LESSON PLAN

Grade:Fourth Grade (Ages 9-10)

Lesson:Author's Craft and Purpose: How Writers Make Creative Choices

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. Define author's craft as intentional creative choices writers make to enhance stories.
2. Analyze specific author's craft elements in the book (character names, onomatopoeia, word choice, visual details, structure).
3. Create an "Author's Choices" analysis chart identifying decisions and their effects on readers.
4. Use craft vocabulary (author's craft, purpose, choice, onomatopoeia, adapt, copyright, detail) in discussions.
5. Practice one author's craft choice (naming a character, creating sound effects, or designing a unique detail) in their own writing.
6. Explain how author's craft, including adaptations like Pip the Domovoi, serves purposes such as engagement and copyright protection.

Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. "Author's Choices" analysis chart templates (columns: Craft Element, Example from Book, Purpose/Effect)
3. Vocabulary cards with definitions and gestures (author's craft, purpose, choice, onomatopoeia, adapt, copyright, detail)
4. Sticky notes for page references
5. Chart paper and markers (for class anchor chart)
6. Writing paper and pencils for student creation activity
7. Visual schedule cards showing each activity (e.g., pictures for reading, charting, creating)

Vocabulary Focus

1. Author's craft
2. Purpose
3. Choice
4. Onomatopoeia
5. Adapt
6. Copyright
7. Detail

Lesson Procedure

Vocabulary Introduction (3-5 minutes)

Introduce the 7 vocabulary words using cards

Author's craft: Special ways writers create stories; gesture: holding an imaginary pen; example: *The author uses craft like sound words to make the story exciting.*

Purpose: Reason why something is done; gesture: pointing to head (thinking); example: *The purpose of 'STOMP-CLOMP-CLUMP' is to show loud noises.*

Choice: Decision made on purpose; gesture: selecting between two hands; example: *The author's choice of names like Fred makes the monster friendly.*

Onomatopoeia: Words that sound like what they mean; gesture: clapping for sound; example: *'ZZZZZZzzzzzz' is onomatopoeia for sleeping.*

Adapt: Change something to fit better; gesture: reshaping hands; example: *The author adapts the domovoi myth for kids.*

Copyright: Protection for original work; gesture: locking motion; example: *Unique details like Pip's colors help with copyright.*

Detail: Small important part; gesture: pinching fingers (small); example: *The detail of Pip hiding adds fun.* Have students repeat with gestures and one story example

Lesson Procedure

Opening Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, *Today, we'll explore how the author makes creative choices to make the story better!*

Show the book cover and ask, *What choices might the author make?*

Introduce author's craft: *Writers choose words, names, and details on purpose to engage us.*

Read-Aloud & Craft Analysis (15 minutes

Read sections demonstrating the author's craft

- Pages 4-8: Fred's name (friendly instead of scary) and onomatopoeia STOMP-CLOMP-CLUMP (shows noise).
- Pages 12-16: Billy's confusion and word choice, like bumpity-bump (creates rhythm).
- Pages 20-24: Above/below structure (builds suspense) and visual details of Pip the Domovoi (hidden in illustrations as an adapted mythical creature for copyright).

Pause to ask: Why did the author choose 'STOMP-CLOMP-CLUMP'? (Purpose: To make sounds vivid.)

Use sticky notes to mark pages (e.g., Page 6 for onomatopoeia).

Highlight Pip: The author adapts a real myth for Pip, changing it for kids and copyright.

Author's Choices Analysis Chart (15 minutes)

Say, Let's chart the author's choices!

Distribute templates and model: Craft Element (onomatopoeia), Example (STOMP-CLOMP-CLUMP on Page 6), Purpose/Effect (Makes noise feel real, builds excitement).

Students fill in 2-3 more (e.g., Pip's unique design for copyright protection). Pairs discuss: "How does this choice affect the story?"

Lesson Procedure

Student Creation Activity (15 minutes)

Say, Now practice one author's craft!
Students choose ONE: name a character purposefully, create sound effects, or design a unique detail.
Model: My character 'Whisper the Ghost'—name shows it's quiet, not scary.
Students write a short description and illustrate (e.g., My monster 'Fuzzy Fred' has blue fur for copyright.").

Reflection & Sharing (5 minutes)

Gather and ask, How does author's craft make stories better? How can you use it in your writing?
Students share their creation with a partner.

Assessment and Extension

Assessment

1. Author's craft identification: Student correctly names at least 3 craft elements with page evidence.
2. Vocabulary use: Student uses at least 4 of 7 vocabulary words appropriately in chart or discussion.
3. Analysis chart: Student accurately explains purpose/effect for each element with story support.
4. Creation activity: Student demonstrates one craft choice with clear purpose explanation in description.

Extension

Hunt for craft in other books and add to a class chart.
Write a short story using their chosen craft.

Modifications for Different Learners

For Students Needing Additional Support

1. Provide pre-filled chart with one example.
2. Use visual gestures for vocabulary.
3. Pair with a peer for creation activity.

For Advanced Learners

1. Analyze two craft elements' combined effect.
2. Write a paragraph explaining a choice's purpose.
3. Lead a group in finding Pip in illustrations.

For English Language Learners (ELLs)

1. Pair vocabulary with gestures (e.g., writing motion for "craft").
2. Use bilingual examples if possible.
3. Allow illustrated responses for chart.

For Kinesthetic Learners

1. Act out sound effects for onomatopoeia.
2. Use body poses for structure (e.g., arms up for above).
3. Move to "hunt" for Pip in book pages.