

# SHARED READING

## Extract 1

- This extract from Chapter 1 forms the opening of the book and describes how Stanley becomes flat.
- Circle and comment on the numerous exclamation marks in the dialogue. Ask: *What do they imply?* (amazement and urgency)
- Circle 'Hey' and 'hay'. How are they connected? (They sound the same.) Ask: *Why do Mr and Mrs Lambchop object to Stanley's 'Hey'? Do they really confuse it with 'Hay'?* (They are cleverly reminding Arthur that 'Hey' is not a polite thing to say.) *What does Arthur replace it with?* ('Excuse me')
- Underline 'cheerfully'. Why is the choice of adverb surprising? Suggest that most people would not speak cheerfully if an enormous board was on top of them.
- Point out the long paragraph describing the bulletin board. Underline the complex second sentence. Circle 'so that'. Ask: *What is this type of phrase? What job does it do?* Identify it as a conjunction, used to extend the sentence by joining one clause to another.
- Comment on the amazing thing that has happened to Stanley. Ask: *How do Stanley and his family react?* (They are surprised but fairly matter-of-fact.) Underline the final two spoken sentences. Ask: *What characteristic do they reveal about Mrs Lambchop?* (In extraordinary circumstances, she remains calm and thinks of practical needs: breakfast and visiting the doctor.)

## Extract 2

- In this extract from Chapter 3, Stanley takes to the air.
- Underline 'sighed'. Ask: *What does this verb reveal about Arthur's mood?* (He is unhappy.)
- Circle the word 'Nobody', which is printed in italic font. Ask: *What does italic font do to the word?* (It emphasises it.) *Why does Arthur want to be famous?* (Stanley is famous.)
- Underline 'Stanley remembered what his parents had said'. Ask: *What had his parents said?* (They asked Stanley to be nice to Arthur because he could not help being jealous.) Underline 'You can fly me, Arthur'. *What does this offer reveal about Stanley?* (He is obedient and generous.)
- Circle 'spool' and define it as the holder around which the kite string is wound. Investigate how Stanley gets airborne in paragraph five. Point out how he runs to get started and his use of wind direction.
- Underline the repeated 'up'. Ask: *What is suggested by the repetition?* (Stanley goes up gradually.) *What do the final capital letters indicate?* (Stanley is properly airborne.)
- Point out that the writer now gives more attention to Stanley in the air than to Arthur on the ground. Ask: *What is Arthur's final action?* Underline 'Arthur let out all the string'. Highlight the short paragraph 'Everyone in the park stood still to watch'. Ask: *Why does Brown begin and end a new paragraph here?* (He returns briefly to the description of onlookers on the ground.)
- Underline 'swooped', 'zoomed', 'curved', 'sideslipped' and 'circled' in the last paragraph. Ask: *What feeling do these verbs create?* (a sense of movement and shape) Discuss whether the children feel the description is powerful.