




Contents

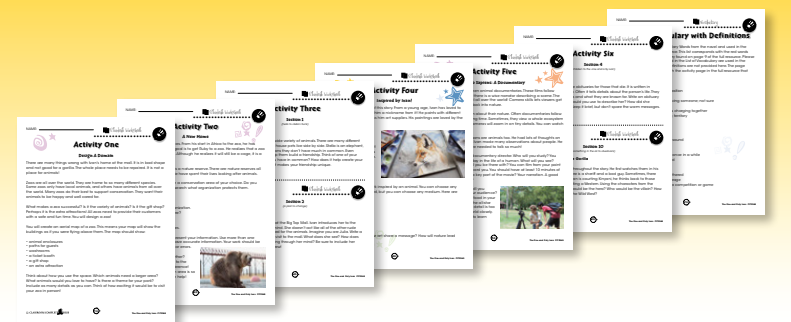
 TEACHER GUIDE	
• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?.....	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story.....	8
• Vocabulary	9
 STUDENT HANDOUTS	
• Spotlight on Katherine Applegate	10
• Chapter Questions	
<i>Section 1</i>	11
<i>Section 2</i>	14
<i>Section 3</i>	17
<i>Section 4</i>	20
<i>Section 5</i>	23
<i>Section 6</i>	26
<i>Section 7</i>	29
<i>Section 8</i>	32
<i>Section 9</i>	35
<i>Section 10</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45
 EASY MARKING™ ANSWER KEY	47
GRAPHIC ORGANIZERS	53

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Katherine Applegate

Katherine Applegate has written many books for young people! She has many titles under her name. Applegate keeps writing more books that follow Ivan. She also wrote the very popular *Animorphs* series. Applegate has won the Newbery Medal and has been on many bestseller lists.



Applegate was born in Michigan, USA. She has always cared about animals. In high school, she worked for a veterinarian! She worked a few different jobs before becoming an author. Applegate worked as a ghost writer before striking out on her own. This means she wrote books but didn't put her name on it. She even wrote quizzes for magazines!

Applegate believes that younger readers can relate to animal characters. She believes that kids are concerned with fairness. Her stories often have animals because they make people think about their own lives and roles.

Her characters can inspire others. Based off her book, *Crenshaw*, she created a food drive at bookstores. Many of her books take a look at tough issues. She advises that writers get more confident the more they do it. She has written a lot of books and won many awards. It seems like good advice!

Did You Know?

- **The One and Only Ivan** was made into a family film by Disney.
- **Ivan was inspired by a real gorilla who lived in a mall for 27 years.**
- **Katherine once said, "I read to see where I might yet go. A good book is like GPS for the soul."**



Section Three

(guessing to elephant jokes)

Answer the questions in complete sentences.

1. What animal might be arriving at the mall?

2. How may Mack get some more money for the business?

Vocabulary

Complete each sentence with a word from the list.

coiled	swollen	gaspd	lumbering
urges	inspects	dim	lifting

1. My lip was _____ after getting hit with the ball.
2. The light was _____ when we entered the garage.
3. A _____ bear came out from his cave in the spring.
4. The snake was _____ at us and ready to attack.
5. She always _____ my cleaning to make sure it's done right.
6. I _____ when I saw my new haircut.
7. Her voice was like song, _____ and light.
8. He _____ me to step closer to the magic show.



Section Six

(poor mack to not right)

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Julia always brings math homework to the mall.
- T F b) Ivan is given finger paints by Julia.
- T F c) Gorillas are great liars.
- T F d) Ruby thinks Julia did an accurate painting of her.
- T F e) Bob's legs move like they're running when he's asleep.
- T F f) Ivan has a detailed plan for Ruby.

2. Number the events from 1 to 6 in the order they occurred in this Section.

- a) Ruby lays awake and wants Ivan to tell her a story.
- b) Ivan paints his handprint on paper.
- c) Ivan starts a painting project.
- d) Julia paints a watercolor of Ruby.
- e) Ivan remembers the way humans treated his family.
- f) Bob questions how Ivan will rescue Ruby.



Section Eight

(finally to check marks)

Answer each question with a complete sentence.

1. How does Julia explain to George how she gets Ivan's idea?

2. Julia knows Ivan has made a billboard. How does she think posting it will help?

3. How does Mack react when he sees the billboard? How do you know?

4. Why do people start coming to the mall?

5. Ivan is becoming frustrated. Why?

6. Why does the news story spark a change? How does it affect people?

Journaling Prompt

Julia is determined to help Ruby and Ivan. She convinces her dad to help her too. Has there been a time when you've been determined for a cause? What was it? How did you get help? People of all ages can make a difference. Passion is important! One person can cause a change. Tell about an instance where you made an impact!



Hope for Habitat

What is one of the biggest threats to animal life? Habitat loss. Every year, acres of land is taken from nature and used for human purposes. We use land to build, farm and mine for our cities and towns. If animals lose their place to live, things will become very hard for them. We can help keep animals safe by protecting where they live.

You will create a commercial that encourages viewers to donate to habitat conservation. You can make up your own pretend organization or use an existing one. Where will you put your efforts? Will you focus on the coral reef? Perhaps you want to save the Amazon! Think about an environment that is important to you.

The commercial should be no longer than 2 minutes. You want your message to be direct and convincing. Some people may need more than one reason to donate. The best arguments also have facts. Here is a checklist to make a great commercial:

You may choose to record a digital commercial or present in person. Be sure to convince others on why your cause is important! Using the right pictures and facts will help sway the crowd. Make a difference for our planet today!

CHECKLIST

Decide on a habitat to protect.
Habitat: _____

Research at least 3 threats to the habitat.
Threat 1: _____
Threat 1: _____
Threat 1: _____

Outline your script and images you will be using.

Rehearse

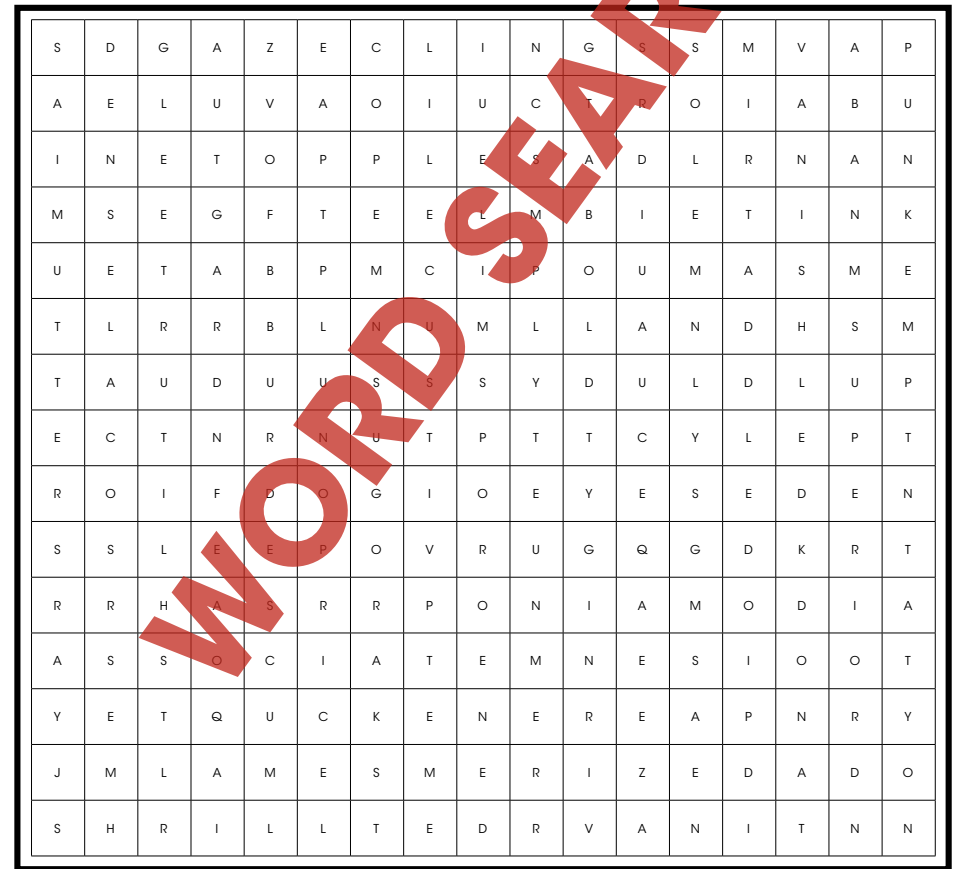
Record your commercial (approx. 1-2 min).



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

addled	domain	mutters	superior
associate	droop	shrill	topples
bold	gaze	sleep	unkempt
clings	mesmerized	solemnly	vanish
dense	musty	span	



Comprehension Quiz

- Stella teased Ivan that elephants were better than apes. Why? 2
- Who is Not-Tag? 1
- How does Ivan keep track of time? 1
- Why does Bob call the billboard, "a monstrosity"? 2
- How is Ivan able to spot Ruby at the zoo? 2
- Where is George's new job? 1
- What does Julia bring to the zoo to show Ivan? 1

SUBTOTAL: /10

Extra! Extra! Read All About It!

A reporter is the one who tells the world of the poor conditions at the mall. They tell the truth! Their visit starts Ivan and Ruby on their better life. News stories start with catchy headlines. Headlines need to get reader's attention. Often, they have a picture to go with them. On the worksheet below, write about headlines about the mall. What did the reporter see? What was the mall like? How bad was it? Once you have headlines, draw a picture to go with it.

Headline #1

Headline #2

Headline #3

Headline #4

NAME: _____

After You Read 



Section One

(hello to stella's trunk)

Answer each question with a complete sentence or short paragraph.

1. What does Ivan claim humans waste? Why?

2. How does Ivan describe himself?

3. Where specifically is Ivan living?

4. The animal domains do not seem to be in good shape or taken care of. How do readers know this?

5. How is Ivan portrayed on the mall billboard?

6. What is a me-ball?

Journaling Prompt

Most of the animals living at the mall have special talents. A chicken plays baseball! Ivan likes to make art. Sometimes, we can discover our own hidden talents. What are you good at? Was it something you practice a lot? Or was it something you've always been skilled at? Perhaps there is a new skill you would love to gain? Write about a talent you have, and how you learned it was special to you.

1.
Humans waste words like bananas; they talk too much and often have nothing to say.

2.
A massive silverback gorilla, with a coat of fur and 400 lbs.

3.
He lives in the Exit 8 Big Top Mall and Video Arcade.

4.
Cars are rusted, some grass is cracked, faded signs.

5.
He is shown as a messy, fierce and angry animal.

6.
Ivan rolls up his own dung.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. J

2. F

3. H

4. G

5. I

6. B

7. D

8. E

9. C

10. A

14

1.

a) T

b) F

c) F

d) T

e) F

f) T

2.

a) 2

b) 4

c) 1

d) 6

e) 5

f) 3

15

1.

They are visitors that throw rocks at the glass and bother Ivan. He doesn't like them.

2.

Julia isn't noisy; she draws pictures and is kind to the animals.

3.

Humans dumped him and his siblings on the road to be abandoned.

4.

Julia's mom got very sick and unable to work.

5.

Mack gives George some money to buy art supplies for Julia.

6.

A new animal is coming. The animals know by sniffing the air, watching and listening.



14

15

16



The One and Only Ivan – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

NAME: _____



Section Three

(guessing to elephant jokes)



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Threat 1: _____

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Rehearse

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Headline #1

Blank space for writing the first headline.

Headline #2

Blank space for writing the second headline.

Headline #3

Blank space for writing the third headline.

Headline #4

Blank space for writing the fourth headline.

Large blank rectangular area for drawing a picture to go with the headlines.