The Jefferson Performing Arts Society
Presents

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Teacher’s Notes

The Musical Adventures of Flat Stanley JR.

Lyrics by Timothy Allen McDonald and Jonathan K. Waller
Music by David Weinstein and Timothy Allen McDonald and Jonathan K. Waller and Stephen Gabriel
Book by Timothy Allen McDonald
Based on the book Flat Stanley by Jeff Brown

1 Act, Book Musical, Rated G
Broadway Junior Version

Based on the best-selling book series, Stanley folds his way around the world with his flat-tastic hijinks. (60 Minute Version for Young Performers)

The beloved children's book written by Jeff Brown in 1964 has become a literary and pop cultural phenomenon - delighting readers and travelers all around the world. And now, Timothy Allen McDonald, the writer behind Willy Wonka and James And The Giant Peach, has taken everyone's favorite two-dimensional hero and given him a new life in The Musical Adventures Of Flat Stanley® JR.

Stanley Lambchop is your ordinary, everyday, run-of-the-mill ten-year-old: normal mom and dad, normal little brother, normal life. That’s just the problem...for Stanley, life is too normal. He wants to travel the world, do something amazing, something no one’s ever seen before. Careful what you wish for, Stanley! One night, the bulletin board on the wall above Stanley’s bed comes loose and falls – right on top of Stanley! The next morning, Stanley Lambchop wakes up flat. Not just a little flat...really, REALLY flat! In a whirlwind musical travelogue, Stanley – the ultimate exchange student – scoursthe globe for a solution to his unusual problem. He’s stamped, posted and cancelled from Hollywood to France to Honolulu and beyond. And whether
he’s thwarting a robbery at the Louvre Museum in Paris, or “hanging ten” off the coast of Hawaii, Stanley is closing in on his goal of being a three-dimensional boy once more.

**The Musical Adventures Of Flat Stanley JR.** is filled with infectious songs and non-stop adventure making this a perfect show to introduce young performers to the magic of live theatre.

RETRIEVED FROM:
http://www.mtishows.com/show_detail.asp?showid=000337

This Study Companion includes lessons that will assist students develop English language arts, mathematics and map reading skills as they develop a greater understanding of Flat Stanley and his travels. The **Background** section of this Companion includes an overview of the book by Jeff Brown, biographical information on the author and the artists that have illustrated the book over the years, information on the characters in **The Musical Adventures of Flat Stanley** and information about **The Flat Stanley Project**.

**JPAS Flat Stanley: Comparing and Contrasting the Book and the Musical** enables students to learn vocabulary words (adaptation, characters, plot) and explore similarities and differences between the book and the play. The **JPAS Flat Stanley Word Search, JPAS Flat Stanley Maze, JPAS Flat Stanley Double Puzzle, JPAS Flat Stanley Cryptogram, JPAS Flat Stanley Word Search: Characters, JPAS Flat Stanley Word Search: Show Tunes**, all enable students to have fun while learning about Flat Stanley and his adventures. **JPAS: Pocket Stanley!** enables students to use basic measuring and graphing skills to create their own Flat Stanleys. The **JPAS Flat Stanley Math and Geography Lesson** enables students to explore Flat Stanley’s travels in Louisiana and abroad while developing measurement and sorting, counting, and comparing skills. The **Flat Stanley Lesson Plan** provides work sheets and opportunities for students to develop writing skills as they create Flat Stanley “Travel Journals.” The **TEC Lesson Plan: Where is Flat Stanley?** gives students opportunities to develop vocabulary, reading comprehension and increase their knowledge of geography. To better tie the arts into the academic curricula, all lessons include a list of standards from core academic subjects.

Wishing you safe journeys and pleasant travels!
Louisiana Educational Content Standards and Benchmarks

The arts facilitate interconnection. They provide tangible, concrete opportunities for students and teachers to explore academic concepts. The arts are even more critical now with the introduction of Louisiana Common Core. Common Core is replacing the system of Grade Level Expectations and Standards and Benchmarks previously used to measure student achievement. Here is some background information on Louisiana Common Core:

**COMMON CORE STATE STANDARDS**

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. In 2010, Louisiana adopted Common Core State Standards in English language arts and math. The Common Core State Standards define what students need to learn in reading, writing and math in each grade to stay on track for college and careers. Louisiana is aligning state assessments and end-of-course tests to the new academic standards, phasing in additional common core test items each year until completely measuring students’ achievement of the Common Core State Standards in English language arts and math in 2014-2015. Please visit this site for more information:

http://www.louisianabelieves.com/academics/common-core-state-standards

All Common Core connections were retrieved from:

Background

the Musical Adventures of
FLAT STANLEY JR.
THE BOOK: Behind The Boy

Hi, friends! I’m Flat Stanley. I’m a kid just like you except one night when I was sleeping, the bulletin board that hung over my bed fell on top of me. Don’t worry; it didn’t hurt, but it sure did flatten me! Being the only flat kid around has gotten me into some really interesting adventures. I can fit down sewers, slide underneath doors, even fly like a kite. Sometimes it seems like everyone needs the help of a flat kid.

But when I need a break, I can fold myself up into an envelope and mail myself anywhere in the world! There’s no place on Earth a flat kid can’t go! Read about my travels in WORLDWIDE ADVENTURES!

Jeff Brown Jeff Brown created the character of Flat Stanley when his son joked that he thought the bulletin board over his bed would fall on him and flatten him in his sleep. The joke was so funny, Mr. Brown decided to write a story about what would happen if a bulletin board actually did flatten a sleeping boy, and Flat Stanley was born. Kids and teachers around the world immediately embraced Jeff Brown’s children’s books, and took to fun classroom activities based on the stories, like the Flat Stanley Project.

Sara Pennypacker Sara Pennypacker, author of the beloved Clementine books, was a painter before becoming a writer. She has written several books, including Stewart’s Cape and Stewart Goes to School, both illustrated by Martin Matje, Dumbstruck, and Flat Stanley’s Worldwide Adventures books 1, 2, 3, and 4, which are chock full of ideas for learning activities and teaching kids geography. Sara lives in Cape Cod, Massachusetts.
Josh Greenhut  Josh Greenhut once mailed Flat Stanley, in costume, to a Halloween party 300 miles away. He is now married to the woman who was host of the party, and they live in Toronto, Ontario, Canada with their two children. Josh is the author of Flat Stanley’s Worldwide Adventures books 5 through 12, which take readers all the way from Mexico to Africa, China, Australia and beyond! Learning world geography has never been more fun than with Flat Stanley!

Macky Pamintuan  Macky Pamintuan grew up in the Philippines. He still remembers the day when he successfully drew Mickey Mouse and Superman, a huge breakthrough and a sweet triumph. After a world geography tour of his own, with stops in California and Mexico, he now lives once again in the Philippines with his wife, Aymone, their baby daughter, Alison, and their dog, Winter. There, he illustrates many books including the original Flat Stanley books by Jeff Brown as well as Flat Stanley’s Worldwide Adventures. Check out Macky’s travel photos in the Flat Stanley Picture Gallery!

RETRIEVED FROM: http://www.flatstanleybooks.com/kids/behind-the-boy/
Jeff Brown

Jeff Brown was thinking of ideas for a brand new Stanley Lambchop book when he died unexpectedly on December 3, 2003.

Jeff Brown served on the editorial staffs of The New Yorker, The Saturday Evening Post, Life, and Esquire magazines. His stories have appeared in these and other magazines. For several years, in Hollywood, he was associated with producer Samuel Goldwyn, Jr., later with Pennebaker Productions (Marlon Brando) at Paramount Studios. In addition to the book in which Stanley becomes flat, Jeff Brown has written other stories about the Lambchop family. His last book was Stanley, Flat Again.

RETRIEVED FROM: http://www.flatstanleyproject.com/jeffbrown.html
THE PLAY:  
The Musical Adventures of Flat Stanley Jr.

Cast

ARThUR: Arthur is Stanley’s little brother. He’s very serious about school and follows the rules.

ASSISTANT DIRECTOR: Assistant Director on Stanley's movie.

BIKINI WAHINI Bikini Wahini is Stanley’s co-star.

BIRDS: Birds are Stanley's singing bird friends.

BULLETIN BOARD: Bulletin Board is a magical creature, like the tooth fairy, who grants kids’ wishes but with a little twist.

CALEB, JACKSON, JACOB, COUSIN SOPHIE: Caleb, Jackson, Jacob and Cousin Sophie are all slumber party guests.

CROWD: The Crowd is a large group of people who see Stanley off on his adventure. This is the chorus.

DOCTOR DAN: Doctor Dan is a hard-of-hearing, overworked Doctor.

GO-GO DANCERS: Go-Go-Dancers are the extras in Stanley’s movie.

HERB WAVECREST: Herb Wavecrest is an entertainment reporter.

HOLLYWOOD AGENT: Hollywood Agent is a slick, old-style agent.

HOLLYWOOD ASSISTANTS: Hollywood Assistants are the assistants to the Hollywood Agent.
**KIKI:** Kiki is an entertainment reporter in Hawaii.

**KING OF THE COOL KIDS:** King of the Cool Kids is the ringleader of the cool kids.

**MONA LISA:** Mona Lisa is Leonardo da Vinci’s painting come to life.

**MR. LAMBCHOP:** Mr. Lambchop is Stanley’s Dad, gently authoritative and likable.

**MRS. CARTERO:** Mrs. Cartero is a sassy postal worker. She is fun-loving and extremely likable.

**MRS. LAMBCHOP:** Mrs. Lambchop is Stanley’s Mom. She is smart and definitely in control.

**NAPOLEON:** Napoleon is Jacques-Louis David’s painting come to life.

**NURSE BETTY:** Nurse Betty is the long-suffering assistant to Doctor Dan.

**O. JAY D'ART:** O. Jay D’art is the curator for the Louvre museum.

**PASSERBYS/WANNABES:** Passerbys and Wannabes are various folks who live in Los Angeles.

**SAMANTHA:** Samantha is Stanley’s friend who moved to Los Angeles.

**SNEAK THIEF:** Sneak Thief is a world-class art burglar.

**STANLEY:** Stanley is a boy who wants to do “amazing things the world has never seen before.”

**RETRIEVED FROM:**
http://www.mtishows.com/show_detail.asp?showid=000337
The Flat Stanley Project

In 1994, Dale Hubert began the Flat Stanley Project in Ontario, Canada. Hubert had the brilliant idea of having children create their own Flat Stanley paper cutouts and mailing them to friends and family around the globe, in order to foster authentic literacy activities for kids and get them excited to write about Stanley's adventures. Hubert invited other teachers to take part by "hosting" Flat Stanley visitors in their classrooms as they arrived in the mail, and encouraging students to keep their own Flat Stanley journals. Jeff Brown, author of the original book, Flat Stanley, was delighted with the Flat Stanley Project. An enormous resurgence of interest in the character of Flat Stanley followed, eventually resulting in a new sequel by Brown, almost 40 years after the original book's publication. Hubert and Brown remained good friends until Jeff's death in 2003. Today, the Flat Stanley Project is a uniquely multi-generational, global literacy activity that engages hundreds of thousands of children on a daily basis. The Project encompasses more than 6000 schools registered in 88 countries around the globe, and is included in the curriculum for more than 15% of elementary schools in the US.

RETRIEVED FROM: https://www.flatstanley.com/about?subpage=project
Overview

The basic principle of The Flat Stanley Project is to connect your child, student or classroom with other children or classrooms participating in the Project by sending out "flat" visitors, created by the children, through the mail (or digitally, with The Flat Stanley app). Kids then talk about, track, and write about their flat character's journey and adventures. Although similar to a pen-pal activity, Flat Stanley is actually much more enriching—students don't have to wonder where to begin or what to write about. The sender and the recipient already have a mutual friend, Flat Stanley. Writing and learning becomes easier, flows naturally, and tends to be more creative. This is what teachers call an "authentic" literacy project, in that kids are inspired to write of their own passion and excitement about the project, and given the freedom to write about many things through the rubric of the Flat Stanley character.

Arranging an Exchange

To begin your own Flat Stanley Project, first register and log in. Next, check out our Flat Stanley List of Participants to see where you might like to send Flat Stanley; who might be sending a Flat Stanley to you; or what classroom, in what country, you would like to arrange an exchange with. (Please note, you must have registered and be logged in to view the List of Participants.) It's a good idea to contact your recipient by email at this stage, to confirm the exchange.

Once you have coordinated a recipient of your Flat Stanleys or flat characters, have your children make a Flat Stanley. This can be done any way your kids want to, but most look at pictures of other Stanleys, roughly stencil a new Stanley’s shape, and color and accessorize as your kids see fit! When your Flat Stanley is ready for his journey, be sure to include the sender's name, return address, and email on back. You might want to document Stanley's starting point in your classroom or home, with a picture or a journal entry or a biography about your own flat character.
And that's when the fun really begins-off Stanley goes! Either mail him, or email him, with our Flat Stanley App, off on his or her journey. All sorts of good teaching activities can be involved at this stage: geography, with locations of Stanley's travels and destinations; math, in distances and times; narrative and writing, with journal entries and biographies, and on and on. Track Stanley's journey as he makes his way to your chosen destination. And then wait with bated breath for acknowledgement of his arrival from your exchange partner classroom or friends!

**Documenting Flat Stanley's Travels**

The Flat Stanley Project has lots of great ways you can share your Stanley's progress, track his or her journey, or enjoy the adventures he is having elsewhere around the globe. We have a Facebook page which sometimes has cool content from our partners, such as the Flat Grannies on Safari. And of course you can see a whole newsfeed of Stanley activities and images with The Flat Stanley App. We encourage you to use any of these outlets for you and your students to publish stories, describe local traditions and scenery, talk about Stanley's adventures, and post pictures. Our wonderful Picture Gallery is a great place to get students excited about the potential of the Flat Stanley Project. For more information, please visit our FAQ section or send an email to info@flatterworld.com.

**Happy traveling!**

RETRIEVED FROM: https://www.flatstanley.com/about
JPAS Flat Stanley: Comparing and Contrasting the Book and the Musical by Karel Sloane-Boekbinder

MATERIALS: Flat Stanley by Jeff Brown; the Synopsis of The Musical Adventures of Flat Stanley, Jr. from MTI; notebook paper; pencils; JPAS Venn Diagram

Vocabulary: Adaptation, characters, plot

TIME: One class period

Prior to beginning the lesson, either hand out note book paper and pencils or ask students to get notebook paper out from their student supplies; hand out copies of the JPAS Venn Diagram. Explain that the class will be reading the book Flat Stanley by Jeff Brown and learning about The Musical Adventures of Flat Stanley, Jr. from MTI. Define vocabulary words adaptation, characters and plot. Explain that The Musical Adventures of Flat Stanley, Jr. from MTI is an adaptation of the book Flat Stanley by Jeff Brown and that the class will be comparing the characters and plot from the book and the musical and contrasting how the characters and plot are different.

As a class, Read Flat Stanley by Jeff Brown. Ask students to write down on their piece of note book paper a list of characters and three sentences about the plot from the book. Read the Synopsis of The Musical Adventures of Flat Stanley, Jr. from MTI. Ask students to write down on their piece of note book paper a list of characters and three sentences about the plot from the musical.

Ask students to look at the two lists of characters and the plots. In the center of the JPAS Venn Diagram, where the circles overlap, ask students to refer to their notes and list all the characters that are similar. Also ask students to write three sentences about how the plots of the play and the musical are similar. Explain that this is how the book and the musical compare, or what they both have in
common, how they are the same. Now using their notes and the JPAS Venn Diagram, ask students to write two sets of what is unique: 1) what is unique about the book (characters and plot,) and what is unique about the musical (characters and plot.) Explain that this is the contrast between the book and the musical, or how they are different. Ask students to share what they have found with the class.
Synopsis: The Musical Adventures of Flat Stanley, Jr. from MTI

The curtain opens and the audience is introduced to the Lambchop Family, including our title character, Stanley ("Meet the Lambchops"). Stanley Lambchop is a ten-year-old boy who wishes to do amazing things no one has ever seen before. He wants to have adventures and be a hero, and Stanley wants to begin his adventures as soon as possible. The scene changes and the audience sees Stanley, his little brother, Arthur, and the rest of their Slumber Party Guests getting tucked in for the night by Mr. and Mrs. Lambchop ("Lambchop Lullaby"). Stanley begins to think about the things he would do if he really could wish upon a star ("I Wish I Were"). All of a sudden a star falls from the sky. Stanley, Arthur and the slumber party guests watch in awe and then head back to their sleeping bags. As Stanley starts to fall asleep, the bulletin board hanging over his bed comes to life. The Bulletin Board lets Stanley know his wish may just come true, but with a twist. In the morning, Stanley’s family and friends discover that Stanley has been flattened by the bulletin board, which fell on him in the middle of the night. Even though Stanley seems okay, Mr. and Mrs. Lambchop are quite worried ("My Child Is Flat"). Mrs. Lambchop takes Stanley to see Doctor Dan who isn’t able to find anything wrong with him, except for the fact that he’s flat. Stanley is afraid to go back to school, but Mr. and Mrs. Lambchop convince him that everything is going to be just fine ("The Funny Side"). After Stanley and his parents leave, Arthur rushes on, convinced that he is going to be in big trouble. The Cool Kids talked Arthur into making Stanley into a kite, and Arthur left him stuck in a tree. However, being stuck in a tree gives Stanley time to think about his new life as a flat person ("In A Tree"), until the letter carrier, Mrs. Cartero, realizes being flat could lead Stanley on an amazing adventure through the mail! He could put himself in an envelope and travel the world – a human letter ("Travelin’ Through the Mail"). This new thought thrills Stanley, and with the blessing of his family, Stanley starts his adventures by visiting his friend Samantha in Los Angeles. Before Stanley can find Samantha, he meets a Hollywood Agent who decides that with a little more life experience, Stanley could be a star ("Talent"). The Hollywood Agent encourages Stanley to visit his old friend in Paris, an idea that both excites and scares Stanley. Stanley finally runs into Samantha, who encourages him to go to Paris and have the adventures he’s always wanted. With newfound courage, Stanley makes the trip across the ocean. While Stanley is traveling in the mail, Arthur sends him a letter ("Arthur’s Letter") letting him know how much he misses him. Stanley arrives in Paris and heads straight to the Louvre, as directed by the Hollywood Agent. Stanley meets two paintings, the Mona Lisa and a portrait of Napoleon. Mona Lisa and Napoleon convince Stanley to help them catch the Sneak Thief, and after putting on a disguise, Stanley is able to trick and capture the thief.
Stanley is being congratulated, he receives another letter from his Mom and Dad ("Mom and Dad’s Letter"). Stanley realizes he really misses his family, but before he gets too sad and lonely, he gets a call from the Hollywood Agent. Stanley has been cast in a movie shoot in Honolulu, Hawaii! Stanley heads straight to Hawaii and films his big scene ("Surfin’ The Mail"). After the film shoot, the Hollywood Agent approaches Stanley with lots and lots of new job opportunities, but Stanley realizes the best kind of adventure is any adventure you share with the family you love. The Hollywood Agent sends Stanley back home. Meanwhile, Mr. and Mrs. Lambchop, and Arthur are missing Stanley terribly when Mrs. Cartero brings them a giant letter. They open the letter to find Stanley and greet him with hugs. And surprise! Stanley’s not flat anymore! Now that Stanley and his whole family are reunited, they sing a big finale ("Travelin’ Through the Mail - Finale").

RETRIEVED FROM: http://www.mtishows.com/show_detail.asp?showid=000337
JPAS: Flat Stanley
Compare and Contrast

NAME__________________________

Different

Same

Different

Flat Stanley the Book
List of Characters

List of Characters

List of Characters

The Musical Adventures
of Flat Stanley, Jr.

Plot

Plot

Plot
English Language Arts Standards » Reading: Informational Text » Grade 4

Craft and Structure

**CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (Adaptation, characters, plot.)

- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Key Ideas and Details

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (comparing and contrasting.)

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

*English Language Arts Standards » Writing » Grade 4*

Text Types and Purposes

- **CCSS.ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

- **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Find the message hidden between the words. When all the words are found, the hidden message will be revealed.

C H T H E R E L A R E P E C O
A A P L E T O O S E E A I N D
L W T H I U N G S T O T O A
I A L L V O V E R T N H E P L
F I A R C E K O Z A I D H C E
O I E E H W J T L V W B Z C L
R H D U Z P A T C P T L N Z B
N I E T A D A J M U H A Y L X
I E Z R S G C W I P R H N Z F
A C I M F I L M G F M S B T Q
P S N A Y O G K M E Z W J Y Q
Z Z L C I F I C A P G Z S K E
D R I M O T E S W D M V M O P
L Z L E E Q W W N O U N O N T
H O N O L U L U H L O S F Q Q

ATLANTIC
CALIFORNIA
FRANCE
HAWAII
HONOLULU
LOUVRE
PACIFIC
PARIS

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
JPAS Flat Stanley Word Search Solution

CHTHERELAREPECO
AAPPLETLOSEEAINDLWTHIUNGSTOTDOAIALLLVVERTNHEPL
FIARCE++++A++++++++E
OIΕ++++++L+++++C+
R++++++++++T+++++N+
N++++A+A++++A++++
I+++R+++++++++R++++
A+I++++++++F++++
+S++++++++++++++
+++CIFICAP+++++
++++++++++++++++++
++++++++++++++HHONOLULU+++++++

(Over,Down,Direction)
ATLANTIC(7,8,NE)
CALIFORNIA(1,1,S)
FRANCE(10,10,NE)
HAWAII(2,1,S)
HONOLULU(1,15,E)
LOUVRE(8,1,SW)
PACIFIC(10,12,W)
PARIS(6,7,SW)

HIDDEN MESSAGE: There are people to see and things to do all over the place.

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
Help Stanley find his way home.
Unscramble each of the clue words. Each clue word is a musical theater term. Clue: the first one is ACTOR. Copy the letters in the numbered cells to other cells with the same number to find the message.

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
# JPAS Flat Stanley Cryptogram

NAME____________________

Discover the lesson Stanley learns from all of his adventures.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

```
14  22  1  13  19  15  1  2  5  21  22  5  5  24  8  6  18  25  24  10  6  5  5  10  19
24  25  13  19  18  5  1  7  19  6  18  19  13  19  7  14  5  11  6  18  21  14  22  1
25  22
```

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
JPAS Flat Stanley Word Search: Characters
NAME__________________________

T N E G A D O O W Y L L O H T
M V C S S B C N D M E E G F S
D R N O O T O E R L I R O E E
Y R S C O E A L S H T U G I R
P T A L L L A N P U R S O H C
B J T O A M K O L E A A D T E
A E P E B M S I I E D M A K V
X A L C B N B K D W Y A N A A
N H H A I E I C E S A N C E W
N O C S C K S T H R J T E N B
P R U H T R A R E O O H R S R
M O N A L I S A U L P A S D E
C D O C T O R D A N L D O R H
O R E T R A C S R M R U Y I G
B I K I N I W A H I N I B B P

ARTHUR
BIKINI WAHINI
BIRDS

BULLETIN BOARD
CALEB
COOL KIDS

COUSIN SOPHIE
DOCTOR DAN
GO GO DANCERS

HERB WAVECREST
HOLLYWOOD AGENT
JACOB

KIKI
MONA LISA
MR LAMBCHOP

MRS CARTERO
MRS LAMBCHOP
NAPOLEON

NURSE BETTY
O JAY D ART
SAMANTHA

SNEAK THIEF
STANLEY

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
JPAS Flat Stanley Word Search: Show Tunes

NAME_____________________________

Find all the titles to the songs in The Musical Adventures of Flat Stanley, Jr.

PKOSAXXFELPKFLI
XJLJVRRPUAFATIW
TNELATQUEMVCMAI
NYBBBHLLZKBGYQMS
NUJURFBSCCGHEH
RETTELSRUHTRAHI
UABEYPJIIOXYFTW
DZTULLNLFPJSJRE
YUTZUADBLLXLJR
YFFXTINEYUBQKF
KHGRSESICLADER
MMEFATQDFLZLDUE
GELLZOTJGAULNSF
SAFQTSSCVBPRPGGV
TYEAGYMHBYZMHMR

ARTHURSLETTER
FINALE
INATREE
IWISHIWERE
LAMBCHOPULLABY
MYCHILDISFLAT
SURFINTHEMAIL
TALENT

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
JPAS Flat Stanley Word Search: Show Tunes

Solution

+ + + + + + + + L + + + L I
+ + + + + + + + A + + + I W
T N E L A T + + + M + + M A I
+ + + + + + + + B + Y + M S
+ + + + + + + + C C + + E H
R E T T E L S R U H T R A H I
+ + + E + + + I I O + + + T W
+ + + + L + N L + P + + + N E
+ + + + + A D + + L + + + I R
+ + + + T I N + + U + + + F E
+ + + R S + + I + L + + + R +
+ + E F + + + + F L + + + U +
+ E L + + + + + + A + + + S +
+ A + + + + + + B + + + + +
T + + + + + + + Y + + + + +

(Over, Down, Direction)
ARTHURSLETTER(13, 6, W)
FINALE(9, 12, NW)
INATREE(8, 7, SW)
IWISHIWERE(15, 1, S)
LAMBCHOPULLABY(10, 1, S)
MYCHILDISFLAT(13, 3, SW)
SURFINTHEMAIL(14, 13, N)
TALENT(6, 3, W)

Karel Sloane-Boekbinder, CREATED ON-LINE http://www.discoveryeducation.com/free-puzzlemaker/
Text Types and Purposes

- **CCSS.ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

- **CCSS.ELA-Literacy.W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- **CCSS.ELA-Literacy.W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
@ JPAS: Pocket Stanley!

Created by: Abbey Vitrano

Materials:

- Graphed paper (provided at the end of this packet)
- Ruler
- Pencil
- Scissors
- 1 Water Bottle Cap (or similar size round object)
- Markers or Crayons to decorate!!

Step 1:

- Label your x-axis (vertical side) A-S from bottom to top.

Step 2:
- Label your y-axis (horizontal side) 1-16 left to right.

Step 3:
- Begin to plot your pocket Stanley by completing the Math problems below!

<table>
<thead>
<tr>
<th>EXAMPLE Math Problem</th>
<th>Coordinate</th>
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<tbody>
<tr>
<td>PROBLEM</td>
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<tr>
<td>7 + 7 = 14</td>
<td>L 14</td>
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<table>
<thead>
<tr>
<th>Math Problem</th>
<th>Coordinate</th>
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<tr>
<td>1. 2 + 3 = ____</td>
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<td>2. 7 – 4 = ____</td>
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<tr>
<td>3. 16 – 12 = ____</td>
<td>J ____</td>
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<tr>
<td>4. 3 + 3 = ____</td>
<td>L ____</td>
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<tr>
<td>5. 36 / 6 = ____</td>
<td>T ____</td>
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<tr>
<td>6. 12 – 6 = ____</td>
<td>D ____</td>
</tr>
<tr>
<td>7. 2 x 4 = ____</td>
<td>D ____</td>
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<tr>
<td>8. 16 – 8 = ____</td>
<td>H ____</td>
</tr>
<tr>
<td>9. 100 / 10 = ____</td>
<td>E ____</td>
</tr>
<tr>
<td>10. 3 x 4 = ____</td>
<td>F ____</td>
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<tr>
<td>11. 7 + 3 = ____</td>
<td>T ____</td>
</tr>
<tr>
<td>12. 25 – 15 = ____</td>
<td>L ____</td>
</tr>
<tr>
<td>13. 8 + 5 = ____</td>
<td>L ____</td>
</tr>
<tr>
<td>14. 1 x 13 = ____</td>
<td>N ____</td>
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</tbody>
</table>

Step 4:
- Using your Math Problem results you can now plot your coordinates!
Step 5:

- Now that your coordinates are plotted, connect the dots!
  
  o Connect 1 to 2
  o Connect 2 to 3
  o Connect 3 to 4
  o Connect 4 to 5
  o Connect 5 to 6
  o Connect 6 to 7
  o Connect 7 to 8
  o Connect 8 to 9
  o Connect 9 to 10
  o Connect 10 to 11
  o Connect 11 to 12
  o Connect 12 to 13
  o Connect 13 to 14
  o Connect 14 to 1
  o Connect 5 to 11

  His body has taken shape!!!

Step 6:
- Center the bottle cap on Stanley’s body with the top of the cap going no higher than Line R. Trace around the circumference (outside) of the cap with your pencil.

Step 7:

- To complete his body use your imagination and draw Stanley’s face, hands and feet.
Step 8:
- Now use your markers or crayons to give Stanley his very own costume!!

Step 9:
- Once your done with your costume make sure to cut your pocket sized Stanley out and carry him in your pocket on your adventures!!!!!
Build your Pocket Sized Stanley HERE

Coordinate Answer

Guide:
1. N5
2. I3
3. J4
4. I6
5. T6
6. D6
7. D8
8. H8
9. E10
10. F12
11. L10
12. L10
13. L13
14. N13
Mathematics » Grade 4 » Measurement & Data

Solve problems involving measurement and conversion of measurements.

CCSS.Math.Content.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Mathematics » Grade 4 » Number & Operations—Fractions

Build fractions from unit fractions.

- CCSS.Math.Content.4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

- CCSS.Math.Content.4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
JPAS Flat Stanley Math and Geography Lesson

By: Karel Sloane-Boekbinder

The JPAS Theatre Kids! program is participating in The Flat Stanley Project. We are participating in exchanges with:

1) **Benjamin Franklin Elementary School**, 1116 Jefferson Avenue, New Orleans, LA

2) **Bellview Public School**, Grand Erie District School Board, Ontario, Canada

3) **Chewton Mendip CEVA Primary School** Chewton Mendip, Bath BA3 4LL Somerset, England

4) **Jacob's Kindergarten** Sjömansvägen 19, Jakobstad, 68620, Finland

5) **Southside Elementary School**, Richmond County School System, Augusta, GA

Additionally, we put out a call to our friends and patrons for images of Flat Stanley’s travels. We received:

1) A Flat Stella: **Natchitoches Christmas Festival** 2009 with a few of the Northwestern State University Christmas Rockettes (Photographer Barry Stoneking.)

2) Flat Stanley visiting **The Awakening**, a 70-foot statue of a giant embedded in the earth, located at National Harbor in Prince George’s County, Maryland (Photographer Dawn Heddings.)

3) Flat Stanley visiting **The Pentagon** (Photographer Dawn Heddings.)

4) Flat Stanley visiting **Washington, D.C.** (Photographer Dawn Heddings.)

5) Flat Stanley in **New York City** (birth place and home of Flat Stanley author Jeff Brown.)
Special thanks to Kyle Hanson, Debbie Hanson, Dawn Heddings and Emily Walker.

**MATERIALS:** Flat Stanley by Jeff Brown; World Map from “MapsoftheWorld.Com;” JPAS Flat Stanley Maps; JPAS Math and Geography Venn Diagram; JPAS travels of Flat Stanley graph; JPAS Flat Stanley from Around the World graph; JPAS Flat Stanley from Around the World “Time to Travel to New Orleans” graph; pencils; notebook paper, rulers, colored pencils or crayons

**Vocabulary:** Distance, mileage

**TIME:** Two class periods

**DAY 1**

Prior to beginning the lesson, make copies of the **JPAS Flat Stanley Maps** and the **JPAS travels of Flat Stanley** and the **JPAS Flat Stanley from Around the World** graphs. Also make enough copies of the **JPAS Flat Stanley from Around the World “Time to Travel to New Orleans”** graph and the **JPAS Math and Geography Venn Diagram** so that each student will get a copy. And, either hand out note book paper, pencils and rulers or ask students to get notebook paper out from their student supplies.

Begin by explaining that the class will be reading the book **Flat Stanley** by Jeff Brown and learning about the travels of Flat Stanley. Learning about Flat Stanley’s travels will also include arranging Flat Stanley’s travels in different ways and recording the similarities and differences. Define vocabulary words distance, mileage. As a class, Read **Flat Stanley** by Jeff Brown. Ask students to write down on their piece of note book paper all the places in the book that Flat Stanley traveled. Using a Promethean Board, SMART Board or another device that is visible to the whole class, show students the World Map from “MapsoftheWorld.Com.” As a class, figure out the distance/mileage between 1) Louisiana and Paris, France and 2) Louisiana and Hawaii. To do this, call up a student volunteer; ask them to bring their ruler. Using their ruler, ask them to measure the distance between Louisiana and Paris, France in inches. Next, using the key on the bottom of the map, as a class, convert the inches to miles to calculate the distance between the two locations. Now, call up another student volunteer; ask them to bring their ruler. Using their ruler, ask them to measure the distance between Louisiana and Hawaii in inches. Next, using the key on the bottom of the map, as a class, convert the inches to miles to calculate the distance between the two locations.
Using a Promethean Board, SMART Board or another device that is visible to the whole class, review the JPAS Flat Stanley Maps:

1) JPAS to Bellview Public School  
2) JPAS to Chewton Mendip CEVA Primary School  
3) JPAS to Jacob’s Kindergarten  
4) JPAS to Southside Elementary School  
5) JPAS to Natchitoches/Northwestern State University  
6) JPAS to The Awakening  
7) JPAS to The Pentagon  
8) JPAS to Washington, D.C.  
9) JPAS to New York City

Discuss the distance between each location and Louisiana. Hand out copies of the **JPAS Flat Stanley Math and Geography Venn Diagram**. Using the Diagram, ask students to compare and contrast all locations (the two locations from the book Flat Stanley and the nine JPAS locations.)

1) Which states someone would travel through to get to each location  
2) Which countries someone would travel through to get to some of the locations  
3) Which locations can only be reached by car  
4) Which locations can only be reached by plane  
5) Which locations can be reached by plane or car

In the center of the JPAS Venn Diagram, where the circles overlap, ask students to list all the states that are similar—several of Flat Stanley’s trips follow almost the same route and travel through the same states, and all the countries that are similar—two of Flat Stanley’s trips overseas follow a similar route. Explain that this is how Flat Stanley’s travels compare, or what they have in common, how they are the same. Now ask students to write two sets of what is unique: 1) what is unique about Flat Stanley’s travels abroad (Canada, France, England, Finland) and what is unique about Flat Stanley’s travels in the U.S.A. (Georgia, Hawaii, Maryland, Natchitoches, Virginia, New York and Washington, D.C.) Explain that this is the contrast between Flat Stanley’s travels, or how they are different. Ask students to share what they have found with the class.

**DAY 2**

Begin by having students review the **JPAS Flat Stanley Math and Geography Venn Diagrams** they created the previous class. Discuss how Flat Stanley’s travels compare and contrast. And, either hand out note book paper, pencils and rulers or ask students to get notebook paper out from their student supplies.
Next, using a Promethean Board, SMART Board or another device that is visible to the whole class, show students the **JPAS Flat Stanley from Around the World** graph. Explain that a graph is another way to compare and contrast the distance of Flat Stanley’s travels. Explain that the column on the left (the “y” axis) is measuring miles and that each segment is equal to 500 miles. Directly compare the rectangles to see which rectangle has “more of”/“less of” miles traveled, and describe the difference. For example, directly compare the heights of the rectangles and describe which trip is longer/shorter.

Next, using a Promethean Board, SMART Board or another device that is visible to the whole class, show students the **JPAS travels of Flat Stanley** graph. Again, explain that a graph is another way to compare and contrast the distance of Flat Stanley’s travels. Explain that this time the column on the left (the “y” axis) measuring miles has segments that each equal 100 miles. Directly compare the rectangles to see which rectangle has “more of”/“less of” miles traveled, and describe the difference. For example, directly compare the heights of the rectangles and describe which trip is longer/shorter.

Now explain that students will be creating their own graphs comparing and contrasting the time it took for Flat Stanley to travel. Hand out copies of the **JPAS Flat Stanley from Around the World “Time to Travel to New Orleans”** graph. Using a Promethean Board, SMART Board or another device that is visible to the whole class, review that a graph is another way to compare and contrast the distance of Flat Stanley’s travels. Explain that this time the column on the left (the “y” axis) is measuring hours, and, that each segment equals one hour. Next, continuing to use a device that is visible to the whole class, review the JPAS Flat Stanley Maps. As each map is reviewed, ask students to write down the time traveled on their note book paper. Once all maps have been reviewed, ask students to use their rulers to create rectangles on their **JPAS Flat Stanley from Around the World “Time to Travel to New Orleans”** graphs. Ask students to use time the column on the left (the “y” axis) to help them measure how long each rectangle should be. Next, using colored pencils or crayons, ask students to color in the rectangles on their graphs. As a class, directly compare the rectangles to see which rectangle has “more of”/“less of” hours traveled, and describe the difference. For example, directly compare the heights of the rectangles and describe which trip took longer/was shorter.

Conclude with a class discussion. Ask students if they have ever taken long trips (and who has traveled by 1) car, 2) plane, 3) another method of transportation.) Also ask which place from Flat Stanley’s travels they would like to visit and why.
Mathematics Standards » Measurement» Grades K—2

K.MD.A.1
Describe measurable attributes of objects, such as length or weight.
Describe several measurable attributes of a single object.

K.MD.A.2
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

3.NBT.A.2
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Mathematics Standards » Sorting, Counting, and Comparing » Grades 3—5

Sorting, Counting, and Comparing (ECR)
Overview
Students will sort cubes or other counters by color, count the cubes in each category, and sort the categories by count. This is designed to be an interview-style task. This task should be used formatively to determine students’ abilities with these skills.

Standards
Know number names and the count sequence.
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count to tell the number of objects.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.

Compare numbers
K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).

Classify objects and count the number of objects in each category
K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Counting Arrangements (ECR)
Overview
Students will count objects arranged in different ways and record the number of objects in the group. This is designed to be an interview-style task. This task should be used formatively to determine students’ abilities with counting 1 to 10 objects and recognizing numerals from 5 to 10.

Standards
Know number names and the count sequence
K.CC.A.3 Write numbers from 0 to 20. Represent the number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects
K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.
NAME________________________
Flat Stanley Lesson Plan

Read the book *Flat Stanley* by Jeff Brown with the class. Use the worksheets as you read the story. After reading each chapter complete the storyweb with the students and then have the students complete the chapter questions and write a summary of the chapter.

After reading the book students have students make a Flat Stanley of their design or you can print the one included in the worksheets. They can take the class Stanley home to have an adventure at their home or send him to friends. The Flat Stanley Project website will also provide places to send Stanley along with suggestions for the best way to handle Stanley's travels. You might want to get or make a large map to show where Stanley is traveling. You can use the enclosed label size Stanleys to mark the map. Journal pages are included in the worksheets. They can also write their own Flat stories about when they became flat.
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Stanley's measurements:

How tall is Stanley? ______

How thick is Stanley? ______

How wide is Stanley? ______
Flat Stanley

Where could you go if you were flat?

What could you do if you were flat?
What couldn't you do if you were flat?
Name

Flat Stanley Story Web
Web Beginning in the flat left line and going counter clockwise

1- The Big Bulletin Board
   • Bulletin Board fell on him
   • Went to the doctor
   • Measured for new clothes

2- Stanley’s Adventures
   • Went under closed doors
   • Stanley went between the bars to get his mother’s ring
   • Went to California in an envelope

3- Stanley the Kite
   • Arthur tried to get flat
   • Arthur flew Stanley
   • Stanley got stuck in a tree
   • Arthur got Stanley down
   • Stanley would not talk to Arthur

4- Museum Thieves
   • Mr. Dart told them about the thieves
   • Stanley got an idea
   • Stanley hid in a picture frame
   • Max and Luther snuck into the museum and the police arrested them
   • The Chief of Police gave a medal to Stanley

5- Arthur’s Idea
   • Stanley’s feelings were hurt because kids teased him
   • Arthur got an idea to pump Stanley up
   • Stanley and his family had hot chocolate to celebrate
Chapter Questions

Use your book to answer these questions. Write your answers on a separate piece of paper.

Chapter 1
1. What was Stanley’s problem?
2. How did Stanley feel?
3. What did they do before they went to the doctor?
4. Did the doctor know how to help him?
5. Why did Mrs. Lambchop measure Stanley?
Write a summary of the chapter using your story web and book.

Chapter 2
1. Did Stanley like being flat?
2. Was Arthur (brother) jealous of Stanley?
3. Write 3 or 4 sentences to tell how Stanley helped his mother in chapter 2.
4. What toy did the police think Mrs. Lambchop was playing with?
5. Why did Stanley go to California?
6. How did Stanley go to California?
7. Why didn’t he go on a plane or a train?
8. What two things did Mrs. Lambchop put in the envelope with Stanley?
9. What did Stanley’s friend Thomas Jeffrey write on the envelope when he came back?
Write a summary of the chapter using your story web and book.
Chapter Questions

Chapter 3
1. Where did Mr. Lambchop and the boys like to go on Sunday’s?
2. How did Stanley go to the park now that he was flat?
3. What did Ralph Jones think Mr. Lambchop was carrying?
4. Why did Arthur put books on himself?
5. Put these in order:
   _______Arthur tries to make himself flat.
   _______Stanley got stuck in a tree.
   _______Mr. Lambchop takes the boys out for a day.
   _______Stanley would not speak to his brother.
   _______Arthur flew Stanley like a kite.
   _______Arthur apologized to Stanley.
Write a summary of the chapter using your story web and book.

Chapter 4
1. Who was Mr. Dart?
2. What was Mr. Dart’s problem?
3. List two reasons the museum is hard to guard.
4. What was Stanley’s idea to catch the crooks?
5. What disguise did Stanley want to wear?
6. What 4 things did Mr. Dart tell Stanley he had to wear?
7. How did Stanley feel about the disguise?
8. How did the thieves get into the museum?
9. What were the names of the thieves?
10. What did the thieves think they needed when Stanley yelled for the police?
11. What did the Chief of Police give Stanley?
Write a summary of the chapter using your story web and book.
Chapter Questions

Name ____________________________

Chapter 5
1. On page 56 why wasn’t Stanley happy?
2. What woke Arthur up? (what did he hear?)
3. What was Arthur’s idea?
4. Did his idea work?
5. How did Stanley and his family celebrate?

Write a summary of the chapter using your story web and book.
Flat Stanley Summary  🏧️  Name ____________________________

Use your Flat Stanley story web and chapter summaries to write 5 paragraphs about Stanley.

________________________________________________________________________

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Flat Stanley Labels for the map

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Use this story web to plan how you became flat and your adventures.

Put your picture here.
Imagine you are flat. How did you become flat? Where would you go? What would you do? Write a story about what would happen to you. Use the story web to plan your adventures.
Flat Stanley

Travel Journal

2003-2004

Armstrong Middle School
Hearing Support Class
Bensalem, PA
Flat Stanley model
Mathematics Standards » Measurement» Grades K—2

**K.MD.A.1**
Describe measurable attributes of objects, such as length or weight.
Describe several measurable attributes of a single object.

**K.MD.A.2**
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

English Language Arts Standards » Reading: Informational Text » Grade 4

**Craft and Structure**
- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Key Ideas and Details**
- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Integration of Knowledge and Ideas**
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

*English Language Arts Standards » Writing » Grade 4*

**Text Types and Purposes**
- **CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - **CCSS.ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- **CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **CCSS.ELA-Literacy.W.4.2e** Provide a concluding statement or section related to the information or explanation presented.

- **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- **CCSS.ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events.
TEC Lesson Plan

Title: Where is Flat Stanley?

Contributor Information
Name: Dianne Bosker and Donna Hall
Date: July 15, 1999
email address: Dianne_Bosker@placesmail.pinellas.k12.fl.us
Donna_Hall@placesmail.pinellas.k12.fl.us
School: Ridgecrest Elementary and Pinellas Central Elementary

Standards
Sunshine State Standards
Strand(s): Language Arts
Standard(s) and Benchmark(s):
LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.
LA.B.1.1.2 The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, 6-8, and ending; effectively use common words; have supporting detail; and are in legible printing.
LA.B.2.1.2 The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
LA.B.2.1.3 The student uses basic computer skills for writing (basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing).
LA.E.1.1.2 The student identifies the story elements of setting, plot, character, problem, and solution/resolution.
LA.E.2.1.1 The student uses personal perspective in responding to a work of literature (such as relating characters and simple events in a story or biography to people or events in his or her own life).

Strand(s): Social Studies
Standard(s) and Benchmark(s):
SS.B.1.1.2 The student uses simple maps, globes, and other three-dimensional models to identify and locate places.
SS.B.2.1.1 The student identifies some physical and human characteristics of places.

NET Standards
T.1.1.2 1. Basic operations and concepts 2. Use a variety of media and technology resources for directed and independent learning activities.
T.1.1.4 1. Basic operations and concepts 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to
support learning.
T.2.1.5 2. Social, ethical, and human issues 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
T.4.1.10 4. Technology communications tools 10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Lesson Plan

Title: Where is Flat Stanley?

Technology Resource Requirements:

- Computer with internet connection
- Hyperstudio or other presentation program
- AppleWorks® or other word processing program
- Inspiration® or other planning tool

Subject Area(s): Social Studies, Language Arts, Technology

Grade Level: K - 2

Short Description:

When we study map and globes, we use Flat Stanley to help us travel the globe. This book by Jeff Brown tells about a boy who is flattened by a bulletin board and at one point in the story mailed to his cousins in California. We send home a letter to parents explaining our Flat Stanley activity, asking them to participate by sending the name and address of a “willing participant” for Stanley’s travel. A letter to the person Flat Stanley will be mailed to with a picture of Flat Stanley will be put in the preaddressed (and prestamped by the parents) envelope requesting that Stanley is returned with a description of his adventures while in their care. We display the materials we receive from Flat Stanley’s travels in a Flat Stanley Museum. Stanley’s travels can also be tracked on a map and presented in a Hyperstack presentation. An ongoing Internet project by a class in Canada can give this project an electronic, international connection.

Approximate Time Required: ongoing, varies according to amount of time it takes for Flat Stanley to complete his travels.

Gain Attention: Read the book Flat Stanley by Jeff Brown.

Tasks:
• Make a story map of the basic story elements and important events of the story. This can be done on chart paper or on the computer using a draw program or a program such as Inspiration®.
Have the children illustrate items from the story map or write about their favorite part and add it to the class map. (Sample Checklist for story map)
### Story map

**LA.A.1.1.4** The student increases comprehension by rereading, retelling, and discussion.

**LA.E.1.1.2** The student identifies the story elements of setting, plot, character, problem, and solution/resolution.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student shows comprehension by retelling</th>
<th>Student identifies the main characters of the story</th>
<th>Student identifies the problem and solution of the story</th>
<th>Student identifies the story setting</th>
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• Brainstorm places that the students would like to go if they had been flattened by a bulletin board. This also can be done on chart paper or on the computer using a draw program or a program such as Inspiration®. After the brainstorming session, the children can write about an imagined experience if they were flattened by a bulletin board. These can be taken through the publishing process and put together in a book to put in Flat Stanley’s museum. (Sample Checklist for writing project)
<table>
<thead>
<tr>
<th>Writing project</th>
<th>Student writes a simple story appropriate to developmental level</th>
<th>Student identifies the computer as a tool for writing</th>
<th>Student uses personal experience as a basis for writing</th>
<th>Student can relate to a character from a personal perspective</th>
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• Students make and decorate 2 Flat Stanleys. Make certain that the school’s return address, your email address, the child’s FIRST name and teacher’s name are on the backs. (Since they will be traveling you may want to laminate them before their departure.) Journals can also be made and included in the package that is mailed out.

• Brainstorm family members and acquaintances that may agree to take Flat Stanley in for a couple of days. A Parent’s Letter is sent home requesting their support by stamping and addressing and envelope for the project.
Dear Parents,
This week, we have begun our study of Maps and Globes. Our first project requires a little help from you!
Would you please address and stamp (32¢) the attached envelope to a relative or friend living outside of our area. We have a form letter to put in this envelope. In the letter, we will ask the recipient to write back and send a picture, postcard, or other souvenirs of the area where they live.
We will track on a map the origin of each of these letters. All of the children look forward to sharing the excitement of opening their envelopes from all over the U.S.A., and perhaps from other countries. (To avoid disappointment, please consider carefully your choice of recipient.)
Please return the addressed envelope to me. We will do the mailing from school.

Thank you,
When the addressed envelopes are returned.....send out one of the child’s Flat Stanleys along with the letter of explanation. The letter can be written by the children or use the one provided with this lesson (Flat Stanley letter).
Dear Friend,

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

I am mailing Flat Stanley to you. Please take him somewhere in your area and write back telling me where he went. If you have pictures, postcards, or souvenirs of the place, please send them, too. I will share your letter with my classmates. We are studying maps and globes, and will be interested in hearing about your part of the world.

Thank you for helping me with this project. I wish I could fold myself up and visit you! Please send Stanley and your letter back to me soon (within a week or so) at the address on Flat Stanley’s back. (I read printing best.) I can’t wait!

Sincerely,
The other can be sent to an “EPal”. There are several active projects already established that connect schools that are interested in participating. A good project can be accessed through http://flatstanley.enoreo.on.ca/index.htm. It began in 1995 and has been very successful. Along with participating classes are many interesting activities and success stories.

• Each student should research the areas their Flat Stanley will visit.

• As the letters and Flat Stanleys return from their travels, set up a museum or memory album of his travels. Put these in an area where the children can visit and refer to them during lessons using maps and/or globes. Identify areas and regions where Flat Stanley has visited and keep track on a map.
Where are you Flat Stanley?
The children or the teacher can input the information from each trip (whichever is appropriate) to add to the research done earlier by the students. Review and enjoy the stack and museum as each new entry is made. (Sample Checklist for research project)
LA.B.2.1.3 The student uses basic computer skills for writing (basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing).

SS.B.1.1.2 The student uses simple maps, globes, and other three-dimensional models to identify and locate places.

SS.B.2.1.1 The student identifies some physical and human characteristics of places.

T.1.1.2 1. Basic operations and concepts 2. Use a variety of media and technology resources for directed and independent learning activities.

T.1.1.4 1. Basic operations and concepts 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedia) to support learning.

T.4.1.10 4. Technology communications tools 10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student can use a map or globe to identify a location.</th>
<th>Student identifies a physical or human characteristic of a location.</th>
<th>Student identifies technology resources (e.g., encyclopedia, interactive books, etc.)</th>
<th>Student participates in the production of a multimedia research project</th>
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Tools:
Flat Stanley by Jeff Brown, envelopes, materials to make Flat Stanleys, area to display Flat Stanley’s souvenirs, maps and/or globes, computer with internet connection, ClarisWorks® or other word processing program, Hyperstudio® or other presentation program, Inspiration® or other planning tool.

Assessments: - Sample benchmark checklists are included:
• Checklist for research project
• Checklist for story map
• Checklist for writing project

RETRIEVED FROM:
http://www.schools.pinellas.k12.fl.us/educators/tec/flatstan/flatstan.html
Flat Stanley Additional Resources

http://lessonplanspage.com/mathgeometrymeasurement-htm/


http://nces.ed.gov/nceskids/graphing/classic/bar.asp

http://www.flatstanleyproject.com/

http://www.flatstanleybooks.com/


http://theteachingbank.blogspot.com/2011/05/flat-stanley-for-classroom.html

http://www.hln.tv/article/2014/03/26/flat-stanley-soldier-journey-high-school-letter

http://techtraining.dpsk12.org/ILT/FlatStanley/FS_activities.htm