Kindergarten Lesson Plan

"Bella Brown's Messier Than Messy Room" by J.W. Zarek

Overview

This Kindergarten lesson plan utilizes "Bella Brown's Messier Than Messy Room" to develop literacy skills, mathematical thinking, problem-solving abilities, and responsibility concepts. The relatable story of Bella's cleaning journey offers rich opportunities for learning through structured activities that align with Kindergarten standards while supporting diverse learners through multisensory approaches.

Learning Objectives

- Students will identify and sequence the main events in the story
- Students will practice counting objects up to 20
- Students will describe and use position words (over, under, on, in)
- Students will identify beginning sounds and rhyming words from the text
- Students will write or draw about personal experiences related to responsibility
- Students will demonstrate problem-solving by breaking down tasks into steps
- Students will practice sight words from the text
- Students will develop metacognitive strategies for task completion

Materials Needed

- "Bella Brown's Messier Than Messy Room" book
- Chart paper and markers
- Sentence strips with key sentences from the story
- Picture cards showing story sequence
- Number cards 1-20
- Small manipulatives for counting (blocks, counters, etc.)
- Writing/drawing paper
- Pencils, crayons, markers
- "Clean Room/Messy Room" sorting cards with images

- Paper for class book
- Task cards showing different chores
- Small prizes (stickers, bookmarks)
- Cleaning supplies for classroom cleanup time
- Tablet/device for recording student retellings
- Phonics picture cards focusing on initial sounds B, M, C, R
- Visual schedule cards for each activity
- Self-assessment sheets with emoji faces
- Pre/post assessment sheets
- Diverse images of different types of bedrooms/homes
- Multilingual labels for key vocabulary (if applicable)

Pre-Assessment

Before beginning the lesson sequence, conduct a simple pre-assessment:

1. Show students an image of a messy room and a clean room
2. Ask them to:
    - Circle 3 things that need to be cleaned up
    - Draw a line to show which task to do first, second, third
    - Count and write how many items need to be put away
3. Have them draw or write one thing they are responsible for at home
4. Save these sheets to compare with post-assessment

Vocabulary Focus

- Responsibility
- Sequence
- Position words (over, under, beside, in, on)
- Ordinal numbers (first, second, third, etc.)
- Problem

- Solution
- Organize
- Persist/Persistence

Day 1: Reading, Comprehension & Phonological Awareness

Opening (10 minutes):

1. Show students the book cover and read the title.
2. Display a visual schedule of today's activities with picture cues.
3. Ask: "What do you think a 'messier than messy room' looks like?"
4. Have students turn to a partner and share about their own bedrooms:
    - "Is your room sometimes messy?"
    - "What things might make a room messy?"
5. Create a quick chart of student ideas about "messy" and "clean."
6. Add labels in multiple languages if appropriate for your classroom.

Read Aloud (15 minutes):

1. Read the story aloud, using animated expressions.
2. Pause at predetermined points to ask:
    - "What is Bella's problem?" (Her room is too messy)
    - "Who helps Bella?" (Grandma Yetta)
    - "What does Bella need to do before going to the butterfly garden?" (Clean her room)
3. Model "think-aloud" strategies: "I noticed Bella broke down her big cleaning job into smaller jobs."
4. Use specific executive functioning language: "Bella didn't give up. She showed persistence."

Comprehension Activity (15 minutes):

1. Display 5-6 picture cards showing key scenes from the story on an interactive whiteboard or pocket chart.

2. Work together to arrange them in sequential order.
3. Introduce vocabulary: first, next, then, after that, finally.
4. Have students use these words to retell the story in sequence.
5. Take photos of the completed sequence to add to the digital class book.

Phonological Awareness Activity (10 minutes):

1. Create a list of rhyming words from the story:
    - room/broom
    - clean/mean
    - bed/red
    - brown/down
2. Play a rhyming game: "I'm thinking of a word that rhymes with 'room' and means something we use to sweep."
3. Focus on initial sounds: "Let's find words that start with the /b/ sound like Bella." (bed, brown, butterfly)
4. Create a simple alliterative sentence together: "Bella Brown built a beautiful butterfly picture."

Position Word Game (10 minutes):

1. Use a stuffed animal and a small desk/table.
2. Demonstrate position words from the story:
    - "Bella jumped OVER her mountain of clothes"
    - "Bella rolled UNDER her stuffed animals"
    - "Bella put her stuffed animals ON the shelf"
3. Have students take turns following directions using position words.
4. Provide visual support cards showing each position word with a picture.

Closing (5 minutes):

1. Review the main events in the story using the sequencing cards.
2. Have students complete a quick self-assessment using emoji faces:

- "I can remember what happened in the story" (😊 / 😐 / ☹️)
- "I can find rhyming words" (😊 / 😐 / ☹️)

3. Preview tomorrow's activities: "Tomorrow we will be counting like Bella!"

Day 2: Mathematics & Counting

Opening (10 minutes):

1. Review the visual schedule for today.
2. Revisit the story, focusing on the parts where Bella counts:
   - "One stuffed animal, two stuffed animals, three stuffed animals, and four stuffed animals"
3. Ask: "What other things did Bella count in her room?"
4. Introduce the math vocabulary: count, total, add, group.

Counting Activity (15 minutes):

1. Create "messy" piles of different classroom objects (books, crayons, blocks, etc.)
2. Divide students into small groups.
3. Each group counts their pile of objects and records the number.
4. Practice counting together like Bella did in the story.
5. Introduce ten-frames to organize counting for students who need support.
6. Challenge advanced students to create addition problems based on their counting.

Problem-Solving Math (15 minutes):

1. Present simple word problems based on the story with visual supports:
   - "Bella had 10 t-shirts and 5 pairs of jeans. How many clothing items did she fold altogether?"
   - "Bella put away 4 stuffed animals. If she has 3 more under her bed, how many stuffed animals does she have in total?"
2. Model solving with manipulatives and drawing pictures.
3. Have students solve problems with partners.
4. Provide sentence frames: "First, I _____. Then, I _____. The answer is _____."

Graphing Activity (15 minutes):

1. Create a simple bar graph titled "What's the Messiest Part of Your Room?"
2. Categories: Toys, Clothes, Books, Art Supplies
3. Have each student place a marker in their choice.
4. Discuss results using mathematical language:
    - "Which category has the most? The least?"
    - "How many more toys than books?"
    - "How many students voted altogether?"
5. Take a photo of the graph for the digital class book.

Technology Integration (10 minutes):

1. Use a simple math app on tablets to practice counting and sorting.
2. Take turns using an interactive whiteboard to sort virtual objects.
3. Record students counting collections using a recording device.

Closing (5 minutes):

1. Review counting strategies.
2. Ask: "How does counting help us organize things?"
3. Complete self-assessment: "I can count objects up to ___." (Students circle a number they feel comfortable counting to)

Day 3: Literacy & Writing

Opening (10 minutes):

1. Review visual schedule for today.
2. Revisit specific phrases from the book.
3. Display sentence strips with key sentences from the story.
4. Identify sight words students recognize.
5. Introduce the writing goal: "Today we will be authors like Mr. Zarek."

Sight Word Hunt (15 minutes):

1. List common sight words from the story (the, and, to, in, my, etc.)
2. Provide copies of selected sentences from the text.
3. Have students circle the sight words they find.
4. Create a class chart of sight words from the story.
5. Play a quick sight word game: when you point to the word, students read it aloud.

Letter-Sound Connection (10 minutes):

1. Focus on initial consonants found in the book:
    - B (Bella, Brown, butterfly, bed)
    - R (room, red)
    - C (clean, clothes)
    - M (messy, mountain)
2. Sort picture cards by beginning sounds.
3. Create alphabet links: "B is for Bella who has a messy bedroom."
4. Have students draw pictures of things that start with these sounds.

Writing Activity (20 minutes):

1. Prompt: "Draw and write about a time when you had to clean your room."
2. Model with a simple drawing and sentence: "I clean my room."
3. Support students in writing/drawing their experiences.
4. For early writers: Provide sentence frames like "I clean my _____." or "My _____ was messy."
5. For advanced writers: Encourage multiple sentences describing their experience.
6. Conference with individual students to provide specific feedback.

Class Book Creation (10 minutes):

1. Begin creating both a physical and digital class book titled "Our Clean-Up Stories."
2. Each student contributes one page with their drawing/writing.
3. Take photos of student work to include in the digital version.

4. Add a cover page with the title and authors ("Ms./Mr. _____'s Kindergarten Class").
5. Record some students reading their pages for the digital book.

Closing (5 minutes):

1. Share a few pages from the developing class book.
2. Discuss how writing helps us share our experiences.
3. Self-assessment: Students color a star if they wrote/drew about cleaning their room.

Day 4: Problem-Solving, Responsibility & Cultural Connections

Opening (10 minutes):

1. Review visual schedule for today.
2. Discuss: "How did Bella solve her messy room problem?"
3. Create a chart: "Bella's Problem-Solving Steps"
    - Identify the problem (messy room)
    - Ask for help (called Grandma)
    - Break the big job into smaller jobs
    - Complete one job at a time
    - Celebrate success
4. Introduce vocabulary: persistence, effort, accomplishment.

Diverse Homes Discussion (10 minutes):

1. Show images of different types of homes/bedrooms from various cultures.
2. Discuss: "How might cleaning look different in different homes?"
3. Share: "Some families might have different ideas about what 'clean' means."
4. Ask: "What responsibilities do you have in your home?"
5. Create a chart of diverse cleaning routines and responsibilities.

Task Breakdown Activity (15 minutes):

1. Show a picture of a messy classroom.
2. Ask: "How can we clean this up like Bella did?"

3. Guide students to break down classroom cleanup into smaller tasks.
4. Create a visual cleanup chart with pictures for the classroom.
5. Provide sentence stems: "First we will _____. Then we will _____."
6. Include self-regulation prompts: "If I feel frustrated, I can _____."

Responsibility Stations (20 minutes): Set up 4 stations around the room with visual instructions at each:

1. **Sorting Station:** Sort classroom items into correct bins
2. **Bed-Making Station:** Practice folding small blankets and straightening pillows
3. **Paper Organization Station:** Sort papers into "keep" and "recycle" piles
4. **Game/Puzzle Station:** Organize game pieces and put puzzles together
5. Students rotate through each station in small groups.
6. Provide a visual checklist for students to mark as they complete each station.

Technology-Enhanced Reflection (10 minutes):

1. In pairs, have students use tablets to record each other answering:
    - "One way I can be responsible is..."
    - "Breaking big jobs into small jobs helps me because..."
2. Add these video reflections to the digital class book.

Closing (5 minutes):

1. Reflect: "How did breaking big jobs into smaller jobs help us clean up?"
2. Introduce homework: "Tonight, help clean up one small area at home."
3. Self-assessment: "I can break a big job into smaller parts." (Students circle 😊 / 😐 / ☹️)

Day 5: Integration, Assessment & Celebration

Opening (10 minutes):

1. Review visual schedule for today.
2. Have students share about their home cleanup experiences.

3. Add their experiences to the class book.
4. Introduce today as "Celebration Day."

Butterfly Garden Connection (15 minutes):

1. Discuss: "Why did Bella want to go to the butterfly garden?"
2. Talk about rewards that come from completing responsibilities.
3. Create a class "butterfly garden" bulletin board:
    - Each student decorates a paper butterfly
    - Students write or dictate one responsibility they can complete
    - Display butterflies in the "garden"
4. Take a photo of the completed bulletin board for families.

Story Retelling Assessment (15 minutes):

1. In small groups, have students retell the story using sequence cards.
2. Record students retelling for assessment purposes.
3. Listen for:
    - Correct sequence of events
    - Use of vocabulary from the story
    - Understanding of problem/solution
4. Provide feedback using specific praise: "You remembered all the steps Bella took!"

Thank You Note Activity (10 minutes):

1. Just as Bella sent her butterfly drawing to Grandma, have students create thank you notes for someone who helps them.
2. Provide sentence frames: "Thank you for helping me _____."
3. Students can draw a picture and write/dictate their message.
4. Discuss gratitude and appreciation as important social skills.

Post-Assessment (10 minutes):

1. Complete the same assessment given at the beginning of the unit.

2. Compare results to measure growth in:
    - Sequencing skills
    - Counting abilities
    - Understanding of responsibility
3. Have students reflect on their learning: "I used to think _____ about cleaning up, but now I think _____."

Closing Celebration (10 minutes):

1. Complete the class book with all student contributions.
2. Read the completed book together.
3. Share the digital version on the interactive whiteboard.
4. Award each student a "Responsibility Star" certificate.
5. Establish a new classroom cleanup routine based on Bella's example.
6. Celebrate with a quick "Clean-Up Dance Party."

Assessment Framework

- **Pre/Post Assessment:** Compare growth in specific skills
- **Observational Checklist:**
    - Sequencing abilities (can arrange 3-5 events in correct order)
    - Counting accuracy (up to 20)
    - Use of position words in context
    - Identification of beginning sounds
    - Task persistence (completes multi-step activities)
- **Work Samples:** Collect and date writing samples
- **Digital Portfolio:** Compile photos and recordings in a digital format
- **Self-Assessment:** Gather student reflections on their learning
- **Exit Tickets:** Simple drawings showing "one way I can be responsible at home"

Differentiation Strategies

- **For students needing support:**
    - Provide picture cues for all activities
    - Use number lines and ten-frames for counting support
    - Offer sentence frames for writing and speaking
    - Partner with peer helpers during station activities
    - Provide step-by-step visual guides
    - Use color-coding systems for organization tasks
    - Break activities into smaller chunks with movement breaks
- **For advanced students:**
    - Extend counting activities beyond 20
    - Encourage writing multiple sentences with descriptive language
    - Create more complex problem-solving scenarios
    - Design their own cleanup plan for a specific area
    - Add measurement activities (how tall is the clothes mountain?)
    - Create a "How-To" guide for other students
    - Assign "expert helper" roles during station activities

Executive Functioning Support

- Visual schedules for each day and activity
- Clear beginning and ending signals
- Consistent language for task initiation and completion
- Self-monitoring checklists
- "Persistence Strategies" poster:
    - "I can take a deep breath"
    - "I can ask for help"
    - "I can break it into smaller parts"
    - "I can take a short break"

- Celebration of effort, not just results

Culturally Responsive Elements

- Diverse images of homes and bedrooms from various cultures
- Discussion about different family structures and living arrangements
- Multilingual labels for key vocabulary
- Recognition of varied cultural perspectives on cleanliness and organization
- Opportunities for students to share family practices
- Acknowledgment that responsibilities may differ across households

Home Connection

- Send home a family letter explaining the responsibility theme (in multiple languages if needed)
- Include a simple "Responsibility Chart" template for home use
- Request photos of children completing responsibilities at home for class display
- Share the digital class book with families
- Invite family members to share cleaning traditions or organization tips
- Provide access to a translated version of Bella's story if possible

Technology Integration

- Interactive whiteboard sequencing activities
- Digital class book with recorded student voices
- Video reflections on responsibility
- Simple math apps for counting practice
- Photo documentation of learning process
- QR code linking to digital resources for families

Standards Alignment

This lesson addresses kindergarten standards in:

- **Reading:** Story elements, sequencing, comprehension, phonological awareness

- **Writing:** Drawing and writing to convey experiences
- **Speaking/Listening:** Participating in collaborative conversations
- **Phonics:** Initial sounds, rhyming words
- **Math:** Counting, comparing quantities, problem-solving
- **Social-Emotional:** Responsibility, task completion, cooperation, persistence
- **Science:** Observing and describing properties (clean vs. messy)
- **Technology:** Using digital tools to communicate and learn

Extension Ideas

- **STEM Connection:** Design a "Room Cleaning Helper" tool
- **Art Integration:** Create a diorama of a clean bedroom
- **Dramatic Play:** Set up a "Bella's Bedroom" dramatic play area
- **Community Connection:** Organize a classroom cleanup for another class
- **Literature Connection:** Read other books about responsibility and compare with Bella's story
- **Virtual Field Trip:** Explore different types of homes around the world

Teacher Reflection Questions

After teaching this unit, consider:

1. Which phonics connections were most effective?
2. How did the technology integration enhance student learning?
3. Which executive functioning supports had the greatest impact?
4. How did students respond to the cultural responsiveness elements?
5. What adjustments would I make to better support diverse learners?
6. How effective were the self-assessment strategies?
7. Which elements could be expanded in future lessons?