LESSON PLAN

Grade: Kindergarten (Ages 5-6)

Lesson:Character Learning to Understand Feelings and Solve Problems Like Fred and Billy

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 Fred and Billy's emotions using story context, dialogue, and body language.
2. Demonstrate problem-solving steps
3. Use emotion cards and role-playing to practice recognizing and expressing feelings.
4. Connect the characters' problem-solving strategies to their own conflict resolution experiences.
5. Build and use emotional vocabulary
6. Participate in collaborative activities to apply problem-solving steps to simple scenarios.
7. Reflect on how communication and understanding help resolve conflicts, as shown in the story.

Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. Emotion cards with illustrations (scared, confused, curious, friendly, helpful, grateful)
3. Problem-solving step cards (identify problem, seek understanding, communicate, find solutions, celebrate)
4. Puppets or stick figures of Fred and Billy for role-playing
5. Chart paper and markers
6. Writing/drawing paper and crayons
7. Visual schedule cards showing each activity

Vocabulary Focus

1. Scared
2. Confused
3. Curious
4. Friendly
5. Helpful
6. Grateful

Lesson Procedure

Opening Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards.

Say, *Today, we'll learn about feelings and solving problems with Fred the monster and Billy the boy!*

Show the book cover and ask, *What might Fred feel about the noise above? Scared?*

Introduce vocabulary: We'll talk about being scared, confused, curious, friendly, helpful, and grateful.

Read-Aloud & Emotion Identification (10 minutes)

Read sections highlighting emotions: Fred's fear of Billy's stomps (Pages 4-8), Billy's confusion about the noises (Pages 9-12), their curious exploration (Pages 13-18), and friendly resolution (Pages 19-24).

Pause to use emotion cards: Fred looks scared—his eyes are wide! What does his body show? *Discuss dialogue: Billy says 'Who's there?'—he sounds confused*. Ask, How do they become friends? By talking and understanding!

Problem-Solving Steps Chart (10 minutes)

Say, Let's chart how Fred and Billy solve their problem!

Draw a 5-step chart

- Identify problem (noises scare Fred; Billy hears bumps).
- Seek understanding (Fred peeks out; Billy looks under).
- Communicate needs (They talk about the noise).
- Find solutions (They play quietly together).
- Celebrate success (They become friends). Students add simple drawings or words to each step.

Lesson Procedure

Role-Playing Activities (15 minutes)

Divide into pairs for role-playing: Use puppets to act out story scenes, focusing on emotions via body language (e.g., hiding for scared, questioning pose for confused). Then, apply to scenarios: You're scared of a loud toy—how do you solve it? Guide steps: Identify the problem, communicate, and find a solution!
Rotate pairs for practice.

Reflection & Sharing (5 minutes)

Gather and ask, What feeling did Fred have first? How did talking help?. Students draw/write one problem I solved (e.g., I was scared of dark, but I used a light). Share with a partner: Tell how you felt grateful like Billy.

Assessment and Extension

Assessment

Observe emotion identification during read-aloud (e.g., correct card choice).
Check the use of vocabulary and steps in role-playing.
Review drawings/writing for personal connections to problem-solving.

Extension

Create a class Friendship Solutions poster with drawings.
Role-play new scenarios at home with family.

Modifications for Different Learners

For Students Needing Additional Support

1. Provide emotion cards with gestures (e.g., scared: hands over eyes).
2. Pair with a peer for role-playing.
3. Offer drawing only for reflection.

For Advanced Learners

1. Add grateful to role-plays.
2. Write a simple sentence for reflection (e.g., I was confused but talked).
3. Lead a pair in creating a new scenario.

For English Language Learners (ELLs)

1. Use gestures for vocabulary (e.g., puzzled look for “confused”).
2. Pre-teach words with pictures.
3. Allow responses in native language or pointing.

For Kinesthetic Learners

1. Add movements for emotions (e.g., jump for curious).
2. Use full-body role-playing.
3. Walk through steps physically (e.g., step forward for each).