

Rutherford County Schools – Individual Learning Modules

Grade	Course
Kindergarten	ELA
Unit Focus	
<ul style="list-style-type: none"> Students will orally retell familiar stories, giving characters, setting and important events in the story. Students will write to retell those familiar stories, including all elements stated above. Students will orally identify main topic and retell key details of an informational text. Students will write to retell key details in informational text. Students will decode CVC words and/or use CVC words in above writings. Practice reading and spelling of these sight words: do, how, their, if, who, come, does 	
Day 1	
<p>Parents choose a fiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the text. Draw picture including setting, characters and problem/solution. Student should write 2 to 3 sentences about story as well. Sentences should include some sight words, (do, how, their, if, who, come, does), if possible.</p> <p>Guiding questions: Who are the characters? Where did the story happen? What was the problem and how did the characters solve it?</p>	
Day 2	
<p>Attached is a nonfiction (informational) article. Have student read along or independently read, depending on ability and answer questions attached to the article. Have students give an oral and written response to the text. Draw picture including main idea and key details from the text. Student should write 2 to 3 sentences about text as well. Sentences should include sight words, (do, how, their, if, who, come, does), if possible.</p>	
Day 3	
<p>Students create a sight word memory game by writing each of the sight words (do, how, their, if, who, come, does) on two index cards or squares of paper. Student plays sight word memory. Other sight word activities might include building the words with play-doh, rainbow writing (writing the word in multiple colors on top of each other) the words, or parent writing words on post its or slips of paper and hide them around the house.</p>	
Day 4	
<p>Students research their favorite type of weather if internet is available. If no internet access, have students interview other family members about favorite weather then create a writing to correspond with information. Repeat sight word activities from previous day.</p>	
Day 5	
<p>Parents choose a fiction book. Have student read along or independently read, depending on ability. Have students give an oral and written response to the story. Draw picture including setting, characters and problem/solution. Student should write 2 to 3 sentences about text as well. Sentences should include some of the sight words, (do, how, their, if, who, come, does) if possible.</p> <p>Guiding questions: Who are the characters? Where did the story happen? What was the problem and how did the characters solve it?</p>	

A Cool Pool!

by ReadWorks



The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

Name: _____ Date: _____

1. What is the weather like in the story?*cool and cloudy**hot and sunny***2. What is Ava doing today?***swimming in her pool**playing at the park*

3. How did the water feel when Ava jumped into her pool in the morning?



warm



cold

4. How did the water feel when Ava got back into her pool after lunch?



warm



cold

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.