

The Gemstone Gnomes' Grand Adventure

Materials Needed:

- Large sheet of paper or whiteboard
 - Crayons, colored pencils, or markers
 - A small bag or bowl (the "Treasure Pouch")
 - 15-20 small objects to be "gemstones" (e.g., glass beads, colorful buttons, small pebbles, or dried beans)
 - Writing paper and pencil for the student
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Learning Objectives

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

- Tell a short story that uses adding and taking away.
 - Solve simple math stories using objects (like $5 + 3$ and $8 - 2$).
 - Draw and write the letter 'Gg' and say its 'guh' sound.
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Lesson Plan

Part 1: Introduction - The Gnome's Secret (5 minutes)

Hook:

"H, I have a secret story to tell you. It's about two tiny gnome friends who live deep under a grassy green hill. One gnome is named Gus, and he LOVES to gather things. The other is named Giles, and he's a bit clumsy and sometimes drops things. They are going on a hunt for glittering gemstones! Do you want to help them on their adventure?"

Objectives Introduction:

"Today, we are going to be storytellers and mathematicians! We will help the gnomes count their gems by adding and taking away. We will also learn the secret letter of the gnomes: the great letter 'G!'"

Part 2: Body of the Lesson - The Adventure Unfolds (20-25 minutes)

Activity 1: Meet the Great Letter 'G' (I Do, We Do)

I Do (Modeling):

"The word **g**nome, **g**em, and **g**rassy all start with the same sound: 'guh'. That's the sound of the letter 'G'. Watch me draw it. A big 'G' looks like a big round door on a gnome home, with a little step to go inside. (Draw a capital 'G'). A little 'g' looks like a gnome's round head with a curly beard hanging down. (Draw a lowercase 'g')."

We Do (Guided Practice):

"Let's practice together! First, let's draw a giant 'G' in the air with our magic finger. Great! Now, can you draw a 'G' on my back while I draw one on yours? Okay, let's try it on our paper. Let's draw some big green 'G's and some little golden 'g's. As we draw, let's make the 'guh, guh, guh' sound."

(Formative Assessment: Observe the student's letter formation and sound recognition.)

Activity 2: The Gemstone Hunt - A Math Story (I Do, We Do)

I Do (Modeling):

"Let's start the gnomes' adventure. First, Gus the **G**athering **G**nome went into a cave. He found **5** glittering red gems!" (Slowly count 5 "gems" into the Treasure Pouch). "Then, he went deeper and found **3** more green gems!" (Slowly count 3 more gems and add them to the pouch). "How many gems does Gus have now? Let's see. We had 5, and we **added** 3 more. Let's count them all together: 1, 2, 3, 4, 5, 6, 7, 8. So, 5 plus 3 makes 8!"

"Oh no! Here comes clumsy Giles! He tripped on a rock and **2** gems fell out of the pouch!" (Take 2 gems out of the pouch and set them aside). "We had 8, but we had to **take away** 2. How many are left? Let's count: 1, 2, 3, 4, 5, 6. We have 6 gems left. So, 8 minus 2 is 6."

We Do (Guided Practice):

"Okay, H, it's your turn to help the gnomes! Let's put the 6 gems back in the pouch. Ready for the next part of the story?"

- "Gus found a secret pocket in the rock with **4** shiny blue gems! Can you add 4 gems to our pouch? How many do we have now?" (Guide the student to count the 6 gems already there and add 4 more to get 10).
- "The gnomes gave **1** beautiful gem to a friendly beetle they met. Can you take 1 gem away? How many are left?" (Guide the student to remove one and recount to find 9).

(Formative Assessment: Ask questions like "Are we adding more or taking away?" "Is the number getting bigger or smaller?")

Activity 3: Your Gnome's Adventure (You Do)

Instructions:

"Now it's your turn to be the storyteller! Here are 12 gems for you. I want you to create your very own short adventure for a gnome. You can decide how many gems your gnome finds and how many it loses. When you're ready, you can tell me the story using the gems."

"After your story, you can draw a picture of your gnome's adventure. Under your picture, try to write one sentence about it. You could write 'My **g**nome **g**ot 7 **g**ems.' or 'The **g**nome has 5 **g**ems.' I am here to help you sound out the words."

Success Criteria:

- You told a story that included adding gems.
- Your story also included taking gems away.
- Your drawing shows a gnome and some gems.
- You wrote a sentence that has the letter 'g' in it.

Part 3: Conclusion - Sharing the Treasure (5 minutes)

Recap & Sharing:

"H, your gnome adventure was amazing! Can you show me your drawing and tell me your story one more time?"

After sharing, ask review questions:

- "What magic did we do with numbers when the gnomes found more gems?" (Adding/Plus)
- "What magic did we do when they dropped or gave away gems?" (Taking away/Minus)
- "And what was our special gnome letter for today? Can you show me how to draw it in the air?" ('G')

Reinforcement:

"You were a fantastic storyteller and mathematician today. You helped the gnomes with their treasure and learned all about the letter 'G'. Great job!"

Assessment

Formative (During Lesson):

- Observe the student's ability to count objects one-by-one.
- Listen for correct use of terms like "add" or "take away."
- Check for correct formation of the letter 'G' and recognition of its sound.

Summative (End of Lesson):

- The student's "You Do" story, drawing, and sentence serve as the final assessment. Evaluate it against the success criteria. The goal is a demonstration of understanding the concepts of adding/subtracting through a story and an attempt at applying the phonics/writing skill, not perfect execution.
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Differentiation and Adaptability

For a Learner Needing More Support (Scaffolding):

- Work with smaller numbers (1-5).
- Focus on only one operation (e.g., only adding gems) for the entire lesson.
- Provide a sentence starter to trace, like "My gnome has ___ gems."
- Use a simple number line to help with counting on or back.

For a Learner Needing a Challenge (Extension):

- Use larger numbers (up to 20).
 - Introduce the concept of "groups of" (a precursor to multiplication). For example, "The gnome found 3 little chests, and each one had 2 gems inside. How many is that all together?"
 - Encourage writing a longer story with multiple sentences.
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- Introduce the written symbols for plus (+), minus (-), and equals (=) and have them write out the number sentences for their story.

For a Classroom or Group Setting:

- The "We Do" section can be done as a 'Think-Pair-Share' where students first solve a problem with their own gems, then check with a partner.
- The "You Do" activity can be shared with the group at the end, allowing students to hear each other's creative math stories.