

**Letter Home to Families for
The One and Only Ivan (2012)
by Katherine Applegate**

Dear Parent/Guardian:

Adlai Stevenson is about to take part in a special, community wide shared reading event. Every family will receive a copy of the same book – *The One and Only Ivan* by Katherine Applegate – and will be asked to read it together at home over the next few months. I am personally asking you to make the time so that your family can participate in this special activity. We will be reading this book starting November 16th and finishing the week of January 11th.

Reading aloud at home is valuable because it better prepares your child to be an effective reader, and it is also a fun, worthwhile family activity. With this program, we aim to build a Community of Readers at our school. Everyone – students, parents, teachers, even administrative staff – will all be following along together.

Your child received a copy of *The One and Only Ivan* during book pick up. Along with the book, you received tips for parents and a reading schedule so that you can keep up at home. You also received a bag of other Ivan related activities and information. Generally, you will be asked to read about 10-15 minutes each night.

In school, your child will be invited to answer weekly trivia questions to encourage and reward attentive listening. You will be given access to a Microsoft form to fill out on Friday. You will soon find that your child will take pride in knowing and anticipating the details of the story. In class, students will explore the book through activities and discussion. You will want to make sure your family keeps up so that your child can be included. Throughout the month, everyone will be talking about *The One and Only Ivan*!

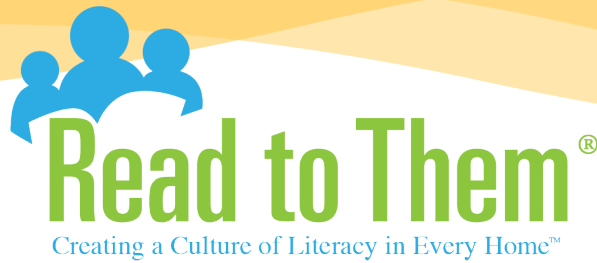
This is a novel program in that children of all grade levels will all be listening to the same book. Strange or daring as that may seem, it actually makes sound educational sense. Reading professionals recommend reading material out loud that is beyond a child's own reading level. We also believe that you can and should continue reading chapter books with your older children, even when they are able to read by themselves. We have selected a title that can be followed and understood and enjoyed by younger students, but will still captivate and stimulate older children.

I know that you'll enjoy this special reading time with your children. I hope to talk with both you and your student sometime in the days to come about Stella and Ivan and Ruby and Bob, and their life together at the Exit 8 Big Top Mall. "When a whole school reads a book, there's a lot to talk about." With your help, we can build a Community of Readers at our school.

Thank you for your support and participation,

Chris Wyland
Principal - Adlai E Stevenson

Every Family. Every School. Every Night.®

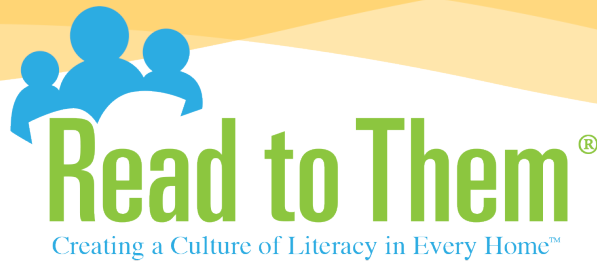


Read Aloud Tips for Grown Ups

- **Make reading time a priority** – Sit down as a family and decide on a daily reading time, and then consider it an appointment that needs to be kept. Some families might find that right before bed is the best time, but early risers might enjoy reading at breakfast. For younger listeners, bath time can be great! Build it into your daily routine and soon you will find that everyone is ready and waiting to hear what comes next in the story.
- **Show emotion that matches the story** – All of the books for One School, One Book capture a range of emotions over the course of the story. When reading aloud, mirroring the emotions felt by the characters will make the story more meaningful to your listener.
- **Vary your rhythm** – Have fun with the language in your book. During suspenseful sections, slow down and let the suspense build. During a particularly meaningful moment, pause and let the impact settle. During emotion-packed scenes, drop your voice to a whisper. When you are reading aloud, you are performing the story. Authors don't want their stories performed in monotone!
- **Don't be afraid to be silly** – Accents, funny voices, and sound effects are all great tools to use to make reading aloud more engaging. Character-specific voices or mannerisms also help listeners follow the dialogue. It might be a challenge, but it's worth the effort to make your story come alive.
- **Stay engaged with your listener throughout your reading time** – Stop from time to time to explain an unfamiliar vocabulary word, discuss an important point, or ask your child to make a prediction. You don't want to derail the story too much, but you do want to make reading together interactive.
- **Expect some fidgeting** – Listening during reading time does not have to be a stationary activity. Some listeners will sit still as stones with eyes and ears fixed on you, and that's great. But other listeners stay more engaged with something in their hands like a small toy, some crayons, or a stuffed animal. Some children might listen better if allowed to walk around the room, or even bounce on the bed a bit. Work together to find the way that works best for your child.

Great reading aloud makes you part of the story.

Every Family. Every School. Every Night.®

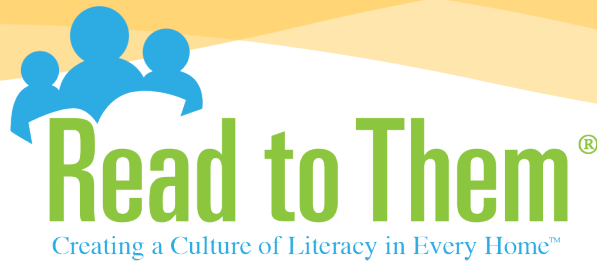


**Reading Schedule for
The One and Only Ivan
by Katherine Applegate**

Week 1: Nov.16	pp. 1 – 31	<i>hello; names; patience; how I look; the exit 8 big top mall and video arcade; the littlest big top on earth; gone; artists; shapes in clouds; imagination; the loneliest gorilla in the world; tv; the nature show; Stella; Stella's trunk</i>
Week 2: Nov. 23	pp. 32 – 50	<i>a plan; bob; wild; picasso; three visitors; my visitors return; sorry; julia; drawing bob; bob and julia; mack</i>
Week 3: Nov.30	pp. 51 – 84	<i>not sleepy; the beetle; change; guessing; jambo; lucky; arrival; stella helps; old news; tricks; introduction; stella and ruby; home of the one and only ivan</i>
Week 4: Dec. 7	pp. 85 – 120	<i>art lesson; treat; elephant jokes; children; the parking lot; Ruby's story; a hit; worry; the promise; knowing; five men; comfort; crying; the one and only Ivan</i>
Week 5: Dec. 14	pp. 121 – 160	<i>once upon a time; the grunt; mud; protector; a perfect life; the end; vine; the temporary human; hunger; still life; punishment; babies; beds; my place; nine-thousand eight hundred and seventy-six days; a visit; a new beginning; poor Mack; colors</i>



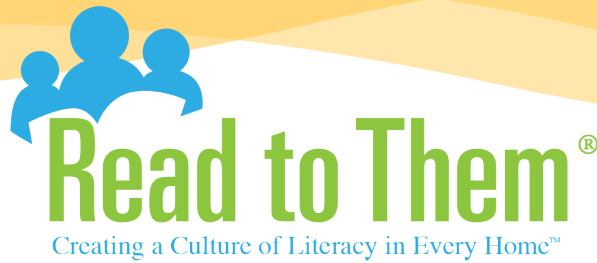
Week 6: Dec. 21	pp. 161 – 181	<i>a bad dream; the story; how; remembering; what they did; something else to buy; another Ivan; days; nights; project; not right; going nowhere</i>
Week 7: Dec. 28	pp. 182 – 203	<i>bad guys; ad; imagining; not-tag; one more thing; the seven-o'clock show; twelve; H; nervous; showing julia</i>
Week 8: Jan. 4	pp. 204 – 248	<i>more paintings; chest-beating; angry; puzzle pieces; finally; the next morning; mad human; phone call; a star again; the ape artist; interview; the early news; signs on sticks; protesters; check marks; free Ruby; new box; training; poking and prodding; no painting; more boxes; good-bye</i>
Week 9: Jan. 11	pp. 249 – 300	<i>click; an idea; respect; photo; leaving; good boy; moving; awakening; missing; food; not famous; something in the air; a new tv; the family; excited; what I see; still there; watching; she; door; wondering; ready; outside at last; oops; what it was like; pretending; nest; more tv; it; romance; more about romance; grooming; talk; the top of the hill; the wall; safe; silverback</i>



Strategies for Using Vocabulary

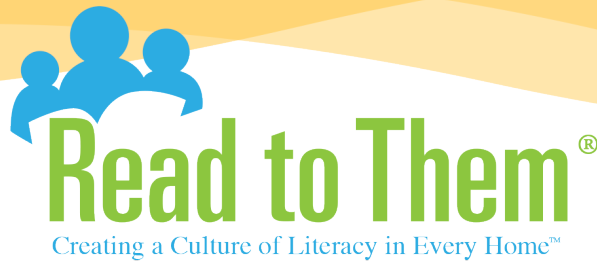
Your schoolwide reading event should be fun and engaging, and while it is a school activity, it should not be “schoolwork” or “homework.” Because of this, we’re offering some ways to shift the vocabulary portion of the program from rote memorization to games and activities that can be used to explore vocabulary in a fun way that teachers, parents, and students can all enjoy. Here are some of our favorites:

1. **Vocabulary in Rhyme** – Challenge your students to create rhyming couplets that use each word in a way that shows the definition. You can do this in small groups by dividing your class into teams and giving each team a set of words to work on. Have each group come up with a fun way to perform their rhymes. (Example: If the word is *content* (happy), a couplet could be something like, “Long bike rides give me smiles; I’m content for miles and miles.”)
2. **Vocabulary Candy Land** – Make a board game out of the vocabulary list. Put the words on cards and give different point values to them based on their level of difficulty. Players that correctly provide the definition move forward the number of spaces corresponding to the point value. Be sure to add some wild cards in the deck that send players far forward or backward. And perhaps even play it outside by drawing the board with sidewalk chalk!
3. **Vocabulary Jeopardy** – Give the definition and have students guess the word. Give different point levels based on the difficulty of the word. You can be creative with the definition by not defining the word directly, but coming up with clues that provide enough context to lead them to the correct word. Or, give dictionary definitions for a lower point value clues and let the clues get a bit more vague and abstract for clues with higher point values.
4. **Vocabulary Charades** – Students take turns being given the definition of a word to act out, and the remaining students have the opportunity to guess the word being displayed. This can be turned into a competition by assigning one point to the actor and the first correct guesser. The student with the most points wins.
5. **Vocabulary Pictionary** – This is just like the charades activity above except that instead of acting out the word, the student has to draw it out for others to guess. Scoring is the same if you choose to make it a competition.
6. **Vocabulary Bingo** – Pass out premade Bingo cards to your students that display some of the vocabulary words in random order. Not every word should be on each card, and be sure that none of the cards matches another. Play the game by calling out the definition of a word and giving students time to place a marker over the word that’s defined if it appears on their card. Repeat until someone completes a full row or column and shouts, “BINGO!”
7. **Vocabulary Improv** – Select a vocabulary word to be the starting point for your activity. Use it in a descriptive sentence to start a story. Have students choose a new word from the list to add to the story, one sentence at a time. Let them try to do this without following the plot of your book.



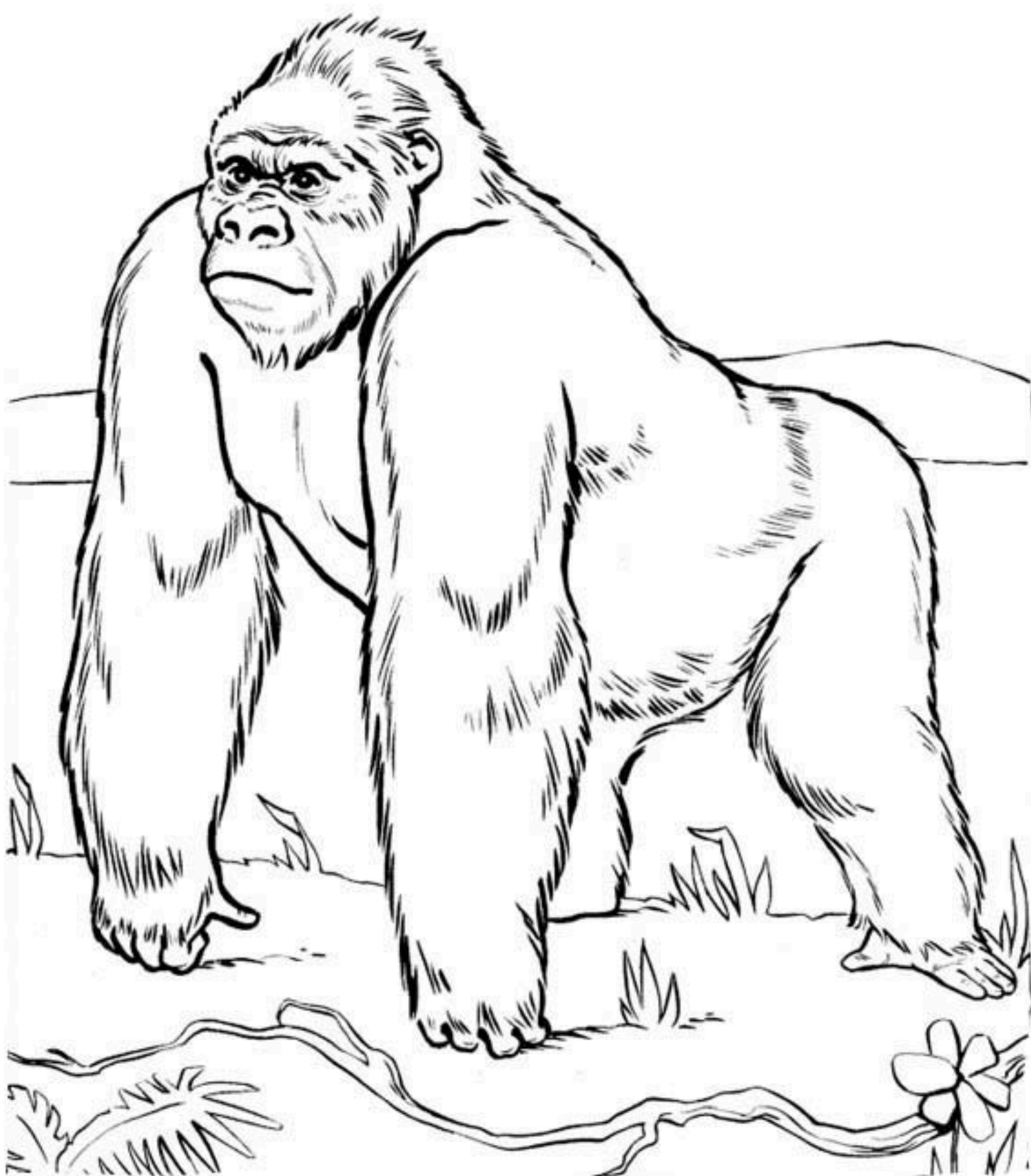
8. **Synonyms** – Split students into teams, each with a different list of vocabulary words. Give them a set time to search for synonyms of the words on their list (5-10 minutes), and then have them take turns competing against each other by listing off the synonyms of one word from their list one at a time until someone from the other team guesses the vocabulary word that has the same meaning. This activity can be scored if you like simply by tallying the number of synonyms given before the other team guesses. The more synonyms needed, the higher the score, and the lowest score wins.
9. **Heads Up** – Give each student a post-it note with a vocabulary word on it, and have them affix them to their foreheads. Tell the students to mingle and interact with one another by sharing hints about what's on another student's forehead. Challenge your students to avoid sharing definitions or synonyms of the word. Instead they should provide contextual clues that can lead them to being able to guess the word. Give them a set time (3-5 minutes), and ask them to interact with at least 5 other students. When the time is up, ask each student if they can guess what their word is.
10. **Gibberish** – This is a fun creative writing activity. Have your students write a short story about one of your vocabulary words but replacing that word with a bit of gibberish. Ask them to include the word in the story at least 5 times. The challenge is to not directly define the word but provide enough context to help readers guess the replaced word. (Example: If the real word is *veterinarian*, the gibberish word could be *zumbel*. Oscar was limping yesterday, so I took him to visit the *zumbel*. The *zumbel* looked at one of his back legs...)
11. **Efficient Definitions** – This activity is great editing practice! Have students—separately or in teams—whittle down dictionary definitions of the words together to see if they can concisely define the vocabulary word in as few words as possible.
12. **Word of the Day** – Select a word to highlight on a particular day and challenge students to see how many times they can work it into their conversations. This can be done every day during your reading event, but it can also extend beyond your time with the book. Continue using additional words from the book or elsewhere throughout the school year. You can even put your increased vocabulary on display by creating a paper chain by writing each mastered word on a small strip of paper and taping it into a circular link. Add a new link to your chain each day and watch it grow!

Reading aloud is a great way increase and grow your students' vocabulary, and we hope that these activities will build upon that practice to help these words fully stick with them. Even after your time with the book is over, continue to use the words learned just to reinforce the learning. And continue to revisit them in fun ways by replaying some of these games. You can even play many of them again with new words throughout the year to make learning continue to be fun!



#AdlaiIvan

- Check your email and social media accounts each Monday for your weekly assignment and then again on Friday for your reading log. Ivan is going to pick a Caught Being Good winner each week based on amazing we responses we get within the reading logs.
- We will be reading the story *The One and Only Ivan* in our school community. In the story, Ivan was kept in an enclosure at the mall! Ivan could not go out into the real world. One activity we want the children to work on is to make their own “Ivan” to show off to friends and/or family on the Adlai Stevenson Facebook page **#AdlaiIvan** so that we can see all the amazing things you are doing at home to support our reading. We would like to hear from each of you! Please have your child(ten) color and cut out their Ivan to use when working on activities at home. Just snap a picture and post it to our FB page **#AdlaiIvan**. Please visit the page often and show your child what other families are doing with Ivan as well. If you’re reading, working on an activity or just playing outside. Grab Ivan, snap a pic and post! Thank you for your support through this fun learning activity! We are so excited to get started!!!
- Use the blank sheet of card stock to make a bookmark! Post your completed bookmark on our FB page **#AdlaiIvan**.
- Use the book to journal, draw pictures while you are reading or to write your own story. Post what you’re doing on our Facebook page **#AdlaiIvan**



Name: _____

Date: _____

Knowing our Narrator (Continued)

6) Who are the narrator's best friends?

7) How does the narrator feel about being related to humans, chimpanzees, orangutans, and bonobos?

8.

What does the narrator think about his picture on the billboard?

9.

Why is Ivan never angry?

10. On pg. 1, the narrator states, "It's not as easy as it looks." What do you think is not easy about the narrator's life?

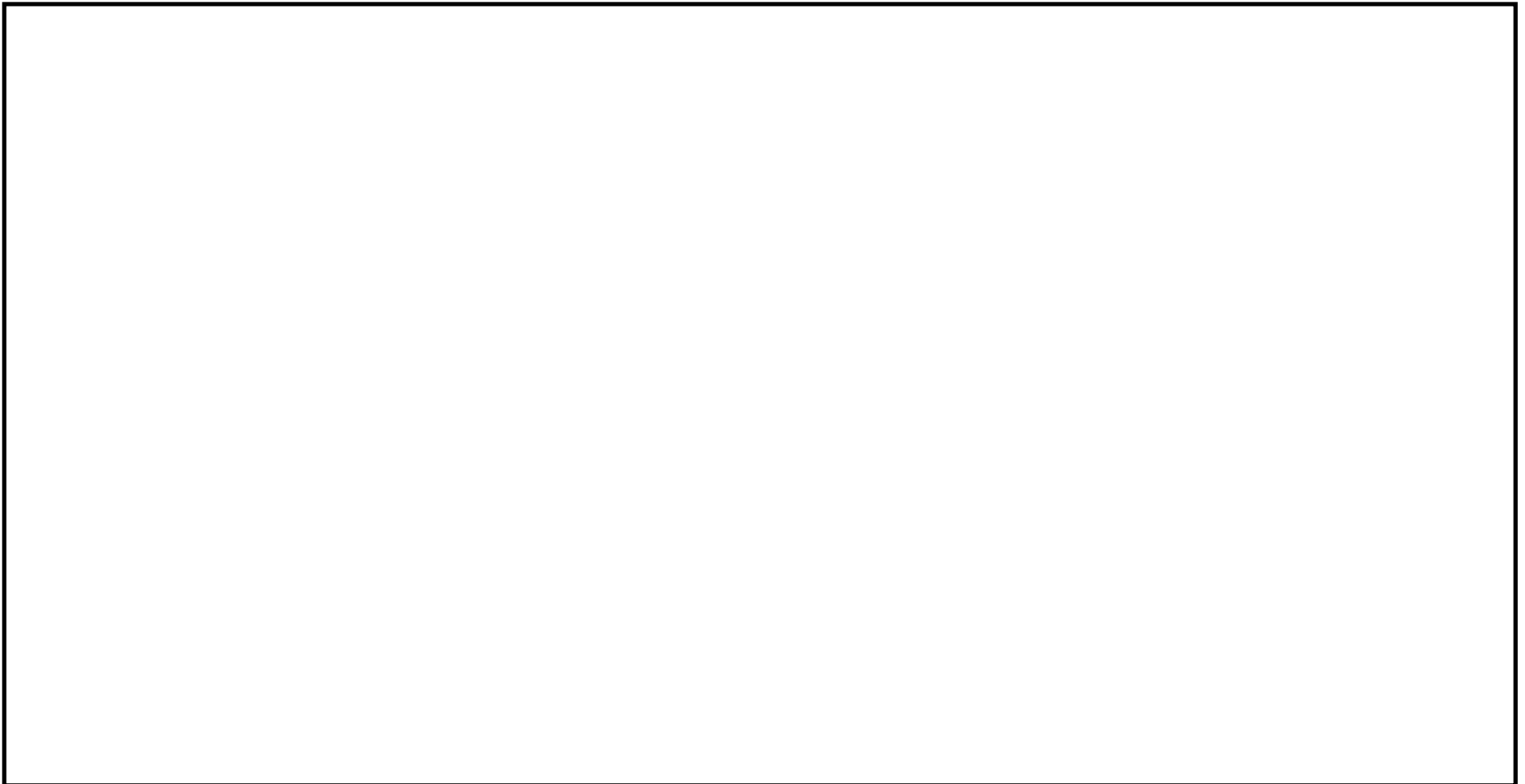
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See the Setting

*Good readers visualize, or create pictures in their mind. This is an especially important strategy when the setting of a story is being described. The **setting** is **where and when the story takes place**. Ivan describes the setting of the story (otherwise known as his domain) in great detail.*

Directions: Draw Ivan's domain (or setting) in the box below.

A large, empty rectangular box with a black border, intended for a student to draw Ivan's domain or setting.

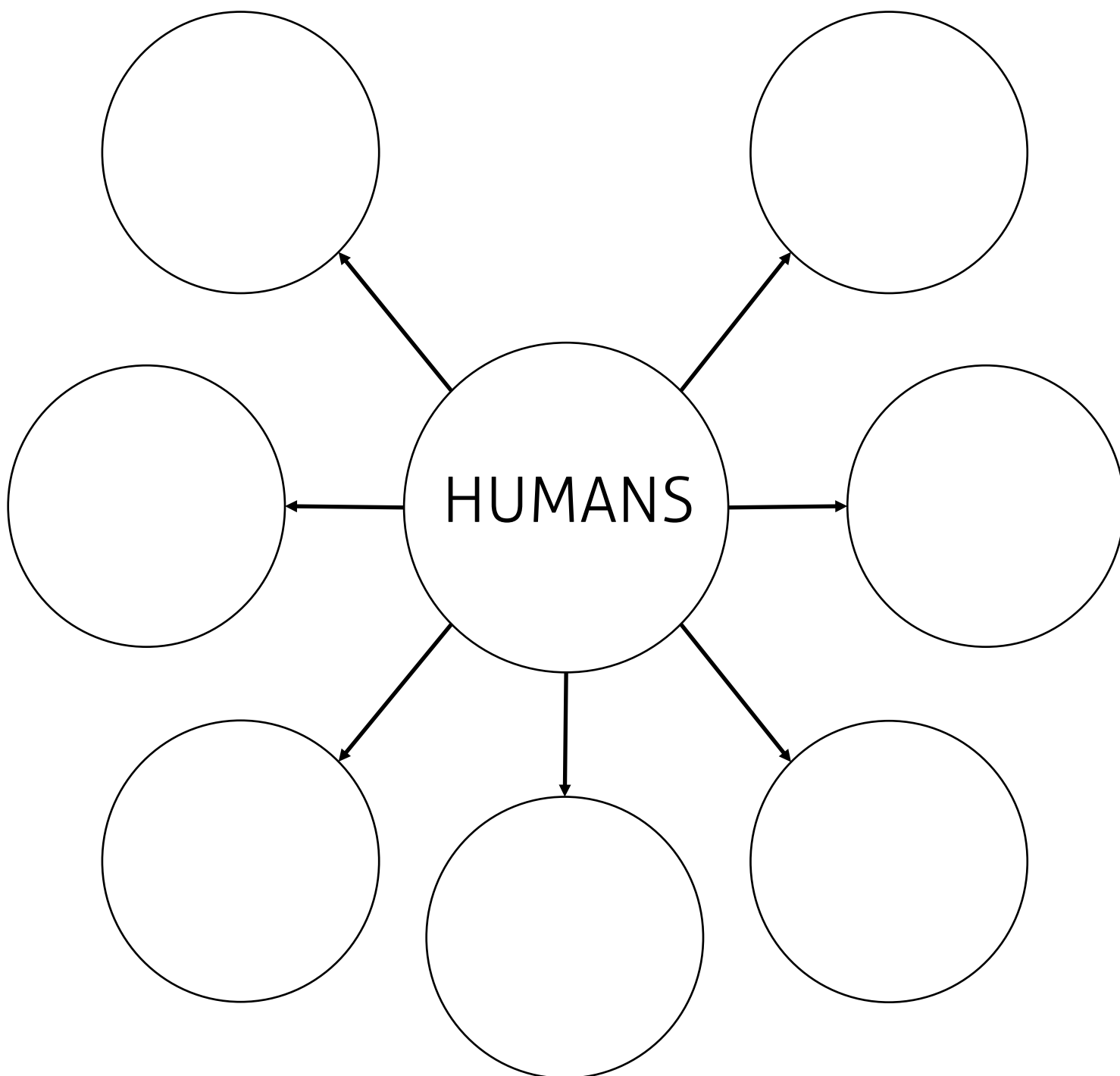
Name: _____

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Human Habits

The reader learns about humans from Ivan's point of view.

Directions: In the space provided, write what you have learned about humans from Ivan. For example: what they do, how they behave (at the mall), what they think, etc.



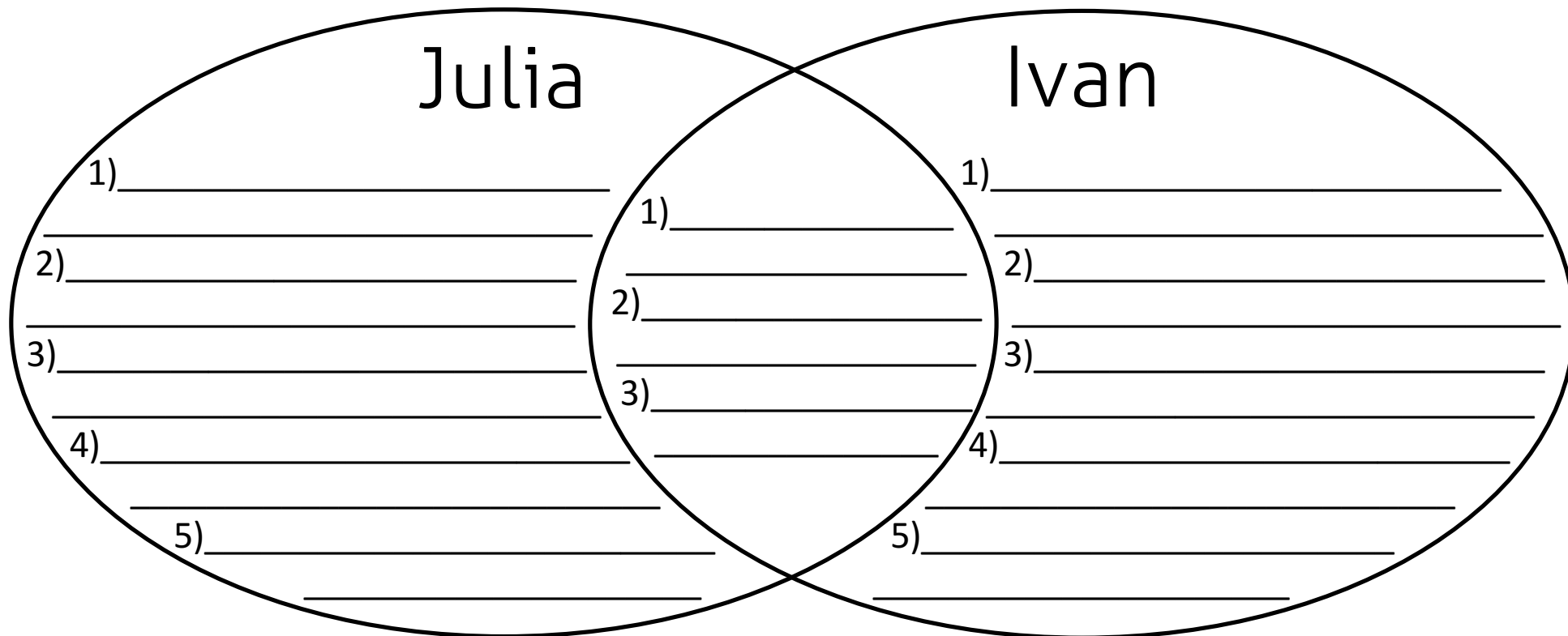
Name: _____

Date: _____

Analyzing Artists

Ivan says that both he and Julia are artists.

Directions: Using the Venn Diagram below, compare and contrast Ivan and Julia as artists.



1) How much does Ivan's artwork sell for?

2) Today, Ivan uses paper to draw on. What did he use when he was a baby?

Name: _____

Date: _____

Terrific Television

Directions: Ivan spends some time watching television in his domain. In each television set below, draw a picture to represent the type of show that Ivan watches. Write the type of show on the blank line below each television.









**Think about it!**

1) Why does Bob say that Westerns are nothing like real life?

Name: _____

Date: _____

Knowing our Narrator

An author can tell a story using first person point of view or third person point of view.

Let's look at both points of view.

First-Person Point of View	Third-Person Point of View
<p>A character in the story is the narrator. This character is telling the story. The narrator uses the pronouns <i>I</i>, <i>me</i> and <i>we</i>.</p> <p>In the <i>first-person point of view</i>, readers learn about events as the narrator learns about them.</p>	<p>The story is being told by an outside observer (someone who is not in the story). This narrator uses the pronouns <i>he</i>, <i>she</i> and <i>they</i>.</p> <p>In <i>third-person point of view</i>, the narrator can tell about the thoughts, actions, and feeling of all the characters.</p>

1) What point of view is The One and Only Ivan told in?

2) Who is the narrator?

3) What other names does the narrator have?

4) Where does the narrator live?

5)

Has the narrator always lived there? How do you know?
