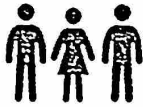
Directions: Use the newsletter and the books from this unit to connect the social studies theme *History*.



In my community, there are many people and places.



Adults and children live in my community.



Adults work and children go to school.



People travel to different places every day.



People use a map to get to different places.



In my community, there are many people and places.

Concept Connector Newsletter

Check for Understanding

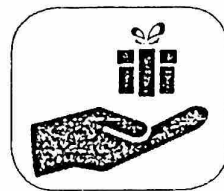
Question 1: Where are many people and places?



community



travel

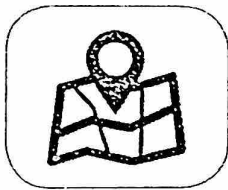


get



calendar

Question 2: Who has a job that helps people?



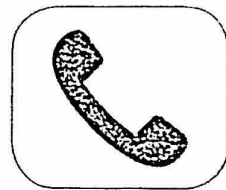
map



children



places

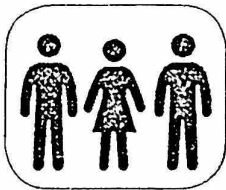


phones

Question 3: Who has a job that makes things?



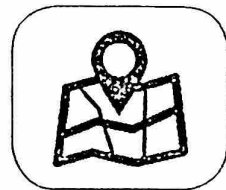
community



adults

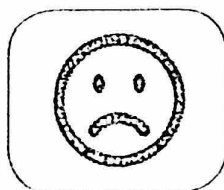
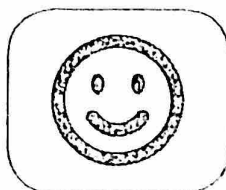


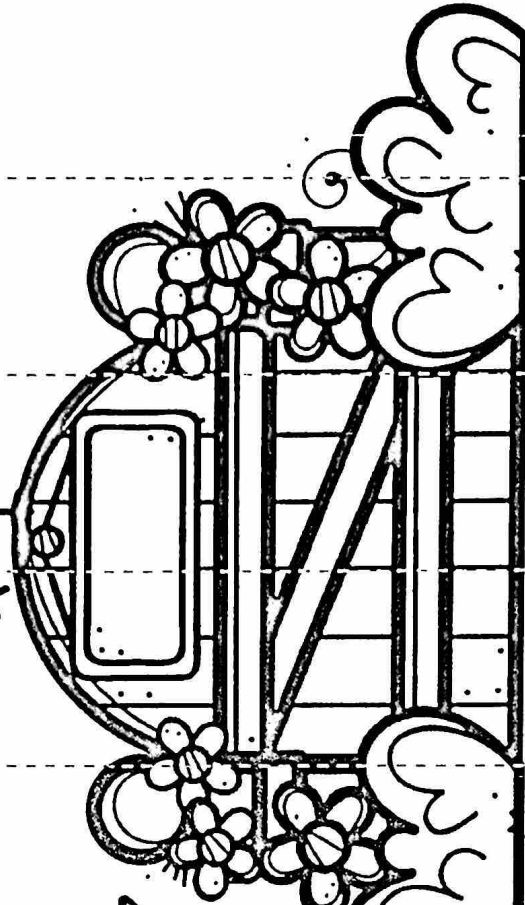
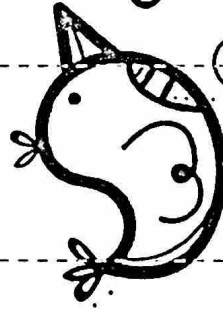
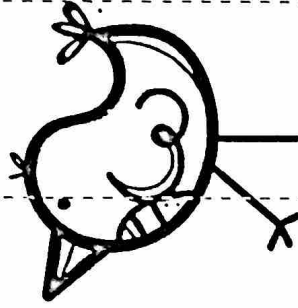
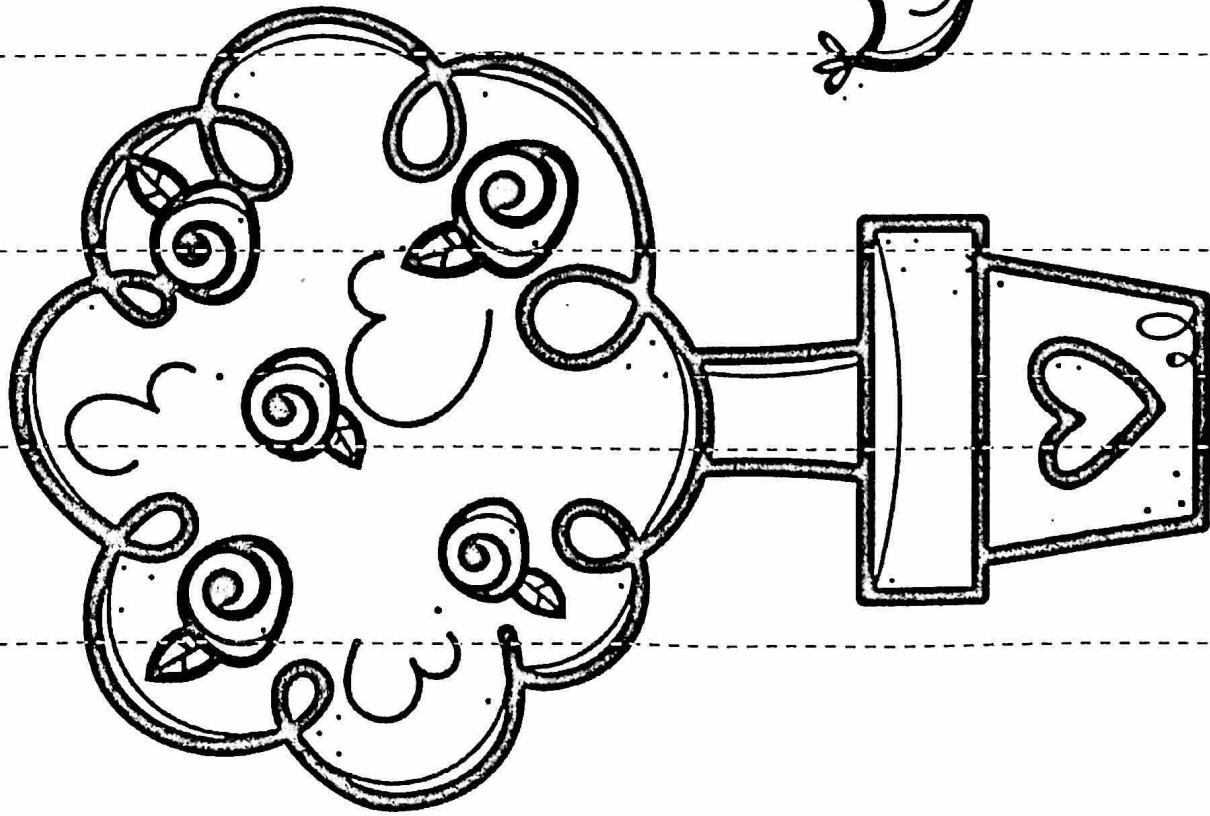
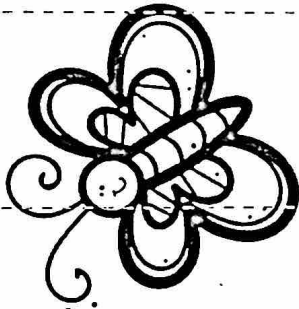
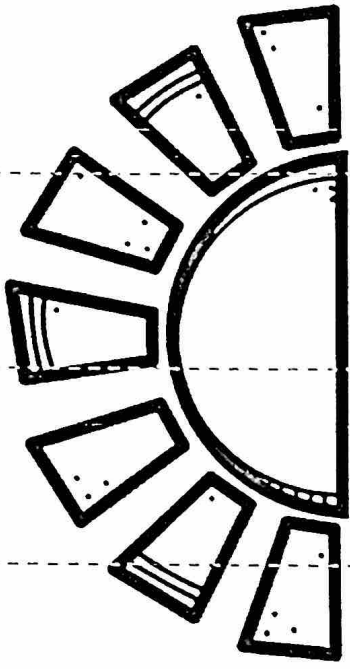
shirts



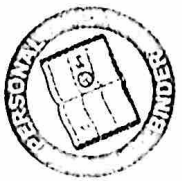
map

Do you have a question about the Newsletter?





10 20 30 40 50 60 70 80 90 100





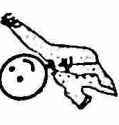


Grooming Check



Name: _____

Week of: _____

Do I have...	Monday	Tuesday	Wednesday	Thursday	Friday
1. ...a clean face? 					
2. ...brushed hair? 					
3. ...brushed teeth? 					
4. ...deodorant on? 					
5. ...clean clothes? 					
Teacher Initials:					