



Flat Stanley at Bat

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GRL J

ABOUT THE BOOK:

Stanley wants to play baseball, so he practices and works hard to make the team. The coach notices Stanley's hard work and assigns him to play center field. It's a great position for Stanley because he can float in the wind to catch the high balls—and his flatness helps him earn walks from the pitcher. But some of the other players think Stanley has an unfair advantage because of his flatness; Stanley and his brother must figure out a way to level the playing field and put an end to the complaints by other players!

DISCUSSION QUESTIONS:

1. What does Stanley do to ensure he makes the baseball team?
2. Why does the pitcher walk Stanley? How does Stanley catch the high balls when he plays center field?
3. What is the motive behind the other players claiming Stanley has an advantage because of his flatness?
4. How does Arthur help Stanley unflatten himself? Why is Stanley criticized when he is no longer flat?

The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.

EXTENSION ACTIVITIES:

Flat Stanley—Friend or Foe: Ask students to make a list of words that describe Flat Stanley's personality and character based on the text and illustrations. Using their list, ask students to explain to a partner why they would or wouldn't want to be Stanley's friend. Then have students write a letter to Stanley explaining exactly why they would or would not want to be his friend, again using information from the text and illustrations as their support. Post letters in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2; (Speaking & Listening): SL.1.4, SL.2.4, and SL.3.4.*

A Picture Is Worth a Thousand Words: Ask students to look at the illustrations on each page and to think about what they show the reader about the characters that the words don't indicate. Then working with a partner, ask students to choose one page and to consider what they understand about the character or events based on the visual information from the illustration. Have students write two to four sentences that could be added to the actual text on the page and that reflects information gleaned from the illustrations. Have each set of partners share with two other sets of partners. *This activity correlates to Common Core State Standards (Reading Literature): RL.K.7, RL.1.7, and RL.2.7; (Writing): W.K.2, W.1.2, and W.2.2; (Language): L.K.1, L.1.1, and L.1.2; L.K.2, L.1.1, and L.1.2.*

Brothers Are the Best!: Ask students to describe the relationship between Stanley and his younger brother, Arthur, based on Arthur's actions. Students should include specific details from the text in their writing to support their opinion of the brothers' relationship. If students have a sibling, ask them to compare their relationship with their sibling to Arthur and Stanley's relationship. Students may also draw pictures of the two fictional brothers or bring in a picture of their siblings to share with their writing. Have students read their papers in small groups of their classmates. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

The Role of an Author and an Illustrator: Ask students to write the name of the author and the illustrator of *Flat Stanley at Bat*. As a class, discuss the role of an author and an illustrator in creating and publishing a book. Then have students create a book cover for their own story about playing sports or attending a sporting event. On each of the inside flaps have students write about their experiences as an "author" and their experiences as an "illustrator." Post book covers in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.6, RL.2.6 and RL.3.6; (Writing): W.K.1, W.2.2, and W.3.2; (Language): L.1.1, L.2.1, and L.3.2; L.1.1, L.2.1, and L.1.3.*

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