

Here's What You'll Get with the The One and Only Ivan Book Club

Determining Theme Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

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

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:

- How did humans help Ruby? (The whole community rescued her from drowning, fed her, and brought her back to her family. pg. 103)
- What promise does Ivan make to Stella and why? (He will care of Ruby. pg. 112)
- 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:

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

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
The One and Only Ivan
By: Katherine Applegate
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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** (dog) - 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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Discussion Questions by Chapter

Key Vocabulary by Chapter

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

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.

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

Sample Notebook Entry

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Sample Reader's Notebook Entries

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

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:
 - Tracking details to support possible themes on the chart in their readers' notebooks.
 - 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

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.

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.
- 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.

How Characters' Words and Actions Help Determine Theme

Identifying the Central Message in a Text

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 introduction.

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. 21)".
- 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.

Themes	Events or Quotes that Support the Theme (pg. 21)
Sample theme: Some animals are smarter than humans.	I remember the boy, Bob, told me we were the dogs come to her rescue. (page 173)
Sample theme: Some animals are afraid of humans.	Surely Julia will see what've happened. (page 200)

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Universal Themes

Exploring Universal Themes

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: Exploring Universal Themes (7-10 minutes)

- Review the list of themes generated by the students in the previous Book Club meeting (sticky notes).
- Discuss with the group which of their themes can be considered "universal themes".
- Memories help us understand our lives.
- We need to be kind to the people around us. (pg. 207)
- There are things greater than the four of us. (pg. 207)
- We need to be kind to the people around us. (pg. 207)
- It's important to be respectful to the people around us. (pg. 207)
- It's important to be respectful to the people around us. (pg. 207)

Ask students to review their readers' notebook for quotes that support the universal themes.

- Invite students to share the quotes about.
- Facilitate the discussion by asking one or two themes and talking about how they are "universal" and how those themes apply to our lives.

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Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
The One and Only Ivan

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt—wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
The One and Only Ivan

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Student Self-Evaluation Rubric

Name: _____

How I Did in The One and Only Ivan Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I have prepared my notebook for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in my Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: / 27

A Note from Your Teacher

Book Club
The One and Only Ivan

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Name: _____

RL.4.6 Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	RL.4.7 What is the overall mood of this book? Why do you think so? Give examples.	RL.4.3 Choose two settings from the text. Explain why each is important to the story.	RL.4.2 What is the theme of this book? Why do you think so? Give examples.
RL.4.1 Write about the three inferences you made while reading. Explain why these inferences are important.	RL.4.4 Write about the new words you read. What do you think the words mean? Why?	RL.4.10 How does this text compare to other books you've read? Give examples.	RL.4.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.4.10 Write about the reading strategies you used to help you be a better reader.	RL.4.5 Which chapter was the most important? Why do you think so?	RL.4.6 Write about the author's message and use evidence from the text to support your thinking.	RL.4.9 Tell the genre of your text and explain how you know.
RL.4.3 Compare and contrast two characters. Tell how they are the same and different.	RL.4.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.4.10 Write about the things a reader needs to know in order to understand the text.	RL.4.7 Choose a scene from the book. Tell how it would be different if it was in a movie.
RL.4.5 Write about the way the main problem and solution unfolded in the story.	RL.4.4 Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	RL.4.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.4.2 Write a summary of the text that you read today.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club
The One and Only Ivan

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____
Score: _____

The One and Only Ivan
CCSS Assessment

Directions: Use what you know about *The One and Only Ivan* to answer each of the following questions.

What was the author's purpose in writing this story?

A To show how abused a gorilla is.

B To give the reader a picture of a gorilla.

C To show how gorillas are important.

D To help children learn about gorillas.

Which best describes the story?

A Mack tells the story of Ivan.

B Julia tells the story of Ivan.

C Ivan tells about his life.

D Bob tells about what he saw.

Identify and describe the setting in which the story takes place.

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

One essential question for each of the 4th grade Reading Literature standards

Practice with multiple choice questions

Short answer practice

Name: _____
Score: _____

The One and Only Ivan
CCSS Assessment

Directions: Use what you know about *The One and Only Ivan* to answer each of the following questions.

Who is telling the story?

A Bob

B Julia

C Mack

D George

E Ivan

How do the drawings help the reader understand what the author is saying?

A They show Ivan's drawings.

B They show Julia's drawings.

C They give you a picture of the protesters.

D They give you a picture of Ivan.

E All of the above.

F None of the above.

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPagez.com

Focus Assessment for Determining Theme

Answer Keys

Name: _____

The One and Only Ivan
Book Club Focus Assessment

Directions: Use what you know about *The One and Only Ivan* to answer each of the following questions.

What is a universal theme?

A A theme that applies to a book about outer space.

B A main idea of a story.

C An idea in a story that can be easily applied to life in general.

D None of the above.

Which of the following conflicts occurred in the story?

A Mack disagreed with George on what should be done for Stella.

B Julia disagreed with the protesters.

C George didn't think Bob should sleep on Ivan's stomach.

D Ivan thought Stella and Ruby should perform more tricks.

Which of the following statements would NOT express a theme of the story?

A Animals live lives that have some things in common with people.

B We should not support zoos.

C Silverbacks are dangerous animals and we should stay away from them.

D All living things are precious.

How did Ivan solve the conflict of the story?

CCSS.ELA-LITERACY.RL.4.2 The One and Only Ivan Book Club | @BookPagez.com

The One and Only Ivan
Book Club Focus Assessment

Directions: Use what you know about *The One and Only Ivan* to answer each of the following questions.

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C An idea in a story that can be easily applied to life in general.

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A Animals live lives that have some things in common with people.

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C Silverbacks are dangerous animals and we should stay away from them.

D All living things are precious.

How did Ivan solve the conflict of the story?

Answers will vary. Sample answers include: He beat his chest to get attention and drew something so Julia understood that he wanted Ruby to go to the zoo.

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Rubric with optional Common Core Alignment

Determine Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literary Text Standard 4.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct

Specific Skill: Determine theme

Is not able to or is **beginning** to be able show what events in the text mean.

Is able to show how ideas in the text support a theme **some** of the time.

Is able to show how ideas in the text support a theme **most** of the time.

Is able to show with detail how ideas in the text support the universal theme of the text **all** of the time.

If student is less than secure, he or she needs to work on the following:

- Finding the main idea
- Summarizing the plot
- Examining the main character's actions
- Tell what the story's mostly about
- Identifying the ways in which conflicts affect characters

Book Club
The One and Only Ivan

CCSS.ELA-LITERACY.RL.4.2 The One and Only Ivan Book Club | @BookPagez.com

Running Record

Title: *The One and Only Ivan* Guided Reading Text Level: 1 Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Easy 95% - 100% Accuracy			Instructional 70% - 94% Accuracy			Hard 50% - 89% Accuracy		
	E	SC	MC	E	SC	MC	E	SC	MC
1-2									

Analysis and Comments: _____

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections

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

Important Words to Know and Understand in "The One and Only Ivan"

Domain (pg. 10)
An area of activity. [In this book it's another word for a "cage."]

Forage (pg. 126)
To eat growing grass or plants

Migrate (pg. 13)
To move from one area to another

Nimble (pg. 183)
Able to move quickly, easily and lightly

Parasites (pg. 37)
An animal that lives in or on another animal and gets food or protection from it

Teeming (pg. 178)
To be full of

Tolerant (pg. 123)
Allowing something that is unpleasant

Troop (pg. 126)
A group of things, such as gorillas

Undaunted (pg. 37)
Not afraid to continue doing something even though there are problems or dangers

Wistful (pg. 47)
Having or showing sad thoughts or feelings about something that made you happy in the past

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in The One and Only Ivan Word List

Vocabulary Connections

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

Tolerant **Troop** **Undaunted**

Allowing something that is unpleasant

A group of things, such as gorillas

Not afraid to continue doing something even though there are problems or dangers

Step by Step Directions: 1. Cut on the dotted line. 2. Fold on this line.

Vocabulary Connections

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

Wistful **Domain** **Forage** **Migrate**

Having or showing sad thoughts or feelings about something that made you happy in the past

An area of activity. [In this book it's another word for a "cage."]

To eat growing grass or plants

To move from one area to another

Nimble **Parasites** **Teeming**

Able to move quickly, easily and lightly

An animal that lives in or on another animal and gets food or protection from it

To be full of

Definition Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections

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

Nimble is a/an
noun verb
adverb adjective

Parasites is a/an
noun verb
adverb adjective

Teeming is a/an
noun verb
adverb adjective

Definition of Nimble: _____

Definition of Parasites: _____

Definition of Teeming: _____

Nimble looks like this: _____

Parasites look like this: _____

Teeming looks like this: _____

Nimble reminds me of: _____

Parasites remind me of: _____

Teeming reminds me of: _____

I saw this word in _____

I saw this word in _____

I saw this word in _____

Interactive Vocabulary Notebook Cards | @BookPages.com

Word and Definition Sorting Cards

Word Games
with Words from The One and Only Ivan

Directions:
Complete the sentences below by using the vocabulary words from the Word Bank.

Word Bank

domain migrate nimble
forage parasites troop

1. The _____ rats _____ for food in the kitchen at night.

2. Many Syrian refugees have to _____ to neighboring countries such as Turkey to escape war.

3. The most common _____ found on cats and dogs are fleas.

Directions:
Match each vocabulary word to its synonym.

Teeming Fearless
Tolerant Abundant
Undaunted Lenient
Wistful Team
Troop Longing

Name: _____

troop

Answer Key
One and Only Ivan

the vocabulary words from the Word Bank.

Word Bank

nimble migrate
troop forage

_____ rats _____ forage

_____ migrate to neighboring countries to escape war.

_____ found on cats and dogs

_____ Fearless
_____ Abundant
_____ Lenient
_____ Team
_____ Longing

troop

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

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

The One and Only Ivan
By Katherine Applegate

A new word I learned in this book is: _____

It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Cards | @BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exposition | @BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
The One and Only Ivan Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The One and Only Ivan" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.2 - Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.
RL.3 - Describe in depth a character, setting, or event in a story or drama; drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters found in mythology (e.g., Hercules).
RL.5 - Analyze major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) as drama (e.g., cast of characters, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
RL.7 - Make connections between the text of a story or drama and a visual or media presentation of the text, identifying where each version reflects specific descriptions and details in the text.
RL.8 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil; patterns of events (e.g., the quest in stories, myths, and traditional literature from different cultures).
RL.10 - By the end of the year, read and comprehend theater, including plays, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a - Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.1b - Follow agreed-upon rules for discussion and carry out assigned roles.
SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
The One and Only Ivan Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The One and Only Ivan" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Vocabulary Lesson Plan and Resources
Language
L.4.6 - Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.4.8 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.9 - Acquire and use accurately general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me di cuenta ...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none"> Lee el texto asignado. Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Pide ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso. Escucha cuidadosamente 	<ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Regístrate su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The One and Only Ivan Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes Yo participé en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante Yo participé en el Club de libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo escribí una respuesta
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Tú cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones te proporcionan una comprensión más profunda del texto?</p>	<p>Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>																				
<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>																				
<p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo las textas son iguales y diferentes.</p>																				
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with 4th Grade Common Core Alignment