



Flat Stanley: On Ice

By Jeff Brown, pictures by Macky Pamintuan

GRL J

ABOUT THE BOOK:

Flat Stanley is an unusual boy because he's half an inch thick. Now that he's so flat, he worries that he won't be able to skate. Instead, he's a skating superstar, while his brother, Arthur, falls and flounders. While doing snazzy tricks, Flat Stanley ends up in trouble—but clever Arthur is there to save the day.

DISCUSSION QUESTIONS:

1. From the illustrations, what can you tell about where Stanley and Arthur live? What can you tell about the characters that isn't described in words? How else do the illustrations add to the story? For example, are the illustrations humorous? How?

Common Core State Standards (Reading: Literature): RL.K.7., RL.1.7., RL.2.7., RL.3.7.

2. In this story there are a number of examples of characters using problem-solving skills. List all the examples. How important is problem solving to the story? Explain your answer. *Common Core State Standards (Reading: Literature): RL.K.1., RL.1.1., RL.2.1., RL.3.1.*

3. Do Flat Stanley and Arthur behave in similar ways in other Flat Stanley stories? How? Are there any differences? Describe these. How are Flat Stanley and Arthur similar to and different from other characters in stories you like? *Common Core State Standards (Reading: Literature): RL.K.9., RL.1.9., RL.3.9.*

4. What are the brothers' strengths? What are their weaknesses? How do these strengths and weaknesses make them a good team, especially in tough situations? Provide examples from the story to support your answers. *Common Core State Standards (Reading: Literature): RL.K.1., RL.1.1., RL.2.1., RL.3.1.*

Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1a-b., SL.1.1a-c., SL.2.1a-c., SL.3.1a-d., SL.K.6., SL.1.6., SL.2.6., SL.3.6.

EXTENSION ACTIVITIES:

Problem-Solving Superstar Portrait: Draw a problem-solving superstar—the person who is the best problem solver you know. This person could be a friend, a classmate, a cousin, a neighbor, or anyone. Write or draw the things this person has done that you think make him or her the best at problem solving. Maybe help your teacher make a Problem-Solving Superstar Gallery where you and your classmates hang all your inspiring portraits. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

Close-Words Guide: With help from your teacher, collect words from the story that are similar to each other but also are a bit different. For example, you might collect words such as “swooped,” “sliding,” and “gliding” from page 15. Create a drawing or write a short description that shows the differences between these words. Then use what you've written or drawn to construct an informative Close-Words Guide for your classmates or friends. *Common Core State Standards (Language): L.K.5., L.1.5., L.2.5., L.3.5.*

Your Favorite Illustration Opinion Piece: Which illustration from the story is your favorite? What do you like best about it? The shapes? The colors? The funny parts? Why do you like these things best? Write or dictate Your Favorite Illustration opinion piece. Show it to your friends, and look at theirs, too. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

Help! Story: Think of a time when you needed help or you had to help someone else. What was the danger or trouble? Why did you or the person you helped need aid? What did the helper have to do? Write or draw your Help! story with all the important details, and make sure to include the great ending! Share your tale at your school or in your town to inspire others to become helpers. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3a., W.3.3b., W.3.3c., W.3.3d.*

Common Core State Standards (Writing) that writing activities might also address: W.K.5., W.1.5., W.2.5., W.3.5., W.K.6., W.1.6., W.2.6., W.3.6.

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