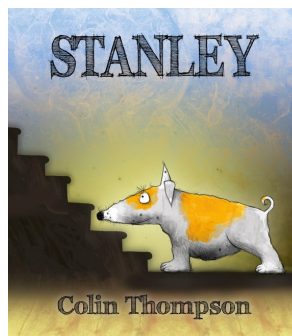


Stanley

By Colin Thompson
Publisher: Harper Collins
ISBN 9780733332852
\$24.99

**Picture Book of
the month**

From the creator of FEARLESS comes a new canine tale. 'It was very quiet in Stanley's house. There were no brothers or sisters, no dads or grannies, not even a cat, a budgie or a goldfish.' Stanley lives with his human, Gerald, and Gerald's mum. Life is peaceful, but sometimes Stanley feels quite lonely ... But then one day another dog steals his favourite red rubber ball at his park, and sets in motion a chain of events that will change Stanley's life forever.



Teacher notes have been based on those supplied by the publisher, Harper Collins. A full version is available at www.harpercollins.com.au

Themes:

- Friendship
- Family
- Pets
- Loneliness
- Feelings

Discussion Points:

- Explore the theme of pets with the class by surveying the students' pet ownership. Make a class graph and display the information visually for reference.

Before reading: Predicting

- Display the front cover of the book. Ask guiding questions: Who is Stanley? What is this book about? Who does he belong to? Do you think the dog looks happy? Why/why not? In groups of two conduct a think, pair, share activity. Make a list of predictions and display for reference.

After reading: Questioning

- Compare actual story with predictions. Were the predictions similar or different? How would the story be different if it was called Gerald? Why do you think the author chose to tell the story centred on Stanley?

Exploring characters

- Look at the first three pages describing the characters of Stanley and Gerald. Point out the differences between the physical descriptions, the descriptions of their likes and personalities. Discuss whether or not they think the descriptions are accurate.
- As a class jointly construct a description of one of the other characters using text from the book. i.e. Lulu looked as if ... She liked ...
- In groups make character profiles for each character using the same format and draw a picture. Come together as a class and share the character profiles.

Exploring adjectives

- Individually students choose a personal item that 'makes their tail quiver' and was 'love at first sight'. Students then think of at least 5 describing words for their special item. They then read their adjectives to the class and see if they can guess what the item is. The teacher could model this process first with an artefact of their own.