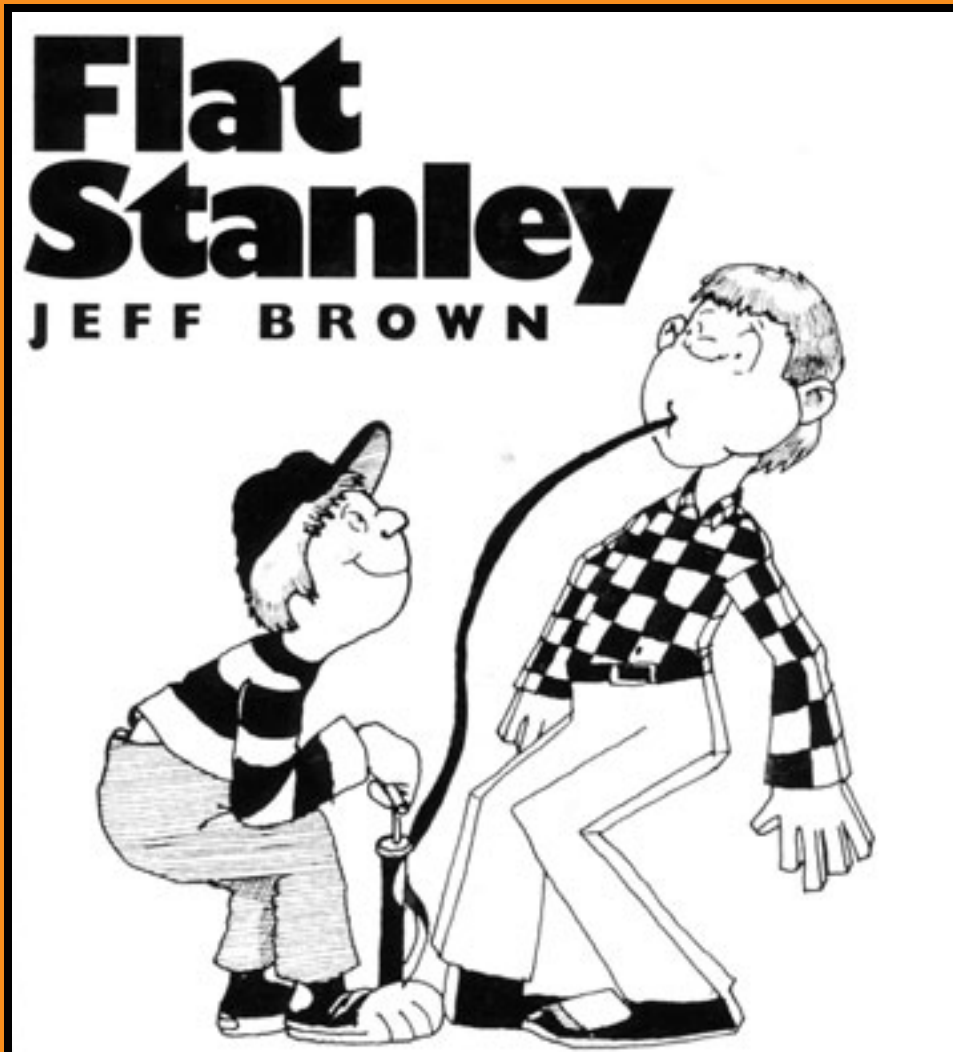


# Novel•Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide to use in conjunction with the book, *Flat Stanley*, consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## CHAPTER 1

**Vocabulary:** Synonyms are words that have the same meaning. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. enormous	a. check-up
2. cheerful	b. changed
3. examination	c. huge
4. marvel	d. happy
5. altered	e. wonder

.....

1. After he lost forty pounds, the man had to have his clothes \_\_\_\_\_ so they would fit.
2. When the doctor gave Ray a physical \_\_\_\_\_, he checked Ray's ears, eyes, and nose.
3. The \_\_\_\_\_ bulletin board completely covered the back wall of the classroom.
4. We could only \_\_\_\_\_ at the height of the world's tallest skyscraper.
5. The waitress greeted us with a smile and a(n) \_\_\_\_\_ hello.

Read to find out how Stanley becomes flat.

### Questions:

1. Who is Arthur? What surprising discovery does he make?
2. What do Mr. and Mrs. Lambchop discover when they lift the enormous bulletin board?

## Chapter 1 (cont.)

### Math Connection:

Stanley is four feet tall, about a foot wide, and half an inch thick.

Work with a partner to measure your height, your width across your shoulders, and your “thickness” at your thickest part. Write your measurements on the figure above.

1. How much taller or shorter are you than Stanley?

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2. How much wider are you than Stanley?

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3. How much thicker are you than Stanley?

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*Work Space*

### Writing Activity:

In this chapter, Stanley changes from a boy with a normal shape to one who is taller and a lot flatter than normal. Write a paragraph in which you describe someone you know who has changed in appearance. It might be a baby who has grown, someone who has changed his or her hairstyle, or someone who has lost a lot of weight. Try to use at least one simile in your paragraph.