

**STAGE 1 – DESIRED RESULTS**

**Unit Title: Flat Stanley**

**Grade level: 3s, 4s**

**Established Goals:**

Students will understand the story of Flat Stanley.

Students will learn how to recap a day into a journal entry.

Students will be able to process a story into the beginning, middle, and end.

Students will focus on ordering top to bottom.

Students will create their own stories using the characters from the book.

Students will begin to draw representationally and with intention.

**Understandings:** *Students will understand that...*

- Students will understand that there is a beginning, a middle, and an end to stories
- Students will understand the concept of things happening within one day
- Students will understand that they can draw representationally
- Students will understand that things have a top, middle, and bottom

**Essential Questions:**

- How can we tell a story with a beginning, a middle, and an end?
- How can we dress a doll from the top to the bottom?
- Where does Flat Stanley adventure to?
- How can we draw a representational person?
- How can we recap our day?
- What is a journal entry?

**Students will know that:**

- Students will know that a journal entry recaps a day/a few days
- Students will know that stories have multiple parts
- Students will know that we travel places throughout our day

**Students will be able to:**

- Create a journal entry
- Recap a day
- Dress a doll from top to bottom
- Tell a story with a beginning, middle, and end
- Draw a stick figure person

**STAGE 2 – ASSESSMENT EVIDENCE**

**Performance Tasks:**

- Summarizing main idea
- Repeating lines
- Recalling story order
- Pantomiming actions

**Other Evidence:**

- Discuss and Reflect
- Analyze and Interpret

**Key Criteria:** According to the New Jersey Birth to Three Early Learning Standards (2013)

- Social and Emotional Development
  - Self-Awareness
    - Expresses feelings and emotions through facial expressions, sounds, gestures or words
- Approaches to Learning

- Creativity
  - Finding new things to do with familiar objects
  - Using imagination in playful, silly, or messy ways
- Cognitive Development
  - Exploration and Discovery
    - Using senses to explore
  - Memory
    - Recalling and using information in new situations
  - Imitation and Symbolic Play
    - Using imitation or pretend play to express creativity and imagination
- Physical and Motor Development
  - Fine Motor Development
    - Using hands to manipulate objects
  - Gross Motor Development
    - Moves body, arms, and legs with coordination
- Language Development and Communication
  - Listening and Understanding
    - Listening and responding
    - Understanding gestures
  - Communicating and Speaking
    - Imitates sounds
  - Emergent Literacy
    - Recognize and understand symbols

**Warmup:** Reading the story

- We will read a book as a class. Students will be shown the pictures and read the words.
- Students will be prompted with questions throughout the reading in order to ensure their understanding.
- Students will be shown the story multiple times, for multiple days, to help with remembering the main ideas.

**Our favorite places:**

- Students will be asked “what is your favorite place to go” and answers will be recorded on a big sheet of paper

**Storyboard retelling/beginning, middle, end:**

- Students will retell the story using a storyboard. This can be an activity that happens as a class, or one by one. Students will take the characters and place them in the order they appear in the story while also describing the main actions of the story.
- This helps them visualize the story in another format and in another context.
- They may also create their own stories that have a beginning, middle, and end

**Journal Entries:****● Individual**

- Stanley will be sent home with each child for one night.
- Each child/family will take pictures of Stanley and bring him to their favorite places (either in their house or outside of the house)
- Each student will fill out a [worksheet](#) of their adventure. They will draw a picture and dictate a caption to a grown-up to be written down
- The next morning, the child will share their adventure with the class and add their journal entry to the class book

**● Whole Class**

- It will be one child’s job per day to carry Stanley from class to class
- As a class we will bring Stanley around with us to different places at school (i.e., music, gym, playground) to meet different teachers
- At the end of the day, we will sit as a class and recap the journeys of the day into a class journal entry for the class book

**Paper Doll Dressing**

- Each student will be given a cutout of Flat Stanley. It will be their job to use various shapes to “dress” the doll (shirt, pants, shoes, hair, etc.)
- Students may make the doll look any way they would like

**Using Paper Dolls to Create a Story Board Scene**

- Using the dolls we created, students will create a three scene story featuring their doll
- Then they will use various shapes to construct the scene (house, mountain, etc) on a large piece of paper
- The doll will be used as a moving piece as the story is narrated aloud by the student

**Drawing a person/Mat Man**

- We will use “Mat Man” to go over how to draw a person so that drawings may begin to shift to more representational