

# FLAT STANLEY



By Jeff Brown

## Book Club Unit

### Curriculum and Activities

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Materials adapted from Kool Kids Sign, Scholastic,

Jessica Jung, Doxie Mama, All About 3rd Grade,

Dale Hubert, Flat Stanley Project, Buggy and Buddy

## Flat Stanley - Day 1

**Reading:** Chapter 1

### **Word Work (Vocabulary)**

- Extraordinary
- Enormous
- Cheerfully
- Tailor

### **Before Reading:**

Pre-reading Activity - “Look at the front cover of the book. What do you think this story will be about? What clues make you think this? Think for a little and then make a prediction about what you think will happen in the book and share it with the group.”

**Facilitator:** *Record the predictions on a piece of chart paper to refer back to later to see if any predictions were correct.*

Set a purpose for the day's reading – “Today we will read to meet Stanley, a very interesting character. He starts out as an ordinary boy. Let's find out what happens to Stanley and if he stays as ordinary as he starts! Good readers try to remember details about the text as they continue to read more and more of the story.”

### **After Reading:**

#### Comprehension Questions (Questions that are text dependent)

- What can Flat Stanley do because he is flat?
- Why does Stanley's mother take him to the doctor?
- What is Stanley's response when Dr. Dan asks him how he feels?
- What does Dr. Dan recommend?
- What does the nurse do before Stanley leaves Dr. Dan's office?

#### Discussion Questions (Questions that are not text dependent)

- Stanley's brother Arthur is a little jealous of Stanley's flatness. How would you feel if you were Arthur? Would you be jealous?
- Some people find it safer to carry on as usual after something extraordinary has happened. Stanley's mother does this by simply taking him to the doctor to have him checked out. If Stanley was in your family do you think you would react like Stanley's mother and carry on as usual or would you react differently? Why would you react this way?

## **Flat Stanley - Day 1 continued**

### **Additional Activities:**

- Choosing Stanley's Mailing Address - After registering for an account at the original Stanley Project website <http://www.flatstanleyproject.com/default.html> Choose an address from the List of Participants that you will eventually send your group's Flat Stanley and letter to.
- Flat Meal Planning - In small groups, or as one large group, make a list of all the food that we eat that is flat. Talk about food groups using MyPlate and try to see if you can create a full meal that contains only flat food.
  - Use the list and ideas to create flat snacks for the future, and possibly even throw a "Flat Food Fiesta" at the end of the book club to celebrate.
- Stanley's New Clothes - Now that Stanley is flat, he has to get a whole new wardrobe (all new clothes). Design some new clothes for Stanley. Include a caption about what type of clothes they are, where Stanley's parents can buy them, and how much they will cost.

## Flat Stanley - Day 2

**Reading:** Chapter 2

### **Word Work (Vocabulary)**

- |             |            |
|-------------|------------|
| - Jealous   | - Valuable |
| - Apologize | - Fragile  |

### **Before Reading:**

Set a purpose for reading - "In the story today, Stanley begins to discover the new and useful ways that being flat can help him out. Let's read to find out exactly what these adventures are."

### **After Reading:**

#### Comprehension Questions

- How does Stanley get in and out of rooms now that he is flat?
- Where does Stanley go to visit his friend? How does he get there and back?

#### Discussion Questions

- Stanley shows his bravery and willingness to help out by slipping down into the grates to find his mother's ring. If you were in Stanley's shoes, what would you have done in this situation?
- As we have read, and will continue to read about, there are some advantages to being in a new and different condition. Being flat allows Stanley to do some pretty unusual things. What are some other things that you would do if you were as flat as Stanley? Is there another new and different condition you would rather be than flat (as tall as a building, as fast as a cheetah, able to fly as high as an eagle, etc)?

### **Additional Activities**

- Flat Stanley Creations - Pass out Flat Stanley templates and allow each person to design and color their own flat person. As they go, have people share out some of the things they want the group Flat Stanley to look or be like and start to ***create a group Flat Stanley that will be mailed and the adventure tracked.***
  - Extension possibility - Take pictures of each student's face, print them out, and cut them out to include on their personalized Flat Stanley person.
- Magnet Fishing - In the story, Stanley had to "fish" down through the grates to find his mother's ring. Now we are going to pretend to "fish" and see what we can catch.

## Magnet Fishing

### Materials:

- 12-inch dowel rod ( $\frac{1}{4}$  in x 12 in)
- String
- Small eye hook
- Strong craft magnet
- Hot glue gun
- Foam sheets
- Sharpie
- Paper clips
- Fishing Game: Fish Template



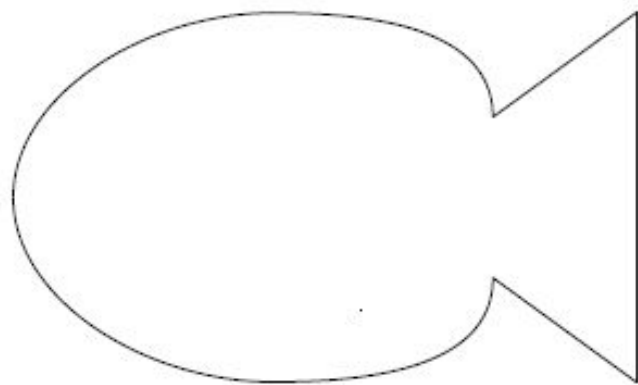
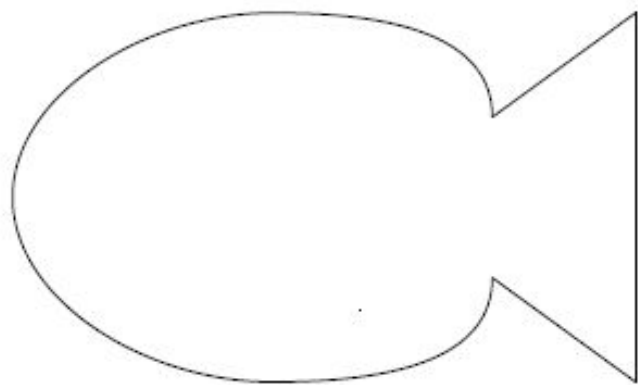
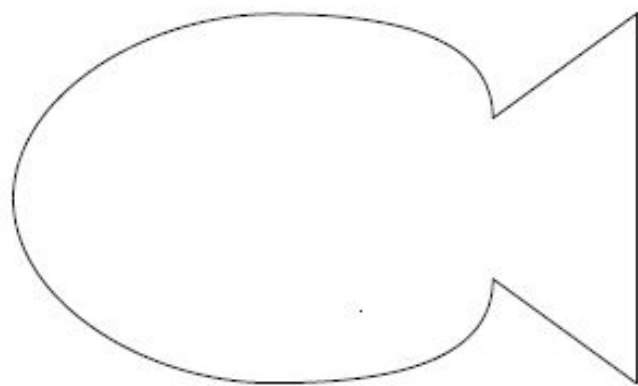
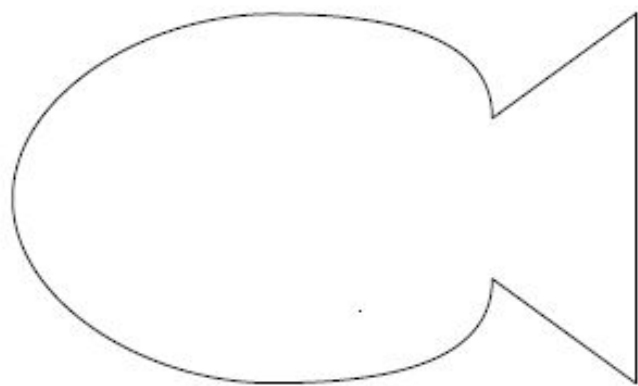
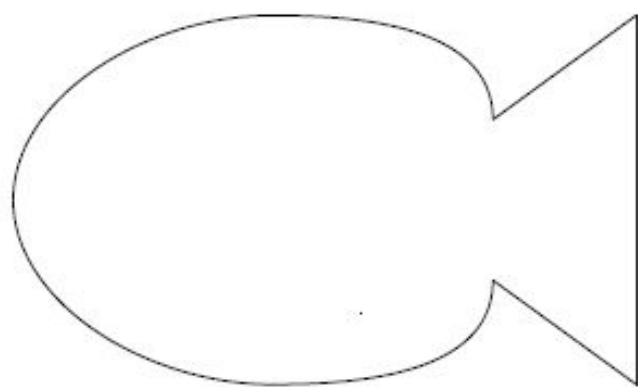
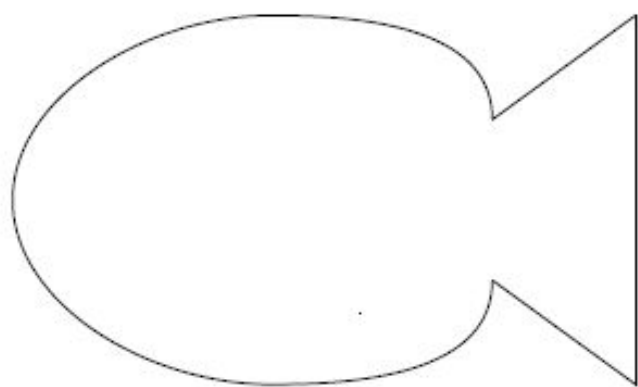
### Instructions

1. Trace the fish template onto the foam sheets and cut them out. At least 10 is recommended. Using the sharpie, decorate the fish. If desired write different amounts of points onto the fish.
2. Slip a paperclip onto the top of each fish. To make it more challenging, use different sizes of paperclips.
3. To make the fishing pole, screw an eye hook into one end of the wooden dowel. Tie a string onto the eye hook.
4. Use a hot glue gun to glue a strong magnet (or super strong magnet) to the bottom of the string.

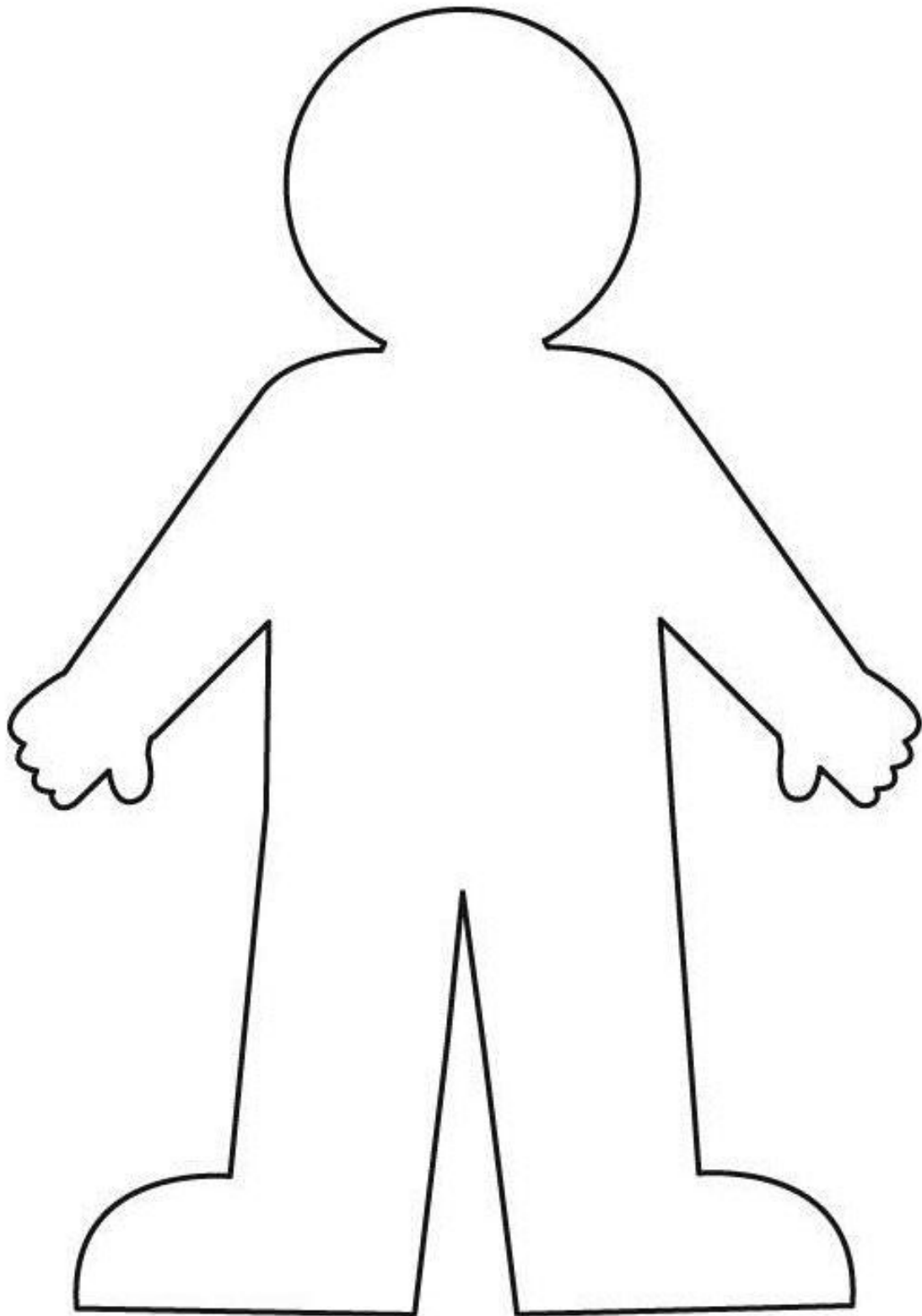
**To Play the game**, spread the fish out on a flat surface with points side facing down. Use the fishing pole to catch a fish. If desired, set a time limit and whichever team has the most points at the end will win.



# Fishing Game: Fish Template



# Flat Stanley Template



## **Flat Stanley - Day 3**

**Reading:** Chapter 3

### **Word Work (Vocabulary)**

- Encyclopedia Britannica
- Phases

### **Before Reading:**

Set a purpose for reading - "In the story today, Arthur is starting to get a little jealous of Stanley. Stanley decides to do something nice for Arthur, but he ends up regretting it. Let's read to find out what happens to Stanley when Arthur thinks only of himself."

### **After Reading:**

#### Comprehension Questions:

- How does Stanley stay safe in crowds on Sunday outings?
- How does Stanley use his flatness to help others?
- What can you infer about Arthur when he says "Phooey!"?

#### Discussion Questions:

- How do you feel about Arthur taking off and leaving Stanley in the air? Who was Arthur thinking of at that time? Have you ever had a similar situation?

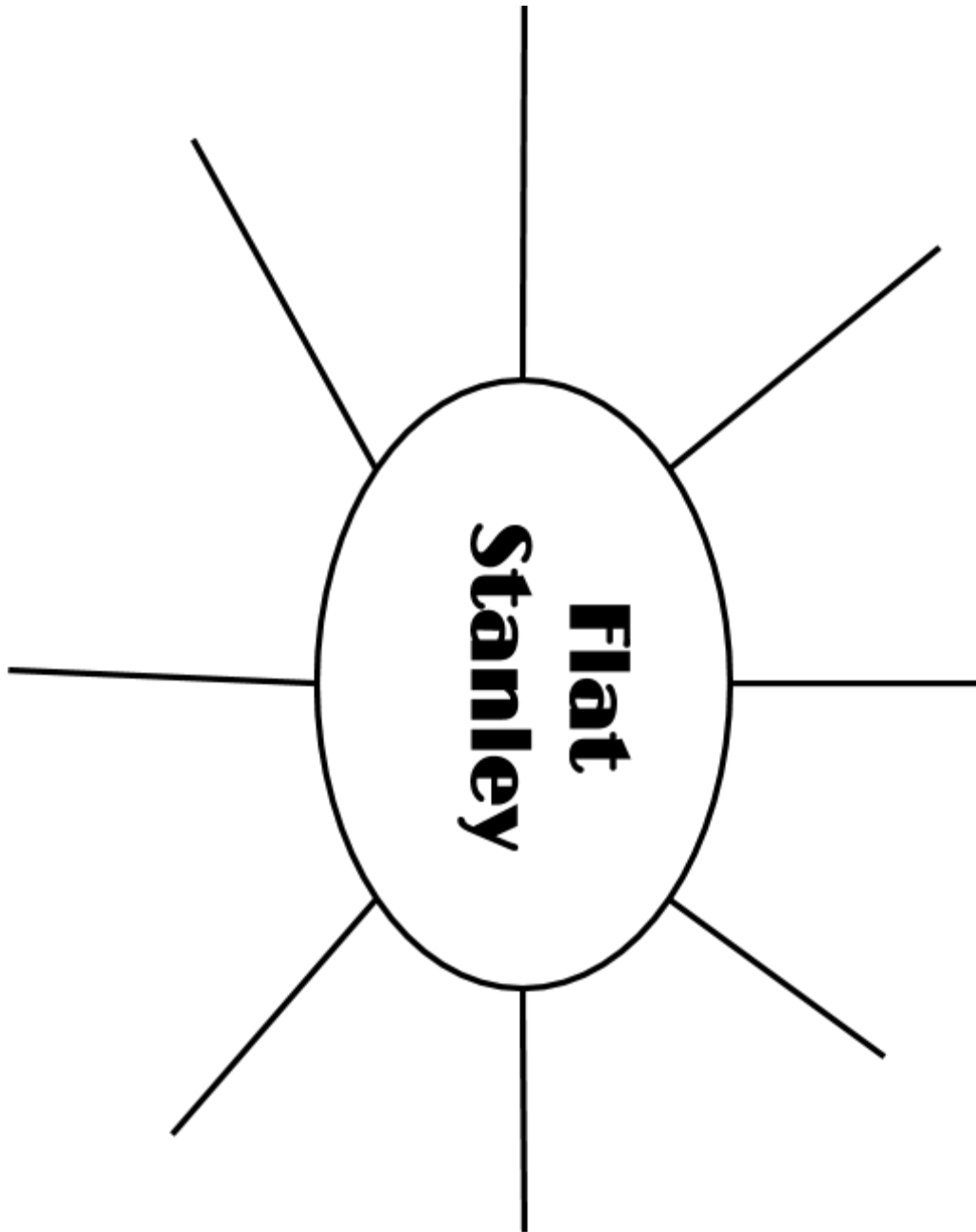
### **Additional Activities**

- Character Chart - Create a poster-size character web/chart to complete as a whole group. List a few of the different characters we have met and work together to come up with words to describe each of these characters. Continue to add on to this as the story continues.
- Flat Kite Challenge - Challenge students to make a kite that can fly while transporting a Flat Stanley character on it. You can provide kite templates to cut out, decorate, and test or provide materials to build their own kites to test. If possible, take kites outside to test them out. An alternative might be to use a industrial fan in the gym to test the kites out.
  - Suggested kite constructing materials - different weight and sizes of paper, tissue paper, plastic bags, popsicle sticks, string, tape, glue
- Paper Airplane Challenge - Have students create paper airplanes, make predictions, then record and compare results. Test out how far can it fly, then test how long it can stay in the air.



## Character Chart

Using the information from the book, create a web about the main characters. Each branch of the web is a new character. Make sure to add details about each character including physical and personality traits and any other important details about their relationships.



## **Flat Stanley - Day 4**

**Reading:** Chapter 4

### **Word Work (Vocabulary)**

- Thieves
- Permission
- Gloomy
- Disguise
- Shepherdess

### **Before Reading:**

Set a purpose for reading - “Last time we started talking about the different characters. We came up with some describing words for each. Often times, readers also think about how characters change throughout the story. How has Stanley changed or other characters changed so far? Keep looking for ways that characters change.”

### **After Reading:**

#### Comprehension Questions:

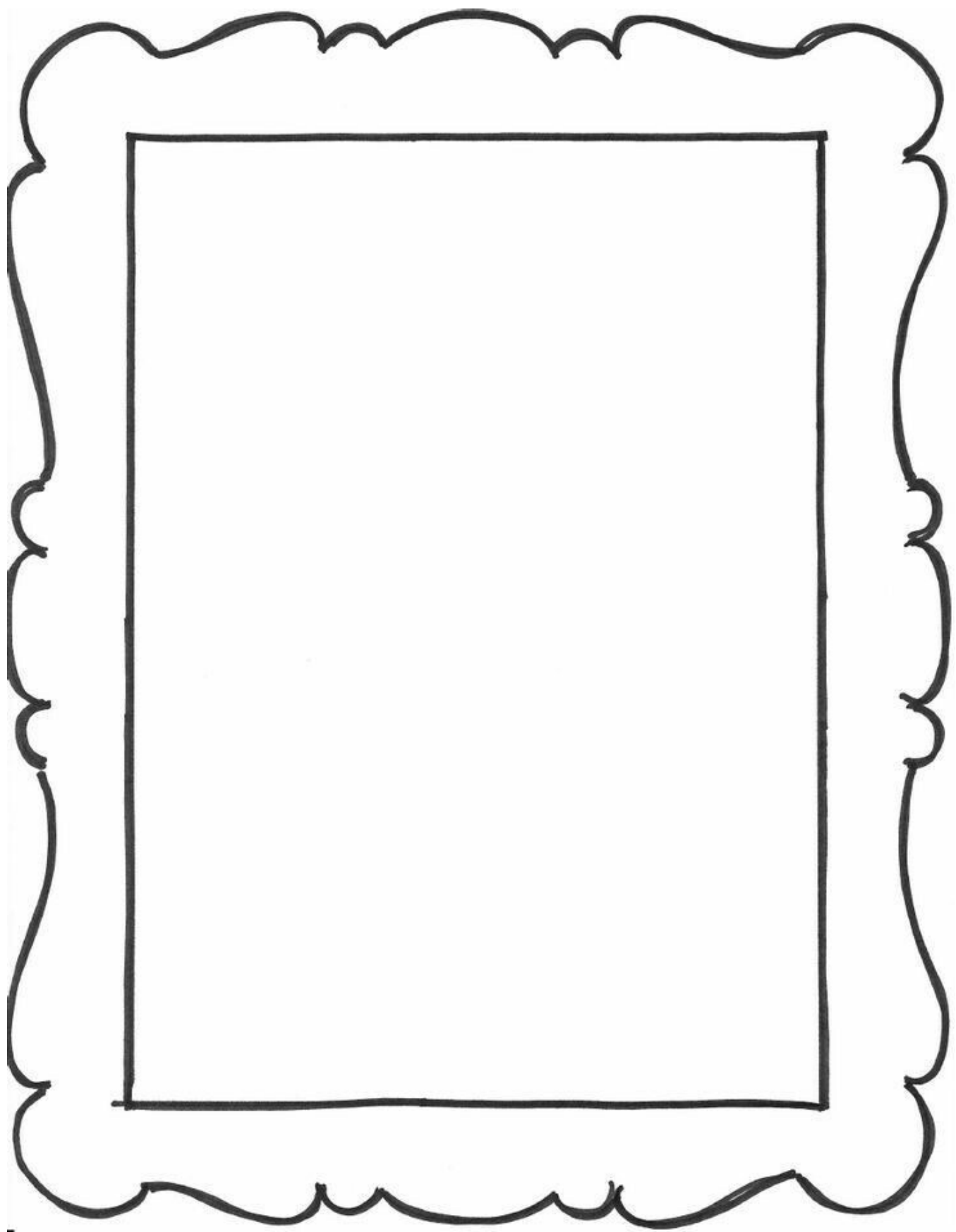
- What are two reasons the museum is hard to guard?
- What was Stanley’s idea to catch the crooks? How did the thieves react when Stanley yelled for the police?
- How was Stanley rewarded for helping catch the museum thieves?

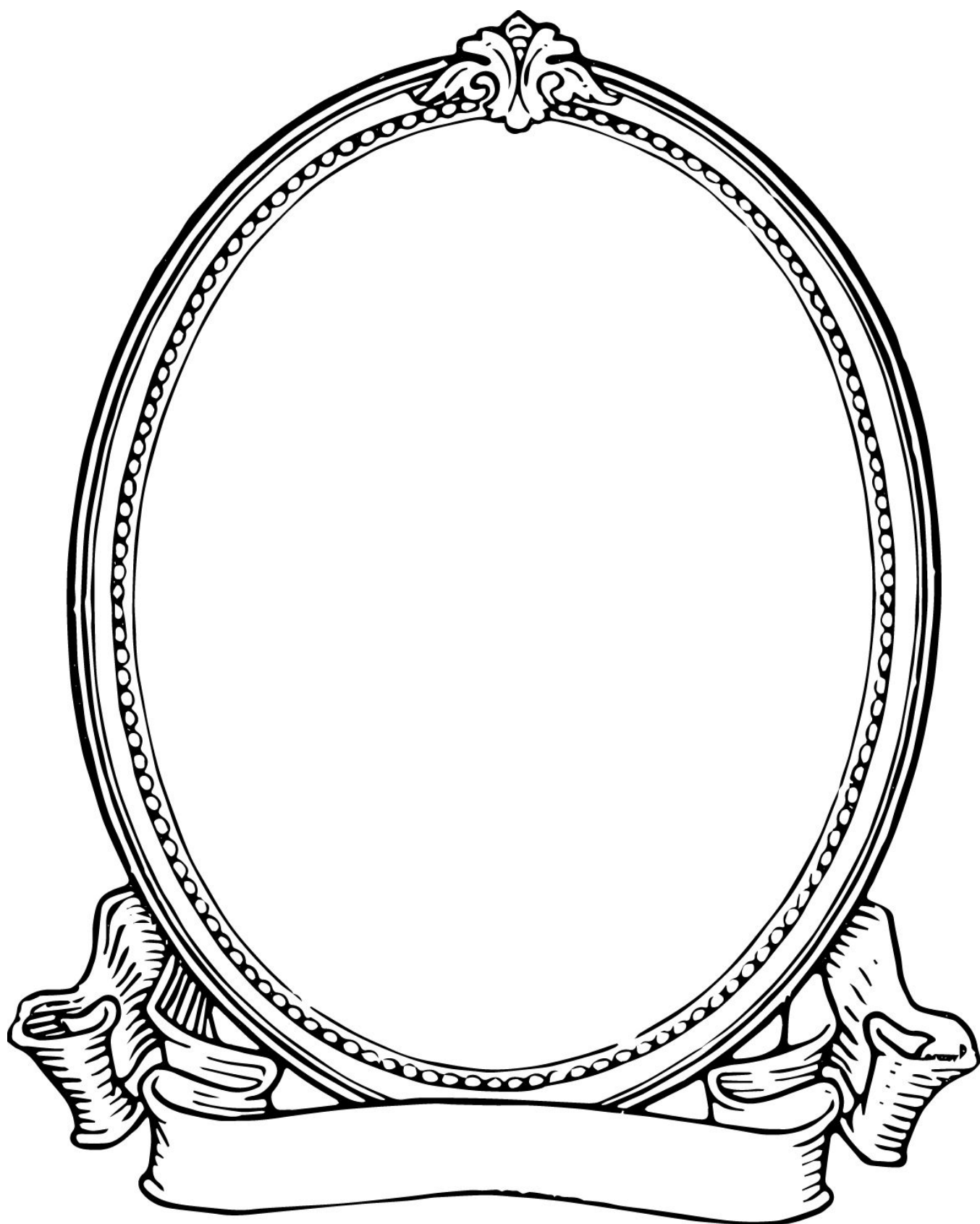
#### Discussion Questions:

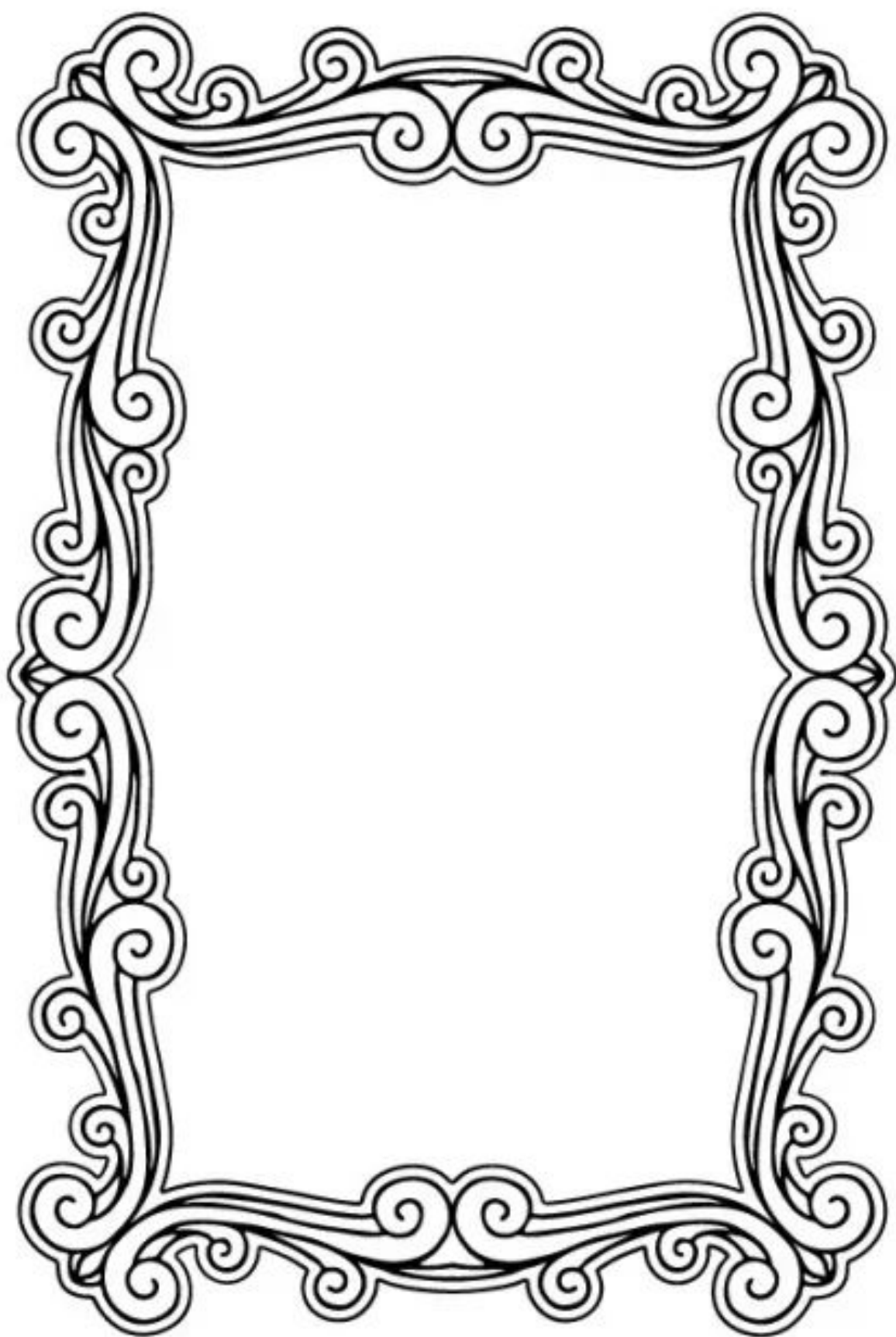
- What was Stanley’s reaction to the disguise he had to wear to help catch the thieves? How do you know? What would your reaction have been? Would you have done anything differently than Stanley?
- Sometimes characters have to make the best of a bad situation. Stanley is flat, but it allows him to do some incredible things. For example, Stanley got the idea to help guard the museum and was able to save the day. What other incredible things would being flat help Stanley do?

### **Additional Activities**

- Art Masterpieces - Create your own art museum with unique and personalized art masterpieces by each of your students. Have each student create their own art masterpiece inside a border or picture frame. After they’re finished, give them a small Flat Stanley outline that they have to camouflage into their masterpiece. When everything is complete, put all the masterpieces on display for an art show.
  - To make the art more challenging, have them create their masterpiece using only pencil or in all black and white.







## **Flat Stanley - Day 5**

**Reading:** Chapter 5

### **Word Work (Vocabulary)**

- Rummage
- Bulged

### **Before Reading:**

Set a purpose for reading - "In this chapter Arthur feels really bad for his brother. He comes up with an idea on how to help Stanley. Read the chapter to find out what Arthur does to help Stanley."

### **After Reading:**

#### Comprehension Questions:

- By the end of the story, how does Stanley feel about being flat? Why have his feelings changed?
- How does Arthur comfort Stanley?
- What is Arthur's good idea to help Stanley? Does it work out?

#### Discussion Questions:

- Did the story end as you expected?
- A person facing an unpleasant situation can become discouraged and benefit from help. At the end of the story, Arthur has a good idea for helping Stanley. How does Arthur come up with the idea? Have you ever had any good ideas that helped someone who felt discouraged or sad about something?

### **Additional Activities**

- Group Letter for Stanley's Adventure - As a group work on creating a letter that will accompany your group Stanley to the chosen address to send him on an adventure. Allow some time for small groups or individuals to come up with ideas for the letter before creating a final version. Send the final version!
  - They can also use the same format to create personal letters if they want to send their own Flat Stanley's on an adventure. *Use the included templates as a guide if desired.*

Dear Friend,

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I am working on a Flat Stanley Project and as part of my homeschool work this year. Flat Stanley is a book about a boy who is flat instead of three—dimensional and is able to mail himself to all kinds of adventures. I will be tracking Flat Stanley and all of his adventures on a map and learning more about the places he visits.

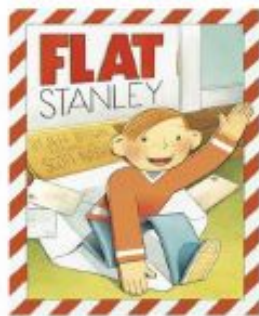
I am hoping you will take Flat Stanley on some adventures with you around your city/town and then write and tell me about it as well as sending along a picture or two of Flat Stanley hanging out with you. I would love to hear all about you live and what is special about it to you.

If you keep Flat Stanley for more than two weeks and then please mail him and this letter to another friend willing to participate, I would really appreciate it. I am hoping to keep Flat Stanley travelling all over the country until April. If you receive Flat Stanley at the end of March or beginning of April, please mail him back to us along with your letter so he can come home. If for some reason, you cannot pass him along to someone else, please mail him to me as well and I will find another adventure for him to take.

If you have any questions, please contact me at \_\_\_\_\_.

We will probably add our adventure letters to a website to share the journey.

Jack



Date \_\_\_\_\_

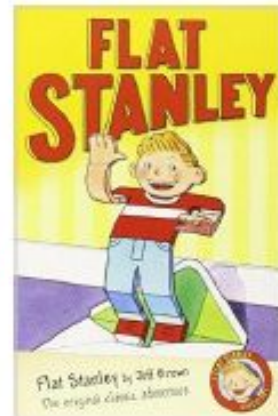
Dear \_\_\_\_\_,

In Third grade, we read a book about a boy who got smashed by a bulletin board. His name is Flat Stanley. He wanted to go on a trip, so his family folded him up and mailed to California!

I sent Flat Stanley to you! Please take him somewhere and write to me at my school telling me about where he went. If you have any pictures of Flat Stanley on his trip or postcards, please mail them along with Flat Stanley, to my school before \_\_\_\_\_.

The returned "Flat Stanleys" will be mounted along with your letter and the things that you send and placed around a United States map. It will show to whom each one belongs and where he has traveled.

Thank you for helping me with this project. I wish I could fold myself up and visit with you!



Sincerely

\_\_\_\_\_



Hello! My name is Flat Stanley and I come from \_\_\_\_\_ class at \_\_\_\_\_ School. Our class read a story about me called Flat Stanley by Jeff Brown. It is a story about how I am accidentally flattened when my bulletin board falls on me while I am sleeping. It sounds like a tragedy but I make the most of this dilemma. I'm able to slide under doors, retrieve a lost ring and fly like a kite. Best of all, because I am small I can easily fit inside an envelope and travel via the postal service-all for a price of a stamp.

Each student in our class made their own Flat Stanley. My owner's name is \_\_\_\_\_. Then they each mailed their Stanley to one person. Now here is where your help is needed to make this learning adventure a success. Please send a memento of my adventure, such as a snapshot of you and me (Stanley) a postcard of your area, or a letter telling our class about my adventure with you.

I hope that I will visit many different states and countries. The class will keep track of where I travel on a large map in the classroom.

Thank you for helping support this learning experience.

Sincerely,

