

## Suggestions for Use

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- I made this unit to go along with the book, Flat Stanley by Jeff Brown.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg.6) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
- Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
- Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
- Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
- It can be a calming experience to sit and listen to the teacher read in a methodical way.

- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- You will find 2 or more activities for each chapter. You will still have plenty to choose from and find those that fit best with your students.
- Differentiation:
- For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
- If sorting, outline each sorting category a certain color and them outline the corresponding pictures the same color.
- Becomes a matching task.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.

| Worksheet pages | Title | Chapter |
| :---: | :---: | :---: |
| 4.5 | Sugentions for use |  |
| 6 | Story board |  |
| 7 | Title and Author |  |
| $8-10$ | Things that are flat | 1 |
| 11-13 | Things at a dector offios | 1 |
| 14.15 | Good whad manners | 2 |
| 16.19 | Bert container it would fit in | 2 |
| 20.21 | Gan and cannot roll up | 3 |
| 22.23 | Flying a kite writing prompt | 3 |
| 24.25 | Things that ane and are not crimes | 4 |
| 26.28 | Things you would find in a museum | 4 |
| 29-30 | Waiting | 4 |
| 31.32 | 1 am special writing prompt | 5 |
| 33.34 | Oppositer | 5 |
| 35.36 | If \|| were flat like Stanley | 5 |
| 37 | Other novel units |  |
| 38.39 | Terms of Use |  |



6. What did Stanley "become" for his brother to use?

7. Where did Stanley get stuck when he was a kite?

8. What was being stolen from the museum?

9. What was Stanley's disguise?

10. How did the sneak thieves get into the museum?


| Question | Chapter |
| :---: | :---: |
| 1 | 1 |
| 2 | 1 |
| 3 | 2 |
| 4 | 2 |
| 5 | 3 |
| 6 | 3 |
| 7 | 3 |
| 8 | 4 |
| 9 | 4 |
| 10 | 4 |
| 11 | 5 |
| 12 | 5 |

Answer Key

1. bulletin board
2. doctor
3. ring
4. in an envelope
5. rolled up
6. kite
7. tree
8. painting
9. shepherders
10. trap door
11. bike pump
12. hot chocolate

If I were flat like Stanley up to carry.

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