

# TWO FLAT FRIENDS TRAVEL THE WORLD



## Characters

**Willie**

**Fred**

**Fred's Mom**

**Dr. Flats**

**Eman**

**Mazu**

## Setting

**This reader's theater takes place in the United States, Egypt, and China.**



**FRED**



**WILLIE**

## Act 1

- Willie:** Have you ever wondered what it would be like to be flat?
- Fred:** It all began the night Willie slept over at my house. Willie and I had to learn about some countries from around the world. As usual, it was an assignment from school.
- Willie:** China was the first on my list and Egypt was at the top of his list.
- Fred:** Our teacher, Ms. Simon, had just finished reading a story called *Flat Stanley*. The thought of being flat like Stanley got Willie and I thinking.
- Willie:** We brainstormed a list of things we would want to do if we had flat bodies.
- Fred:** We wrote down all of our ideas, and then it hit me like a bolt of lightning!
- Willie:** Zapp!
- Fred:** This could be the answer to our country assignment!

# World Cultures Lesson Plan

## Objectives

- **Fluency:** Students will read passages fluently after practicing and monitoring fluency with repeated readings.
- **Content Area:** Students will identify the uniqueness of various cultures around the world.

## Summary

In this script, two friends make themselves flat to take on a tremendous school project. They travel to Egypt and China to learn important details that they can share with their class in a school project. The children who guide them in these foreign countries show them many important historical sites.



## Materials

- *Two Flat Friends Travel the World* script booklets
- *World Cultures Character Masks*

## Introduce the Literature

Read the book *Flat Stanley* by Jeff Brown to your students. Ask the students to discuss the cultures featured in the book. Explain that culture relates to the traditions, customs, and way of life of different groups of people. Point out to the students that all people have a cultural background. Ask them to identify the traditions and customs in their families that reflect culture.



## ELL Support

Connect with your English language learners by allowing them to share the traditions and customs of their cultures. Invite students to bring photographs to school to share with one another. Encourage student discussion of the uniqueness of their families and backgrounds.

## Involving All Students

While this script has only six roles, there are many ways to involve all of your students. For this reader's theater experience, assign the main roles to six of the students. Explain to the remaining students that they will serve as encouragers and evaluators of the students' performances. Divide the students (without roles) into six groups (one for each character). Instruct each group of students to read the script several times, focusing on the lines designated for the assigned character. Ask them to think about how that character speaks and the traits of his or her personality. Explain that each "encourager" will evaluate their assigned actor and comment on his or her reader's theater performance. These comments should be in written form so you can collect them and evaluate how well the students helped the character actor prepare. Be sure to emphasize the importance of positive comments and helpful suggestions.