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Instructional Guides
for Literature

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EL ÚNICO E INCOMPARABLE IVÁN

Katherine Applegate

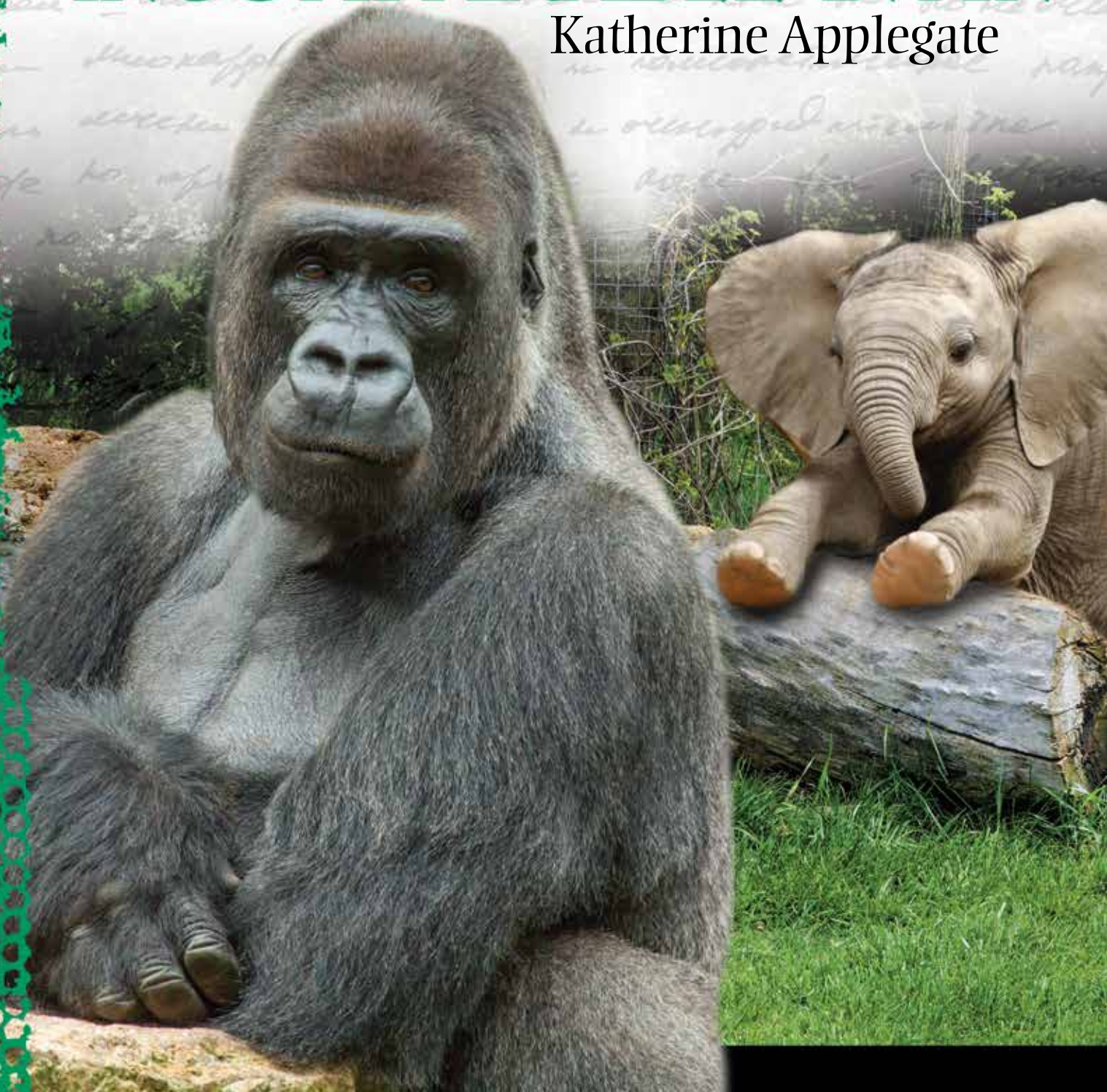


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How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and are exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages describe how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the book.

Before students begin reading, have them complete the *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to keep students' papers for comparison to the *Post-Reading Theme Thoughts* (page 59). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters in the book. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before the book to what the characters discovered during the story.

How to Use This Literature Guide *(cont.)*

Analyzing the Literature

After you have read each section with students, hold a small-group or whole-class discussion. Provided on the teacher reference page for each section are leveled questions. The questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. These questions are focused on the various story elements, such as character, setting, and plot. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the book with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion. Before students write, you may want to allow them time to draw pictures related to the topic. Book-themed writing paper is provided on pages 69–70 if your students need more space to write.

Guided Close Reading

Within each section of this guide, it is suggested that you closely reread a portion of the text with your students. Page numbers are given, but since some versions of the books may have different page numbers, the sections to be reread are described by location as well. After rereading the section, there are a few text-dependent questions to be answered by students. Working space has been provided to help students prepare for the group discussion. They should record their thoughts and ideas on the activity page and refer to it during your discussion. Rather than just taking notes, you may want to require students to write complete responses to the questions before discussing them with you.

Encourage students to read one question at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Suggested answers are provided in the answer key.

How to Use This Literature Guide *(cont.)*

Guided Close Reading *(cont.)*

The generic open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- ¿Qué palabras del cuento respaldan...?
- ¿Qué texto te ayuda a entender...?
- Usa el libro para explicar por qué sucedió _____.
- Basándote en los sucesos del cuento, ¿...?
- Muéstrame la parte del texto que apoya...
- Usa el texto para explicar por qué...

Making Connections

The activities in this section help students make cross-curricular connections to mathematics, science, social studies, fine arts, or other curricular areas. These activities require higher-order thinking skills from students but also allow for creative thinking.

Language Learning

A special section has been set aside to connect the literature to language conventions. Through these activities, students will have opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.

Story Elements

It is important to spend time discussing what the common story elements are in literature. Understanding the characters, setting, plot, and theme can increase students' comprehension and appreciation of the story. If teachers begin discussing these elements in early childhood, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

In the story elements activities, students are asked to create work related to the characters, setting, or plot. Consider having students complete only one of these activities. If you give students a choice on this assignment, each student can decide to complete the activity that most appeals to him or her. Different intelligences are used so that the activities are diverse and interesting to all students.

Nombre _____ Fecha _____

Actividad del vocabulario

Instrucciones: Traza líneas para completar las oraciones.

Comienzos de oraciones	Finales de oraciones
El centro comercial Gran Circo	para pintar y hacer dibujos.
Iván es un poderoso	espalda plateada.
Fue capturado cuando	era aún un jovencito.
Sus dominios están	no se compara con una selva de verdad.
Julia usa su imaginacion	en el centro comercial Gran Circo.

Instrucciones: Responde esta pregunta.

1. ¿Cuáles tres cosas le gustan más a Iván sobre sus dominios selváticos en el centro comercial Gran Circo?

Ivan at the Big Top Mall (pages 15-74)

Analyzing the Literature

Provided below are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1 Questions for Students	Level 2 Questions for Students	Key Discussion Points
Character	¿Dónde viven los elefantes y los gorilas por naturaleza?	¿Como crees que se sienten el elefante y el gorila respecto a vivir en un centro comercial en lugar de su medio ambiente natural?	Elephants and gorillas naturally live in grasslands and jungles. Stella and Ivan are captured and taken away from their homes to perform in the circus and at the Big Top Mall. They are probably unhappy and would like to be in their natural environments.
Character	Bob es el único animal que eligió vivir en el centro comercial Gran Circo. ¿Por qué le gusta vivir allí?	¿En qué se diferencia la vida de Bob en el centro comercial Gran Circo de la de los otros animales?	Bob is abandoned on a freeway when he is a puppy and has no place to go. Finding the Big Top Mall is good for him because he has access to food and a warm place to sleep. He is not kept in a cage like the other animals and can come and go as he pleases. At the Big Top Mall, Bob is safe and has friends.
Setting	Describe los dominios de Iván.	Describe qué piensa Iván sobre sus dominios.	Ivan's domain is small and is painted to look like a jungle on one wall. The other three walls are glass. It has a small pool of dirty water. Ivan gets bored in his domain. He probably wishes he had more space and more things to do.
Setting	¿En qué se diferencian los dominios de Iván de los de una selva?	¿Qué piensas que le gustaría cambiar a Iván respecto al lugar donde vive?	A jungle has trees, clean water, fresh air, and fresh food. A jungle also has other gorillas. Ivan probably wants his domain to be more like a real jungle, but really, Ivan would probably be happiest if he were not in captivity at all.

Lectura enfocada guiada

Vuelve a leer detenidamente sobre Iván y los dibujos que hace (páginas 30–35).

Instrucciones: Piensa en estas preguntas. En los espacios, escribe ideas o haz dibujos mientras piensas en las respuestas. Prepárate para compartir tus respuestas.

❶ ¿Qué parte del texto te ayuda a entender cómo se siente Iván al hacer dibujos?

❷ Explica la diferencia entre los dibujos de Julia y los de Iván.

❸ Basándote en el cuento, ¿qué piensa Iván de su arte?

Elementos del texto: trama

Instrucciones: Ruby tiene miedo de salir del camión hasta que ve a Stella. Cuando las elefantas están juntas, entrecruzan las trompas, abanicán las orejas y se mecen. Ruby se agarra de la cola de Stella. Haz un dibujo que muestre a Ruby y a Stella juntas.



A large, empty rectangular box with a black border, intended for drawing Ruby and Stella together.