Title: **Flat Stanley’s Worldwide Adventures: The Japanese Ninja Surprise** Level:**N**

ISBN:978-0-06-142994-1 Publisher: Harper Collins Publishers

**Teaching Point**: Readers make connections.

**Before Reading: (5-7 min.)**

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction:** The title of this book is The Japanese Ninja Surprise. Look at the front cover of the book. What do you think this book will be about? Discuss. Let’s read the back cover together. Discuss.

**Chapter 1:** The title of Chapter 1 is The Seventeenth Samurai. Does anyone know what a samurai is? Discuss. The Seventeenth Samurai is a movie featuring Master Oda Nobu, a samurai warrior. In this chapter, Stanley and Arthur are pretending to be ninjas. Read to find out what Stanley and Arthur decide to do.

**Words/Text Layout:**

* New or important words (V)

**kimono (2) tremendously (4) rummaged (5) dictate (7)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

Readers make connections.

As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-Why is Stanley flat?

-Who was on the poster?

-What do the brothers decide to do when their parents want them to be quiet?

-In the end, what idea does Stanley have? Do you think that’s a good idea or not? Why?

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**Chapter 2:** What happened in the last chapter? Discuss. Stanley is traveling to Japan in an envelope to meet Master Oda Nobu. Read to find out if he meets him and what happens once he reaches Japan.

**Words/Text Layout:**

* New or important words (V)

**suspicious (12) swift (14) sternly (17)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**After Reading: (8-10 min.)**

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-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-What happens when Stanley’s envelope is opened?

-Describe Stanley’s fight with the ninjas.

-How does the fight finally end?

-What do you think Oda Nobu and the other ninjas think of Stanley? Use details from the text to support your answer.

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**Chapter 3:** What happened in the last chapter? Discuss. In this chapter, Stanley goes with Oda Nobu to his house. Stanley is excited to be there. Read to learn what happens.

**Words/Text Layout:**

* New or important words (V)

**embroidered (19) gestured (20) ancient (22) permit (26)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-What is the tea ceremony like?

-What does Oda Nobu tell Stanley about the history of ninjas?

-Who were the “ninjas” at the airport?

-What is Ninjutsu?

-What does Oda Nobu ask Stanley at the end of the chapter?

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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**Chapter 4:** What happened in the last chapter? Discuss. Stanley goes with Oda Nobu to many places around Japan. He even gets to go with him to the movie set. Stanley starts to feel like something is wrong. Read to find out the problem.

**Words/Text Layout:**

* New or important words (V)

**tailor (30) adoringly (32) sushi (32) karaoke (33)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**During Reading: (10-15 min.)**

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and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-How does Stanley feel at the beginning of the chapter? Use details from the text to support your answer.

-What changes in the middle of the chapter? How do you think he feels then?

-What things does Oda Nobu do that upset Stanley?

-What does Oda Nobu do at the end of the chapter?

-How do you think their trip will go?

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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**Chapter 5:** What happened in the last chapter? Discuss. Stanley and Oda Nobu are going on a trip on the speeding bullet train. While they are on the train, Stanley gets to know Oda Nobu a little better. Oda Nobu also gives Stanley some advice. Read to find out what he tells Stanley.

**Words/Text Layout:**

* New or important words (V)

**Shinkansen (43) elegant (48) origami (48)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-Why was Stanley nervous at the beginning of the chapter?

-What did Oda Nobu confess to Stanley?

-What advice did Oda Nobu give Stanley?

-What do you think he meant by that?

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 6:** What happened in the last chapter? Discuss. Stanley and Oda Nobu arrive at their destination. While they are there, Stanley gets some surprise visitors. Who do you think it might be?

**Words/Text Layout:**

* New or important words (V)

**Plume-57 billowed (64) unison (65)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

Readers make connections.

As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-What does Stanley learn about Japan?

-Who comes to find Stanley?

-What happens to Oda Nobu at the end of the chapter?

-What do you think will happen next?

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 7:** What happened to Oda Nobu in the last chapter? What do you think will happen in this chapter? Will Stanley try to save him? Why or why not?

**Words/Text Layout:**

* New or important words (V)

**fierce (67) confided (69) pagoda (71) ferried (73)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-Why is Stanley so worried about Oda Nobu, but his family thinks he’ll be fine?

-How do they find Oda Nobu?

-How do they get to the island without a boat?

-What do you think Stanley’s plan is to save Oda Nobu? Use details from the text to support your answer.

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 8:** What happened in the last chapter? Discuss. In this chapter, we learn about Stanley’s plan. Read to find out what his plan is and if it will work.

**Words/Text Layout:**

* New or important words (V)

**insist (84) accompany (84)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-What was Stanley’s plan?

-Why were Arthur and Stanley surprised when Arthur opened the door?

-Who were the girls that kidnapped Oda Nobu?

-How did the chapter end?

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.

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**Chapter 9:** What happened in the last chapter? Discuss. Stanley’s family get to go sightseeing and spend the day with Oda Nobu. Read to see what they do and what happens when they return home.

**Words/Text Layout:**

* New or important words (V)

**piranhas (87) sumo (87) humble (91)**

* Unusual aspect of text layout (V)

**Intentional Teaching Point** (refer to flip chart):

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**During Reading: (10-15 min.)**

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding

and provide specific feedback.

**After Reading: (8-10 min.)**

* Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What connections did you make today? How did that connection help you understand the story better?

* Discussion Questions

-What things did Stanley’s family get to see?

-What did Stanley get in the mail?

-What was the theme of the book? Give evidence from the text to support your answer.

**Writing Connection:** As you are reading today, try to make connections between what you already know (schema) and what you read today. Note: You can give students these prompts to help them make and write better connections: “The book said…. “this reminded me of” … “because”.