

# Here's What You'll Get in the Flat Stanley Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Grade Level: 2 / Guided Reading Level: M

**Flat Stanley**  
By: Jeff Brown

**1**  
**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you want to do when you get confused

**Summary**

**Flat Stanley** tells the story of poor Stanley, a boy who has been squashed by a bulletin board and is now flat as a pancake! Thankfully, he feels fine and soon discovers that being flat can be quite an adventure (like when his parents mail him to California to see his friend) and helpful (like when the help his Mom find her lost ring). Stanley even helps the police solve a crime and is pronounced a hero! But soon, people start to whisper and make fun of Stanley because he is different. It makes him sad. Stanley doesn't want to be flat forever and his brother, Arthur, has an idea. But will it work?

**Link to What You Know**

- In one sentence, tell about a story you have read where the main character has a big problem.
- Describe a time when someone made fun of you. How did you feel?

**Important Words to Know and Understand**

- Elevator** - A machine for carrying people up and down a building
- Fainting** - Art made with paint

**Why Readers Retell and Summarize While Reading**

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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### Guided Reading Level

### Activate Prior Knowledge

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Grade Level: 2 / Guided Reading Level: M

**Flat Stanley**  
By: Jeff Brown

**3**  
**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 4** - Everyone discovers that Stanley is flat. What did the Lambchops do before they took Stanley to the doctor? What does this say about how they feel about what happened to him?

**Page 22** - Stanley is enjoying being flat. Tell three ways that being flat has been helpful so far.

**Page 36** - Stanley tells Arthur by him like a kite. Use the words first, then, next, and last to tell what happens to Stanley. How does retelling help you as a reader?

**Pages 47 to 48** - Mr. Dart has a problem and Stanley thinks he has a solution. Tell what Mr. Dart's problem is and how Stanley plans to solve it.

**Pages 64 to 70** - This time Stanley has a problem and Arthur thinks of a solution. What is Stanley's problem and how does Arthur try to solve it? Does Arthur's solution work?

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarized *Flat Stanley*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Flat Stanley*. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Flat Stanley*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Making Inferences**

**1**  
**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you want to do when you get confused

**3**  
**Make Inferences While Reading**

- Look for clues that help you make inferences
- Ask questions about what you don't know
- Use the clues you find to make inferences

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarized *Flat Stanley*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Flat Stanley*. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Flat Stanley*. (Remember to include examples from the book!)

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**Making Predictions**

**1**  
**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you want to do when you get confused

**3**  
**Make Predictions While Reading**

- Look for clues that help you make predictions
- Ask questions about what you don't know
- Use the clues you find to make predictions

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarized *Flat Stanley*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Flat Stanley*. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Flat Stanley*. (Remember to include examples from the book!)

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### Making Inferences

### Making Predictions

**Identifying the Author's Purpose**

**1**  
**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you want to do when you get confused

**3**  
**Identify the Author's Purpose While Reading**

- Look for clues that help you identify the author's purpose
- Ask questions about what you don't know
- Use the clues you find to identify the author's purpose

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarized *Flat Stanley*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Flat Stanley*. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Flat Stanley*. (Remember to include examples from the book!)

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### Author's Purpose

**Visualizing**

**1**  
**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you want to do when you get confused

**3**  
**Visualize While Reading**

- Look for clues that help you visualize
- Ask questions about what you don't know
- Use the clues you find to visualize

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarized *Flat Stanley*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Flat Stanley*. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Flat Stanley*. (Remember to include examples from the book!)

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### Visualizing

**Answer Key for Retelling and Summarizing with Flat Stanley**

**Your Turn to Practice Retelling and Summarizing with Flat Stanley**

Page 4: Everyone discovers that Stanley is flat. What did the Lambchops do before they took Stanley to the doctor?

Page 22: Stanley is enjoying being flat. What three ways that being flat has been helpful so far?

Page 36: Stanley tells Arthur by him like a kite. Use the words first, then, next, and last to tell what happens to Stanley. How does retelling help you as a reader?

Pages 47 to 48: Mr. Dart has a problem and Stanley thinks he has a solution. Tell what Mr. Dart's problem is and how Stanley plans to solve it.

Pages 64 to 70: This time Stanley has a problem and Arthur thinks of a solution. What is Stanley's problem and how does Arthur try to solve it? Does Arthur's solution work?

**Answer Key for Making Inferences with Flat Stanley**

**Your Turn to Practice Making Inferences with Flat Stanley**

Page 4: Look at the picture on the front cover. Make an inference about how Stanley looks about being flat.

Page 22: Stanley is enjoying being flat. What three ways that being flat has been helpful so far?

Page 36: Stanley tells Arthur by him like a kite. Use the words first, then, next, and last to tell what happens to Stanley. How does retelling help you as a reader?

Pages 47 to 48: Mr. Dart has a problem and Stanley thinks he has a solution. Tell what Mr. Dart's problem is and how Stanley plans to solve it.

Pages 64 to 70: This time Stanley has a problem and Arthur thinks of a solution. What is Stanley's problem and how does Arthur try to solve it? Does Arthur's solution work?

**Answer Key for Identifying the Author's Purpose with Flat Stanley**

**Your Turn to Practice Identifying the Author's Purpose with Flat Stanley**

Page 3: What has the author told you so far about the Lambchops?

Page 4: How do you think the author feels about the family?

Page 6: Once he's used to it, Stanley enjoys being flat. What does Stanley think about his character?

Page 16: How does knowing the detail help you as a reader?

Page 22: The snack thieves have arrived and, after being chased, they yell for the police. What made them finally call for help?

Page 36: How does making predictions about what a character might do next help you as a reader?

Page 38: Arthur is flying Stanley like a kite. He leaves with some friends to get a holiday and weighs the spool of string in a tree. Make a prediction about what might happen next.

**Answer Key for Visualizing with Flat Stanley**

**Your Turn to Practice Visualizing with Flat Stanley**

Page 16: What words help you visualize?

Page 22: What does Stanley look like when he is flat?

Page 36: How does the author describe the scene when Stanley is flying like a kite?

Page 48: How does the author describe the scene when Mr. Dart has a problem?

Page 70: How does the author describe the scene when Stanley is flying like a kite?

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text pictures.	What you already know about the subject.	Draw conclusions, "Clues, Setting"

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write your predictions here.	Write your predictions here.	Finished with/without re-read?
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Making Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade  To Inform  To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Author's Purpose

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Visualizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Jeff Brown  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Vowels -ee: the long /e/ sound

**Background:**  
The vowels -ee when found together in a word are pronounced with the long /e/ sound.

**Examples:**

see	week	three	tree
keep	nee		
seem	agr		
free	bler		
deep	hee		

**Materials and Preparation:**

- A Copy of *Flat Stanley*
- Chart Paper
- A Copy of the Roll of the Dice sheet
- A Pair of Dice (for Name It)
- A Timer
- Name It Practice Page
- Optional - Make word cards
- Optional - Word Detective worksheet

**Word Work**  
By: Jeff Brown  
Grade Level: 2 / Guided Reading Level: M

**Step 1: Introduce the Focus of Word Work**

**Introduce Vowels -ee**

- Write these words on chart paper: keep, feel, meet, see.
- Encourage students to say the words aloud with you.
- Ask students what vowels they see in these words? (-ee).
- Ask them what vowel sound they hear? (long /e/).
- Reinforce that usually when they see -ee together in a word, they will hear the long /e/ sound.

**Sample Anchor Chart**

Vowels -ee	
feel	keep
meet	see
week	seem
speech	feel

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

- Duplicate the cards that are words in the text that are examples of the instructional focus. Make sure there are enough for each student, even if you must use the words more than once. Cut the cards apart.
- Read the text one more time.
- Ask students to listen for their word as you read.
- When they hear their word, they should raise their card.

**Vowels -ee in the Text**

- Direct students' attention to the book, *Flat Stanley*.
- Tell them that this book has many words that have the -ee pattern.
- Read pages 1-7 aloud to the students. Ask them to nod their heads every time they hear an -ee word. When you are finished reading, ask someone to tell you how many times he/she nodded his/her head. (4 times)
- Ask for volunteers to identify the -ee words in the chapter that was just read. Write the words on chart paper. (speech, feel, keep, feet). Reinforce that the -ee in each of these words makes the long /e/ sound.
- Read the rest of the story. Ask students to listen for -ee words as you read.

**Examples of -ee Words Found in the Text:**

speech	deep	breeze	sheep
feel	indeed	tree	need
keep	see	coffee	sheet
feet	speed	three	chips
between	meet	free	agree

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**  
By: Jeff Brown  
Grade Level: 2 / Guided Reading Level: M

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into teams of 2 or 3. Give each team a pair of dice and each student a Roll of the Dice sheet.
- Read the directions with the students. Ask if there are any questions.
- Set a timer for 5 minutes. Say, "GO!"
- When the timer goes off, take a sampling of how many words students were able to use in a sentence. Say, "How many students got all 11? How many got 10?" etc. (Go only down to 5.) Have them raise their hands to show their numbers.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the Name It Practice Page.
- Call on a volunteer to read the directions.
- Ask if there are any questions.
- Have students complete the page individually.
- Collect papers when everyone is finished.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for vowel -ee words in their own reading. Tell them to write their words on a sticky note and add it to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the -ee words they find using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

**Name It Interactive Activity**

**Directions:**  
Roll the dice. Read the word next to the number you rolled. Use the word in a sentence. Ask your teammates if they agree. If so, cross off that number. You cannot use a number more than once. If you roll a number you have already crossed off, you lose a turn.

2	keep	7	deep
3	meet	8	speech
4	feed	9	free
5	breeze	10	beets
6	between	11	agree

Guided Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: Vowel -ee Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for vowel -ee words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

**Name It Word Work Practice Page**

**Directions:**  
Label each picture below by writing an -ee word inside the box. Then follow the directions of the bottom of the page.

	3		

**Directions:** Use two of the -ee words in sentences. Write them on the lines.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Assessments

Running Record Assessment:  
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: Flat Stanley		Guided Reading Text Level: M		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Breakfast was ready.  "I will go wake the boys," Mrs. Lambchop said to her husband, George Lambchop. Just then their younger son, Arthur, called from the bedroom he shared with his brother, Stanley.  "Hey! Come and look! Hey!"  Mr. and Mrs. Lambchop were both very much in favor of politeness and careful speech. "Hay is for horses, Arthur, not people," Mr. Lambchop				

Tested By: \_\_\_\_\_ ©BookPagez.com

Common Core Assessment:  
One question for each Reading Informational OR Reading Literature standard (1-9)

Flat Stanley CCSS Assessment	Name: _____ Score: / 9
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**Directions:**  
Use what you know about *Flat Stanley* to answer each of the following questions.

- Which of these is an important detail to help you understand the story?
  - A Stanley had to dress like a sheep girl.
  - B Stanley was not hurt when the bulletin board fell on him.
  - C Arthur tried to make himself flat.
  - D Mr. and Mrs. Lambchop like politeness.
- During most of the story, how did Stanley feel about being flat?
  - A He hated being flat.
  - B Being flat didn't bother Stanley.
  - C He thought being flat could be helpful.
  - D Being flat made him feel angry.
- What effect did Stanley's flatness have on Arthur?
  - A It made Arthur feel jealous of Stanley.
  - B It made Arthur feel sorry for Stanley.
  - C It made Arthur angry with his parents.
  - D It made Arthur sad.
- Which of these words rhyme?
  - A sneak, thieves
  - B wall, shall
  - C hey, hay
  - D kite, fire

CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literat



- What happens to make Stanley not like being flat? (RL.2.5)
  - A He is tired of Arthur being jealous of him.
  - B His parents act like they don't care about him.
  - C His arms and legs start to hurt.
  - D Kids start making fun of him for being different.
- How is Stanley different than Arthur throughout most of the book? (RL.2.6)
  - A Stanley tries to help others, but Arthur cares mostly about himself.
  - B Stanley cares mostly about himself, but Arthur is worried about his brother.
  - C Stanley is sad and gloomy, but Arthur is very positive.
  - D Stanley is impolite, but Arthur tries to greet everyone cheerfully.
- How do the illustrations help you to know how Arthur is feeling? (RI.2.7)
  - A The pictures of Arthur show him with a smile on his face.
  - B Most of the pictures show Arthur looking angry.
  - C Arthur always looks sad in the pictures.
  - D Most of the pictures show Arthur doing mean things to Stanley.
- How is this story like other stories you have read about brothers? (RL.2.9)
  - A Brothers never get along.
  - B Brothers have differences, but they always help each other.
  - C Brothers seldom fight or feel jealous of each other.
  - D Brothers mostly ignore each other.
- Which part of the story could really happen? (RL.2.10)
  - A Even though he is flat, Stanley was not hurt by the bulletin board.
  - B Arthur used a bicycle pump to make Stanley round again.
  - C Stanley caught the thieves by pretending he was a painting.
  - D None of these parts of the story could really happen.

CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature | BookPagez.com

Answer Key



# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Good and Bad Things About Being Flat

**Directions:**  
In GOOD column, write the good things about Stanley being flat. In the BAD column, write the bad things about being flat.

GOOD	BAD

**Directions:**  
In left column, draw a new GOOD thing that could happen to Stanley while he is flat. In the right, draw a new bad thing that could happen. Then write a sentence about each of your pictures.

Extension Activity | @BookPages.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Ref: Stanley Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Flat Stanley correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Retelling and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, or how to demonstrate understanding of key details in a text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, central message, lesson, or moral.  <b>RL.2.3</b> - Describe how characters in a story respond to major events and conflicts.  <b>RL.2.4</b> - Analyze how characters in a story respond to major events and conflicts.  <b>RL.2.5</b> - Describe the overall structure of a story, including describing how it introduces the main conflict and the ending.  <b>RL.2.6</b> - Use information gained from the illustrations and words in a print or digital text to describe how characters in a story feel.  <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to describe how characters in a story feel.  <b>RL.2.8</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., because).</p> <p style="text-align: right; font-size: x-small;">Ref: Stanley CCSS Alignment   @BookPages.com</p>	<p>Ref: Stanley Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Flat Stanley correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Using the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, or how to demonstrate understanding of key details in a text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, central message, lesson, or moral.  <b>RL.2.3</b> - Describe how characters in a story respond to major events and conflicts.  <b>RL.2.4</b> - Analyze how characters in a story respond to major events and conflicts.  <b>RL.2.5</b> - Describe the overall structure of a story, including describing how it introduces the main conflict and the ending.  <b>RL.2.6</b> - Use information gained from the illustrations and words in a print or digital text to describe how characters in a story feel.  <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to describe how characters in a story feel.  <b>RL.2.8</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Recall Information from Experiences or Gather Information from Provided Sources to Answer a Question</b></p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Ref: Stanley Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Flat Stanley correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

**Language**  
**L.2.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.2.4b** - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
**L.2.4c** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., because).

Ref: Stanley CCSS Alignment | @BookPages.com

**Common Core State Standards Correlation**

Ref: Stanley Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Flat Stanley correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**  
**RF.2.3** - Show and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Ref: Stanley CCSS Alignment | @BookPages.com

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Flat Stanley Super Pack

## 5 Comprehension Strategy Practice Pages

### Visualizing Practice Page

**Tu turno para practicar: Visualizar con Flat Stanley (Stanley plano)**

**Página 7:**  
La enfermera está midiendo a Stanley por ropa nueva. ¿Qué palabras te ayudan a visualizar cómo se ve Stanley?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 28 a 29:**  
Compara las palabras en la página 28 con la imagen de Arthur en la página 29. ¿Qué información te da la imagen que las palabras no dijeron?

\_\_\_\_\_

\_\_\_\_\_

**Página 34:**  
El autor está usando palabras descriptivas para ayudarte a visualizar como se ve Stanley mientras vuela como una cometa. ¿Qué palabras de acción ayudan a dibujar en tu mente cómo se mueve Stanley?

\_\_\_\_\_


\_\_\_\_\_

¿Cómo te ayuda la visualización como lector?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

 @BookPages.com

### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Visualizar con Flat Stanley (Stanley plano)**


**Página 7:**  
La enfermera está midiendo a Stanley por ropa nueva. ¿Qué palabras te ayudan a visualizar cómo se ve Stanley?  
Las palabras que me ayudan a visualizar cómo se ve Stanley son, "cuatro pies de alto, aproximadamente un pie de ancho y media pulgada de grosor".

**Páginas 28 a 29:**  
Compara las palabras en la página 28 con la imagen de Arthur en la página 29. ¿Qué información te da la imagen que las palabras no dijeron?  
Las palabras y la imagen muestran a Arthur empapado. Sin embargo, la imagen muestra lo enojado que está y las palabras no dicen cómo se sintió.

**Página 34:**  
El autor está usando palabras descriptivas para ayudarte a visualizar como se ve Stanley mientras vuela como una cometa. ¿Qué palabras de acción ayudan a dibujar en tu mente cómo se mueve Stanley?  
Las palabras de acción "se abalanzaron", "zoom", "curvo", "ladeó", "deslizó", y "rodeó" me ayudan a visualizar la forma en Stanley estaba volando.

¿Cómo te ayuda la visualización como lector?  
Las respuestas varían. Podrían incluir: La visualización de la acción del personaje me ayuda porque parece que la historia realmente está sucediendo.

Nombre: \_\_\_\_\_

 Answer Key | @BookPages.com

**Volver a contar y resumir con Flat Stanley (Stanley plano)**

**Página 4:**  
Todo el mundo antes de \_\_\_\_\_  
Antes  
\_\_\_\_\_

¿Qué dice Stanley? \_\_\_\_\_  
Las respuestas varían.  
Mucho

**Página 22:**  
Stanley está \_\_\_\_\_  
Hasta que  
debajo  
enviada

**Página 34:**  
Stanley de \_\_\_\_\_  
Primer  
Arthur  
Stanley  
Arthur

**Página 4:**  
Todo el mundo descubre que Stanley \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 22:**  
Stanley está disfrutando de ser plano, \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 34:**  
Stanley deja que Arthur lo vuele como \_\_\_\_\_  
Las respuestas varían.  
mucho

Nombre: \_\_\_\_\_

**Hacer inferencias con Flat Stanley (Stanley plano)**

**Página 14:**  
Stanley está \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 31:**  
La Sra. Lambchop \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 9:**  
La ilustración en la página 9 muestra a Stanley y Arthur. ¿Qué puedes inferir acerca de lo que Arthur siente acerca de Stanley siendo plano?  
Las respuestas varían.  
mucho

¿Cómo lo sabes?  
Las respuestas varían.  
mucho

Nombre: \_\_\_\_\_



**Hacer predicciones con Flat Stanley (Stanley plano)**

**Página 16:**  
El Sr. Lambchop \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 28:**  
Stanley está \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 35:**  
Arthur está \_\_\_\_\_  
Las respuestas varían.  
mucho

**Página 35:**  
Arthur está volando Stanley como una cometa. Se va a conseguir un viento caliente y enciende el cable de \_\_\_\_\_  
Las respuestas varían.  
mucho

Nombre: \_\_\_\_\_


**Identifica el propósito del autor con Flat Stanley (Stanley plano)**

**Página 3:**  
¿Qué te ha dicho el autor hasta ahora acerca de los Lambchops?  
Las respuestas varían.  
mucho

**Página 6:**  
Una vez que está acostumbrado, a Stanley le gusta ser plano. ¿Qué quiere el autor que sepas sobre su personaje?  
Las respuestas varían.  
mucho

**Página 54:**  
Los ladrones furtivos han llegado y, después de estar callados por algún tiempo, Stanley grita a la policía. ¿Qué le hizo llamar finalmente a la policía?  
Las respuestas varían.  
mucho

Nombre: \_\_\_\_\_



Retelling and Summarizing

Making Predictions

Making Inferences

Author's Purpose

# Writing About Reading with Optional CCSS Alignment

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

---

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

---

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

---

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

---

**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

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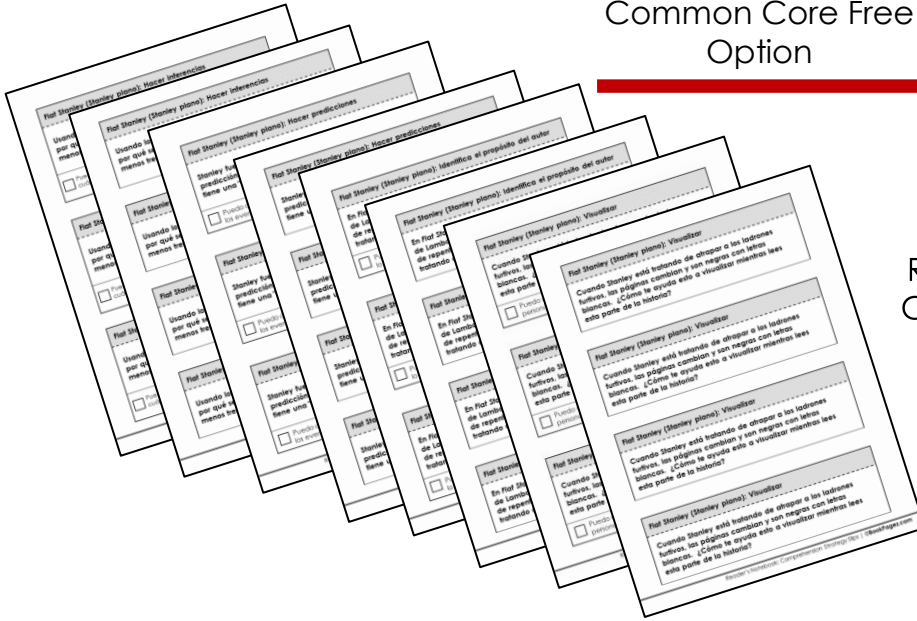
**Flat Stanley (Stanley plano): Volver a contar y resumir**

Stanley tiene muchas emociones sobre ser plano. Diga cómo se sintió Stanley al ser plano al principio y al final de la historia. Da detalles de la historia que ayuden a explicar cómo se siente.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que lees en el libro?

Instrucciones:  
1. Contesta todas las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Buenos días en la escuela	El sábado es un día libre	Estoy feliz, contento, emocionado, etc.

Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

**Hacer predicciones**  
Título: \_\_\_\_\_

Predicciones al principio	Predicciones mientras leo	Verifica las predicciones al final

Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

**Identificar el propósito del autor**  
Título: \_\_\_\_\_

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir  
 Para informar  
 Para entretener

Yo sé porque...

¿Qué planes que el autor quería que pensaras mientras lees este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras lees.

Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar o visualizar?

Has un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Acordate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

## Las cosas buenas y malas de ser plano

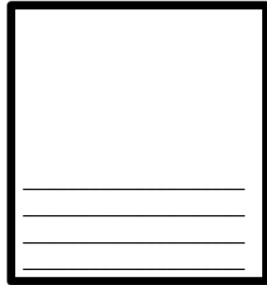
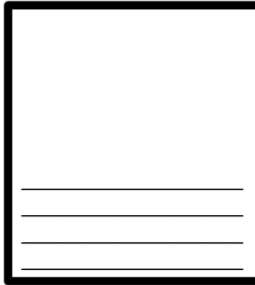
**Direcciones:**

En la columna BUENA, escribe las cosas buenas sobre Stanley siendo plano. En la columna MALA, escribe las cosas malas de ser plano.

BUENA	MALA

**Direcciones:**

En la columna de la izquierda, dibuja una nueva cosa BUENA que le pueda pasar a Stanley mientras esté plano. En la derecha, dibuja una nueva cosa mala que pueda pasar. Luego escribe una oración sobre cada una de tus imágenes.

	
_____ _____ _____	_____ _____ _____