

Flat Stanley

By: Jeff Brown

Pictures by: Scott Nash

About the Author

Born in New York City, Jeff Brown has been a story editor and assistant film producer in Hollywood. He has worked on the editorial staffs of The New Yorker and the Saturday Evening Post, and his stories have appeared in these magazines and many others. Mr. Brown is the author of several other books about the Lambchop family, including Flat Stanley, Stanley and the Magic Lamp, and Invisible Stanley, all published by HarperCollins.

Official Flat Stanley Project

In the book, Flat Stanley, by Jeff Brown, Stanley is squashed flat by a falling bulletin board. One of the many advantages is that Flat Stanley can now visit his friends by traveling in an envelope. This premise provides a reason for us to keep in touch with each other. The Flat Stanley Project is a group of teachers who want to provide students with another reason to write. Students' written work goes to other places by conventional mail and e-mail. Check out the Flat Stanley List of Participants to see where you can send a Flat Stanley or who might be sending a Flat Stanley to you.

Students make paper Flat Stanley's and begin a journal with him for a few days. Then Flat Stanley and the journal are sent to another school where students there treat Flat Stanley as a guest and complete the journal. Flat Stanley and the journal are then returned to the original sender. Students can plot his travels on maps and share the contents of the journal. Often, a Flat Stanley returns with a pin or postcard from his visit. Some teachers prefer to use e-mail only, and this is noted in the List of Participants.

For more information on the Flat Stanley project and also a list of participants, activities, information, Success stories, ideas, who to send it to, pictures of places flat Stanley went; go to: <http://flatstanley.enoreo.on.ca/index.htm>

Online Activities and Lesson Plans:

Flat Stanley project website: <http://flatstanley.enoreo.on.ca/>

Flat Stanley's White house visit:

<http://www.whitehouse.gov/kids/flatstanley/01.html>

Flat Stanley vocab lesson plan: <http://www.gardenofpraise.com/lesson.htm#flat2>

FLAT STANLEY TRAVELS!

As part of our integrated reading, writing, language, social studies and mathematics program, the second grade children in Mrs. Wolfe's class at Valley View Elementary School in Pleasanton, California, have read a funny book called "FLAT STANLEY" by Jeff Brown.

This book is about a young boy named Stanley who is accidentally squished "as flat as a pancake" when a bulletin board falls on him. Stanley is very, very flat but otherwise fine. The story goes on to tell how Stanley discovers some real advantages to being flat. He can slide under doors, go down into sidewalk grates, and even fold himself up small enough to fit into an envelope and be mailed to California (from a city far away in the USA) for an exciting vacation.

We send out plain paper dolls that we call FLAT STANLEYS, and we send them off to visit cities all over America and the World. The person who gets a FLAT STANLEY "decorates" him. FLAT STANLEY is "dressed" (using crayons, markers, paints, and sometimes fabric!) in clothes that he might wear to reflect the climate and / or activities FLAT STANLEY might see or do there. We also send out a questionnaire so that we can find out what FLAT STANLEY saw or did in that faraway city, what the climate is like, the distance between that city and ours, and some interesting facts about that city. Then that lucky person sends those facts back to us with the newly dressed FLAT STANLEY!

See how you can start your own Flat Stanley:

http://www.pleasanton.k12.ca.us/valley_view/second/wolfe/stan/makeStanley.html

MATHEMATICS - NUMBER SENSE and NUMERATION

EXPECTATION:

- understand and explain basic operations (addition, subtraction, multiplication, division) involving whole numbers by modeling and discussing a variety of problem situations (e.g., show division as sharing, show multiplication as repeated addition);

APPLICATION:

- Apply Flat Stanley to real life problem solving:

If 4 Stanleys visited from California, 3 from Alberta and 1 from Mexico, how many Stanleys were visiting?

There are 25 children in the class. How can they divide into groups to share 5 visiting Stanleys?

A Stanley is sent on a trip and visits 6 schools. At each school Stanley receives 3 stickers. How many stickers will Stanley have at the end of the trip?

MATHEMATICS - MEASUREMENT

EXPECTATION:

- identify relationships between and among measurement concepts;

APPLICATION:

- Ask students to measure and make Stanley figures to specific dimensions: Make a Flat Stanley with arms 7 cm long, legs 12 cm long and a body that is 6 cm wide

APPLICATION:

- Compare meters to centimeters: If Stanley is 2 meters tall, how many centimeters tall is he?

APPLICATION:

- Make Flat Stanley vehicles. Roll them down ramps. Estimate the distances traveled, then measure and record. Enter the results on a bar graph

EXPECTATION:

- estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas;

APPLICATION:

- estimate , then measure, the perimeter of each visiting Stanley.
- estimate the area of an envelope required so that a Stanley would not have to bend to fit in

Social Studies:

Blank map of US with dot of where he is/went

Bingo Game

Our parents helped us to make game boards. We each had a list of all the states and capitals and a blank board with 25 squares on it. We each chose 25 states and capitals, cut them out, and glued them on the squares. Later we used our 1 inch tiles and played STANO as our teacher called out the states and capitals. One of the children in Mrs. Sargent's 2C class began singing.

"There was a boy who traveled far.
And Stano was his name-o.
S-T-A-N-O, S-T-A-N-O, S-T-A-N-O,
And Stano was his name-o."

Flat Stanley Geography Lesson Plan

Grade Level: Second Grade

Submitted by: Rissie Sharpe, 2nd grade teacher

The students will study geography of the United States, as well as learn to write friendly letters.

Materials/Preparation:

- Map of the United States
- Paper to write letters
- Flat Stanley by Jeff Brown
- Family addresses from other states
- Poster to create their own Flat Stanley
- Crayons, markers, and a great imagination
- The entire lesson takes a week The correspondence part should/could take all year

Activity:

- The students will read the story and discuss.
- The students will learn the parts of a friendly letter.
- The class will create their own Flat Stanley out of poster board, markers, crayons.
- As a class, we will send our Flat Stanley to family members in different states.
- They will create an imaginary adventure for Flat Stanley. This could include pictures, video tapes, and should include a letter about his adventure.
- The class will map out where he is sent. I put the states on our class map so they can see.
- You can make and send as many different Flat Stanleys as your class wants. I put where each Flat Stanley is sent on the back, so we can see where each Flat Stanley has been sent. You can expand this idea. We have sent our Flat Stanley to eight states and have received some excellent feedback. Enjoy!!!!

Geometry and Measurement

Topics: Two and Three dimensional shapes, measurement proportions

Grade level: Third

Objective: After reading the book Flat Stanley the students will be able to determine the difference between two dimensional and three dimensional shapes.

Materials: Flat Stanley by Jeff Brown New York: Harper & Row, 1964
toothpicks, gummy candy, marshmallows, pieces of clay, starburst candy,
construction paper, scissors, various two and three dimensional shapes

Book Review: An enormous bulletin board falls on Stanley Lamchop and squashes him flat as a pancake. Stanley is now 4' tall, about 1' wide, and $\frac{1}{2}$ " thick. The story tells how Stanley's life changes because of his new proportions, and his adventures while his brother, Arthur, figures out how to return Stanley to his former proportions.

Activity:

Introduction: In small groups have the students construct a paper model of Stanley using the measurements given in the story.

1. Have the students determine other things that are $\frac{1}{2}$ inch thick and list them on the board.
2. Discuss the idea of being only $\frac{1}{2}$ inch thick and have students decide if Stanley could really stand by himself using the dimensions given in the book.
3. Then proceed to discuss how Stanley changed throughout the book. Introduce the concepts of two and three dimensional shapes using numerous objects as manipulative. Have students brainstorm lists of these two types.
4. Once students grasp the two concepts, have the students make edible models of three-dimensional models using the candy listed. The students can share their models and then eat them when they are finished.

Extension Activities: The students can create their own "Stanley story" and make a model of their character using their dimensions.



Flat Stanley by Jeff Brown

Reading Level: 2 **Read Aloud Level:** 1

Topic(s)/Theme(s): be yourself, humor

TeacherView by Eve Elhrisse

Grade(s) taught: 4,5

Universal

Bridgeview, IL

The Review

After being flattened by a chalkboard, Stanley goes on some adventures including being mailed. Students enjoy listening and guessing what Stanley will do next.

The Activities

Have each student make their own Flat Stanley. On a wall in your classroom have a world map. Have students mail their Stanley to someone they know and ask for a response. Using string, make a line from the state or country Stanley visited to the state or country Stanley that was returned to. In addition, leave space on the side for any pictures or notes about Stanley's trip that might be sent back with him. One family member sent each child a care package from Stanley's visit to that state.

Another option is to make one Stanley and have the person you mailed it to send it to another and so on. Put a please mail back to the school date on Stanley along with a letter explaining the project. Everyone will be surprised when they get him back how many signatures and places he has been.

TeacherView by Katy Smith

Grade(s) taught: 3

Pratt Elementary

Pratt, WV

The Review

Stanley is flat because a bulletin board fell on him! He had a nice ordinary life until this happened. Now his parents mail him to different places and he has many adventures. However, he tires of being flat and away from home. His brother has a simple but ingenious way for Stanley to return to his nice, ordinary self!

The Activities

Classifying: Make a list of things that are flat. What do you do with them?

Writing Activities: Use an envelope or envelope form (an envelope is flat!) and show the students how to address it. Have them address the letter to Flat Stanley or to his author, Jeff Brown.

Have the students use a student-friendly word processing family and write and illustrate a story about their adventure IF THEY WERE FLAT. (Place emphasis upon having a beginning, a middle, and an end to the story.) Afterwards, allow them to share the stories in Author's Chair, and then bound the stories in a class book.

Counting/Gathering Data: How many bulletin boards are in the classroom? How many bulletin boards are in the other grade level classrooms? How many are in the school? After collecting the data, make a graph of this.

TeacherView by Corinne Levine

Grade(s) taught: 1

Stony Point Elementary School

Stony Point, New York USA

The Review

One morning Stanley woke up, and he was flat because a heavy bulletin board falls on him. The rest of the book tells about his adventures, like being mailed to California in an envelope, and pretending to be a picture in a museum to catch sneak thieves. Eventually, Stanley gets tired of being flat, even though he is famous for catching the thieves. It is his brother Arthur who uses a bicycle pump to blow him up. Then life can get back to normal.

The Activities

I use *Flat Stanley* when I want to teach the sound of short a. Children do a craft and writing assignment which I call "I'm Flat and That's That." First, I give them a small ball of play dough and they make themselves and flatten it out on a piece of writing paper. They trace it and draw in the details and then remove the play dough. They write a story about themselves being flat and how they got like that, what happened, etc. They love this book and activity!

Flat Stanley Lesson Plan

Title: *Flat Stanley*. Harper Trophy, 1964.

Author: Jeff Brown

Grade level: 2 - 4

Summary: Stanley is flattened by a bulletin board that falls on him in the middle of the night. He discovers that there are advantages to being flat.

Reading/Writing Connections

- Show the cover of the book and ask the students to predict how they think Stanley got so thin.
- Read the book aloud to the students. Point out how Stanley has some advantages in being thin.
- Ask if the children felt sorry for Stanley and then discuss the importance of not teasing people about the way they look.
- Distribute the photocopy sheet (attached) of Flat Stanley and have students use crayons or colored pencils to color Stanley.
- Explain that they are going to mail their Flat Stanley to someone they know and write a letter asking that person to take Stanley somewhere and write back telling about their adventure with Stanley.
- Either have the students copy the for letter or read it to them and have them write their own. This will depend on their ability level.
- Put Stanley in an envelope and have the students take them home to address and mail.

Vocabulary/Spelling

brave bulletin examined expensive apologize
airmail gusts enormous vacation politeness
parcel museum apartment cheerful gloomy

Library Connections

- Other books about Stanley include *Stanley and the Magic Lamp* and *Invisible Stanley*.
- Share other books on writing letters: *Messages From the Mailbox*, *Stringbean's Trip to the Shining Sea* or *Postcards from the Planets*.

Science Connections

- Use two dowel rods to make the cross of the kite. Tape them together.
- Take heavy paper that has been pre-cut to about two inches wider than the dowels and let students decorate the kites
- Staple the kite to the frame turning under the edges.
- Add a tail with streamers to the kite, stapling it to the bottom of the kite.
- Staple string to the cross bars of the kite.
- Fly kites on a windy day.

Writing Connections

- Let students brainstorm a new adventure for Stanley in which he does not have to be flat in this new adventure.
- Students could write about who they would like to visit through the mail. They could describe what their ride in the envelope would feel like.

Flat Stanley's Neighborhood Adventures

Who is Flat Stanley? Why is he flat? He is said to be four feet tall, one foot wide, and a half an inch thick. His full name is Stanley Lambchop. He is said to be a very nice boy. To find out more about Flat Stanley read his book entitled Flat Stanley by Jeff Brown.

Flat Stanley Needs Your Help

Flat Stanley has come to visit our neighborhood and he wants to know who are the people that help make our neighborhood a better place to live and how do they make it happen. Stanley needs your help to do this. He needs you to draw a picture of him and write a letter to a person in our neighborhood that you think is a very important helper.

He will visit the person in your letter and try to bring back at least one picture of himself and some information about how important the person is to the neighborhood.

Tasks

Teacher Tasks:

- Develop a list of community contact people interested and willing in being involved in this project. These people must commit to answering a student letter and coming to speak to a classroom of students for 10-15 minutes about their job. The teacher will also arrange with the community member to stop by and photograph Flat Stanley in this place of employment using the school's digital camera.
- Obtain a copy of *Flat Stanley* by Jeff Brown and read it to the class. Another option would be having a classroom set of the books available for the students to read to themselves or with a partner.
- Produce a form letter for the students to use as a guide to follow when composing their own letters to individual community members.
- Assist students in downloading their digital images of Flat Stanley at work and scanning their letters onto a classroom web site.

Student Tasks:

- Write a journal entry describing what it would be like to be flat.
- Write a letter to a neighborhood helper asking him or her to explain to you and Flat Stanley what they do in their job.
- Address an envelope correctly including a mailing address and a return address.
- Assist their teacher in downloading their digital images of Flat Stanley at work and scanning their letters onto a classroom web site.

Community Helper Tasks:

- Write a letter back to a student describing his/her job.
- Photograph (with the teacher's assistance) Flat Stanley at his/her place of employment.
- Agree to deliver the letter and photograph to the child at school and talk to the class about his/her occupation.

Resources

Book: Flat Stanley
Local Phone Book

Community Chamber of Commerce
Community Members

Local newspaper

Timeline/Interactions

Day 1: Ask students to image what it would be like to be flat. Have them start to write in their journals about what they would do, how they would move, what their life would be like as a flat person.

Day 2: Begin reading the book, *Flat Stanley* by Jeff Brown to give the students another perspective on being flat.

Day 3 - 5: Tell the class that they will be writing letters to various community members. The teacher will develop and contact a list of people and places in the community to whom the children can write. Discuss what to include in the letter. Students should draw a picture of Flat Stanley, cut it out, and include it in the letter that is mailed out. Finish reading *Flat Stanley*.

Week Two: After the community members have had enough time to reply to the letters, the teacher will make arrangements to have each community member deliver their letters to the students who wrote them. The community member will then speak to the entire class about his/her job.

Week Three: The teacher will assist students in scanning their pictures and letters onto a *Flat Stanley* web site.

Standards

Language Arts

- B.4.1 - Create or produce writing to communicate with different audiences for a variety of purposes
- B.4.2 - Plan, revise, edit, and publish clear and effective writing
- C.4.2 - Listen to and comprehend oral communications
- C.4.3 - Participate effectively in discussions
- E.4.1 - Use computers to acquire, organize, analyze, and communicate information
- E.4.3 - Create products appropriate to audience and purpose





Technology
Education

- B.4.6 - Follow a set of instructions to produce a product using appropriate tools and materials

Technology
Literacy

- D.4.1 - Participate productively in workgroups or other collaborative learning environments
- D.4.2 - Use media and technology in a responsible manner

Community Connection

	Bring in community members and have them read the story and share the pictures they took with Flat Stanley
	Display the stories and pictures at the local library
	Take field trips within the community for example: fire station, police station, bank, post office, etc.
	Put an article in local newspaper about Flat Stanley and his adventures.

Other books by Jeff Brown

Invisible Stanley. Illustrated by Steve Bjorkman. 1st ed. HarperTrophy, 1996.

One morning after a thunderstorm, the Lambchop family is surprised to discover that Stanley is suddenly invisible.

A Lamb for the Lambchops. Pictures by Lynn Wheeling. 1st ed. New York: Harper & Row, 1983.

A genie-in-training provides madcap adventures for the Lambchops until they realize it is best to unwish their wishes.

Stanley and the Magic Lamp. Illustrated by Steve Bjorkman. New York: HarperCollins, 1996.

The members of the Lambchop family react differently when a boistrous genie grants their wishes for fame, power, and the ability to fly. Originally published as **A Lamb for the Lambchops**.

Stanley, Flat Again. Illustrated by Scott Nash. New York: HarperCollins, 2003.

After Stanley Lambchop goes flat once again, he uses his flatness to help win a sailboat race and to rescue a classmate from a collapsed building.

Stanley in Space. Pictures by Scott Nash. New York: HarperTrophy, 2003.

When the residents of a far-distant planet send a message to Earth asking for someone to meet with them, the President of the United States asks Stanley Lambchop, an all-American boy, to be his ambassador.

Flat Stanley quiz

Choose the correct answer for each question.

Who is the author of the book Flat Stanley?

- A) Marc Brown
- B) Peggy Parish
- C) Tomie dePaola
- D) Jeff Brown
- E) David Adler

How did Stanley get flat?

- A) He was hit by a truck.
- B) A bulletin board fell on him.
- C) His brother sat on him.
- D) Stanley piled books on himself.
- E) He was born flat.

Who is not a character in this book?

- A) Arthur
- B) Mr. Dart
- C) Max
- D) Julie
- E) Mr. Lambchop

Where was the setting at the start of this book?

- A) The Lambchop's house
- B) The art museum
- C) The park
- D) The street
- E) By the lake

What problem did Stanley have in the park?

- A) He was kidnapped.
- B) He lost his ball.
- C) He got stuck in a tree.
- D) He lost his dog.
- E) He was teased.

What disguise did Stanley wear in the art museum?

- A) A cowboy outfit
- B) A shepherdess disguise
- C) A ballerina disguise

How did Stanley travel to see his friend in California?

- A) by train
- B) by ship
- C) He walked there.
- D) by mail

What was the resolution of this book?

- A) Stanley was famous.
- B) Stanley stayed flat.
- C) Arthur used a bicycle pump to blow Stanley back up to normal size.
- D) Arthur was mad.
- E) Stanley had a good idea.

Where in the World is Flat Stanley?

Designed by: Lori B. Douroux School: Caughman Road Elementary
Grade Level: 2nd Subject: Language Arts

Core Curriculum Objective(s): Engage in sustained writing of various types of compositions (journals, letters, reports, poetry, stories)

Overview: Students will learn the proper form of a friendly letter. The students will send flat Stanley letters all over the United States.

Focus/Essential Question(s): How can we write Flat Stanley Letters?

Time Frame: Five one-hour class periods. The correspondence part should/could carry throughout the year.

Resources/Materials:

- * Flat Stanley by Jeff Brown
- * Paper
- * Pencils
- * Computer lab
- * Alphasmarts
- * Digital camera
- * Over head
- * Flat Stanley print out this can be downloaded from the following web site <http://flatstanley.enoreo.on.ca/template.htm>
- * Envelopes
- * Postage
- * Addresses
- * Transparencies
- * Map of the United States

Culminating Assessment: Students will submit their completed letters to the teacher. The teacher will assess the students understanding by using the following rubric.

Flat Stanley Rubric:

Points	salutation	body	closing	conventions (spelling, grammar punctuation)
2	correct salutation	body is clear	correct closing	Very few convention and informative errors
1	Somewhat correct salutation	body is brief and unclear	somewhat correct closing	several errors in conventions
0	incorrect salutation or no salutation	Illogical body	incorrect closing or no closing	many errors in conventions

Teacher Preparation:

Preview the book **Flat Stanley** By Jeff Brown. The teacher should also visit the web site <http://flatstanley.enoreo.on.ca/template.htm> to print out the Flat Stanley reproducible. The teacher should make a Flat Stanley copy for each student in the class. Background: Stanley is a young boy who has the misfortune to have a bulletin board fall on him and thus becomes Flat Stanley must adjust to life as a pancake. He finds life being 'flat' full of adventures like being folded comfortably in to an envelope and being mailed to the west coast.

Instructional Activities:

Activity One: The teacher will read the book Flat Stanley by Jeff Brown. The class will discuss all the things Stanley could do when he was flat. The teacher will explain that they will be making a Flat Stanley. Flat Stanley will be mailed to someone the student knows in another state. The students will each get a copy of Flat Stanley to color and cut out. After the students complete Stanley the teacher will take a picture of each students with their Flat Stanley using the digital camera.

Teacher preparation: The teacher should send a note home to parents asking them to send in a valid address to send Stanley. The teacher should also print the pictures from the digital camera for tomorrow's activity.

Activity Two: The teacher will hand to each student a Flat Stanley journal made from a few pieces of paper stapled together. She will explain that this journal will travel with Flat Stanley. The students will take their Picture with Flat Stanley and paste it on the front. On the first page they will tell a little bit about themselves and Flat Stanley's story.

Activity Three: The teacher will review the Flat Stanley Project. The teacher will explain that they must write a letter to travel with Stanley. The teacher will spark prior knowledge by asking the students if they remember writing friendly letters from a previous lesson. They will review the parts of a friendly letter. They will discuss specific things that should be in this letter to ensure that the people we are sending Stanley to understand what to do. The students will get out a piece of paper. The teacher will begin with the salutation. She will discuss the capitalization and the comma. Have the students write their salutations while the teacher monitors and helps any students requiring additional information. The teacher will model how to skip a line and indent the paragraph. Talk about the body of the letter; what are some import things that we must add. A sample body the teacher may want to model is as follows: My class is involved in a very fun and exciting project based on the book Flat Stanley by Jeff Brown. In the book, Stanley is

perfectly normal until he has the misfortune to have a bulletin board fall on him and thus become Flat Stanley. He discovers that being 'flat' is full of adventures. He slides under closed doors and gets sent to California in an envelope. While Flat Stanley is visiting you, please take him around your community, take pictures of him in different places, write in the journal about his adventures and mail him back to me. Our goal is to learn about as many different places as possible. Thank you for participating. Have the students begin the body of their letters as the teacher circulates around and monitors, giving assistance as needed.

Next the teacher will model how to write the closing. Brainstorm a list of different closings. Write the closings on a piece of chart paper and post it in the room, this is great for future reference. Some examples may include From, Sincerely, Yours truly, etc. The teacher will discuss the capitalization and the comma. Have the students close their letter by choosing the proper closing and signing their name.

Activity Four: The teacher will model the editing process by using her letter from yesterday on the overhead. Have the students take out their letters from yesterday. Tell students to go back and reread their letter looking for any spelling, punctuation, or grammatical errors. The teacher will circulate around the room helping individual students edit. Also tell them to make sure their letter makes sense. The teacher will stress that it is very important that the recipient can understand the letter. Have students exchange papers with a friend to peer edit. The teacher will sit in on groups to help out where needed.

Activity Five: Students will use their rough drafts to type their letter on the computer. If computers are limited you may use alpha smarts. The teacher will monitor and assist as needed. Have the students print out 2 copies of their letter. One copy will be turned into the teacher and the other will be mailed with Flat Stanley. The teacher will assess the students understanding by using the scoring rubric.

Follow up: As Flat Stanley gets returned the students will locate and graph on the United States map all the places he's visited. Allow time for each student to read Stanley's journal when it arrives. When the Flat Stanley's get returned the students may bring in another address and send him out again. After a few weeks the class may want to do a presentation of Flat Stanley's travels to another class or parents. The activity is meant to be ongoing throughout the year.

Online internet projects: You can make this activity totally internet based. Simply Email Sseagraves@yahoo.com and her class will send your Flat Stanley.

Send Flat Stanley home with each child and let their parents record things they do together as a family

Make Your Own Books

Grade Level(s): Preschool, K, 1-2
Submitted by: Amy, Kindergarten Teacher

These are directions of how to create a book that serves many purposes. I use these for word families, Mother's Day books, etc.... I have also written alphabet letters on each page and had the kids draw a picture of something that starts with that letter. (Make sure you try first how much adding machine tape you need for 26 letters). They have numerous uses. Enjoy.

Objectives: How to create a book that serves many purposes.

Materials:

- 2 index cards cut into squares. Use the unlined ones, colored or plain. Cut them a little larger than the width of adding machine tape. (This is per child.)
- 1 12" piece of curling ribbon
- a yardsticks-length of adding machine tape
- glue

Plan:

1. Glue one of the index card squares in the middle of the curling ribbon through the middle of the index card.
2. Attach one end of the adding machine tape and continue to accordion fold the paper.
3. Glue the other index card to the end of the adding machine tape after you have accordion folded it all.
4. Take the curling ribbon and tie it in a bow on top of the other index card.
5. You now have a book with a cover and pages.

Stanley Surfs the Internet

Janet Sheppard

Paragon Elementary School, Paragon, IN

Grades 3 to 8

Subjects Integrating Technology into the Classroom, Process Skills, Reading, Geography

Overview

This Web-based project focuses on the book *Flat Stanley* by Jeff Brown. Included in this project are activities for each section of the book. These projects utilize concepts from Gardner's Multiple Intelligences and Bloom's Taxonomy, related spelling words (compound words from the story), reading and language skills, an art lesson, several creative writing strands, a hook to a measurement unit for science or math, technology lessons on computer parts and the World Wide Web, social studies lessons on geography and cultural differences, an online practice on naming the continents and oceans, an online practice on the spelling words, an online practice on sequencing, and links to other *Flat Stanley* projects.

Objectives:

In this activity students will develop the following skills (set forth by the Metropolitan School District of Martinsville, IN and Paragon Elementary School, and aligned with the proficiency requirements of the Indiana Department of Education):

- Collaborate in writing
- Use resources to acquire information and conduct research
- Write for different purposes (e.g., produce letters, log ideas and information, and respond to literature)
- Use process writing (prewriting, drafting, peer sharing, revising, and editing)

- Produce products that communicate effectively with readers and follow accepted conventions of written language, grammar, spelling, usage, and mechanics
- Expand working vocabulary
- Continue to develop reading strategies for understanding (e.g., make comparisons, predictions; draw conclusions; use headings, pictures, captions, and other textual cues; and rephrase and expand on meaning)
- Comprehend a wide variety of materials (e.g., stories, informational materials, student writing, audiovisual media, and reference materials)
- Make inferences, understand cause and effect, and distinguish between reality and fantasy
- Gather information about current issues and events
- Identify places on a map
- Explain the difference between: planet, hemisphere, continent, country, state
- Measure and record length, distance, volume, and mass

Materials

This activity requires the following resources:

- One or more copies of the book *Flat Stanley* by Jeff Brown
- Microsoft® Encarta® Encyclopedia or other encyclopedias
- Microsoft® Encarta® Virtual Globe or other atlases and maps
- Art supplies (large butcher paper, markers or crayons)
- Rulers, pencils, paper
- Scanner or computer drawing program
- Internet connection with World Wide Web access
- Mindscape CD-ROM disk: *How Multimedia Computers Work*

Procedure

- A) Introduce the book *Flat Stanley*. Don't pass it out to students. Read pages 5-8 to them. In journals, have students write a paragraph about what they could do that no one else could do if they were flat. Write a second paragraph about what they could not do that they would want to do.
- B) Pass out butcher paper. Have each student make a paper replica of Stanley using the measurements from the doctor's visit. Launch the science or math unit on measurement after this part.
- C) Start the week's spelling assignments. Use the Activity Sheet.
- D) Read together or have students read independently each of Stanley's adventures. (Use the Activity Sheet section corresponding to each book section: for pages 5-13, pages 13-25, pages 26-39, and pages 40-48.)
- E) Have the students write a new part to the story. Make up a new adventure for Flat Stanley.
- F) Together or independently, have students list the important parts of the story. Have them illustrate each part on the computer drawing program or on paper. Have them show each other their illustrations.





- G) Introduce the input peripherals of a computer (keyboard, mouse, floppy disk drive, CD-ROM disk drive, scanner, microphone, digital camera, modem, network card, digitizer and video camera). Have students write a story about a character who is pulled into the computer. How did it happen? What is his/her name? How can we see him/her?
- H) Introduce the parts of a computer using the CD-ROM disk *How Multimedia Computers Work*. Have students write another paragraph about how Stanley explores the parts.
- I) Introduce the computer network capabilities (file server, Internet, World Wide Web, e-mail). Continue the story as Stanley leaves the local computer and travels to remote locations.
- J) Visit our home page for Stanley (see the Web links below). Read Stanley's Journal. Send us an adventure for Stanley while he is at your school, town, or home.
- K) Have students use references to find out information about the sites Stanley has visited. They can share their information with the class in a written report, multimedia presentation, oral presentation, demonstration, diorama, drawing, map, chart, graphs or other suitable medium.


Measurement Activities

- A) After measuring the paper for Stanley and drawing Stanley to the correct dimensions, practice using inches, feet, and yards to measure other things.
- B) Use the measure tool in Encarta Virtual Globe to measure the distance in miles between locations in Stanley's journal. Learn how to measure distances on a paper map. Measure out and have the students walk a mile.
- C) Use a coffee cup like Mr. Lambchop's to introduce and expand on the volume measurements of cup, pint, gallon.
- D) Weigh the students and have them estimate how much Stanley weighed before he was flat. Do more measuring practice with pounds and ounces.
- E) Introduce the concept of density by asking them how much Stanley weighed after he was flat. Help them see that, unless he lost some blood, he would weigh the same. He would take up less space and therefore be denser. Compare to the weight of a piece of paper flat and then crumpled up. The weight doesn't change, but the amount of space the paper takes up changes.

Adapting the Lesson for Use with Students of Different Abilities


For use with students in lower grades and less able students:


-  Read the book to them.
-  Record their stories on tape instead of writing them.
-  Have a shorter spelling list or just have them spell part of the word when the rest is given to them.
-  Do the comprehension questions orally or in discussion groups with a teacher or aide.

 Present information on the locations in drawing or diorama form.

For use with students in upper grades and more capable students:


 Remove the comprehension question page numbers.

 Do more extensive work in the measurement strand.

 Write longer and more detailed stories. (Stanley's journal has responses from high school students. It is apparent that they, as well as the younger children, enjoyed writing humorous and interesting stories to send to us.)

 Have additional spelling words.

 Do comparisons of the information found on each location.

 Do more elaborate projects on the information on each location.

The Parts of a Computer

(from the Mindscape CD-ROM disk *How Multimedia Computers Work*)

hard disk drive	floppy disk drive	mouse	power supply
CD-ROM drive	external speaker	printer	bus
sound card	network card	keyboard	battery
monitor	disk controller	internal speaker	video card
upgrade socket	control panel	input/output ports	fax modem
CPU	RAM/SIMMS	ROM BIOS	

Stanley Surfs the Internet Activity Page

Spelling Words for *Flat Stanley*

rainbow	airmail	sidewalk
breakfast	moonlight	everybody
afternoon	wallpaper	cowboy
faraway	bulletin board	coffee cup
bicycle pump	sneak thieves	newspaper

Week's Assignments

Monday: Stanley's family name *Lambchop* is a compound word. All our spelling words are compound words, too. With a partner or two, look for more compound words in the book. See which team can find the most compound words.

Tuesday: Write each word once. After each word write the two words the compound word is made from. Then explain what the word means using those two words.

Wednesday: Write the words in alphabetical order and take the pretest when the teacher gives it.

Thursday: Write all the words in as few sentences as possible. The best sentences will be used on the sentence dictation part of Friday's test.

Friday: Mastery test, sentence dictation.

Flat Stanley (pages 5-13)

After reading pages 5-13, choose one or more of the following.

- Make a crossword puzzle of these words: marvel, altered, grating, shaft, and hasty. Add at least 5 more words of your choice from the section. Write clues for each word to help solve the puzzle.
- Read the section aloud to one or two partners.
- Rewrite the section as a play.
- Tape record a summary of the section.
- Make a story map of the section.
- Make a rebus of a quote from the section.
- Make a diorama of the section.
- Lead a discussion of the section with two or three partners.
- Write a song about what happened to Stanley in this section.
- Write a rap about this section.
- Write a poem about this section.
- Pantomime the section.
- Use a computer animation program to retell the section.
- Answer these questions on your own paper:

p. 6 #1. How did Stanley become flat?

p. 6 #2. Write the phrase that tells what Stanley is being compared to.

p. 8 #3. What size was Stanley?

p. 8 #4. How did Stanley feel at first? How did he feel later?

p. 10 #5. What happened when Arthur tried to follow Stanley and slide under a door?

p. 8 #6. What does *marvel* mean?

p. 8 #7. What does *altered* mean?

p. 11 #8. Describe what Stanley did to find his mother's ring.

p. 11 #9. What is a *grating*?

p. 11 #10. What is a *shaft*?

p. 12 #11. What does the policeman mean when he says, "Get the net, Harry. We have caught a cuckoo!"?

p. 12 #12. What does the policeman mean when he says, "We have been *hasty*."?

Flat Stanley (pages 13 - 25)

After reading pages 13-25, choose one or more of the following.

1. Make a crossword puzzle of these words: parcel, jostled, spool, gusts, swooped, phases, and patient. Add at least 3 more words of your choice from the section. Write clues for each word to help solve the puzzle.

2. Read the section aloud to one or two partners.
3. Rewrite the section as a play.
4. Tape record a summary of the section.
5. Make a story map of the section.
6. Make a rebus of a quote from the section.
7. Make a diorama of the section.
8. Lead a discussion of the section with two or three partners.
9. Write a song about what happened to Stanley in this section.
10. Write a rap about this section.
11. Write a poem about this section.
12. Pantomime the section.
13. Use a computer animation program to retell the section.
14. Make a kite. Demonstrate how to fly it.
15. Answer these questions on your own paper:

- p. 14 #1. What did Stanley take in the envelope to California?
- p. 17 #2. Describe the envelope that Stanley was mailed back in.
- p. 18 #3. What did Mr. Lambchop's friend think Mr. Lambchop was carrying rolled up?
- p. 18 #4. What does *jostled* mean?
- p. 18 #5. What is a *parcel*?
- p. 20 #6. Why did Arthur pile encyclopedias on top of himself?
- p. 22 #7. What is a *spool*?
- p. 23 #8. What are *gusts*?
- p. 24 #9. What did Stanley do when he *swooped*?
- p. 24 #10. What does Mr. Lambchop mean by "*Phases*"?
- p. 24 #11. What does *patient* mean?
- p. 24 #12. Describe how Stanley became caught in the tree.

Flat Stanley (pages 26 - 39)

After reading pages 26-39, choose one or more of the following.

1. Make a crossword puzzle of these words: wits, sneakery, disguise, spikes, sensational, civilized, and quivering. Add at least 3 more words of your choice from the section. Write clues for each word to help solve the puzzle.
2. Read the section aloud to one or two partners.
3. Rewrite the section as a play.
4. Tape record a summary of the section.
5. Make a story map of the section.
6. Make a rebus of a quote from the section.
7. Make a diorama of the section.
8. Lead a discussion of the section with two or three partners.
9. Write a song about what happened to Stanley in this section.
10. Write a rap about this section.
11. Write a poem about this section.
12. Pantomime the section.
13. Use a computer animation program to retell the section.
14. Answer these questions on your own paper.

- p. 26 #1. The French expression *object d'art* means an object that is a work of art. Whose name does this sound like?
- p. 26 #2. What is a *Toulouse-Lautrec*? What words do Toulouse sound like?
- p. 26 #3. What does "*at his wits' end*" mean?
- p. 27 #4. What does *sneakery* mean?
- p. 27 #5. Describe what happened when Stanley got an idea.
- p. 30 #6. What is a *disguise*? What disguise did Stanley bring with him? What disguise did he have to wear?
- p. 32 #7. What did Mr. Dart want Stanley to do that he had to try hard to do?
- p. 32 #8. What are *spikes*?
- p. 36 #9. What is a *sensational* job?
- p. 36 #10. What is a *civilized community*?
- p. 36 #11. What is a *quivering* voice?
- p. 36 #12. What did the art robbers say they would do to anyone who tried to capture them?
- p. 38 #13. Why is the word arrested written "*ar-rested*" in the story?

Flat Stanley (pages 40 - 48)

After reading pages 40-48, choose one or more of the following.

1. Read the section aloud to one or two partners.
 2. Rewrite the section as a play.
 3. Tape record a summary of the section.
 4. Make a story map of the section.
 5. Make a rebus of a quote from this section.
 6. Make a diorama of the section.
 7. Lead a discussion of the section with two or three partners.
 8. Write a song about what happened to Stanley in this section.
 9. Write a rap about this section.
 10. Write a poem about this section.
 11. Pantomime the section.
 12. Use a computer animation program to retell the section.
 13. Make a new book about Flat Stanley.
 14. Make a maze of the events of Flat Stanley.
 15. Interview 3 students. Ask them what Flat Stanley should have done when people called him names.
 16. Read more books by Jeff Brown.
 17. Answer these questions on your own paper.
- p. 40 #1. What names did people call Stanley?
 - p. 43 #2. What was Arthur looking for when he began to rummage in the box?
 - p. 44 #3. Describe how Stanley became round again.
 - p. 46 #4. What does *strode* mean?
 - p. 46 #5. What are toasts?

#6. Write three things that happened in the book that could not happen in real life.

#7. Write three things that happened in the book that could happen in real life.



Flat Stanley Tracing Template:
can be found at <http://flatstanley.enoreo.on.ca/>

Flat Stanley Parts of a Story PRE-VOC Activity

Name: Diane Tornero

dlt1nc@viking.stark.k12.oh.us

Subject: Reading

Grade Level: Third Grade

Characters	Problem	Events	Solution

Before reading the *Flat Stanley*, decide which words or phrases go under each category.
Use your cursor to drag each item under the category you have selected.

Mrs. Lambchop	Arthur's idea	Stanley's bed	enormous brown-paper envelope	Dr. Dan	
whooshing	grate	hot chocolate	Stanley	California	
pajama top	kite	Arthur	Shepherdess disguise	thieves	
bicycle pump	George Lambchop	Encyclopedia Britannica	ring	enormous bulletin board	sound of crying

**Or you can make cut outs and label each glass and have students place each piece of paper in each cup. Or it this at <http://www.northcanton.sparcc.org/~elem/kidspiration/tornero/flatstan.htm>

Overview: Before reading Flat Stanley by Jeff Brown, students will assign words, names, and phrases to the appropriate heading of a story: Characters, Setting, Problem, Events, Solution. This activity facilitates vocabulary development and encourages students to make predictions about the story. It is used before reading, but it may be an ongoing activity as the story progresses. Students may make the necessary changes. This will be easily facilitated through a Kidspiration template.

Standards: English Language Arts, Grade Three, Reading Process: Comprehension, #2 Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.

Preparation:

Gather enough copies of the Flat Stanley book, one for each student.
Create a Kidspiration template and load it on the computers.

(Found at: www.northcanton.sparcc.org)

Procedure:

- Students will be asked to complete a PRE-VOC Activity using a Kidspiration template following a brief introduction to the story. The students will make their predictions by dragging the word, name, or phrase into the jar with the appropriate story heading. These will be printed and discussed.
- After each chapter or so, students will refer back to this activity, making the necessary changes as the story unfolds.
- Print the final copy.

Assessment: Upon finishing the book and discussions, students will be able to complete a similar written assessment with 75% accuracy.