Kindergarten 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 help kindergarten students (ages 5-6) learn spatial concepts, explore sounds, and understand friendship through story-connected activities. The plan balances academic learning with play-based exploration appropriate for kindergarten developmental needs.

Learning Objectives

Achievable Goals for 5-6 Year Olds:

- Students will demonstrate understanding of "above" and "below" through physical actions
- Students will participate in creating sound patterns like Billy's walking
- Students will identify Fred and Billy as friends who help each other
- Students will count objects 1-5 using concrete materials

Materials Needed

- "The Stomp-Clomp-Clump Monster Above the Bed" book
- Small table or sturdy box (to represent "bed")
- 20 small manipulatives in clear containers (blocks, counting bears, or small toys)
- Large paper and thick crayons/markers
- Simple rhythm instrument (drum, wood blocks, or clapping sticks)
- Chart paper and markers
- Visual cue cards for "above" and "below"

Vocabulary Focus

3 Story-Connected Words (manageable for kindergarten):

- **above** (where Billy lives - point up and demonstrate with table)
- **below** (where Fred lives - point down and demonstrate under table)
- **friend** (what Fred and Billy become - smile, wave, and hug gesture)

Connection to Kindergarten Standards

- **Math:** Spatial relationships, counting 1-5, basic number recognition
- **Reading:** Story comprehension, character identification, listening skills
- **Social-Emotional:** Friendship skills, cooperation, emotional recognition

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Day 1: Meet Fred and Billy (10 minutes total)

Story Introduction with Movement (6 minutes)

1. "Today we meet Fred the monster and Billy the boy!" (Show book cover)
2. Read story with clear expression, emphasizing sounds
3. **Introduce vocabulary through story with actions:**
    - Point UP when reading about Billy: "Billy lives ABOVE the bed"
    - Point DOWN when reading about Fred: "Fred lives BELOW the bed"
4. Make "STOMP-CLOMP-CLUMP" sounds together like Billy walking
5. "Fred was scared, but he learns Billy wants to be his FRIEND!"

Set Up Fred and Billy's Home (4 minutes)

1. Place table in center: "This is like Billy's bed in our story"
2. **Demonstrate clearly:** "Fred lives BELOW" (crouch under table), "Billy lives ABOVE" (stand on chair safely with teacher support)
3. **Simple practice:** "Everyone point where Fred lives" (children point down), "Everyone point where Billy lives" (children point up)
4. Have 2-3 children take turns placing one toy "where Fred lives" and one toy "where Billy lives"
5. Connect back to story: "Just like Fred and Billy in our book!"

Day 2: Billy's Sounds and Simple Counting (11 minutes total)

Sound Pattern Practice (4 minutes)

1. "Remember Billy's sounds that Fred heard?"

2. Practice rhythm together: STOMP-CLOMP-CLUMP (clap or use instrument)
3. Try loud like Billy walking, then quiet like Fred wants
4. "Billy didn't know Fred could hear him!"
5. Children take turns creating the rhythm pattern

Simplified Counting Practice (7 minutes)

Materials Setup: Teacher controls all materials, children observe and participate from seats

Basic Counting Without Addition (4 minutes):

1. Using table setup: "Let's count Fred's things and Billy's things"
2. Place 2 toys below table: "Count Fred's toys: 1, 2"
3. Place 3 toys above table: "Count Billy's toys: 1, 2, 3"
4. **Focus on individual counting:** "Fred has 2 toys. Billy has 3 toys."
5. Children practice: "Fred has ___ toys below, Billy has ___ toys above"

Spatial Vocabulary Practice (3 minutes):

1. "Put your hands ABOVE your head" (children demonstrate)
2. "Put your hands BELOW your chin" (children demonstrate)
3. **Use visual cue cards** to support understanding
4. Practice with classroom objects: "The clock is ABOVE the board"

Day 3: From Scared to Friends (14 minutes total)

Story Review with Actions (4 minutes)

1. "Let's remember what happened to Fred and Billy"
2. Act out the story progression:
    - "First Fred was scared" (make worried face)
    - "Billy was scared too" (make surprised face)
    - "Then they met" (wave hello)

    - "Now they're friends!" (smile and give air hugs)
3. "How do you make friends?" (Listen to 2-3 student responses)

Extended Drawing Activity (10 minutes)

Enhanced Support for Kindergarten Fine Motor Skills:

Pre-Drawing Preparation (3 minutes):

- Show simple example: two circles (one above line, one below line)
- "Fred is below, Billy is above, and they're friends"
- Provide large paper and thick crayons for easier handling

Individual Drawing Time (7 minutes):

1. "Draw Fred below and Billy above, being friends"
2. **Multiple drawing options:**
    - Basic shapes (circles, stick figures)
    - Scribbles with verbal explanation
    - Traceable templates for struggling students
3. **Teacher circulation:** Individual support every 2 minutes
4. **Write children's words:** Accept any verbal description - "Fred," "friends," "below"
5. **Celebrate all attempts:** "Tell me about your picture"

Day 4: Play Like Fred and Billy (10 minutes total)

Movement Like Story Characters (5 minutes)

1. "Let's move like Fred and Billy!"
2. **Clear, safe movement directions:**
    - "Show me ABOVE like Billy lives!" (Reach up high, gentle stretching)
    - "Show me BELOW like Fred lives!" (Safe crouching, hands on floor)
    - "Walk like Billy!" (Gentle marching around safe space)
    - "Move quiet like Fred!" (Careful tiptoeing)

- "Move like friends together!" (Partner activities - side by side walking)

Structured Play with Story Setup (5 minutes)

Managed Free Play with Clear Boundaries:

Setup and Expectations (1 minute):

- Divide class into 3 groups of 6-8 children
- Each group gets small box and 6 toys
- Clear rule: "Toys stay with your group"

Guided Play (4 minutes):

1. "Play the Fred and Billy story with your toys"
2. **Teacher rotates between groups:** "Where does Fred live? Where does Billy live?"
3. **Listen for vocabulary use:** above, below, friend
4. **Encourage simple storytelling:** "What are Fred and Billy doing?"
5. **Clean-up signal:** Music plays = toys back in boxes

Day 5: Celebrate Our Story (9 minutes total)

Story Memory Review (4 minutes)

1. Look through book pictures together
2. **Simple recall with visual support:**
    - "Where does Fred live?" (Point to picture, children say "below")
    - "Where does Billy live?" (Point to picture, children say "above")
    - "Are Fred and Billy friends?" (Yes!)
3. Make STOMP-CLOMP-CLUMP sounds one final time
4. "What do you remember about Fred and Billy?"

Extended Sharing Time (5 minutes)

Structured Sharing with Adequate Time:

Drawing Celebration (3 minutes):

- Children hold up their drawings from Day 3
- **Simple sharing:** Each child says one word about their picture
- **Teacher support:** "I see Fred below and Billy above!"
- **Group celebration:** Clap for each picture

Movement Review (2 minutes):

- "Show me ABOVE!" (children reach up)
- "Show me BELOW!" (children point down)
- "Show me FRIEND!" (children smile and wave)
- **Final connection:** "You can be good friends like Fred and Billy!"

Developmentally Appropriate Assessment

Observable Understanding During Natural Activities:

Spatial Concepts (Concrete Evidence):

- Child points up when asked "Where does Billy live?"
- Child points down when asked "Where does Fred live?"
- Child follows simple directions: "Put your hands above your head"

Story Comprehension (Age-Appropriate):

- Child identifies Fred and Billy by name or description
- Child knows they become friends (doesn't need to explain how)
- Child participates in story sounds and actions

Mathematical Thinking (Concrete Skills):

- Child counts objects 1-5 with one-to-one correspondence
- Child uses spatial vocabulary ("above," "below") with physical demonstration
- Child participates in number activities using manipulatives

Natural Assessment Methods:

During Daily Activities:

- **Photo documentation:** Children demonstrating above/below actions
- **Quick notes:** "Sam correctly pointed where Fred lives"
- **Observe participation:** Engagement in story sounds and movements
- **Listen during play:** Use of character names or vocabulary

Simple Documentation:

- Keep children's drawings with their verbal explanations
- Note which children consistently respond to spatial directions
- Document participation rather than mastery

Enhanced Kindergarten-Specific Adaptations

Realistic Time Structure:

- **Daily lessons:** 9-14 minutes (appropriate for kindergarten attention spans)
- **Longest activity:** 10 minutes with built-in movement
- **Total week:** 54 minutes across 5 days
- **Buffer time:** 2-3 minutes built into each lesson

Concrete Learning Approach:

- **Physical demonstration** for all vocabulary
- **Hands-on materials** for counting activities
- **Movement integration** in every lesson
- **Visual supports** (cue cards, pictures) for vocabulary

Play-Based Learning:

- **Story reenactment** through movement and play
- **Dramatic play opportunities** with toys and props
- **Social interaction** through partner activities
- **Choice within structure** for drawing and play activities

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Comprehensive Differentiation

For Students Needing Support:

Vocabulary:

- Large visual cue cards with pictures and gestures
- Hand-over-hand support for spatial movements
- Accept pointing or gesture responses instead of verbal
- Extra practice time with individual teacher support

Fine Motor Support:

- Larger drawing materials (thick crayons, markers)
- Traceable templates or stencils available
- Accept any mark-making with verbal explanation
- Option to work with aide or partner

Participation Support:

- Allow observation before participation
- Provide calming space if overstimulated
- Accept partial participation (watching others)
- Use peer buddy system for encouragement

For Advanced Learners:

Extensions:

- Count objects 6-10 instead of 1-5
- Create new Fred and Billy adventures verbally
- Help classmates during activities (peer teaching)
- Attempt letter writing: "F" for Fred, "B" for Billy

Leadership Opportunities:

- Demonstrate spatial concepts for class
- Lead story sound-making activities

- Help distribute and collect materials
- Share drawings and stories with confidence

For English Language Learners:

Language Support:

- Visual vocabulary cards with pictures
- Gesture and movement before verbal expectations
- Peer partner who speaks same language when possible
- Accept home language responses initially
- Use familiar objects for spatial concept practice

Detailed Behavior Management

Materials Management for Kindergarten:

Setup Protocols:

- All materials prepared in labeled containers before class
- Teacher distributes materials to avoid chaos
- Clear signals: "Materials out" (teacher gives), "Materials away" (children return)
- One material at a time to prevent overwhelm

Transition Strategies:

- **Visual schedule** showing day's activities
- **Warning signals:** "In 2 minutes we'll clean up"
- **Attention getter:** "If you can hear me, touch your nose" (students respond)
- **Movement breaks** between sitting activities

Engagement Strategies:

Active Participation:

- Every child has role in each activity (pointing, counting, moving)
- **Turn-taking system** for individual demonstrations

- **Positive reinforcement:** "I see Emma pointing up for above!"
- **Group responses** rather than individual pressure

Success Indicators:

- Children participate eagerly in story sounds
- Children follow simple spatial directions
- Children use character names during play
- Children demonstrate friendly behaviors with classmates
- Children show excitement about the story

Home Connection

Enhanced Family Note: "This week we read about Fred the monster and Billy the boy. They live in the same room - Fred lives below the bed and Billy lives above the bed. At first they were both scared, but they became friends by being kind to each other. We practiced the words 'above,' 'below,' and 'friend.' Ask your child to show you: Where does Fred live? Where does Billy live? How can we be good friends?"

Family Activities:

- Practice spatial words during daily routines: "Put your shoes below the coat hook"
- Make STOMP-CLOMP-CLUMP sounds together while walking
- Point out friendship behaviors: "You're being a good friend by sharing"
- Read the story together at home for additional practice

Simple Home Practice: "During the week, practice pointing 'above' and 'below' with things around your house. Celebrate when your child remembers the words!"

This comprehensive kindergarten lesson plan provides realistic timing, appropriate developmental expectations, and comprehensive support for 5-6 year old learners. The focus on concrete demonstration rather than abstract understanding ensures successful engagement with your story's themes while building essential spatial vocabulary and friendship concepts.