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## INTRODUCTION

Read through the Common Core Standards for “Reading: Literature,” and you will find that the work expected of students is expressed using such academic terminology as *describe*, *determine*, *develop*, *support*, and *cite*. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigor and synthesis was asked of students—and usually none until the entire novel was read.

From a teacher’s standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic; from a student’s standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the *Rigorous Reading* series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis—questions such as, “Why did the author choose to include this information?” and “How does this information further the plot or offer more insight into the themes, characters, settings, etc.?” And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel *as they are reading it*. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.

## A CUSTOM RESOURCE

This in-depth guide has been written specifically for Katherine Applegate's *The One and Only Ivan*. The lessons and activities have been structured and scaffolded to maximize the experience of reading and teaching this novel.

To prepare your students for their reading of *The One and Only Ivan*, utilize the **novel information** and **pre-reading activities** included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with activities designed to acclimate students to the themes and/or concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read the novel. These **section activities** allow students the opportunity to process short sections of the novel individually, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence, and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements while also connecting personally with the novel. Each student maintains his or her own **Interactive Novel Log**, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesize their ideas about the novel by completing several individual and/or collaborative **post-reading activities** (pages 55–73). This section of the resource includes such larger assignments as group projects and essay assignments.

On pages 74–75, **vocabulary** lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an **answer key** is provided for activities that require specific answers, and a list identifies how each activity correlates to **Common Core State Standards**.

### Teacher Tips

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using *The One and Only Ivan* as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterization. Examine the craft, structure, and purpose of select passages. Explore inferences and encourage connections.

This guide is designed for use in grades 3–6, and the standards correlations on pages 78–80 reflect this range. This leveling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher grades, as well.

## KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multilayered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give students a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterization, craft, and structure, while also choosing their own ways to connect the novel to their life experiences.

### **Materials needed for each student:**

- ✦ a three-ring binder or presentation folder
- ✦ a blank sheet of plain paper for the title page
- ✦ two or three sheets of blank lined paper for Table of Contents
- ✦ several sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Novel Log” prompts at the end of each section

### **Teacher Tip**

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *The One and Only Ivan*, a 1/2-inch binder or presentation folder will be adequate.

### **Assembling the Interactive Novel Log:**

1. On the plain paper, allow students to design and decorate their own title page. Have them write “Interactive Novel Log” and “*The One and Only Ivan*” in the middle of the page. They should include their name and grade at the bottom.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.
3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 11–17). Directions for completing these activities can be found in the “Teacher Instructions” on page 10.
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students begin by completing a copy of the “Crystal Ball” worksheet (page 18), which asks them to predict what will happen next in the novel. Students then select one or more of the four prompts in the “Ideas for Your Interactive Log” section, and they create an Interactive Novel Log page that responds to that topic.
5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 73) as a final entry in their Interactive Novel Logs.

### **Teacher Tip**

Consider allowing your students to preview the “Ideas for Your Interactive Novel Log” prompts a day or two before they are asked to respond to them. When asking students to reflect on past experiences and articulate their personal connections to a work of art, give them the time and space they need to collect their thoughts. By allowing your students to sit with the ideas presented in these prompts, you will relieve the pressure an immediate response can cause.

NAME: \_\_\_\_\_

## DEEP THOUGHTS

Ivan may be a gorilla, but he is also a philosopher. He closely observes himself and the world around him, and he thinks deeply about the nature of reality and existence.

As you read each section of the novel, find a few quotes that are good examples of the way Ivan sees the world and thinks about it.



\*\*\*\*\*  
Section #: \_\_\_\_\_ Page numbers in this section: \_\_\_\_\_  
\*\*\*\*\*

**#1**

Quote \_\_\_\_\_  
\_\_\_\_\_ Page Number: \_\_\_\_\_

Why is this quote a good example of how Ivan observes others or thinks about life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**#2**

Quote \_\_\_\_\_  
\_\_\_\_\_ Page Number: \_\_\_\_\_

Why is this quote a good example of how Ivan observes others or thinks about life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**#3**

Quote \_\_\_\_\_  
\_\_\_\_\_ Page Number: \_\_\_\_\_

Why is this quote a good example of how Ivan observes others or thinks about life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Section I  
"not sleepy"

NAME: \_\_\_\_\_

## VIEWING IVAN

Much of *The One and Only Ivan* is about how Ivan views the animals and people around him. But he is aware that those same people and animals also view him. How do the following people "see" Ivan?

For each, write two complete sentences. In the first sentence, state how the character(s) view(s) Ivan. In the second sentence, give an example or quote that supports your claim.

Character(s)	How He/She/They View(s) Ivan
Mack	
people in the mall	
Stella	
billboard artist	
Bob	

How is Ivan affected by the way people see him? Does he act any differently depending on who is looking at him or talking to him? Explain.

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**Section I**  
**"not sleepy"**

**NAME:** \_\_\_\_\_

**SECTION I LOG-IN**

Now that you have finished this section of *The One and Only Ivan*, take some time to add to your Interactive Novel Logs.

- ✦ **First, make a prediction about what will happen next in the novel.**

Use your "Crystal Ball" worksheet (page 18) to do this.

- ✦ **Next, make a more personal connection to what you have read.**

Choose one of the suggestions below and use it to fill a page in your Interactive Novel Log. Take this opportunity to connect with the novel in a way that appeals to you.



***Ideas for Your Interactive Novel Log***

**1**

**The Loneliest Gorilla**

One young visitor to the Big Top Mall bursts out crying and says that Ivan must be "the loneliest gorilla in the world." Write some thoughts about this statement. Do you think Ivan feels lonely or should feel lonely? Does it make sense that he would be lonely even though there are all those people and other animals around him all of the time?



**2**

**Picasso**

At one point, Mack calls Ivan "Picasso." Sometimes, when someone shows the ability to be a good artist, another person might call him or her "Picasso" or "Rembrandt" or the name of some other great painter. Other times, you might hear someone call a very smart person "Einstein." Come up with your own list of names. If someone is a great athlete, actor, teacher, or friend (or anything else you can think of), what should that person be called? What famous name do you think of when you think of the best in each of those categories?

**3**

**Memories**

Ivan struggles to remember his past, while Stella remembers everything from hers. What do you think it would be like to remember everything or to remember almost nothing? Make a chart or write a list. Write the pros (positives) and cons (negatives) of either extreme.

**4**

**Not Sleepy**

At the end of this section, Ivan has trouble sleeping. Stella suggests that he think about his past in order to make himself sleepy. What do you do when you have trouble falling asleep? Write about your experiences, or create a one- or two-page instruction manual for falling asleep.

**Section II**  
**"five men"**

NAME: \_\_\_\_\_

## GREAT APES

This section of the novel contains two stories in which people and animals do the opposite of what they are expected to do. Compare these two stories.

Story	Jambo and the child	Ruby in the hole
Chapter	"jambo"	"ruby's story"
What happens? Summarize the events of the story.		
Who did something unexpected in this story?		
What were these people/ animals expected to do?		
Why were these people/ animals expected to act differently than they acted?		



### *Putting It All Together*

- The way in which these two stories are most similar is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- The way in which these two stories are most different is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_