

# Study Guide



Based on the book by Jeff Brown  
Book and Lyrics by Timothy A. Mc Donald

**October 13 - December 30, 2011**

This study guide is also available online at  
[arvadacenter.org/education/study-guides](http://arvadacenter.org/education/study-guides)

## Welcome

*Greetings and Welcome to The Musical Adventures of Flat Stanley!*

*The musical is based on stories taken from Jeff Brown's popular series of Flat Stanley books.*

*This study guide provides ideas for turning a day at the theater into an interactive educational experience. It includes information about the plot, being a good audience, important words to know about theater, and even a reproducible page for making a Flat Stanley. Plus, the guide provides information and activities in a variety of content areas that will help prepare students for the performance and then guide them in reflecting on what they saw and heard at the theater.*

Enjoy the show!

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## Plot

Stanley Lambchop and his little brother, Arthur, are in their bedroom. Stanley says he hopes to leave his boring life behind and go on adventures. As Stanley falls asleep, the bulletin board hanging over his bed warns him to be careful about what he wishes for because crazy things could happen.

In the morning, Stanley's family discovers that he was flattened when the bulletin board fell down on him – leaving him completely flat. Even though Stanley is okay being flat, Mrs. Lambchop is quite worried and she takes him to see a doctor. The doctor doesn't find any problems with Stanley, except for the fact that, well, he is flat.

Later, Arthur is sure that he is in big trouble with his parents when the "cool kids" convince him to turn Stanley into a kite and he gets stuck in a tree. Being stuck in a tree makes Stanley start to think that it isn't so great being flat. That is, until the letter carrier, Mrs. Cartero, encourages him to travel the world by sending himself everywhere in an envelope. This idea thrills Stanley and his adventures begin!

With his family's blessing, Stanley starts his adventure by visiting a friend in Hollywood, California. Before he can find his friend, he meets a talent agent, who decides that Stanley could be a star. She encourages Stanley to travel the world and do something amazing and hands him a card with an address. Using a new envelope and a fresh stamp, Stanley mails himself to Paris, and finds himself in the middle of another adventure.

In Paris, Stanley goes to the Louvre and meets two paintings: *Mona Lisa* and *Napoleon*. While posing as a painting, Stanley saves the day by catching a thief who was trying to steal the paintings. As Stanley is being congratulated, he receives another letter from home. Before he has too much time to think about his family, Stanley gets a call from the talent agent. Stanley has been cast in a movie filming in Honolulu, Hawaii. He heads straight to Hawaii. After shooting his scene, he realizes that he would rather be at home with his family. He returns home to his family's surprise where something unexpected happens.



How does a book tell a story? How does a musical play tell a story? How are they the same? How are they different?

## Internet Connections

Visit these websites for more information and activities about Flat Stanley and The Flat Stanley Project:

[flatstanley.com](http://flatstanley.com)

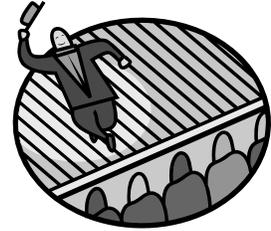
[flatstanleybooks.com](http://flatstanleybooks.com)

Flat Stanley is also on Facebook and there is even an iPhone App for sharing Flat Stanley photos.

## Audience 101

As members of the audience, you play an important part in the success of a theatrical performance. Please help your students understand that the rules of attending a live theater performance are different from watching television at home or a movie in a cinema. As it is a live performance, it cannot be stopped and restarted. Audience members should laugh, cheer, clap and really enjoy the performance, but there are a few rules that need to be followed. Please review the following theater etiquette with your students prior to your visit:

- Food, drinks, candy and gum chewing are not permitted in the theater.
- Do not talk, whisper, sing or hum during the performance unless encouraged by the actors on stage.
- Keep feet on the floor, not on the seats.
- Performers appreciate enthusiastic applause, but not whistling or shouting.
- No photography or videotape recording of any kind.



*Being part of the audience is a very important job*

## Theater Words to Know

**Backstage** - the part of a theater which is not seen by the audience, including the dressing rooms, wings and the green room

**Blocking** - the instructions that actors use to know exactly where they are supposed to be on stage at all times

**Box Office** - the place that sells tickets to a performance

**Cast** - the people who perform in a show

**Choreographer** - the person who creates dances and arranges movements for a musical

**Control Booth** - the place in a theater from which all the sound and lights are controlled

**Crew** - all the people who work together on a show except the cast

**Cue** - signals that are given to both the actors, the crew, the musicians and any others working on a show

**Director** - the person who provides the vision of how a show should be presented, who works with the actors on their roles, develops the blocking, and is in charge of the rehearsals

**Green Room** - a place for the performers to relax while waiting to go on stage

**Marking Out or Spike Mark** - when the stage is marked with tape to show where furniture and props should be placed during the performance

**Props** - all the items used in a play to tell the story not including the scenery or costumes, the short forms of "Properties"

**Rehearsal** - the period of practice before the beginning of a show in which the actors and director work on the development of the show

**Sound Effects** - the noises which are produced to accompany a scene in a show, usually produced by a machine but can be produced by actors off stage

**Discuss these theater terms with students before and after the performance. Did students notice any of the items while at the Arvada Center?**

## About the Books

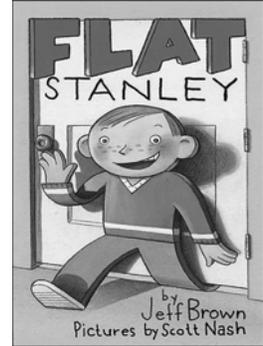
The first Flat Stanley book by Jeff Brown was published in 1964. The series, which has sold nearly one million copies in the United States, includes:

<i>Flat Stanley</i>	<i>Invisible Stanley</i>
<i>Stanley in Space</i>	<i>Stanley's Christmas Adventure</i>
<i>Stanley and the Magic Lamp</i>	<i>Stanley, Flat Again!</i>

Jeff Brown was born in New York City in 1925 and died in 2003. In addition, to being a successful children's book author, he was a story editor and assistant film producer in Hollywood. He also worked as a short-story writer and editor for such popular magazines as the *New Yorker*, *Esquire*, and the *Saturday Evening Post*.

The idea for Flat Stanley was inspired by Jeff Brown's two sons, Tony and J.C. One night when he was putting them to bed, J.C. told his father that he was afraid that his big bulletin board would fall on him. Mr. Brown first explained that it wouldn't fall because it was securely fastened to the wall, but then joked that if it did fall it would do it so slowly that it wouldn't hurt him, just flatten him. They all had a good laugh and then each night after that the three of them would make up stories about all the adventures you could have if you were flat. Many months later, Jeff Brown shared the stories with a friend in the kid-book business who suggested the stories would make a good book.

Flat Stanley has had even more adventures. Visit [flatstanleybooks.com](http://flatstanleybooks.com) for a complete list of books and activities.



*The idea for Flat Stanley was inspired by the author's two sons*

## Classroom Adventures

*The Musical Adventures of Flat Stanley offers many opportunities to enhance curriculum and enrich classroom learning. The ideas below are just a sampling of the fun and learning Flat Stanley offers. For more ideas, check out the Internet Connections on page 3.*

**(Art)** When Stanley was flying like a kite, he saw the park from a different viewpoint. Have students imagine they are high in a tree, on a rooftop, or other high point. Have them draw a picture of what they see from up above.

**(Art)** When Stanley visits the Louvre in Paris, he stops a thief from stealing two famous paintings, the *Mona Lisa*, by the Italian artist and inventor Leonardo da Vinci, and *Napoleon*, by the French artist Jacques Louis David. Show students pictures of these paintings and other famous paintings such as *Starry Night*, by Vincent Van Gogh, *The Old Guitarist*, by Pablo Picasso, and *Water Lilies*, by Claude Monet. Then have students create their own picture inspired by one of the masterpieces. For added fun, have students hide Flat Stanley in their picture by drawing a tiny version somewhere in their picture.

**(Language Arts)** Stanley has many adventures that make good stories. Ask students to record "adventures" they have over the weekend or on a school break in a journal. When students return to school, have them orally share with the rest of the class the most interesting and exciting adventures.

## More Classroom Adventures

**(Language Arts)** Flat Stanley became very popular after it was reported in the newspaper that he stopped the museum robbery. Have students spend some time reading the local newspaper. Then have them write a newspaper article about one of Stanley's adventures, about an adventure they have had, or about something that happened at school.

**(Language Arts)** Stanley makes a wish on a falling star that he could travel the world, doing amazing things the world has never seen before. Have students write about how life might change if one of their wishes came true.

**(Language Arts)** Stanley became sad and lonely when Arthur left him in a tree to go to school with the cool kids. Ask students to think about a time when they were sad and lonely. What made them feel better? Have students write about the experience.

**(Language Arts)** Stanley worried that people would make fun of him because he looked different. Ask students if they have ever noticed others making fun of a someone who is different? In one paragraph, have them describe the person who was different, and then in another paragraph have them tell what they or others did to stop the teasing. If no one did anything to help, have students write about what should or could have been done to help.

**(Geography, Language Arts)** Many of Stanley's adventures happened in other states or parts of the world. Ask students to pretend that a student who lives far from Colorado has sent them a Flat Stanley. Have students write about what their town or Colorado is like, what special places and activities it has, and what they like the best.

**(Geography, Language Arts)** Since Stanley is flat, he can mail himself to any place he wants to visit. Ask students to pretend they are flat like Stanley. Where would they like to be sent? It can be close by or far away. Why would they like to go to that place? Have students research the destination of their choice and write the reasons they would like to visit on note cards. Have student give an oral report to the rest of the class.

**(Geography)** Stanley visits other parts of the country by sending himself through the mail. Discuss how to address an envelope and the importance of listing the city and state. Then hold a geography bee where students name the capitals and major cities of states.

**(Reading, Language Arts)** There have been many books written about Flat Stanley's adventures, some by the original author and creator, Jeff Brown, and many more by others. Have students read one of the many books written about Flat Stanley and write or give an oral report about the book of their choice.



*The Musical Adventures of Flat Stanley offers many opportunities to enhance curriculum and enrich classroom learning.*

Stanley slips under doorways and flies like a kite. What would students do if they were flat like Stanley?

## More Classroom Adventures

**(Multicultural)** When Stanley is in Paris, he learns some French words. Help students learn these common words in French. Find out if students know these words in another language that they can share with class members.

### English

Hello  
Goodbye  
Yes  
Please  
Thank you

### French

Bonjour (boh-ZHOOR)  
Au revoir (oh reh-VWAHR)  
Oui (WEE)  
S'il vous plait (seel voo PLAY)  
Merci (mair see)

OLÁ!

Bonjour

Guten  
Tag

## Where in the World?

Flat Stanley is a wonderful way to encourage students to write and communicate and to introduce students to the skills needed to send and receive letters.

Students can make their own Flat Stanley and mail them to family, friends, and other special destinations. In an included letter, students should ask the person who receives Flat Stanley to take him on all sorts of adventures and then mail him back with pictures and information about the trip.

Help students send Flat Stanley on adventures by having them practice writing letters and addressing envelopes. A template for making a Flat Stanley is included in this guide along with a worksheet on writing letters and addressing envelopes.

### More Letter Writing Activities

#### Thank You Letters

Encourage students to write thank you notes to people who participate in their Flat Stanley requests.

#### Pen Pals

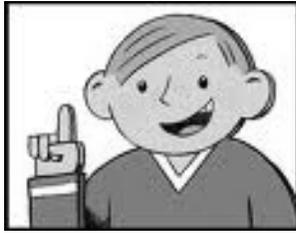
Developing pen pals in another classroom, school, city or country is a great way to encourage letter writing skills. Pen Pal opportunities are available at [flatstanleybooks.com](http://flatstanleybooks.com).

#### Abbreviations

Assist students in learning some of the common abbreviations that they may need to know when addressing envelopes and writing letters, such as: Dr., Mr., Mrs., Ms., Miss, N., S., E., W., St., Ave., Blvd., and Rd., etc.



*For more information about The Flat Stanley Project, and Flat Stanley books, see the Internet Connections on page 3*



# Sending Stanley

Before sending Stanley on his first journey, practice addressing an envelope and writing a letter. Use the drawings below to learn the parts of a letter and where to write the return address and the recipient's (receiver) address on an envelope.

## Parts of a Letter

\_\_\_\_\_

(today's date)

\_\_\_\_\_ ,

(greeting)

(body)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ,

(closing)

*Signature*

**The heading** shows the date the letter was written and sometimes the address of the person who wrote the letter. In casual, friendly letters the address is not necessary.

**The greeting** or salutation is the opening like, Dear Mom or Hi John followed by a comma.

**The body** is the main part of the letter that explains why the letter was written, provides information, or sometimes even asks for a favor.

**The closing** is the ending of the letter. In the closing the first word is capitalized and the last word is followed by a comma. Some examples of closings are

- Sincerely,
- Your friend,
- Very truly yours,

**The signature** is where the person who wrote the letter signs his or her name under the closing.

## Addressing an Envelope

(name of sender)

\_\_\_\_\_

(street address)

\_\_\_\_\_

(city, state, zip code)

\_\_\_\_\_

(name of recipient)

\_\_\_\_\_

(street address)

\_\_\_\_\_

(city, state, zip code)



An address is written on three lines.

Envelopes that are mailed need to have the recipient's address (receiver) in the center and the sender's address (return address) in the upper left corner.

The return address should include the complete address of the person sending the letter, so that the letter can be returned if necessary.

A postage stamp goes in the upper right corner.

# Flat Stanley Word Search

Can you find these words used in  
*The Musical Adventures of Flat Stanley?*

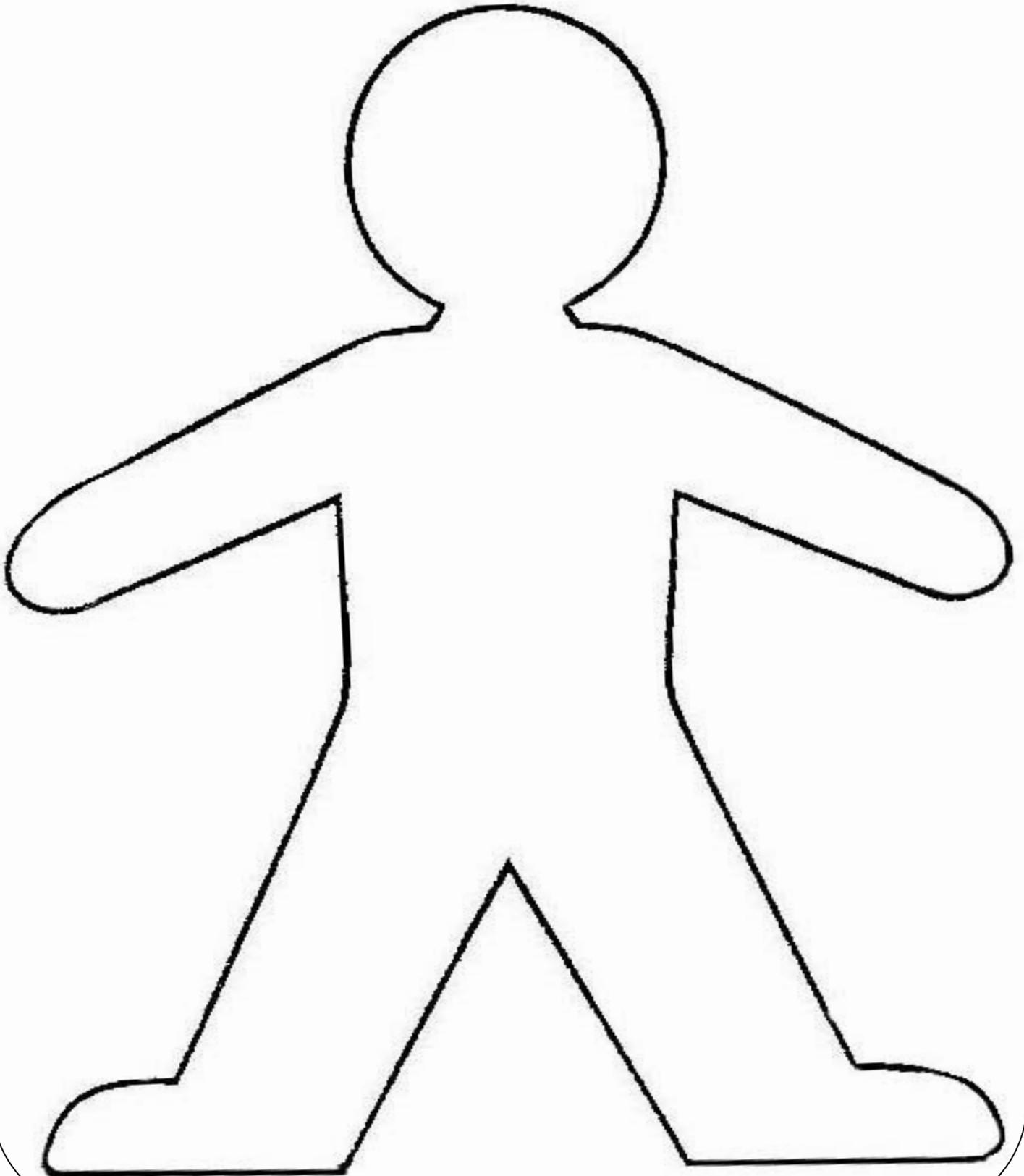
Hawaii	Letter	Lambchop	Bulletin Board
Paris	Thief	Napoleon	Hollywood
Flat	Wish	Mail	Doctor



P	O	R	T	L	A	M	B	C	H	O	P	Z	X	B
O	D	S	E	W	T	Y	U	Q	U	B	T	A	O	U
L	A	B	H	O	L	L	Y	W	O	O	D	C	N	L
D	Z	R	A	C	N	K	P	I	B	Q	M	E	S	L
O	E	I	W	T	C	H	J	S	T	H	C	N	A	E
C	F	P	A	R	I	S	O	H	R	G	F	A	I	T
T	G	M	I	H	J	H	R	C	L	Y	N	P	T	I
O	Q	O	I	J	M	L	T	W	E	S	R	O	C	N
R	H	A	N	R	A	C	H	F	T	L	Y	L	Q	B
G	S	L	J	W	I	M	I	O	T	A	B	E	S	O
F	L	A	T	G	L	A	E	O	E	Z	G	O	W	A
M	I	C	H	C	U	B	F	N	R	A	T	N	H	R
F	E	U	L	P	B	V	C	E	D	W	L	H	N	D

# Make Your Own Flat Stanley

and then send him on an adventure!



# Performance Evaluation



We value your input!

Please take a moment to fill out this evaluation and return to  
Arts Day Department  
Arvada Center  
6901 Wadsworth Blvd  
Arvada, CO 80003  
or drop off at the Arvada Center Box Office



Date of performance: \_\_\_\_\_

Name of School / Group: \_\_\_\_\_

Age / Grade: \_\_\_\_\_

## PLAY

	Low					High
Youth Response						
Enthusiasm.....	1	2	3	4	5	
Understanding of the content .....	1	2	3	4	5	
Content						
Appropriate length .....	1	2	3	4	5	
Appropriate for age group .....	1	2	3	4	5	
Ability to integrate into curriculum .....	1	2	3	4	5	

## STUDY GUIDE

Usefulness in preparing students for the production .....	1	2	3	4	5
Usefulness in conducting post production activities .....	1	2	3	4	5

**OVERALL EXPERIENCE**..... 1 2 3 4 5

## COMMENTS

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