



Lesson Plan Aid for Book Punch™ - Flat Stanley

Grade level 3
Lexile Framework for Reading Measure 640L

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Introduction to Book Punch™

Book Punch guides students through the steps of thinking and writing about well-known upper-elementary core literature. Students write paragraphs responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about what they have read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises three online interactive units as follows:

- Unit 1- Reading Check: Students write about important facts and/or events from the book to ensure that they have read it.
- Unit 2- Text-to-Self: Based on themes from the book, students write about their own experiences.
- Unit 3- Evidence and Inference: Students connect details with ideas in the book to infer a deeper meaning from what they have read.

Together, these units develop students' reading comprehension in complementary ways.

Printables

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch™ Series Manual with detailed instructions for implementation. To view and print included documents, self-learners and teachers click the course name in My Learning Center; tutors and parents click the Programs link in My Learning Center and then click the Book Punch title.

Reading Check – unit 1

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

Reading Check Topic

In the story, Stanley can do things Arthur cannot because Stanley is flat. Write a paragraph about how Stanley's flatness affects how the two brothers get along.

1. How does Arthur feel when Stanley is able to slide under closed doors?
2. What does Arthur do to become more like Stanley?
3. What does Stanley do to help Arthur have fun in the park?
4. Stanley finally gets tired of being flat. How does Arthur help him to get back to normal?

Text-to-Self – unit 2

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to what they have read in the book. See the topics listed below.

Text-to-Self Topic 1

In the story, Stanley is sent via airmail to visit his friend in California. Imagine that Flat Stanley was sent to visit you. What would you show him in your town or city? Write a paragraph describing something you would show Stanley in your town or city.

(This topic is recommended for students who have read through Chapter 2.)

Text-to-Self Topic 2

At the end of Chapter 2, Mr. Lambchop comments on how wonderful jet planes and the postal service are. He goes on to say how these things prove we live in a great age. What do you think proves you are living in a great age? Write a paragraph telling about a machine or gadget that you think proves you are living in a great age.

(This topic is recommended for students who have read through Chapter 2.)

Text-to-Self Topic 3

In the story, Stanley does many exciting things as a Flat Stanley. He travels by mail, is used as a kite, and helps to capture thieves in the museum. Imagine that you are changed in an unusual way. Write a paragraph about being changed in an unusual way and tell what might happen.

(This topic is recommended for students who have read the entire book.)

Evidence and Inference – unit 3

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

Evidence and Inference Topic 1

Some people find it safer to carry on as usual after something extraordinary has happened. In the story, Stanley's mother takes him to the doctor to have him checked out. Write a paragraph describing what happens at the doctor's office.

(This topic is recommended for students who have read through Chapter 1.)

1. Why does Stanley's mother take him to the doctor?
2. What is Stanley's response when Dr. Dan asks him how he feels?
3. What does Dr. Dan recommend?
4. What does the nurse do before Stanley leaves Dr. Dan's office?

Evidence and Inference Topic 2

Often, there are advantages to finding yourself in a new and different condition. Being flat allows Stanley to do some pretty unusual things. Write a paragraph relating some of the things Stanley is able to do because he is flat.

(This topic is recommended for students who have read through Chapter 3.)

1. How does Stanley get in and out of rooms now that he is flat?
2. Where does Stanley go to visit his friend? How does he get there and back?
3. How does Stanley stay safe in crowds on Sunday outings?
4. How does Stanley use his flatness to help others?

Evidence and Inference Topic 3

A person facing an unpleasant situation can become discouraged and benefit from help. At the end of the story, Arthur has a good idea for helping Stanley. Write a paragraph describing Arthur's good idea. Your paragraph should tell how Arthur comes up with this idea.

(This topic is recommended for students who have read the entire book.)

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

Curriculum Integration

See the Book Punch™ Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character and pre-writing lessons. The Book Punch™ Series Manual includes printable worksheets for these lessons.

Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch™ Series Manual. Thematic words from Flat Stanley that can be explored include:

| VOCABULARY | DEFINITION |
|-------------|---------------------------|
| adapting | Changing to the situation |
| humor | Something amusing |
| imagination | Mind creation |
| rivalry | A competition |

Vocabulary particular to the time and setting of Flat Stanley include:

| VOCABULARY | DEFINITION |
|------------|-------------------------|
| altered | Changed |
| bulletin | Short notice |
| disguise | Clothing used to hide |
| dread | Great fear |
| grating | Frame of bars |
| jealous | Wanting something |
| jostle | Push roughly |
| ordinary | Normal |
| portable | Movable |
| recent | Not long ago |
| wedge | Wood used for splitting |

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch™ Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that Stanley is your friend in real life. Write words and phrases that would help you describe him to someone who didn't know him. (What does Stanley look like? What kind of personality does he have? What does he like to do?) Why did you choose this character?

Compare and contrast Stanley with Arthur or another character in the book.

Group Work and Discussion – Pre-writing

See the Brainstorming worksheet in the Book Punch™ Series Manual. Here is a suggested topic for classroom discussion:

How does Arthur feel about his brother Stanley's situation? Write a paragraph about Arthur's reactions to Stanley's flatness. Be sure to include details that show how Arthur feels.

(This topic is recommended for students who have read the entire book.)

Additional Writing Prompts

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of Flat Stanley, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

In the story, the policemen call Mrs. Lambchop a “cuckoo.” The policemen apologize when they realize they have made a mistake. Mrs. Lambchop says that people should think twice before making rude remarks. The policemen think this is a good rule.

Think about a good rule you think everyone should follow. Write a paragraph about a rule you think everyone should follow.

(This topic is recommended for students who have read through Chapter 2.)

In the story, Stanley Lambchop has some good ideas about how to use his changed shape to help others. Think about a time that you had an idea to help others. Write a paragraph describing a time you came up with an idea that you used to help others.

(This topic is recommended for students who have read through Chapter 3.)

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See the Book Punch™ Series Manual for printable worksheets.