First Grade Lesson Plan: "The Stomp-Clomp-Clump Monster Above the Bed" by J.W. Zarek

Overview

This lesson plan uses "The Stomp-Clomp-Clump Monster Above the Bed" to develop first-grade students' reading comprehension, basic math skills, and social-emotional learning through character analysis, friendship development, and problem-solving activities appropriate for ages 6-7.

Learning Objectives

Reading & Language Arts

- Students will identify main story events and character feelings
- Students will make predictions using story clues
- Students will write simple sentences about friendship using vocabulary words
- Students will practice phonics with story sound words

Math

- Students will solve addition problems within 10 using manipulatives
- Students will understand spatial concepts (above/below) with concrete objects
- Students will collect and display simple data

Social-Emotional Learning

- Students will identify character emotions and explain reasons
- Students will discuss friendship-making strategies
- Students will practice basic perspective-taking

Materials Needed

- "The Stomp-Clomp-Clump Monster Above the Bed" book
- Chart paper and markers
- Simple emotion cards (happy, scared, surprised, friendly)
- 25 counting manipulatives (blocks, bears, or beans) in small containers
- Construction paper and crayons

- 6 small boxes for above/below activities
- Sentence strips with pre-written examples

Vocabulary Focus

6 Essential Words (reduced for better retention):

- **scared** (how characters feel at first)
- **friendly** (how characters become)
- **above** (where Billy lives)
- **below** (where Fred lives)
- **share** (what friends do)
- **problem** (what Fred and Billy solve)

Standards Alignment

- **CCSS.ELA-LITERACY.RL.1.1:** Ask and answer questions about story details
- **CCSS.ELA-LITERACY.RL.1.3:** Describe characters and major events
- **CCSS.MATH.CONTENT.1.OA.A.1:** Add and subtract within 20
- **SEL:** Self-awareness and social awareness skills

Day 1: Meet the Characters (18 minutes total)

Morning Meeting with Story Preview (5 minutes)

1. Show book cover: "Today we meet a monster and a boy who both get scared!"
2. **Introduce 2 vocabulary words with actions:**
    - **Scared** (jump back, make worried face)
    - **Above** (point up to ceiling)
3. **Preview question:** "What sounds do you hear at night that might scare you?"
4. Listen to 2-3 student responses

Interactive Read-Aloud (8 minutes)

1. Read first half of story (through Fred hearing Billy's sounds)

2. **Strategic stops:**
    - Page 6: "How does Fred feel when he hears the sounds?" (Show scared emotion card)
    - Page 12: "Where does Billy live compared to Fred?" (Introduce "above")
    - Page 16: "What do you think will happen next?"
3. **Student prediction:** Have 2-3 students share predictions

Character Feelings Chart (5 minutes)

1. Create simple T-chart on board: "Fred" and "Billy"
2. Under Fred: Write "scared" with student input
3. Under Billy: Write "doesn't know Fred is there"
4. **Use vocabulary:** "Fred feels SCARED because he hears sounds ABOVE him"
5. Preview: "Tomorrow we'll see what Fred and Billy do!"

Day 2: Understanding Different Sides (19 minutes total)

Vocabulary Review and New Words (4 minutes)

1. Quick review with actions: scared (worried face), above (point up)
2. **Introduce 2 new words:**
    - **Below** (point down, crouch low)
    - **Friendly** (smile and wave)
3. **Connect to story:** "Fred lives BELOW the bed, Billy lives ABOVE the bed"

Continue Reading with Discussion (8 minutes)

1. Read second part (Fred's investigation and meeting Billy)
2. **Discussion questions:**
    - "What does Fred discover about the sounds?"
    - "How do Fred and Billy feel when they first see each other?"
    - "What makes them stop being scared?"

3. Update character chart: Add "surprised" and "friendly" for both characters

Enhanced Math Activity: Above and Below (7 minutes)

Materials Protocol:

- Teacher distributes small containers with 10 manipulatives each to pairs
- Clear expectation: "Manipulatives stay in containers until I say 'start'"

Concrete Spatial Practice (4 minutes):

1. Use classroom objects: "Put your pencil ABOVE your desk, put your eraser BELOW your chair"
2. Students practice with their own materials
3. **Vocabulary reinforcement:** "Show me ABOVE, show me BELOW"

Simple Addition with Story Context (3 minutes):

1. **One problem with full support:** "Fred has 3 dust bunnies below his bed. Billy has 2 toys above his bed. How many things total?"
2. Students use manipulatives to solve: count out 3, count out 2, push together
3. **Practice vocabulary:** "The things BELOW plus the things ABOVE equals 5"

Day 3: Friendship Solutions (22 minutes total)

Morning Review and New Words (4 minutes)

1. Review: scared, above, below, friendly (with actions)
2. **Introduce final 2 words:**
    - **Share** (pretend to give something to friend)
    - **Problem** (scratch head, look puzzled)
3. **Story connection:** "Fred and Billy had a PROBLEM but found a way to SHARE"

Complete Story Reading (6 minutes)

1. Read final section (Fred and Billy becoming friends)
2. **Focus questions:**
    - "How do Fred and Billy solve their problem?"

- "What do they share with each other?"
- "What can we learn from Fred and Billy?"

Extended Guided Writing Activity (12 minutes)

Enhanced Structured Writing with Multiple Supports:

Shared Writing Example (4 minutes):

- Teacher models completing one sentence frame with class input
- Write together: "Fred and Billy were scared at first."
- Think aloud: "We choose 'scared' because that's how they felt when they heard the sounds"

Individual Writing Time (8 minutes):

1. **Sentence frames provided:**
   - "Fred and Billy were _____ at first."
   - "They became _____ by _____."
   - "Friends can _____ with each other."
2. **Enhanced word bank with pictures:** scared (worried face), friendly (smiling face), above, below, share, problem, cookies, talk, listen
3. **Multiple support levels:**
   - Advanced writers: Complete all 3 sentences
   - Developing writers: Complete 2 sentences
   - Beginning writers: Complete 1 sentence with picture
4. **Teacher support:** Individual conferences with struggling writers

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Day 4: Applying Story Lessons (19 minutes total)

Story Review Through Movement (5 minutes)

1. **Act out story sequence:**
   - "Show me SCARED like Fred and Billy" (worried faces)
   - "Show me ABOVE where Billy lives" (reach up)

- "Show me BELOW where Fred lives" (crouch down)
- "Show me FRIENDLY like they became" (smile and wave)
- "Show me SHARING like they did" (pretend to offer something)

Enhanced Problem-Solving Practice (9 minutes)

Structured Application with Clear Steps:

Problem Introduction (3 minutes): Present concrete scenario: "Emma and Jack both want to use the red crayon"

Guided Problem-Solving (4 minutes):

- "What's the PROBLEM?" (Both want the same crayon)
- "How might Emma feel?" (Maybe SCARED she won't get to use it)
- "How might Jack feel?" (Same feeling)
- "How can they be FRIENDLY?" (Talk nicely to each other)
- "What can they SHARE or do?" (Take turns, use together, find another solution)

Partner Practice (2 minutes): Students work in pairs to act out their chosen solution

- Use vocabulary words during practice
- Focus on being FRIENDLY like Fred and Billy

Simplified Math Integration (5 minutes)

Concrete, Success-Oriented Problems:

Problem 1 (3 minutes): "Fred has 4 cookies. Billy has 3 cookies. If they put their cookies together to share, how many cookies do they have?"

- All students use manipulatives
- Teacher models: count 4, count 3, push together, count all
- **Vocabulary connection:** "Friends SHARE their things"

Problem 2 (2 minutes): "Fred found 6 dust bunnies below his bed. 2 dust bunnies rolled away. How many are left?"

- Use manipulatives for concrete subtraction

- **Story connection:** "Even when we lose some things, we can count what we still have"

Day 5: Celebration and Assessment (18 minutes total)

Vocabulary Celebration (4 minutes)

1. **Quick vocabulary game:** Teacher says word, students do action
    - "Scared" → worried face
    - "Above" → point up
    - "Below" → point down
    - "Friendly" → smile and wave
    - "Share" → offer something to neighbor
    - "Problem" → scratch head
2. **Class celebrates:** "We learned 6 new words this week!"

Extended Sharing Time (10 minutes)

Structured sharing with adequate time:

Story Retelling (4 minutes):

- 2 volunteers retell story using vocabulary words
- Class helps by showing actions for vocabulary words
- Teacher supports with picture prompts if needed

Writing Celebration (4 minutes):

- Students read their sentences from Day 3 to partners first
- 3 students share with whole class
- Class celebrates each use of vocabulary words

Problem-Solving Demonstration (2 minutes):

- One pair demonstrates their solution from Day 4
- Class identifies vocabulary words they heard

Clear Assessment (4 minutes)

Focused Assessment with Specific Criteria:

Vocabulary Application Check: Each student completes simple assessment:

- Show actions for 3 vocabulary words when teacher says them
- Complete sentence: "Fred and Billy were _____ but became _____"
- Answer: "How do friends solve problems?" (Looking for words like: talk, share, be friendly)

Success Criteria for First Grade:

- Demonstrates understanding of 4+ vocabulary words through actions or use
- Identifies that Fred and Billy's feelings changed from scared to friendly
- Can name one way friends solve problems using story vocabulary

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Enhanced Assessment Framework

Daily Evidence Collection (specific, observable behaviors):

- **Day 1:** Student correctly shows "scared" emotion and points "above" when asked
- **Day 2:** Student uses "below" or "friendly" appropriately during activities
- **Day 3:** Student writes 1+ sentences using at least 2 vocabulary words correctly
- **Day 4:** Student participates in problem-solving using vocabulary (scared, friendly, share, problem)
- **Day 5:** Student demonstrates 4+ vocabulary words and completes assessment sentences

End-of-Week Documentation:

Simple Portfolio Collection:

- Day 3 writing sample
- Day 5 assessment completion
- Photo of student demonstrating vocabulary actions

Observable Success Indicators:

- Uses vocabulary words correctly in context (not just repeating definitions)
- Explains that Fred and Billy's feelings changed through the story
- Applies friendship problem-solving to classroom situations
- Participates actively in movement and discussion activities

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Comprehensive Differentiation

For Students Needing Extra Support:

Vocabulary Support:

- Large picture cards for all 6 words with clear visual representations
- Reduced expectation: focus on 4 core words (scared, friendly, above, below)
- Hand-over-hand support for actions and gestures

Writing Support:

- Pre-written sentence beginnings: "Fred felt scared when..."
- Option to dictate sentences to teacher or aide
- Allow drawing + 1-2 key words instead of complete sentences
- Extended time with individual support

Math Support:

- Use larger, easier-to-handle manipulatives
- Start with problems within 5 instead of 10
- Provide visual number line for reference
- Allow peer partner assistance

For Advanced Learners:

Extensions:

- Write 4+ sentences about the story
- Create new friendship scenarios for class to solve
- Illustrate vocabulary words for classroom word wall

- Read story sections aloud to struggling classmates

Challenge Activities:

- Connect Fred's story to other friendship books
- Write letters to Fred and Billy giving advice
- Create comic strips showing problem-solving steps

For English Language Learners:

Enhanced Language Support:

- Visual vocabulary cards with native language labels when possible
- Gesture and movement practice before verbal requirements
- Bilingual buddy support if available
- Accept drawing + English vocabulary labels for written work
- Pre-teach vocabulary with visuals and actions 24 hours before lessons

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Detailed Practical Implementation

Materials Management Protocols:

Daily Setup (3-4 minutes):

- **Day 1:** Post vocabulary cards at student eye level, organize emotion cards by teacher
- **Day 2:** Place manipulative containers on tables with lids on, post spatial vocabulary
- **Day 3:** Prepare writing materials in individual baskets, create sentence frame examples on board
- **Day 4:** Set up problem-solving area with props, organize manipulatives for easy access
- **Day 5:** Prepare assessment materials, set up sharing circle area

Material Distribution:

- Use "table captains" to distribute materials
- Clear signals: "Materials out" (remove lids) and "Materials away" (replace lids)

- Color-coded containers for different activities

Behavior Management for First Grade:

Attention and Engagement:

- Use consistent signal: "If you can hear me, clap once" (students respond)
- Visual timer for all activities so students can see time remaining
- Movement breaks built into every lesson

Writing Support:

- Quiet instrumental music during writing time
- "Help me" cards students can place on desks
- Teacher circulates every 2 minutes to check progress

Math Activity Management:

- Clear workspace expectations: "Manipulatives stay on your desk"
- Practice procedures: "Show me how to count carefully"
- Partner roles: "Counter" and "Checker"

Time Management Strategies:

- **2-minute warnings** before all transitions
- **Flexible pacing:** Activities can extend 2-3 minutes if students are productively engaged
- **Early finisher activities:** Vocabulary picture cards, friendship books, or drawing
- **Catch-up time:** If lessons run long, use next day's opening to complete activities

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Home-School Connection

Enhanced Family Communication: "This week we read about Fred the monster and Billy the boy who learned to solve problems by talking and sharing. We practiced 6 important words: scared, friendly, above, below, share, and problem. Ask your child to show you the actions for each word and tell you how Fred and Billy became friends. Try using these words at home when solving everyday problems."

Specific Family Activities:

- Practice spatial words during daily routines: "Put your backpack below the coat hook"
- Use problem-solving vocabulary during conflicts: "What's the problem? How can we solve it?"
- Play "Fred and Billy" dramatic play, acting out the story together
- Look for examples of sharing and friendship in your family

Weekly Vocabulary Challenge: "See how many times your child can use the story words at home this week! Celebrate each time you hear: scared, friendly, above, below, share, or problem."

This comprehensive first-grade lesson plan addresses all timing concerns, provides appropriate developmental scaffolding, and includes comprehensive implementation guidance. The extended writing time, simplified math integration, and detailed behavior management protocols ensure successful classroom implementation while maintaining appropriate academic challenge for 6-7 year olds.