

# Lesson Plan: The Gnome's Great Garden Gathering

## Materials Needed:

- A collection of natural items (e.g., 20+ small pebbles, leaves, seeds, twigs, or flowers)
  - A small basket or container for each learner
  - Large paper or whiteboard and markers
  - Drawing paper for the student
  - Pencils and colored pencils or crayons
  - Optional: A small gnome figure or puppet to make it more magical
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## Learning Objectives

By the end of this lesson, you (H) will be able to:

- Listen to a story and tell me about the main parts.
  - Write a simple sentence about what happened in the story.
  - Count groups of objects up to 20.
  - Solve simple "adding" and "taking away" number stories.
  - Create your own repeating pattern using natural objects.
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## Lesson Activities

### 1. Introduction (5 minutes)

- **Hook:** Start with a fun riddle! "I have a pointy red hat, a long white beard, and I love to take care of gardens. I am very, very small. What am I?" (*Wait for the answer: A gnome!*) "You got it! Today, we're going on an adventure with a little gnome named Gus. He needs a super helper for a very important party, and I think you're the perfect person for the job!"
- **State the Objectives in a Story:** "Gus the Gnome is having a Great Garden Gathering today! To get ready, we need to help him with some very important tasks. We'll listen to his story, help him write a list, count all his garden treasures, and decorate the path with beautiful patterns. Are you ready to be a gnome helper?"

### 2. Body (25-30 minutes)

#### Part A: The Story & The List (I do, We do)

#### Educator's Talking Points (I do):

"Let's get cozy and listen to the story of Gus's busy morning."

*(Tell the story with energy, using your hands and voice. You can make it up or use this one):*

"Once upon a time, a little gnome named Gus woke up with the sun. 'Hooray!' he chirped. 'Today is my

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party!' First, he went to his shed and found **5 shiny, smooth pebbles** for a game. He put them in his basket. As he walked, a friendly beetle gave him **2 more pebbles!** Next, he checked his flower patch. He picked **8 bright yellow flowers**. But oh no! A cheeky bunny nibbled on **3 of them!** Gus sighed, but then he found a big pile of lovely green leaves to decorate with. He decided to write a list so he wouldn't forget anything. The first thing he wanted to write was: *A pot for the seeds.*"

### Guided Practice (We do):

- **Retelling:** "Wow, what a busy morning! H, can you tell me what Gus found first?" ... "And what happened to his flowers?"
- **Writing a Sentence:** "Let's help Gus write his list. His first sentence was 'A pot for the seeds.' Let's try writing a sentence about what Gus did. How about, 'Gus has a big pot.' Let's sound it out together." (*On the whiteboard, slowly write the sentence, sounding out each word. For example: "G-u-s. What letter makes the 'guh' sound?"*) "Now, can you help me write it? What word comes next?"

### Part B: Gnome Helper Maths (We do, You do)

#### Guided Practice (We do):

- "Let's be Gus and use our real treasures to figure out his problems. The story said Gus had **5 pebbles**. Can you count 5 pebbles into your basket?" (*Count together*).
- "Then the beetle gave him **2 more**. Let's add 2 more. How many pebbles does Gus have now?" (*Count the total: 7*). "That's right! 5 plus 2 makes 7!"
- "Now for the flowers. He picked **8 flowers**. Let's count 8 leaves to be our flowers." (*Count together*).
- "But the cheeky bunny ate **3 of them!** Let's take away 3 leaves. How many are left now?" (*Count the remaining: 5*). "Exactly! 8 take away 3 is 5!"

#### Independent Practice (You do):

- "Okay, Super Gnome Helper, it's your turn for a quest! Please put **10 seeds** in your basket."
- "Great! Now, a friendly squirrel gives you **4 more seeds**. How many do you have altogether?" (*Check for the answer: 14*).
- "Excellent! Now, for your next quest, please gather **12 leaves**."
- "Oh dear, the wind blew **5 of them** away! How many leaves do you have left?" (*Check for the answer: 7*).

### Part C: Garden Path Patterns (You do)

- "The last job is the most fun! Gus needs to decorate the path for his friends. A pattern is something that repeats over and over again. Watch me make one: leaf, pebble, leaf, pebble."
- "Now it's your turn to be the garden designer! Can you create your own beautiful pattern for the party path using any of our nature treasures?"
- Once H has made a pattern, ask: "That looks amazing! Can you tell me about your pattern?" (e.g., "It goes seed, seed, twig, seed, seed, twig.")

### 3. Conclusion (5 minutes)

- **Recap and Share:** "H, you were the best gnome helper ever! Look at the beautiful pattern you made for the garden path. Let's remember all the things we did today. Did we listen to a story? (Yes!) Did we help write a sentence? (Yes!) Did we add and take away garden treasures? (Yes!) Did we make a pattern? (Yes!)"

- **Reinforce Takeaway:** "You used your brain for storytelling, writing, and numbers to help Gus have the best party ever. That's what great learners do—they use all their skills to solve problems and create beautiful things!"
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## Assessment (How to know what was learned)

- **Formative (During the lesson):**
  - Listen to H's retelling of the story to check for listening comprehension.
  - Observe if H can count objects accurately with one-to-one correspondence.
  - Watch how H solves the "You do" maths quests. Do they count on, take away physically, or know the answer?
- **Summative (End of the lesson "Show What You Know"):**
  - Ask H to draw a picture of Gus the Gnome's garden party.
  - In the picture, say: "Can you please draw **7 red flowers** for the party?" (Checks number recognition and counting).
  - At the bottom of the drawing, ask H to write one sentence about the picture. For example: "I see a gnome." or "The sun is hot." (Checks letter formation and simple sentence writing).

## Differentiation (Making it just right for H)

- **For Extra Support:**
  - If writing is tricky, provide a sentence starter like "Gus can \_\_\_\_." and have H fill in the blank.
  - For maths, use a simple number line or fingers to help with counting, adding, and subtracting.
  - Start with a very simple two-step pattern (e.g., A-B-A-B).
- **For an Extra Challenge:**
  - Ask a two-step maths problem: "Gus had 10 berries. He ate 2 and then found 5 more. How many does he have now?"
  - Encourage writing two or more sentences about the gnome's adventure.
  - Challenge H to create a more complex pattern (e.g., A-A-B-C or twig-twig-leaf-pebble).
  - Introduce rhythmic counting: "Let's pretend we are marching to the party and count by 2s! 2, 4, 6, 8..."