

# Kindergarten Reading - Day 25: Finley's Silly Sound Soup

## Materials Needed:

- A large bowl or pot (the "soup pot")
- A large spoon or ladle
- A collection of 8-10 small, familiar objects or toys with distinct beginning sounds (e.g., **ball**, **block**, **car**, **cat**, **doll**, **dog**, **sock**, **spoon**)
- 2-3 smaller bowls or labeled pieces of paper for sorting
- A piece of paper and a crayon/marker for the "Rhyme Recipe"

## Lesson Plan Details

### 1. Learning Objectives

By the end of this lesson, Finley will be able to:

- Isolate and pronounce the initial sound (first phoneme) in single-syllable words.
- Sort objects into groups based on their beginning sound.
- Verbally create a new word that rhymes with a given word.

### 2. Alignment with Standards

- **CCSS.ELA-LITERACY.RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **CCSS.ELA-LITERACY.RF.K.2.A:** Recognize and produce rhyming words.

### 3. Instructional Sequence (Approx. 30 minutes)

#### Part 1: The Warm-Up - Rhyming Chant (5 minutes)

1. Sit with Finley and say, "We're going to get our brains ready with a silly rhyming chant! I'll say a word, and you shout back a word that rhymes. It can be a real word or a silly made-up word!"
2. Start with simple words.
  - Teacher: "Cat!" Finley might say: "Bat! Hat! Sat! Zat!"
  - Teacher: "Dog!" Finley might say: "Log! Frog! Pog!"
  - Teacher: "Sun!" Finley might say: "Run! Fun! Wun!"
3. Praise his creativity, especially with the made-up words, as this shows he understands the concept of matching sounds.

#### Part 2: Main Activity - Making Silly Sound Soup (15 minutes)

1. **Introduction:** Present the large bowl and spoon. "Today, we are chefs! We are making Silly Sound Soup. This soup isn't for eating; it's for listening! The ingredients are sounds."
2. **Adding Ingredients:** Place all the small objects in the big soup pot. Have Finley stir them around with the big spoon.
3. **Finding the Sound:** Say, "Okay, Chef Finley, please pull out one ingredient." Let's say he pulls out the **ball**.
  - Ask, "What did you get?" (A ball.)
  - "Let's say that word slowly and really stretch out the first sound: *bbbbbb-all*. What sound do you hear at the very beginning of **ball**?" (The /b/ sound).

4. **The Sorting Game:** Say, "Great! The /b/ sound is our first flavor of soup. Can you dig in the pot and find another ingredient that starts with the same /b/ sound as **ball**?"
5. Finley searches and finds the **block**. "You found it! *Blllllock* starts with /b/ just like *bbbb-all*!" Place both objects in a smaller sorting bowl labeled with the letter 'B' (or just set them aside in a group).
6. **Repeat:** Continue the process with another object. If he pulls out the **car**, identify the /c/ sound. Then have him hunt for the other /c/ ingredient (the toy **cat**). Place them in a new sorting group.
7. Continue until all the objects are sorted into pairs by their beginning sound.

### Part 3: Creative Application - My Rhyme Recipe (5-10 minutes)

1. Say, "Every good chef writes down their recipe. Let's create a Silly Rhyme Recipe!"
2. Take out the paper and crayon. Draw a simple picture of one of the objects, for example, the **cat**.
3. Say, "Our recipe starts with a **cat**. What is something silly that rhymes with **cat**?" (e.g., a **hat**, a **mat**, a silly made-up word like **zat**).
4. Write and say aloud: "I saw a **cat** who wore a \_\_\_\_." Let Finley fill in the blank with his rhyming word. (e.g., "I saw a **cat** who wore a **hat**!")
5. Repeat this 2-3 times with other objects from the soup. For example: "I saw a **dog** who sat on a \_\_\_\_." (**log**). "I found a **ball** against the \_\_\_\_." (**wall**).
6. Let Finley decorate his "Rhyme Recipe" page. This serves as a creative artifact of his learning.

### 4. Assessment (Formative & Informal)

- **Observation during Activity 2:** Can Finley correctly identify the beginning sound of an object with minimal prompting? Can he successfully find the matching object in the "soup"?
- **Wrap-Up "Show Me" Task:** To check for understanding, ask: "Look around the room quickly! Can you point to something that starts with the same sound as **Finley**?" (e.g., **fan**, **floor**, **fork**). This assesses the initial sound skill in a new context.

### 5. Differentiation and Inclusivity

- **For Extra Support:** If Finley struggles with identifying the initial sound, provide more physical and auditory cues. Hold the object near your mouth and exaggerate the beginning sound (e.g., "M-m-m-map"). Start with only two pairs of objects (e.g., ball/block and car/cat) to make the sorting task less overwhelming.
- **For an Extra Challenge:** If Finley masters this quickly, challenge him to find a third object in the room that starts with the same sound. Or, ask him to identify the *ending* sound of some of the CVC words (e.g., "What's the last sound you hear in **cat**?"). For the rhyme recipe, ask him to create a two-line rhyming couplet.