

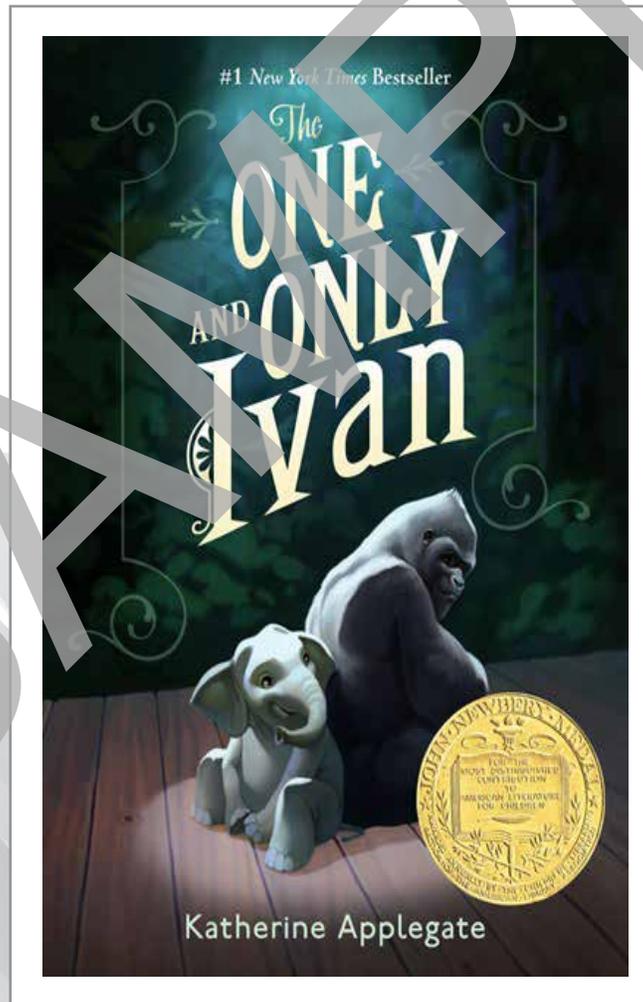


STUDENT PACKET

GRADES 3-5

The One and Only Ivan

Katherine Applegate



READ, WRITE, THINK, DISCUSS AND CONNECT

The One and Only Ivan

Katherine Applegate

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Anticipation and Reaction

Directions: Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. Provide an explanation if your opinion has changed.

Statement	Response Before Reading	Response After Reading
Humans have the right to treat animals any way they wish.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
Circus animals enjoy performing for audiences.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
Friendships come in all shapes and sizes.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
To become one's true self takes courage.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name _____

Vocabulary Board Game

slats	contented	bicker	hooting
spry	socialize	swagger	inferior
flimsy	relent	ambles	prone
gossip	loamy	canvas	stragglers

Rules for a two-player game:

- Your teacher will provide a die or a spinner with the numbers 1–6 and items to use as game pieces.
- Player One rolls/spins and moves his or her game piece that many spaces.
- Player One must follow the directions in the space s/he lands on using the first word in the vocabulary list above. If Player One correctly completes the activity, then s/he may roll/spin again.
- For each new space landed on, players should use the next word in the vocabulary list.
- Play for Player One ends once the player lands on a blank space OR has correctly completed three activities in a row.
- Play continues in the same manner for Player Two. The first player to reach “Finish” wins.
- To play multiple times, use additional vocabulary lists or read the list backward.

Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

Hello–Julia

1. What are Ivan’s three nicknames?
2. Where does Ivan live?
3. Why does Ivan wish he could read?
- *4. Why might the freeway sign show an angry Ivan?
5. Why does Ivan think humans are “lousy hunters”?
6. Who is Not-Tag?
7. How much do Ivan’s drawings sell for in the gift shop?
8. Why have people stopped visiting Ivan?
9. How many days has Ivan lived at the mall?
10. What are Stella’s “bracelets”?
11. How did Stella injure her foot?
12. How does Ivan plan to attract more visitors to the mall?
13. Who is Bob? What does he look like?
14. How does Julia differ from the “spit-pebble children”?
15. How does Ivan appear in Julia’s drawings?

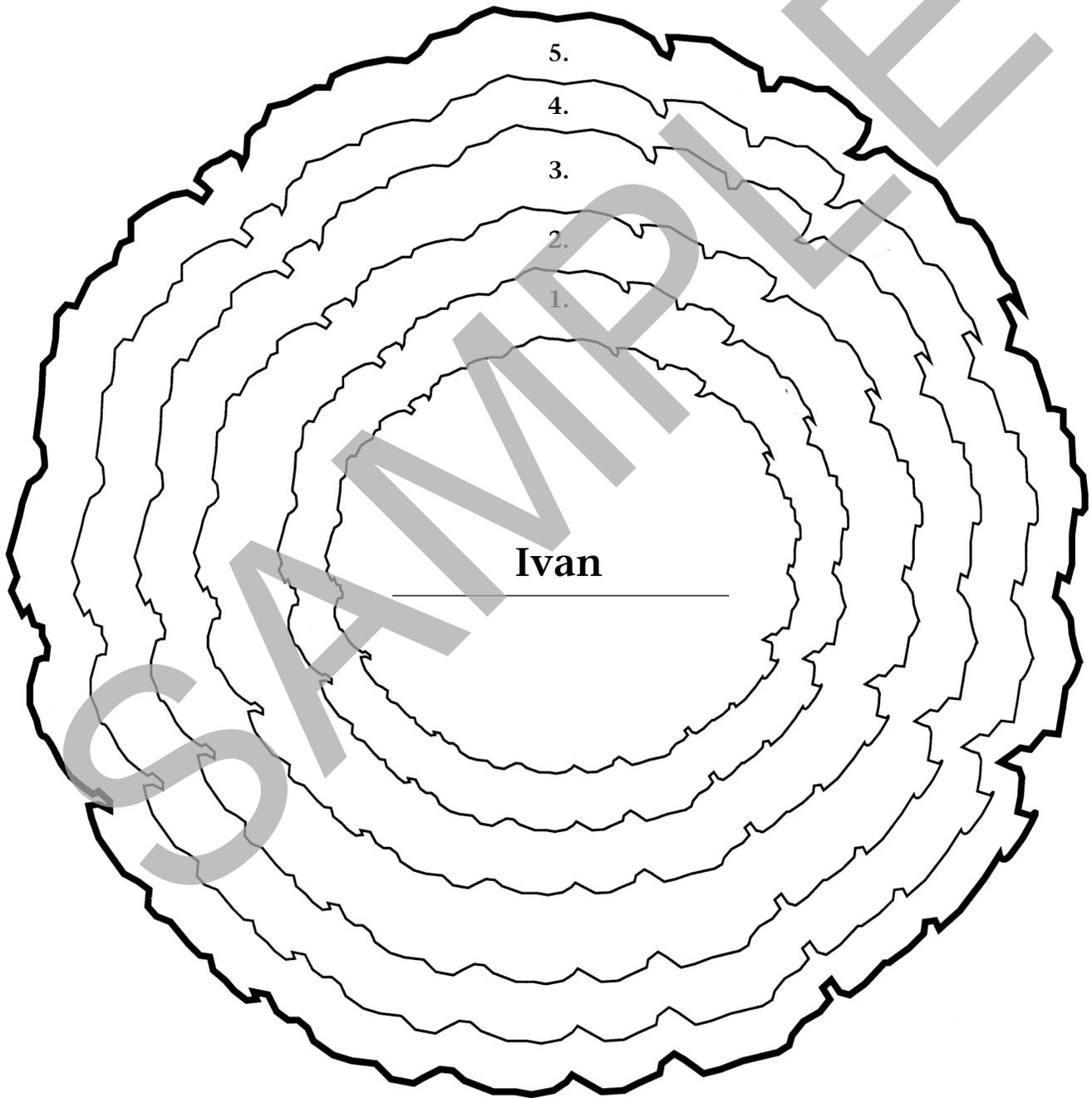
Drawing Bob–Treat

1. Who named Bob?
2. What does Julia’s mom like?
3. What is Ivan tired of?
4. According to Stella, why are memories precious?
- *5. Why can Julia identify what Ivan draws but Mack cannot?
6. How do Ivan, Stella, and Bob know a new animal is coming to the mall?
- *7. What does Stella’s story about Jambo show about gorillas?
8. Why is Bob a useful friend?
9. How does Mack get Ruby out of the truck?
10. Why does Ivan pout?
11. What does Ivan think is more fun than watching nature shows on television? Why?
12. Why does Ivan love drawing?

Name _____

Character Growth

Directions: Characters often “grow” throughout a novel as they learn and change. In the tree rings below, write either examples of Ivan’s growth or events that cause his growth. Write the examples or events in the order in which they occur in the novel.



Name _____

Literary Devices

Directions: Authors use literary devices to make their writing interesting and descriptive. Find at least one example of each literary device listed below in *The One and Only Ivan*. Write each example and its page number in the circles.

