



TEACHER READING GUIDE

**Flat Stanley: His Original Adventure!**

written by Jeff Brown  
illustrated by Macky Pamintuan

This is book #1  
in the **Flat Stanley** series.



**Essential Question:** How does identifying different characters' perspectives help the reader better understand the story?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Literary

**Genre:** Fiction

**Themes/Topics:** Family, Bravery, Adventure

**Lexile:** AD550L

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

**Word Work**

**ELA.2.F.1.3 (c)**

Decode words with open and closed syllables.

**Vocabulary**

**ELA.2.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.2.R.1.3**

Identify different characters' perspectives.

**BUILDING BACKGROUND**

In *Flat Stanley: His Original Adventure!*, Stanley becomes flat (four feet tall, one foot wide, and half an inch thick).

- Use the measurements above to draw an outline of Stanley on the board to aid in students' understanding of his size.
- Ask students what they would do if they were Flat Stanley's size.
- As you read, look for events that can only happen because of his size and flatness.

**STUDENT LEARNING TARGETS**

**Today I am:** identifying the actions of the characters.

**So that I can:** understand the characters' perspectives.

**Did You Know?**

*Flat Stanley: His Original Adventure!* has an AD550L. When **AD**, or "**Adult Directed**" appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text

## WORD WORK – DECODE WORDS WITH OPEN AND CLOSED SYLLABLES

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

c. Decode words with open (e.g., *hi*, *baby*, *moment*) and closed (e.g., *bag*, *sunshine*, *chop*) syllables and consonant *-le* (e.g., *purple*, *circle*, *stumble*).

b. Decode regularly spelled two-syllable words with long and short vowels.

Students will decode multisyllabic words using **syllabication**. **Syllabication** is the division of words into **syllables**. A **syllable** is a part of a word with just one vowel sound. There are six common syllable patterns: open, closed, *r*-controlled, vowel team, vowel-consonant-*e*, and final stable.

Below is an example of how to decode words with the above syllable types:

be - gin

Write *begin* (p. 16) on the board and say:

- "This word is *begin*."
- "There are two syllables in the word *begin*—*be* - *gin*." Write *be* - *gin* on the board with a hyphen separating each syllable.
- Point to *be*. "This syllable ends with a vowel, *e*, and is an open syllable. In an open syllable, the vowel sounds like its name. This syllable is pronounced /bē/. Repeat after me, /bē/."
- Point to *gin*. "This syllable ends with a consonant, *n*, which makes it a closed syllable. In a closed syllable, the vowel *i* makes the short *i* sound /ĭ/. This syllable is pronounced /gĭn/. Repeat after me, /gĭn/."
- "Blend the syllables /bē/ /gĭn/ together, *begin*." Run your finger under the word as you blend.

This lesson will focus on:

- An open syllable:
  - ends with a vowel
  - usually has a **long-vowel** sound spelled with one vowel letter
    - Example: *go*, *she*, *hi*
- A closed syllable:
  - ends with one or more consonants
  - has a **short-vowel** sound spelled with one vowel letter
    - Example: *at*, *fun*, *stop*, *dump*

Continue to decode words with open and closed syllable patterns using words from the book:

<b>museum</b> (on multiple pages)	<b>suspect</b> (p. 40, p. 53)
<b>undid</b> (p. 26)	<b>belongs</b> (p. 47)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**marvel** (p. 7): If you **marvel** at something or someone, you show great surprise or wonder. Dr. Dan has many years of training and experience but could only **marvel** at Stanley's size.



**limber** (p. 21): When something or someone is **limber**, they are flexible and can easily bend. Stanley is a **limber** boy, who can fold himself to fit through a mail slot.



**civilized** (p. 53): A **civilized** person describes someone who is polite and follows the laws. While the **civilized** part of the community sleeps, the robbers try to steal the most expensive painting in the world.



**rummage** (p. 66): **Rummaging** describes searching for something by moving things around in a messy way. Arthur begins to excitedly **rummage** through the box to find an old bicycle pump.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

### Vocabulary Extension Activity

- Play a game of charades to reinforce students' understanding of the vocabulary.
  - For example, show a target word to a student volunteer. The student will act out the word until a classmate guesses the word. After the word is revealed, all students will act out the word.

#### Try This!

**Total Physical Response (TPR)** is an effective strategy for teaching language by connecting physical movements with new words.

Charades is an example of a **TPR** strategy.

# READ FOR MEANING – IDENTIFY DIFFERENT CHARACTERS’ PERSPECTIVES

ELA.2.R.1.3: Identify different characters’ perspectives in a literary text.

- **Clarification 1:** The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.



## Before:

The purpose of this read aloud is to identify different characters’ perspectives in *Flat Stanley: His Original Adventure!*.

- Introduce the story and the purpose to students.
- Explain what the term **perspective** means.
  - **Perspective** refers to one’s attitude or way of thinking about a particular topic.
- Present two adventures. Discuss students’ perspectives of these adventures.
  - For example, would you rather go on an adventure to the sewage drain or to the park?



## During:

Recreate the graphic organizer on the board or chart paper. As you read, identify the characters’ perspectives toward each event.

**I Do:** Model how to identify Stanley’s and Arthur’s perspectives toward an event.

- Read p. 1 – 10. Say to students:
- “Stanley slides through the crack at the bottom of the door. On p. 9, I see Stanley sliding through the crack and smiling. Stanley’s perspective is he enjoys being able to go in and out of rooms, even when the door is closed.”
- “On the other hand, Arthur looks at Stanley with a frown while Stanley slides through the door’s crack. Arthur’s perspective is that he wishes he could slide through the crack.”

<b>Event: Stanley slides through the crack at the bottom of the door.</b>	
<b>Stanley’s perspective</b>	<b>Arthur’s perspective</b>
Stanley enjoys being able to go in and out of rooms, even when the door is closed.	Arthur is jealous because he can not slide through the crack at the bottom of the door.
<b>How does Stanley show his perspective?</b>	<b>How does Arthur show his perspective?</b>
Stanley slides through the door’s crack while smiling.	While Stanley slides through the door’s crack, Arthur looks at him with a frown.

**We Do:** Guide students in identifying Stanley’s and Arthur’s perspective toward each event.

Events in the story include:

- Stanley slides through the crack at the bottom of the door. (p. 8 – 10)
- Stanley’s father rolls Stanley up. (p. 23 – 25)
- Arthur flies Stanley as a kite. (p. 32 – 35)
- Arthur leaves the spool wedged in the fork of a tree. (p. 35 – 37)

## READ FOR MEANING – IDENTIFY DIFFERENT CHARACTERS' PERSPECTIVES



Suggested questions to guide the discussion:

- How does Stanley feel about \_\_\_\_\_ (event)?
  - What does he say or do to show his perspective?
- How does Arthur feel about \_\_\_\_\_ (event)?
  - What does he say or do to show his perspective?
- What could Stanley or Arthur do differently to help the other feel better about the situation?



**After:**

- Engage students in a discussion to answer the following question.
  - What is Arthur's perspective toward being flat at the end of the story?
- Based on the discussion, model writing a complete response to the question using the sentence stems:
  - At the end of the story, Arthur's perspective toward being flat is \_\_\_\_\_.  
He shows this by \_\_\_\_\_.
- Students will independently write a response to the question:
  - What is Stanley's perspective toward being flat at the end of the story?
- Instruct students to use the following sentence stems to construct their answers.
  - At the end of the story, Stanley's perspective toward being flat is \_\_\_\_\_.  
He shows this by \_\_\_\_\_.
- **Extension discussion:** How does Stanley's perspective toward being flat change in the story?