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Works

Instructional Guides
for Literature

THE ONE AND ONLY IVAN

Katherine Applegate

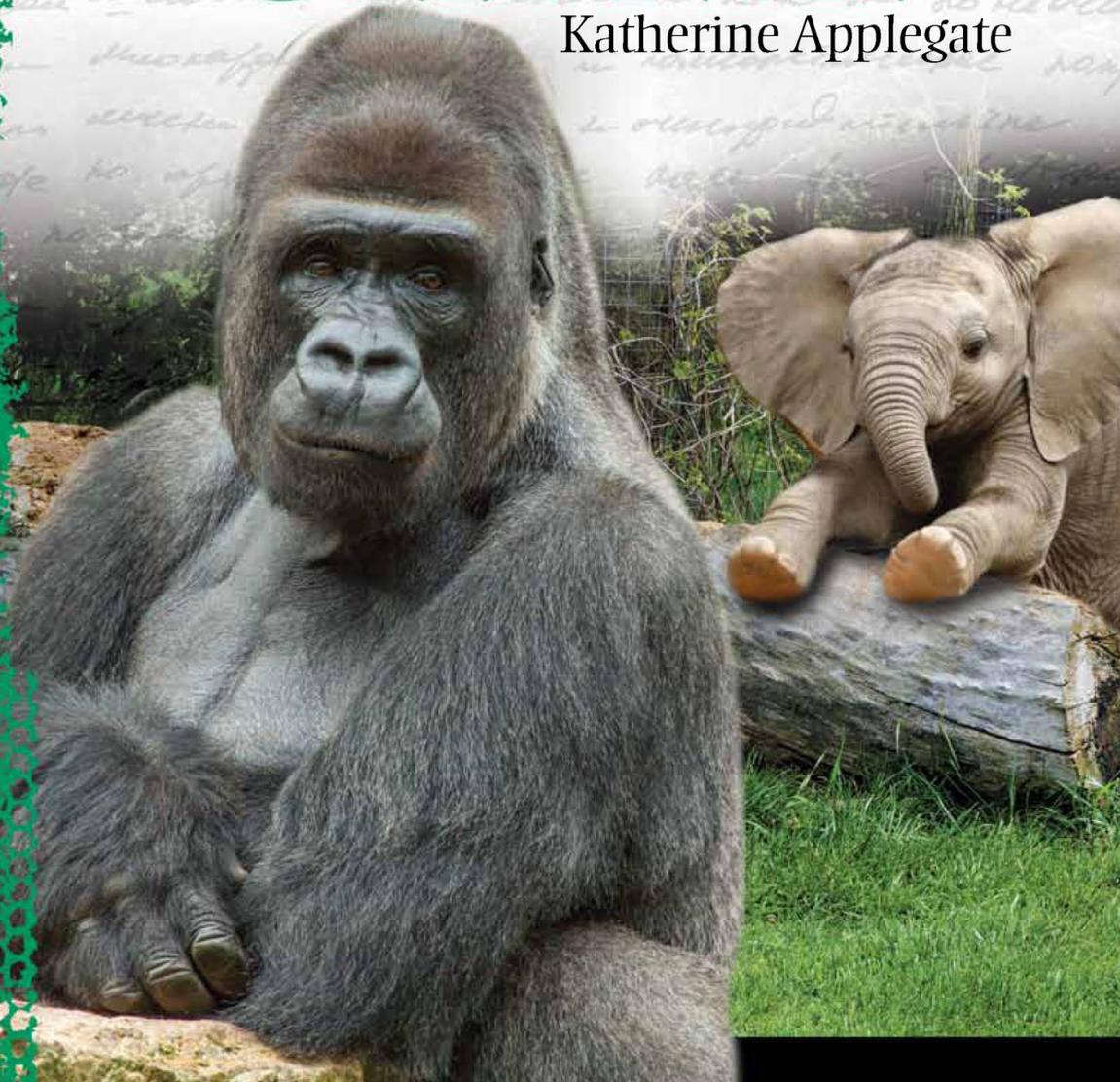




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Standards

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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.)*

Vocabulary

Each teacher reference vocabulary overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. Students will use these words in different activities throughout the book.

On some of the vocabulary student pages, students are asked to answer text-related questions about vocabulary words from the sections. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- How does this word describe _____'s character?
- How does this word connect to the problem in this story?
- How does this word help you understand the setting?
- Tell me how this word connects to the main idea of this story.
- What visual pictures does this word bring to your mind?
- Why do you think the author used this word?

At times, you may find that more work with the words will help students understand their meanings and importance. These quick vocabulary activities are a good way to further study the words.

- Students can play vocabulary concentration. Make one set of cards that has the words on them and another set with the definitions. Then, have students lay them out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions. For early readers or English language learners, the two sets of cards could be the words and pictures of the words.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the book. Early readers or English language learners could instead draw pictures about the words in a journal.
- Students can create puppets and use them to act out the vocabulary words from the stories. Students may also enjoy telling their own character-driven stories using vocabulary words from the original stories.

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