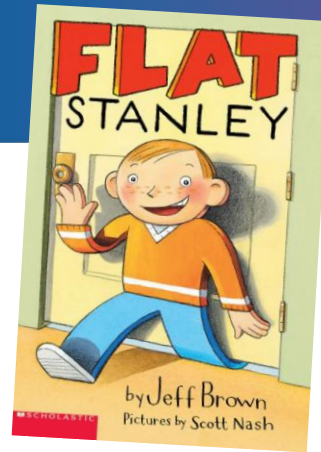


## Flat Stanley Discussion Guide

**Author:** Jeff Brown

**Illustrator:** Scott Nash

**Themes:** Adventure, Accepting Differences, Imagination



### **Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Ask, “What does it mean to be “different” from others? Can being different ever be helpful? Why or why not?”
- **Purpose for reading:** “As we read, think about what the story teaches us about being different and using our unique talents to help others.”

### **During Reading: to engage students, check for understanding, and make connections.**

#### Chapter One: The Big Bulletin Board

- Why does Stanley’s mother keep a bulletin board above his bed? Does this seem safe to you? Why or why not?
- How do Stanley’s parents react when they find him flat? What does their calm reaction tell you about the kind of family the Lambchops are?
- Stanley says he feels “fine.” If you woke up flat, how do you think you’d feel?

#### Chapter Two: Being Flat

- What are some advantages Stanley discovers about being flat? Can you think of any he didn’t mention?
- How does Arthur feel about Stanley’s flatness? Do you think he’s being a good brother? Why or why not?
- Stanley gets mailed to his friend in California. Would you want to travel that way? What would be the best and worst parts?

#### Chapter Three: Stanley’s Letter

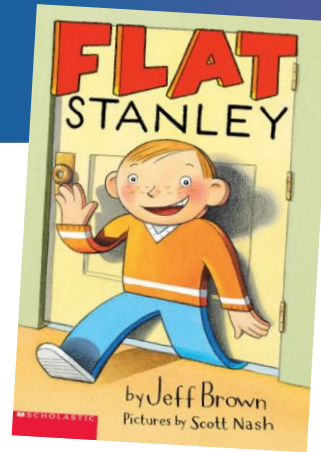
- Stanley’s friend Thomas receives him like a special visitor. How do you think Thomas feels about having a flat friend come to stay?
- How is Stanley’s trip to California different from a normal vacation? What does he miss out on by traveling as a letter?
- What do you think Stanley learned from visiting his friend?

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**During Reading: to engage students, check for understanding, and make connections.**

### Chapter Four: The Museum Thieves

- How does Stanley help catch the art thieves? What character traits does he show — bravery, cleverness, something else?
- Do you think it was risky for Stanley to pretend to be a painting? What could have gone wrong?
- The thieves are caught because of Stanley's unique ability. Can you think of another way his flatness might solve a problem?

### Chapter Five: Arthur's Good Idea

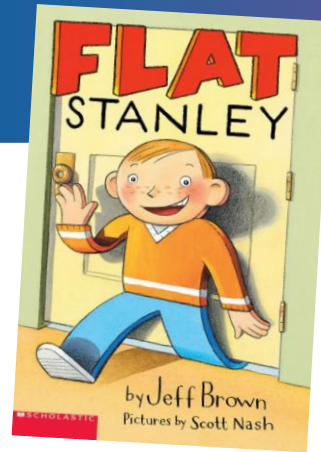
- What was Arthur's idea for helping Stanley? Do you think it was a smart idea? Why or why not?
- How did Stanley feel about Arthur's plan? Would you have felt the same way?
- Why do you think Arthur wanted to help Stanley so badly?
- Do you think Stanley and Arthur work well together as brothers? Why?
- Have you ever come up with a "good idea" to solve a problem? What happened?

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### After Reading: to summarize, question, and reflect.

- Ask, “What lesson does Stanley learn about being different? How do his unique abilities help him solve problems and help others?”

### Extend Our Thinking:

- **Create your own “Flat You”!** Have students draw themselves as a flat character and imagine what adventures they could go on if they were flat like Stanley. Encourage them to think about both the fun opportunities and the challenges they might face. Students can write or share how they would use their unique “flat” abilities to solve a problem, help someone, or travel somewhere exciting. At the end, invite students to share their ideas and reflect on how differences can become strengths.
- **Letter Writing.** Write a friendly letter from Flat Stanley’s perspective after he becomes flat. Have students describe what it feels like to be flat and how it changes his daily life. Encourage them to include where Stanley might want to travel, how he could “mail himself,” and what he hopes to do next. Students should use proper letter format and include descriptive details. Share and discuss how writing from a character’s point of view deepens understanding of the story.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.