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Lesson Plan: Adventure Day - Sound Sleuths and Bundle Builders

Materials Needed:

- Paper and markers or a small whiteboard and marker
- A small bag or box (the "Treasure Box")
- Various household objects and toys (e.g., a sock, spoon, snake toy, star, soap)
- Letter cards for s, a, t, i, p, n (can be handmade)
- 20-30 craft sticks, straws, or pencils
- Rubber bands or pipe cleaners
- Chalk or masking tape for the floor
- Number cards from 11 to 19 (can be handmade)

1. Learning Objectives

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

- **Phonics:** Identify the /s/ sound, find three objects that begin with /s/, and successfully blend two CVC (consonant-vowel-consonant) words starting with 's' (e.g., 'sat', 'sip').
- **Maths:** Demonstrate understanding of place value by grouping objects into a bundle of ten and identifying the remaining ones to represent numbers between 11 and 19.

2. Alignment with Standards

- **Common Core (Kindergarten):**
 - **ELA (RF.K.3.a):** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
 - **Math (K.NBT.A.1):** Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

Lesson Activities

Part 1: Warm-Up - The Adventure Begins! (5 minutes)

Goal: To energize the student and introduce the theme.

1. **Introduction:** "Welcome, Adventurer! Today, we have two exciting missions. First, you will be a 'Sound Sleuth,' a detective who hunts for sounds! Then, you will become a 'Bundle Builder,' a master builder who groups numbers. Are you ready for the adventure?"
2. **Movement:** Play a quick game of "Simon Says" using actions related to the day's sounds and numbers. "Simon says wiggle like a snake." "Simon says jump 11 times."

Part 2: Phonics Mission - The Sound Sleuth (15 minutes)

Goal: To practice identifying the /s/ sound and blending CVC words in a fun, active way.

1. **Introduce the Sound:** Write a large 'S' and a small 's' on the board/paper. "This is the letter 'S'. It makes the /sssss/ sound, like a hissing snake." Practice making the sound together.
2. **The Treasure Hunt:** "Your first mission, Sound Sleuth, is to find things around the room that start with the /s/ sound and put them in your Treasure Box." (Have a few items pre-placed like a **s**ock, **s**poon, **s**oap, a toy **s**tar). Guide the student as they search, emphasizing the starting sound of each object they find.
3. **Word Building:** Take out the letter cards (s, a, t, i, p). Say, "Now let's use our super 's' sound to build words!"
 - Place the 'a' and 't' cards down. Sound them out: "/a/... /t/... at."
 - Slide the 's' card to the beginning. "Let's see what happens when our snake sound joins them! /s/ - /a/ - /t/. Let's say it faster... **sat!**" Have the student push the cards together as they blend the word.
 - Repeat this process for another word, like 'sip'.

Formative Assessment: Observe if the student can correctly identify the /s/ sound in objects and if they can follow along with the blending motion.

Part 3: Maths Mission - The Bundle Builder (15 minutes)

Goal: To provide a hands-on, concrete understanding of tens and ones.

1. **Introduce Bundling:** Lay out the craft sticks. "Your next mission, Bundle Builder, is to help me count these sticks. But there are so many! Let's make it easier by making a group of ten." Count out ten sticks together, one by one. Once you have ten, say "This is one group of TEN!" and wrap them tightly with a rubber band. "We call this a 'ten-bundle'."
2. **Building Numbers:**
 - Show the number card '13'. "We need to build the number 13. How many ten-bundles do we need?" (Guide them to see the '1' in 13 means one ten). "That's right, one ten-bundle!"
 - "And how many extra sticks, or 'ones', do we need?" (Point to the '3'). "Three ones!" Have the student count out three loose sticks.
 - Place the ten-bundle and the three loose sticks side-by-side. "Look! One ten and three ones makes thirteen! You did it!"
 - Repeat this process for a few other numbers between 11 and 19, like 15 and 18.
3. **Movement Game - Tens and Ones Hop:** Using chalk or tape, draw a simple two-square hopscotch on the floor. Label one square "TENS" and the other "ONES". Call out a number, like "14!". The student hops once in the TENS square ("one ten!") and four times in the ONES square ("one, two, three, four ones!").

Formative Assessment: Watch to see if the student can correctly make a bundle of ten and count out the remaining 'ones' for each number.

Part 4: Cool-Down & Mission Review (5 minutes)

Goal: To review the concepts learned and provide a sense of accomplishment.

1. **"Show Me" Challenge:** "Adventurer, you have completed your missions! For your final challenge, can you show me..."
 - "...how to build the word 'sat' with your letters?"

- "...how to build the number 12 with your bundles and sticks?"
 - 2. **Celebration:** Praise the student's hard work. "You were an amazing Sound Sleuth and a brilliant Bundle Builder today! You found the /s/ sound and learned how to build big numbers. Great adventure!"
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Differentiation

- **For Extra Support:**
 - **Phonics:** If blending is difficult, focus only on the initial sound identification treasure hunt. Practice saying the sound when you point to the letter 's'.
 - **Maths:** Work only with numbers 11, 12, and 13 to solidify the concept of "a group of ten and a few more" before moving to larger numbers.
- **For an Extra Challenge:**
 - **Phonics:** Introduce a new sound and letter (e.g., 'm') and try blending words like 'mat' and 'Sam'. See if they can write the letter 's'.
 - **Maths:** Introduce the number 20 as two ten-bundles. Ask challenge questions like, "I have one ten-bundle and 7 ones. What number is that?" without showing the card.

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