Pre-K 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 Pre-K students (ages 4-5) explore basic concepts through sensory play, movement, and story enjoyment. The focus is on joyful engagement rather than skill mastery.

Learning Objectives

Simple Goals for 4-5 Year Olds:

- Students will enjoy the story and remember Fred the monster's name
- Students will demonstrate understanding of "up" and "down" through movement
- Students will participate in making loud and quiet sounds
- Students will understand that monsters can be nice friends

Materials Needed

- "The Stomp-Clomp-Clump Monster Above the Bed" book
- Soft blanket (large enough for safe group activity)
- Large floor pillow or cushion
- Simple rhythm instrument (drum, tambourine, or wooden blocks)

Vocabulary Focus

Only 2 Essential Words (realistic for Pre-K):

- **up** (demonstrate by pointing up)
- **down** (demonstrate by pointing down)

Safety Considerations

- Blanket activities require close supervision with maximum 4 children at a time
- Ensure adequate space for movement activities
- Have designated "quiet space" for children who become overstimulated

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Day 1: Meet Nice Monster Fred (6 minutes total)

Story Time with Simple Actions (4 minutes)

1. "Look! A monster story, but this monster is NICE!" (Show book cover)
2. Read story with enthusiastic voice for "STOMP-CLOMP-CLUMP" sounds
3. When you say "STOMP-CLOMP-CLUMP" - children stomp their feet
4. When story mentions Fred being scared - make gentle "scared" face
5. "Fred is a NICE monster who wants to be friends!"

Up and Down Movement (2 minutes)

1. "Fred lives DOWN under the bed" (everyone crouch down)
2. "Billy lives UP on the bed" (everyone reach up high)
3. Simple call and response: Teacher says "UP!" - children reach up
4. Teacher says "DOWN!" - children crouch down
5. "Good! You know where Fred and Billy live!"

Day 2: Story Sounds (5 minutes total)

Remember Our Story (2 minutes)

1. "Who remembers Fred the monster?" (Wait for responses)
2. "Was Fred scary or nice?" (Nice!)
3. "Let's make the sounds from our story!"

Sound Play with Instrument (3 minutes)

1. "Billy made LOUD sounds like this!" (Demonstrate with instrument)
2. Children take turns making loud sounds
3. "Fred wanted quiet sounds like this!" (Demonstrate soft tapping)
4. Children take turns making quiet sounds
5. "Both kinds of sounds are okay when we're being friends!"

Day 3: Up and Down Friends (7 minutes total)

Blanket Activity - "Fred's Home" (4 minutes)

Safety Protocol: Maximum 4 children under blanket at once, with teacher holding blanket edges

1. Hold blanket up: "Let's visit Fred's home under the bed!"
2. Children take turns crawling under (small groups)
3. While under blanket: "Hi Fred! You're a nice monster!"
4. "Fred lives DOWN here, and it's cozy!"

Position Practice with Pillow (3 minutes)

1. Place large pillow on floor: "This is like Billy's bed"
2. "Show me UP on the bed!" (Children stand on/near pillow)
3. "Show me DOWN under the bed!" (Children sit beside pillow)
4. Let children practice: "Where does Fred live? Where does Billy live?"

Day 4: Nice Monster Dance (5 minutes total)

Gentle Movement Story (3 minutes)

1. "Let's move like our story friends!"
2. "Reach UP high like Billy!" (Arms up, gentle stretching)
3. "Crouch DOWN low like Fred!" (Safe crouching, not crawling)
4. "Make happy faces like when they became friends!" (Smile and wave)
5. "Give friend hugs!" (Children hug themselves or each other if comfortable)

Practice Our Words (2 minutes)

1. "Show me UP!" (Reach toward ceiling)
2. "Show me DOWN!" (Point to floor)
3. "Is Fred UP or DOWN?" (DOWN!)
4. "Is Billy UP or DOWN?" (UP!)
5. "Are Fred and Billy friends?" (YES!)

Day 5: Story Celebration (4 minutes total)

Remember Fred and Billy (2 minutes)

1. Show favorite book pictures
2. "Fred lives DOWN under the bed. Billy lives UP on the bed."
3. "They became friends! Fred is nice!"
4. Make "STOMP-CLOMP-CLUMP" sounds together one more time

Show What We Know (2 minutes)

1. "Show me UP!" (Children reach up)
2. "Show me DOWN!" (Children point down)
3. "Fred is a nice monster!" (Smile and wave)
4. Group hug or gentle celebration
5. "We learned about Fred the nice monster!"

Assessment for Ages 4-5

What to Watch For:

Engagement Indicators:

- Child smiles or shows interest during story time
- Child participates in movement activities willingly
- Child responds to "up" and "down" directions consistently
- Child remembers Fred is the monster's name

Observable Behaviors for "Understanding":

- **Movement Response:** Child reaches up when teacher says "up" and points down for "down"
- **Story Memory:** Child can identify Fred as the monster or remembers he's "nice"
- **Participation:** Child joins in making story sounds or movements
- **Social Connection:** Child engages positively with peers during activities

Documentation Method:

- **Quick Notes:** "Emma remembered Fred's name" or "Sam showed up/down correctly"
- **Photo Evidence:** Pictures of children participating in blanket or movement activities
- **Focus on Joy:** Document smiles, engagement, and willingness to participate

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Pre-K Specific Adaptations

Ultra-Short Time Blocks:

- **Daily lessons:** 4-7 minutes total (realistic for attention spans)
- **Single activity focus:** One main activity per day
- **Total week:** 27 minutes across 5 days

Movement and Sensory Focus:

- **Physical engagement:** Every lesson includes movement
- **Concrete actions:** All learning through body movement and touch
- **Simple repetition:** Same concepts practiced through different activities
- **Immediate response:** No waiting or complex instructions

Minimal Vocabulary Load:

- **Only 2 words:** "up" and "down" with constant repetition
- **Physical demonstration:** Every word taught through movement
- **No abstract concepts:** Everything visible and actionable

Play-Based Learning:

- **Natural exploration:** Children learn through play, not instruction
- **Imitation focus:** Children copy teacher actions
- **Sensory experiences:** Touch, movement, and sound over thinking
- **Celebration over mastery:** Joy and participation prioritized

Realistic Pre-K Expectations:

- **Story enjoyment:** Children like the story and remember basic elements
- **Movement understanding:** Can follow simple "up/down" directions
- **Social participation:** Engages with others during group activities
- **Basic memory:** Remembers Fred is a nice monster

Behavior Management for Pre-K

Success Strategies:

- **Clear, simple directions:** "Show me up!" rather than complex explanations
- **Immediate praise:** "Good reaching!" or "Nice listening!"
- **Movement breaks:** Built into every activity
- **Flexible participation:** Children can watch if not ready to participate

Overstimulation Prevention:

- **Calm voice:** Keep excitement controlled to prevent chaos
- **Small groups:** Limit blanket activity to 4 children maximum
- **Quiet option:** Allow children to sit and watch when needed
- **Short duration:** End activities before children lose interest

This comprehensive Pre-K lesson plan respects the developmental reality of 4-5 year olds: very brief attention spans, need for constant movement, concrete learning through physical action, and focus on joy and social connection rather than academic skill mastery. The plan is designed for successful implementation in real Pre-K classrooms.