# LESSON PLAN

Grade: Pre-K (Ages 4-5)

Lesson:Above and Below- Learning Spatial Relationships

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:

- Identify above and below relationships in the story between Fred and Billy.
- Demonstrate above/below positions through hands-on exploration stations.
- Participate in movement activities that embody spatial concepts.
- Use picture cards to reinforce spatial vocabulary (above, below, under, on top).
- Position objects in above/below relationships during activities.
- Build vocabulary through repetitive, meaningful use in context.
- Connect spatial concepts to the story's friendship resolution (e.g., Fred and Billy becoming friends despite their positions).

## Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. Picture cards showing spatial relationships (e.g., monster below bed, child above bed; objects under/on top)
3. Hands-on objects for stations: blocks, soft toys, small blankets, cushions
4. Large floor mat or carpet area
5. Chart paper and markers
6. Visual schedule cards showing each activity
7. Optional: Soft monster and child puppets for demonstration

## Vocabulary Focus

1. Above
2. Below
3. Under
4. On top
5. Up
6. Down

# Lesson Procedure

## Morning Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, *Today, we'll learn about above and below with a fun monster story!* Show the book cover and ask, *Where do you think the monster lives? Below the bed*!

Introduce vocabulary: *Above means up high, like on the bed. Below means down low, like under the bed.* Point up for *above* and down for *below*.

## Read-Aloud: Above and Below in the Story (10 minutes)

Read the sections emphasizing spatial relationships (e.g., Fred living below the bed, Billy above; their interactions resolving through friendship). Pause to ask:

- Where is Fred? Below the bed! (Point down.)
- Where is Billy? Above the bed! (Point up.)

Use puppets or picture cards to show positions. Highlight friendship: *Fred and Billy are friends, even though one is below and one is above!* Repeat vocabulary: *Fred is below. Billy is above.*

## Movement Activities: Embodying Spatial Concepts (10 minutes)

Say, *let's move like Fred and Billy!* Guide simple activities:

- Crouch below like Fred under the bed! (Hold for 5 seconds.)
- Reach above like Billy on the bed! (Stretch arms up.)
- Call and response: *Above!* (Jump high); *Below!* (Sit low).
- Partner game: One child *below* (crouch), the other *above* (stand tall), then switch and "become friends" by holding hands. Connect to story: *Like Fred and Billy, we can be friends in different positions!*

# Lesson Procedure

**Exploration Stations: Hands-On Above and Below (10 minutes)**

Set up three stations (3 minutes each, small groups rotating)

- Block station: Stack blocks “above” and place toys “below.”
- Blanket station: Hide toys “under” blanket (below) and place on top (above).
- Cushion station: Sit on top of cushion (above) and crawl under a low table (below). Use picture cards at each station: Put the toy below the block! Guide peer interactions: Show your friend what’s above!

# Assessment and Extension

Assessment

Observe if students correctly identify above/below in the story during read-aloud.
Check use of vocabulary (above, below, under, on top) during movement and stations.
Note if students position objects accurately in activities.
Listen for connections to friendship during the closing discussion.

Extension

Create a class Above and Below book with drawings of story positions.
Play a home game: Find things above/below in rooms.
Add “up/down” to daily routines (e.g., Hands above your head!)

# Modifications for Different Learners

For Students Needing Additional Support

1. Use hand-over-hand guidance for positioning objects.
2. Provide larger picture cards with gestures (e.g., point up for above).
3. Pair with a peer for movement activities.

For Advanced Learners

1. Add “under/on top” to their picture cards.
2. Ask them to describe positions: The toy is below the block.
3. Lead peers in a simple above/below game.

For English Language Learners (ELLs)

1. Pair vocabulary with gestures (e.g., crouch for “below”).
2. Use repetitive phrases: This is above. That is below.
3. Allow pointing or acting out responses.

For Kinesthetic Learners

1. Add extra movement: Run above an imaginary line!
2. Use body positions for all vocabulary (e.g., lie down for below).
3. Let them demonstrate stations for peers.