LESSON PLAN

Grade:First Grade (Ages 6-7)

Lesson:Sound Patterns and Phonics: Exploring Story Sounds and Letter-Sound Connections

Book: The Stomp-Clomp-Clump Monster Above the Bed by J.W. Zarek

Learning Objectives

At the end of this lesson, students will be able to:

1. Identify and analyze the story's sound effects and their patterns (e.g., repeating consonants in "STOMP-CLOMP-CLUMP").
2. Practice consonant blends (e.g., /st/, /cl/, /sq/) through sound segmentation and blending activities.
3. Demonstrate letter-sound correspondence by matching sounds to letters in onomatopoeic words.
4. Engage in phonemic awareness by manipulating sounds (e.g., changing initial sounds in words like "stomp" to "clomp").
5. Create their own onomatopoeia inspired by the story and illustrate it.
6. Connect sound patterns to reading fluency by reading story excerpts with expression.
7. Use new phonics vocabulary (e.g., blend, onomatopoeia, sound effect) in discussions.

Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. Sound effect cards (printed with "STOMP-CLOMP-CLUMP," "SQUEAK-SQUEAK-SQUEAK," "ZZZZZZzzzzzz")
3. Consonant blend chart with pictures (e.g., stamp for /st/)
4. Manipulative letters or magnetic letters for blending activities
5. Paper and crayons/markers
6. Rhythm instruments (e.g., drums, shakers) for sound creation
7. Visual schedule cards showing each activity (e.g., pictures for reading, blending, creating)

Vocabulary Focus

1. Blend
2. Onomatopoeia
3. Sound effect
4. Stomp
5. Clomp
6. Squeak
7. Buzz

Lesson Procedure

Opening Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, Today, we'll explore the fun sounds in our monster story!
Show the book cover and ask, What sounds do you hear at night? Our story has 'STOMP-CLOMP-CLUMP'!
Introduce vocabulary: These are sound effects—words that sound like what they mean, called onomatopoeia.

Read-Aloud & Sound Analysis (10 minutes)

Read the story, emphasizing sound effects (e.g., stomp feet for "STOMP-CLOMP-CLUMP," squeak softly for "SQUEAK-SQUEAK-SQUEAK," hum for "ZZZZZZzzzzzz"). Pause to analyze: What letters make the /st/ sound in 'stomp'? Let's blend: s-t, /st/.
Display sound effect cards and have students clap the syllables (e.g., stomp-clomp-clump: 3 claps).
Ask, How does the sound help us read with expression?

Consonant Blend Activities (10 minutes)

Say, Let's practice blending sounds like in the story!
Use the blend chart:

- Segment and blend words (e.g., s-t-o-m-p: /st/omp).
- Magnetic letters: Build "stomp," change to "clomp" (replace /st/ with /cl/).
- Group game: Call a blend (/sq/), students respond with words (squeak). Connect to story: "Fred hears squeaks—/sq/ like in squeak!"

Lesson Procedure

Phonemic Awareness & Onomatopoeia Creation (15 minutes)

Divide into small groups for hands-on:

- Manipulate sounds: Change "buzz" to "fuzz" (initial sound swap).
- Create onomatopoeia: Use instruments to make sounds (e.g., drum for stomp), invent words (e.g., "BOOM-BAM-BUMP").
- Draw and label: Illustrate their sound word (e.g., "ZZZZZZ for sleeping").

Guide with, What sound does the monster make? Let's blend the letters!

Reading Fluency Practice (5 minutes)

Reread a sound-heavy page chorally, adding expression: Read 'STOMP-CLOMP-CLUMP' loud like Billy walking!

Ask, How does expression make the story fun?

Assessment and Extension

Assessment

Observe if students identify and blend sounds during activities (e.g., /cl/ in "clomp").
Check onomatopoeia drawings for letter-sound matches (e.g., "S" for squeak).
Listen for vocabulary use (blend, onomatopoeia) in discussions.
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Extension

Create a class "Sound Story" book with student onomatopoeia.
Hunt for sound words in other books during reading time.
Practice blending at home with family noises.

Modifications for Different Learners

For Students Needing Additional Support

1. Provide pre-cut letters for blending.
2. Use visual cues for sounds (e.g., pictures for /st/).
3. Pair with a peer for creation activities.

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For Advanced Learners

1. Add digraphs (e.g., /ch/ in "chomp" variation).
2. Write a sentence with their onomatopoeia (e.g., The monster says ZZZZZZ.).
3. Lead a group in blending games.

For English Language Learners (ELLs)

1. Pair sounds with gestures (e.g., stomp feet for stomp).
2. Use bilingual sound cards if possible.
3. Allow verbal responses before writing.

For Kinesthetic Learners

1. Add body movements for blends (e.g., clap for /cl/).
2. Use instruments throughout activities.
3. Let them act out sound effects.