LESSON PLAN

Grade:third Grade (Ages 8-9)

Lesson:Story Problems and Solutions: Understanding How Characters Fix Problems

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 the main conflict in the story (noise troubles between Fred and Billy) and how it is resolved.
2. Create graphic organizers to map the problem, attempted fixes, and successful solution.
3. Use conflict resolution vocabulary (problem, solution, communicate, share ideas, cooperate, fix) in discussions and writing.
4. Follow and apply Fred and Billy's steps: talking to each other, listening carefully, and finding ways to share.
5. Connect story strategies to their own classroom or playground disagreements.
6. Practice identifying conflicts and brainstorming solutions using the story as a model.

Materials Needed

1. The Stomp-Clomp-Clump Monster Above the Bed book
2. Graphic organizer templates (e.g., flow chart with boxes for problem, steps, solution)
3. Vocabulary cards (problem, solution, communicate, share ideas, cooperate, fix)
4. Chart paper and markers (for class anchor chart)
5. Sticky notes for brainstorming
6. Writing paper and pencils
7. Visual schedule cards showing each activity (e.g., pictures for reading, organizing, sharing)

Vocabulary Focus

1. Problem
2. Solution
3. Communicate
4. Share ideas
5. Cooperate
6. Fix

Lesson Procedure

Vocabulary Introduction (3-5 minutes)

Before starting the opening circle, introduce the 6 vocabulary words using cards

Problem: Something that needs fixing; gesture: puzzled face with hands on head; example: *Fred thinks the noise is a problem because it scares him.*

Solution: A way to fix the problem; gesture: lightbulb over head; example: *Their solution is to play quietly together.*

Communicate: Share thoughts by talking; gesture: hands moving as if speaking; example: *Fred communicates his fear to Billy by explaining the stomps.*

Share ideas: Tell others what you think; gesture: open hands offering; example: *They share ideas about how to make less noise.*

Cooperate: Work together nicely; gesture: handshake; example: *Fred and Billy cooperate by taking turns playing.*

Fix: Make something better; gesture: thumbs up; example: They *fix the problem by becoming friends.* Have students repeat each word with the gesture.

Lesson Procedure

Opening Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, *Today, we'll learn how Fred and Billy fix their problem and become friends!*

Show the book cover and ask, What problems might a monster and a boy have?

Introduce vocabulary: *We'll use words like 'problem' and 'solution' to see how characters fix things.*

Read-Aloud & Conflict Identification (10 minutes)

Read sections showing the conflict {pages 4-8, pages 12-16 , pages 20-24}(e.g., Fred's fear of Billy's stomps, Billy's confusion about noises) and resolution (e.g., their conversation and sharing).

Pause to ask

- What's the main problem? (Noises scare both.)
- How do they fix it? (By talking and understanding.)

Highlight steps: *They communicate by talking, listen to share ideas, cooperate to find a solution, and fix the problem.*

Graphic Organizer Activity (15 minutes)

Say, *Let's map Fred and Billy's steps!*

Distribute templates and model:

1. Problem (noises),
2. Steps (talk, listen, share),
3. Solution (play quietly).

Explain story structure: *Stories have a pattern: problem → characters try to fix it → solution. Fred and Billy's story follows this pattern, like in other stories such as 'The Three Little Pigs' where they fix the wolf problem by building strong houses.*

Students fill in individually, then pair to compare: *What evidence from the story shows they cooperate?*

Lesson Procedure

Practice Activities: Story Model Application (15 minutes)

In small groups, provide scenario cards (e.g., A friend takes your toy").
Students use the story model:

- Identify problem.
- Brainstorm steps (communicate, share ideas).
- Find solution (cooperate to fix). Use sticky notes to record. Groups share one scenario solution.

Connection & Reflection (10 minutes)

Say, *How can we use Fred and Billy's steps in real life?*
Students write: In class, if [problem], I can [solution] by [steps].
Share with a partner: How does talking fix problems like in the story?

Assessment and Extension

Assessment

1. Conflict identification: Student correctly names the main problem (noise troubles) with evidence from the text.
2. Vocabulary use: The student uses at least three of the six vocabulary words appropriately during activities.
3. Graphic organizer: The student accurately maps the problem, at least two steps, and the solution with story evidence.
4. Real-world connection: Student provides one relevant example of using these steps in their own life.

Extension

Create a class *Problem Fixers* book with illustrated scenarios.
Role-play resolutions during recess conflicts.

Modifications for Different Learners

For Students Needing Additional Support

1. Provide pre-filled organizers with one step.
2. Use visual cues for vocabulary (e.g., speech bubbles for *communicate*).
3. Pair with a peer for brainstorming.

For Advanced Learners

1. Add "what if" alternative solutions.
2. Write a paragraph explaining why cooperation works.
3. Lead a group in creating a new scenario.

For English Language Learners (ELLs)

1. Pair vocabulary with gestures (e.g., handshake for *cooperate*).
2. Use bilingual cards if possible.
3. Allow drawing with labels for reflections.

For Kinesthetic Learners

1. Act out steps (e.g., whisper for *listen*).
2. Use body poses for conflict/resolution.
3. Move sticky notes physically on the chart.