

Determining Theme Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for
The One and Only Ivan by Katherine Applegate

4 Part Lesson Plans

The One and Only Ivan
By: Katherine Applegate
Grade Level: 4 / Guided Reading Level: 5

Book Club

Discussion Questions and New Vocabulary

Meeting #3
A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.
You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Pages 67-138 Discussion Questions:

1. How did humans help Ruby? (The whole community rescued her from drowning, fed her, and brought her back to her family. pg. 103)
2. What promise does Ivan make to Stella and why? (He will care of Ruby. pg. 112)
3. How was Ivan's life better when he lived with the humans? (It was glamorous. He rode in cars and ate people food and was well cared for. pg. 133)

Pages 67-138 New Vocabulary:

1. Troop (pg. 126) - a group of things, such as gorillas
2. Tolerant (pg. 123) - allowing something that's unpleasant
3. Forage (pg. 126) - to eat growing grass or plants

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Summarizing and Main Idea Supported with Details

Meeting #2 Continued
Kick-off the Book Club Meeting (5-7 minutes)
Gather students - remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
Review the conversation prompts on the Book Club Calendar.
Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
Students may also share their list of meaningful Ivan quotes and possible themes.

Time to Teach: Summarizing and Main Idea Supported with Details (7-10 minutes)

- Explain that we learn about characters from what they say and do as well as what others say about them.
- Tell students that today, you are going to work on summarizing characters using details from the text.
- Ask students to work in pairs to list the other characters in the book and tell what Ivan thinks of them. Here are some sample outcomes for their discussion:
 - Ivan describes himself as "a rock" pg. 27. He is getting tired of his "domain"; he can't remember being a baby. Gerald was his favorite keeper. He doesn't have a real keeper now.
 - Bob (dog) - Ivan describes him as "a grain of sand"; a stray. He says whatever he feels like saying.
 - Stella (elephant) - Ivan describes her as "a mountain"; she has to do tricks. Sometimes she gets a treat, sometimes she gets the claw-stick. She went lame at the circus so they sold her to Mack.

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Determining Central Ideas or Themes of a Text

Meeting #1 Continued
Model How to Respond to Reading
Discuss how the things Ivan says could be connected to a theme.
Create a readers' notebook entry such as the sample below.

Sample Notebook Entry

Page #	Meaningful Quotes from Ivan	Possible Themes
3	Gorillas are patient as storms; humans not so much.	Humans and animals are different
4	In my size, humans see	People are afraid of

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Sample Reader's Notebook Entries

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Meeting #4 Continued
Take Time to Reflect (2 minutes)
Distribute the student self-evaluation assessments.
Ask students to reflect on the work they did in Book Club by completing the self-evaluation.
Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read pages 207-300. Students should continue with Readers' Notebook entries and significant passages that support the themes they have identified.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Tell students that they are responsible for the following:
 1. Tracking details to support possible themes on the chart in their reader's notebooks.
 2. Responding to reading using the Reading Response Board.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introductory Materials and Exploration of the Glossary

Summarizing and Main Idea Supported with Details

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Book Club

Self Expectations and Introduce the Book

Meeting #1
Introduce the Book and Introduce the Book
Gather students.
Introduce the book by summary of the book.
This novel from non-narrative celebrates the power of the free thought of a captive gorilla named Ivan and a feather the point of giving gorilla who was taken from her home and taken down. Ivan is a good and and but - and he doesn't much. When Ivan reads...

New Character Word Choice and Actions Support a Theme

- Gather students - remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
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Summarizing and Main Idea Supported with Details

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How Characters' Words and Actions Help Determine Theme

Identifying the Central Message in a Text

- Collect the sticky notes and display them so that they are visible to all of the students.
- Ask students to identify connections between each other's ideas.
- Probe for student ideas regarding memory, protection, bonds between characters, etc.
- Discuss how looking for a connection is an important part of identifying the central message in a text.
- If necessary, use the sample graphic organizer following the next lesson to support your instruction.

Model How to Respond to Reading

- Model how to make a 2-column chart similar to the one below.
- Label the left column "Themes" and the second column "Events or Quotes that Support the Theme (pg. 27)".
- Use the sample on the page to model how to write the sticky notes into their notebooks.
- Use the sample on the 2-column chart below to model how to find evidence to support themes.
 - Write the theme.
 - Direct student attention to page 173.
 - Discuss how the quote on the page supports the theme.
 - If necessary, continue with page 200.

Sample Notebook Entry

Themes	Events or Quotes that Support the Theme (pg. 27)
Sample theme: Same things can come through one or one animal.	Remember the boy, Ruby, told me one week the dog came to her rescue. (page 173)
Sample theme: Same things can come through one or one animal.	Surely I do as well as I'm supposed to. (page 200)

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Universal Themes

Exploring Universal Themes

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Students may also share their list of meaningful Ivan quotes and possible themes.

Time to Teach: Exploring Universal Themes (7-10 minutes)

- Review the list of themes generated by the students in the previous Book Club meeting sticky notes.
- Introduce the "Universal Themes" handout.
- Discuss with the group which of their themes can be considered "universal." Possible themes include:
 - Animals help us understand our lives
 - Humans are responsible for protecting animals (pg. 300) Julia says "Thank you to her dad" for the "It's not fair."
 - We all need to be with others (pg. 207)
 - There are things greater than the four of us (another...)
 - We need to stand up for the rights of others, including animals (refer to protest sign: Elephants are people. See pg. 202)
- Ask students to review their readers' notebook for quotes that support the universal themes.
- Invite students to share the quotes about:
 - Themes are responsible for protecting animals (pg. 300) Julia says "Thank you to her dad" for the "It's not fair."
 - We all need to be with others (pg. 207)
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