Second 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 engage second-grade students (ages 7-8) in character analysis, basic problem-solving, and friendship development through manageable, focused activities that balance academic learning with social-emotional growth.

Learning Objectives

Reading & Language Arts

- Students will identify character feelings and explain reasons using text evidence
- Students will retell story events in sequence
- Students will write complete sentences about friendship using vocabulary words
- Students will use story vocabulary in context

Mathematics

- Students will solve addition and subtraction problems within 20 using manipulatives
- Students will practice spatial concepts (above, below) with concrete objects
- Students will collect and organize simple data using tally marks

Social-Emotional Learning

- Students will identify their own and others' feelings
- Students will practice basic conflict resolution strategies
- Students will understand that people can change their minds with new information

Materials Needed

Core Materials

- "The Stomp-Clomp-Clump Monster Above the Bed" by J.W. Zarek
- Chart paper and markers
- Student notebooks or writing paper

- 30 small manipulatives (counting bears, blocks, or beans)

Activity Materials

- 4 small containers for sound exploration
- Rice or small beans for sound-making
- 2-3 pieces of soft fabric or cotton balls
- Simple emotion cards (happy, scared, surprised, worried)

Vocabulary Focus

6 Core Words (reduced for better retention):

- **scared** (feeling afraid)
- **curious** (wanting to find out more)
- **friendly** (kind and nice)
- **above** (higher than)
- **below** (lower than)
- **solution** (answer to a problem)

Standards Alignment

- **CCSS.ELA-LITERACY.RL.2.1:** Ask and answer questions using story details
- **CCSS.ELA-LITERACY.RL.2.3:** Describe how characters respond to events
- **CCSS.MATH.CONTENT.2.OA.A.1:** Add and subtract within 20
- **SEL:** Responsible decision-making and relationship skills

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Day 1: Meet Fred and Billy (20 minutes total)

Story Introduction (5 minutes)

1. Show book cover: "This story is about a monster who gets scared!"
2. **Introduce 2 vocabulary words:**
    - **Scared** (make worried face, hug arms)
    - **Above** (point to ceiling, reach up)

3. **Prediction question:** "What do you think might scare a monster?"
4. Listen to 3-4 quick student responses

Read-Aloud with Stops (10 minutes)

1. Read first part of story (through Fred hearing Billy's sounds)
2. **Strategic discussion stops:**
    - "How does Fred feel when he hears the sounds?" (Show scared emotion card)
    - "Where does Billy live compared to Fred?" (Review "above")
    - "What would you do if you were Fred?"
3. Use emotion cards to help students identify feelings

Character Chart Creation (5 minutes)

1. Create simple chart: "Fred" | "Billy"
2. Under Fred: "lives below the bed" and "feels scared"
3. Under Billy: "lives above the bed" and "makes loud sounds"
4. **Use vocabulary:** "Fred feels SCARED of sounds from ABOVE"
5. Preview: "Tomorrow we'll see what Fred decides to do!"

Day 2: Fred Investigates (22 minutes total)

Vocabulary Review and New Words (4 minutes)

1. Quick review: scared (worried face), above (point up)
2. **Introduce 2 new words:**
    - **Curious** (scratch head thoughtfully)
    - **Below** (point down, crouch)
3. Connect to story: "Fred gets CURIOUS about the sounds"

Continue Reading (8 minutes)

1. Read middle section (Fred's investigation and meeting Billy)

2. **Discussion questions:**
    - "Why does Fred decide to investigate?"
    - "How do both characters feel when they first meet?"
    - "What does Fred learn about Billy?"
3. Update character chart with new information

Controlled Sound Exploration (10 minutes)

Teacher-Led Demonstration with Clear Protocols:

Setup and Expectations (2 minutes):

- All materials stay at teacher's desk
- Students remain in seats unless called to participate
- Observers use "quiet listening voices" to share what they notice

Sound Testing (5 minutes):

- Teacher demonstrates with 4 containers and different materials
- Call 4 students to front, each tests one material while others observe
- Class records findings together: "Loud sounds: coins" "Quiet sounds: cotton"

Sound Dampening Test (3 minutes):

- Teacher tests 2 soft materials for making sounds quieter
- Students predict which will work better, then observe results
- **Connect to story:** "How might this help Fred and Billy understand each other?"

Day 3: Problem-Solving Friends (24 minutes total)

Morning Review (4 minutes)

1. Review: scared, curious, above, below
2. **Introduce 2 final words:**
    - **Friendly** (smile and wave)
    - **Solution** (lightbulb gesture, snap fingers)

3. Preview: "Today Fred and Billy find a SOLUTION and become FRIENDLY"

Complete Story Reading (8 minutes)

1. Read final section (Fred and Billy becoming friends)
2. **Key discussion questions:**
    - "How do Fred and Billy solve their problem?"
    - "What solution do they find?"
    - "How do they show they're friendly to each other?"

Extended Writing Activity (12 minutes)

Structured Writing with Enhanced Support:

Pre-Writing Organization (4 minutes):

- Review story sequence using pictures: scared → curious → friendly
- Practice vocabulary words with actions before writing
- Show completed example: "At first Fred was scared because he heard loud sounds."

Writing Time (8 minutes):

1. **Prompt:** "How did Fred and Billy become friends?"
2. **Sentence starters provided:**
    - "At first Fred was _____ because _____."
    - "Then Fred became _____ and decided to _____."
    - "Fred and Billy found a _____ by _____."
3. **Word bank visible:** scared, curious, friendly, above, below, solution, talking, sharing, listening
4. **Realistic expectation:** 2-3 sentences with simple illustration
5. **Teacher support:** Circulate, help students choose words, provide individual encouragement

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Day 4: Real-World Applications (23 minutes total)

Story Review Through Actions (5 minutes)

1. **Movement vocabulary review:**
    - "Show me SCARED" (worried face)
    - "Show me CURIOUS" (look around with interest)
    - "Show me FRIENDLY" (smile and wave)
    - "Show me ABOVE" (reach up)
    - "Show me BELOW" (point down)
2. "Act out finding a SOLUTION" (lightbulb moment, snap fingers)

Enhanced Problem-Solving Practice (10 minutes)

Structured Application with Deeper Engagement:

Scenario Introduction (3 minutes): Present relatable scenario: "Maya and Sam both want to sit in the special reading chair during story time"

Guided Problem-Solving (4 minutes):

- "What's the problem?" (Both want the same thing)
- "How might Maya feel?" (Disappointed, maybe scared she won't get a turn)
- "How might Sam feel?" (Same feelings)
- "What SOLUTION could they find?" (Taking turns, sharing time, finding another solution)

Partner Practice (3 minutes): Students work in pairs to practice the solution they chose

- Use vocabulary words in their discussion
- Each pair demonstrates their solution for the class

Simplified Math Integration (8 minutes)

Concrete Story-Connected Problems:

Problem 1 (4 minutes): "Fred found 6 dust bunnies below his bed. Billy found 4 toys above his bed. How many things did they find together?"

- Use manipulatives for all students
- Count out 6 objects, then 4 objects, then combine
- Practice vocabulary: "The items BELOW plus the items ABOVE equals..."

Problem 2 (4 minutes): "Fred has 8 buttons on his shirt. 3 buttons fall off. How many buttons are left?"

- Use concrete materials for subtraction
- Connect to story: "Sometimes we lose things, but we can count what we still have"
- Visual representation with manipulatives

Day 5: Celebrate Learning (20 minutes total)

Vocabulary Game (5 minutes)

1. **"Vocabulary Actions":** Teacher says word, students do action
2. **"Word Hunt":** Students find vocabulary words as teacher flips through book
3. **Celebration:** "We learned 6 important words this week!"

Extended Sharing Time (10 minutes)

Structured Sharing Rotation:

Story Retelling (4 minutes):

- 3 volunteers retell story using vocabulary words
- Class helps fill in missing parts
- Use pictures to support retelling

Writing Sharing (4 minutes):

- Students read their Day 3 sentences in pairs first
- 3 students share with whole class
- Celebrate vocabulary use with applause

Solution Demonstration (2 minutes):

- Pairs demonstrate their problem-solving strategies from Day 4
- Class identifies which vocabulary words they heard

Assessment and Reflection (5 minutes)

Clear Assessment Option:

Vocabulary Application Assessment: Individual students complete simple sentences:

- "Fred was _____ at first but became _____ at the end"
- "The solution Fred and Billy found was _____"
- "When friends have problems, they can _____"

Class Reflection: "What's the most important thing Fred and Billy taught us?"

Enhanced Assessment Plan

Daily Evidence Collection (specific criteria):

- **Day 1:** Student correctly identifies "scared" emotion and uses "above" in context
- **Day 2:** Student uses "curious" or "below" appropriately during discussions
- **Day 3:** Student writes 2+ sentences using at least 2 vocabulary words correctly
- **Day 4:** Student participates in problem-solving using story vocabulary
- **Day 5:** Student completes assessment sentences using 3+ vocabulary words accurately

End-of-Week Documentation:

Portfolio Collection:

- Day 3 writing sample showing vocabulary use
- Day 5 assessment sentences
- Photo of student participating in problem-solving demonstration

Observable Behaviors for Success:

- Uses 4+ vocabulary words correctly in context
- Retells story sequence including character feelings
- Applies Fred and Billy's problem-solving approach to classroom situations
- Demonstrates understanding that characters' feelings can change

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Differentiation for Diverse Learners

For Students Needing Support:

Vocabulary:

- Picture cards for all 6 words with clear visual representations
- Reduced expectation: focus on 4 core words (scared, friendly, above, below)
- Color-coded word bank with pictures

Writing Support:

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

Math Support:

- Start with smaller numbers (within 10)
- Use larger manipulatives for easier handling
- Provide step-by-step visual guides
- Allow partner support during problem-solving

For Advanced Learners:

Extensions:

- Write additional sentences about character feelings
- Create new problem scenarios for Fred and Billy
- Lead vocabulary games with classmates
- Illustrate vocabulary words for class word wall

Challenge Activities:

- Connect Fred's story to other books about friendship
- Write alternative endings to the story
- Teach vocabulary words to kindergarten students

For English Language Learners:

Enhanced Support:

- Visual vocabulary cards with pictures and native language translations when possible
- Gesture and movement practice for all vocabulary before verbal use
- Bilingual partner support when available
- Accept drawing + key English words for all written responses
- Pre-teach vocabulary with visuals 24 hours before lesson

Practical Implementation

Enhanced Daily Setup (3-4 minutes):

- **Day 1:** Pre-draw character chart, organize emotion cards by desk
- **Day 2:** Set sound materials at teacher desk only, post vocabulary cards
- **Day 3:** Prepare writing materials, create example sentence on board
- **Day 4:** Place manipulatives in small containers on tables, write scenarios on chart paper
- **Day 5:** Organize assessment materials, prepare sharing area

Behavior Management Protocols:

Sound Exploration Guidelines:

- Students raise hands to volunteer for participation
- Clear signal (bell or clap) for attention during demonstrations
- Designated "observation jobs" for non-participating students

Writing Support:

- Quiet background music during writing time
- Teacher availability for individual conferences
- "Help cards" students can place on desks when they need assistance

Time Management Strategies:

- **Visual timer** for all activities to help students anticipate transitions

- **2-minute warnings** before activity changes
- **Flexible pacing:** Activities can extend 2-3 minutes if students are productively engaged
- **Early finisher activities:** Vocabulary review games or picture books about friendship

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Home Connection

Enhanced Family Note: "This week we read about Fred the monster and Billy the boy who learned to solve problems together by talking and sharing. We practiced important words: scared, curious, friendly, above, below, and solution. Ask your child to show you the actions for each word and tell you how Fred's feelings changed in the story. Try using Fred and Billy's problem-solving method at home: talk about the problem, listen to each other, and work together to find a solution."

Specific Family Activities:

- Practice spatial words (above/below) during daily routines: "Put your shoes below the coat hook"
- Use problem-solving vocabulary during sibling conflicts: "What solution can you find?"
- Read other friendship books and compare to Fred and Billy's story

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This comprehensive second-grade lesson plan addresses timing issues, provides concrete learning experiences, and includes specific implementation guidance. The enhanced writing time, simplified math integration, and detailed behavior management protocols ensure successful classroom implementation while maintaining appropriate academic challenge for 7-8 year olds.