

The  
**ONE  
AND ONLY  
Ivan**



Katherine Applegate

Presented By:

Alicia Smith

Lu'Tryca Phillips

LaFonda Brown



# About the Author: Katherine Applegate

Applegate was born in Michigan on October 9, 1956. Since then she has lived in Texas, Florida, California, Minnesota, Illinois, North Carolina, and after living in Pelago, Italy for a year, she moved back to Irvine, in Southern California. In 2003, she and her husband, Michael Grant, her co-author on many projects including *Animorphs* and *Everworld*, adopted their daughter, Julia, in China.

Courtesy of Wikipedia.



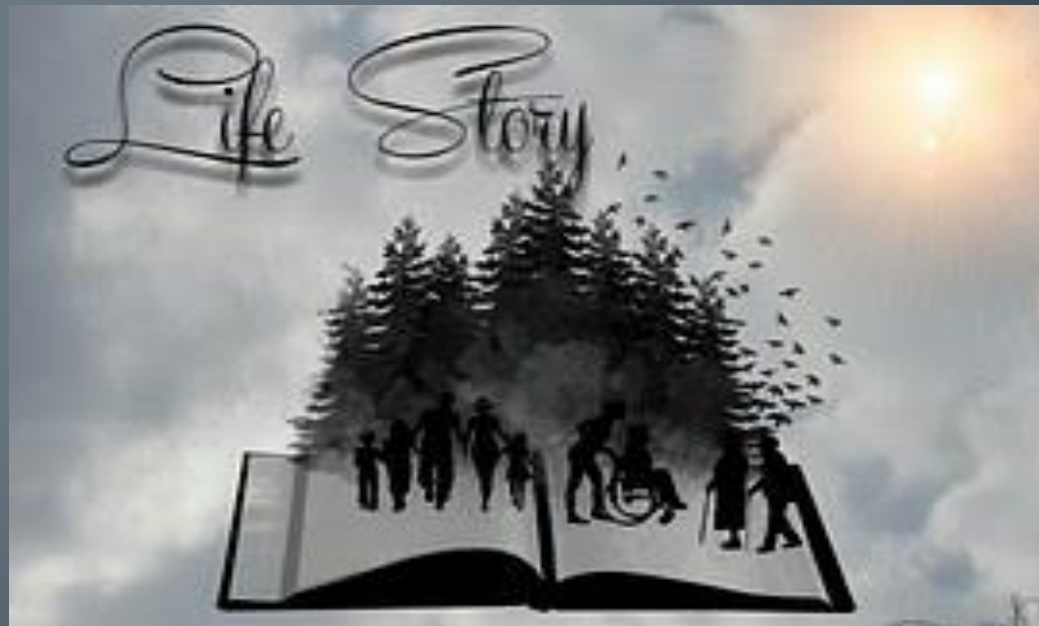
# Introduction

The students will be engaged in exploring the life of Ivan the gorilla in Mathematic , Language, and Reading. Based on a true story the students will apply this story to real life experience using sentence structure, geometry, and components of story elements.





# READING



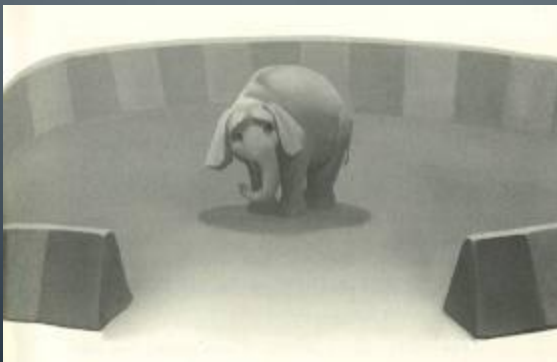
# Prior Knowledge

What is a sentence?

What does a sentence begin with?

What are some parts of a sentence?

What does a sentence end with?



Topic: \_\_\_\_\_ Name: \_\_\_\_\_

<b>K</b> What I Know	<b>W</b> What I Wonder	<b>L</b> What I Learned

# MVSU NCLB 2016 Summer Reading Institute Lesson Plans

<b>Name: LuTryca Phillips</b>	<b>Name of Unit: Zoo Life</b>	<b>Date: June 24, 2016</b>	<b>Grade Level: 3rd</b>
<b>Objective</b>	<b>Procedures</b>	<b>Materials</b>	<b>Evaluation</b>

3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Day 1-Monday

TTW introduce to the students some basic facts about gorillas. Explain that the story is nonfiction, meaning it is a true story about Ivan the Gorilla.

TSW watch a video introducing them to them the basic facts of gorillas using the San Diego Zoo Website.  
<http://kids.sandiegozoo.org/animals/mammals/western-lowland-gorilla>

TTW use a short passage on the promethean board to guide students through the process of identifying the 5Ws (Who, What, Where, When, Why).

TSW be provided a short passage where students will have a highlighter color to represent each part and highlight the 5Ws in the passage, providing evidence.

Day 2-Tuesday

TTW read the first three pages of The One and Only Ivan. Share with students, where central Africa is located on a map and describe what a tropical forest would be like. Q: How is this gorilla family like your family? (text to self connection) Q: How do you think Ivan feels?  
Read the next two pages. Q: Are there any similarities between the

- The One and Only Ivan novel
- Promethean board
- Questioning cube worksheet
- Pencils
- Crayons
- Highlighters
- Scissors

Formative Assessment:  
- Observations and anecdotal notes of student participation in classroom discussions and activities  
Summative Assessment  
-Evaluation of completed activity listed under Independent Activity.

# Reading Lesson Plan Cont...

- baby gorilla's life and your own?
- TSW follow along popcorn reading. Answer follow-up questions.
- TSW define and model the 5 Ws using a questioning cube.
- 
- Day 3-Wednesday
- 
- TTW continue to read the next two pages of *The One and Only Ivan*. Define the word poachers. Explain to students what a poacher does.
- Read the next page. Q: How do you think these baby gorilla's feel now?
- Read the next page. Show students on a map where the baby gorillas are at now. Define the word traveled. Q: Do you think people should be able to order gorillas like that?
- Read the next three pages.
- Q: How do you think Ivan feels now? Why or why not? Q: Do you think he feels any different than when he first got to the shopping mall? Why or why not? Q: Why does the author call his new word strange?
- TSW will do choral reading and answer follow-up questions.
- TSW break into groups to work on the various questions.
- 
- Day 4-Thursday
- 
- TTW Play the video <http://hmhbooks.com/ivan/> of the author telling the story of Ivan while using real pictures.
- Play the YouTube video of Ivan at the shopping mall.

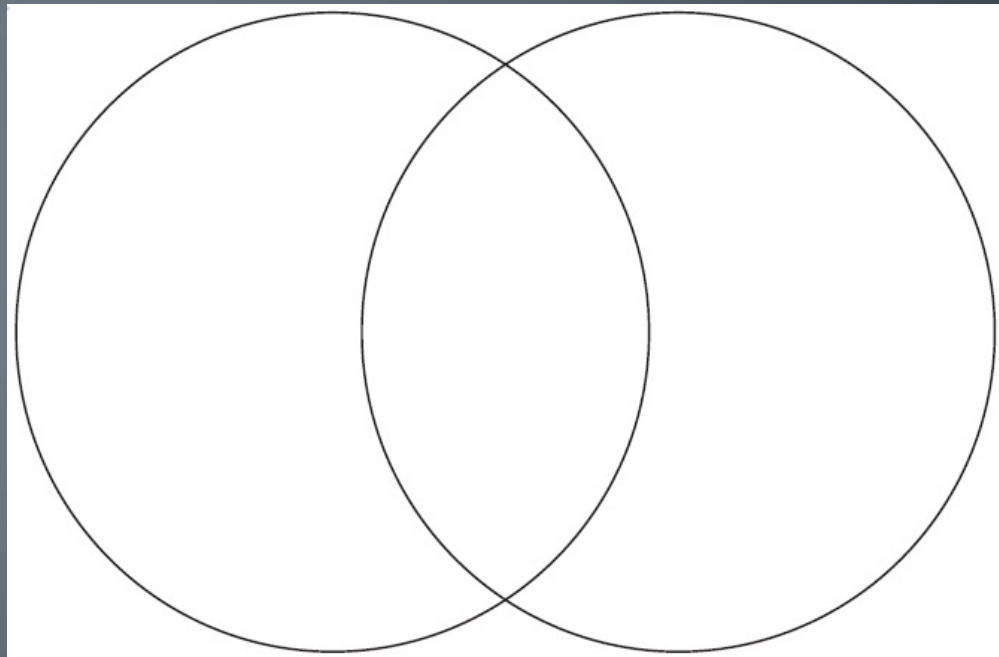


# Reading Lesson Plan Cont...

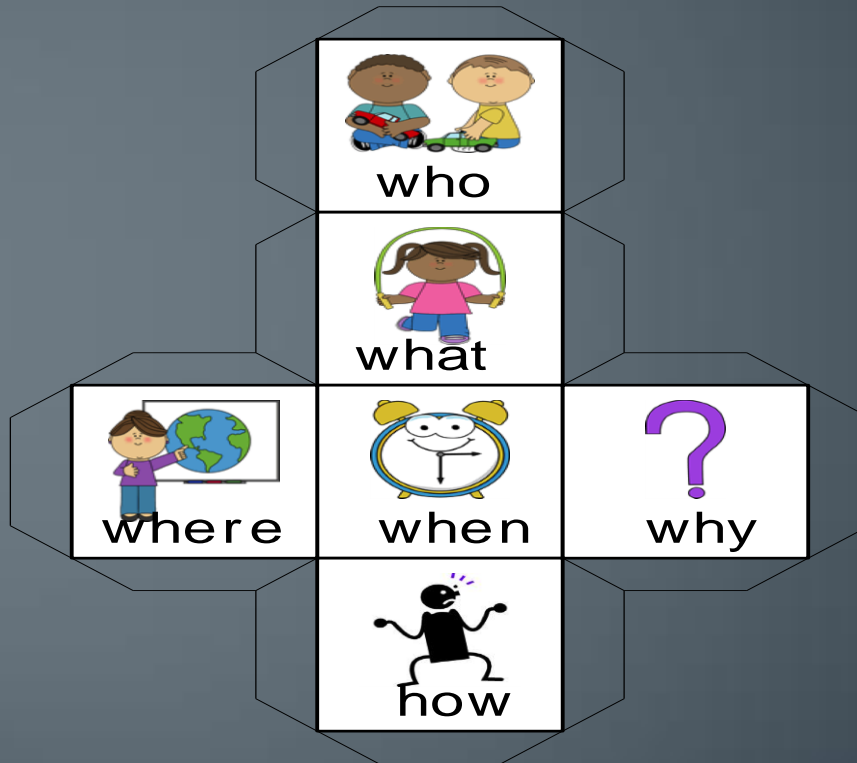
- <https://www.youtube.com/watch?t=34&v=OYYL2LxotA8>
- Watch the YouTube video of Ivan at the zoo. <http://www.zooatlanta.org/ivan>
- TSW use a venn diagram to compare and contrast the different environments of Ivan held in captivity in a mall with a gorilla living freely in its natural habitat.
- TSW write a paragraph explaining their comparisons.
- Day 5-Friday
- TTW create a timeline on the board (or a Flow Map Thinking Map), guide the students through identifying the key events that took place during Ivan's life. Have student copy the map on the board as it is created. Use key words as students will use this activity to write a summary of the story during the independent activity.
- TSW use the timeline (Flow Map) created together, have students create a folded book. Put the title on the front along with their name. Then the students will add one event to each page using a complete sentence. Once finished, students will go back and illustrate each page.
- Reteach
- TTW reinforce comparing and contrasting.
- 
- Enrichment
- -Have students write a paragraph when retelling the major events of the story as written on each page of their little book.
- -Encourage students to use adjectives in their writing.
- -Allow students to complete independent research on gorillas and their habitats. Then create a poster for gorilla awareness.

# Reading Activity (Comparing and Contrasting)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

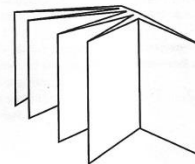
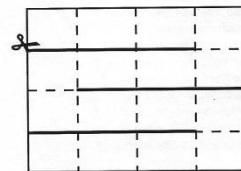
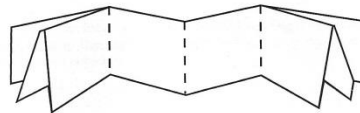
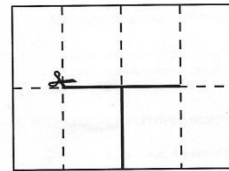
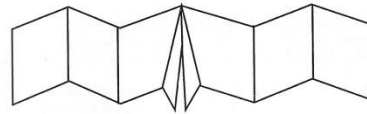
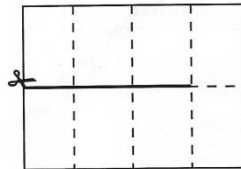
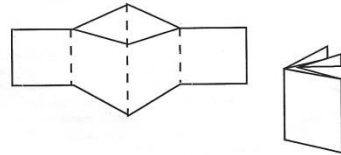
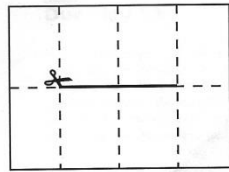


# Reading Activity 2 (Questioning Cube)



# Reading Activity 3 (Foldable book)

## Cut and Folded Books







# Language Arts Lesson Plan

MVSU NCLB 2016 Summer Reading Institute  
Lesson Plan Template

Name: LaFonda Brown	Name of Unit: Parts of Speech	Date: June 24,2016	Grade Level: 3 <sup>rd</sup>
Objective	Procedures	Materials	Evaluation
<p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3L.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p>	<p>Day 1:</p> <p>TTW: Teacher will provide Bellringer which will consist of a grammar review of parts of speech. The teacher will review the bellringer and check for students understanding.</p> <p>TSW: Complete the bellringer based on prior knowledge. Then, the students will review answers to the bellringer with the teacher.</p> <p>TTW: Define and discuss nouns. Provide examples using pictures and items within the classroom.</p> <p>TSW: Make notes of examples provided by the teacher and participate in the identification of nouns.</p> <p>TTW&amp;TSW: Read the first page of “The One and Only Ivan” and identify nouns with the story.</p> <p>TTW: The teacher will provide other passages of informational text about animals and their living environments.</p>	<ul style="list-style-type: none"> <li>- The One and Only Ivan novel</li> <li>- Promethean board</li> <li>- Pencils</li> <li>- Crayons</li> <li>- Highlighters</li> <li>- Scissors</li> </ul>	<p>Formative Assessments: Teacher will use bellringers as pre-assessments/pretest to check for students understanding of the parts of speech before starting the lesson each day. Teacher will also provide oral questioning to check for student understanding daily.</p> <p>Summative Assessment: Teacher will provide quiz at the end of the week.</p>

# Language Arts Cont...

- TSW: Read the short passages and use highlighters to highlight the nouns within the passages.
- TTW: Teacher will provide an exit ticket as a review of the day's lesson.
- TSW: Complete exit ticket to show understanding of the lesson.
  
- Day 2:
- TTW: Provide grammar review of parts of speech as a bellringer. The teacher will also review answers to the grammar review with students once completed.
- TSW: Complete the grammar review after entering into the classroom. Once completed, students will review their answers with the teacher.
  
- TTW: Review nouns from the previous day and their functions. Ask students to recall some nouns identified from the previous day.
- TSW: Students will review nouns along with the teacher and recall nouns identified from the previous day orally based on the novel "The One and Only Ivan".

# Language Arts Cont..

- TTW: Make a connection between nouns and adjectives by asking “ What words from the text can be used to describe the nouns identified during the reading “The One and Only Ivan”?”
- TSW: Identify adjectives to describe nouns in the novel “The One and Only Ivan”.
- TTW: Will ask students, “What adjectives or Character traits can used to describe Ivan?”
- TSW: Use adjectives to describe Ivan the Gorilla.
- TTW: Ask students to use adjectives to compare and contrast Ivan with other animals and their habitats.
- TSW: Use Adjectives to compare and contrast Ivan and other animals.
- TTW: Give students an exit ticket on which students will write a paragraph comparing and contrasting the character of Ivan with an animal of their choice.
- TSW: Complete the exit ticket.

# Language Arts Cont...

- Day 3:
- TTW: Provide bellringer consisting of a grammar review. After review, teacher will play a song on board reviewing the parts of speech. Then, ask the students to identify each part of speech mentioned in the video.
- TSW: Define each part of speech identified in the video and provide examples. Students will also share the examples with their peers and the teacher.
- TTW: After discussion, teacher will provide newspapers for activity.
- TTW & TSW: Will read through the first article found in the newspaper and highlight parts of speech mentioned throughout the week.
- TSW: Will use magazine and newspaper to create a collage of the parts of speech.
- TSW: Complete the exit ticket to show understanding of the lesson.

# Language Arts Cont...

- Day 4:
- TTW: Use grammar review to review the objective taught within the week.
- TSW: Complete grammar review.
  
- TTW: Give students the opportunity to present their collages to their peers and post them within the classroom.
- TSW: Present collages to peers and teachers and explain the items posted on paper.
  
- TTW: Ask students to write a descriptive summary of pages read in “The One and Only Ivan” using adjectives.
- TSW: Complete descriptive summary.
  
- TTW: Provide exit ticket.
- TSW: Complete an exit ticket.



# Language Arts Cont...

- Day 5:
- TSW: Complete Quiz
- Reteach
- Reinforcement activities on the parts of speech.
- Enrichment
- Students will write a narrative about and an animal of their choice and use narrative within their writing.

# Language Arts Assessment

Name: \_\_\_\_\_

## NOUN Test



1. What is a noun?
  - a. action word
  - b. describing word
  - c. person, place, or thing
2. Circle the nouns in the sentence below:

The dog ran through the mud with his bone.
3. The word "library" is a:
  - a. person
  - b. place
  - c. thing
4. Write 3 nouns that name a place:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
5. Write 3 nouns that name a person:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
6. Write 3 nouns that name a thing:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
7. Circle the nouns in the sentence below:

Sam and Molly went to the bank to get money.

# Language Arts Activity

Name _____		Date _____	
<b>adjectives</b>			
color	size	shape	
✂			
red	small	green	yellow
big	round	huge	little
pink	oval	blue	tiny

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# Language Arts Activity

- Nouns and Adjectives Scavenger Hunt with newspaper.



# Language Arts Activity

Noun Scavenger Hunt Table

Person	Place	Thing





# MATHEMATICS



# Mathematic Lesson Plans

MVSU NCLB 2016 Summer Reading Institute  
 Lesson Plan Zoo Life  
 3<sup>rd</sup> Grade Mathematic  
 Alicia Smith

Name	Name of Unit Zoo Life	Date 6/13/16-6/17/16	Grade Level 3 <sup>rd</sup>
Objective	Procedures	Materials	Evaluation
<p><b>*3.MD.8.</b></p> <p>Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Students will be able to independently use their learning to....</p> <p>TSW find the perimeters of plane shape objects. Defining the perimeter of the cave Ivan might have lived in .</p>	<p><b>TASK(S):</b></p> <p><b>Monday-</b> The teacher will explain that this week will be working on perimeters. The perimeter is the distance around a figure. TTW show PowerPoint on perimeters. TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.</p> <p><b>Homework Assignment:</b> TSW have a worksheet to complete on perimeters.</p> <p><b>Tuesday-</b> The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.</p>	<p>Book <i>Ivan the Remarkable True Story of the Shopping Mall Gorilla</i></p> <p>Reading Vocabulary: remarkable, gorilla, poachers, traveled, strange, shimmer, petitions, protests, gleaming</p> <p>Math Vocabulary: Perimeter, length, centimeter,</p> <p><b>Internet Resources</b>            San Diego Zoo Website            Directions for a folded book            Video of author telling the story of Ivan and sharing real pictures</p>	<p><b>Students will understand that...</b></p> <p>TSW ascertain measurements as an essential mean to everyday life.            TSW find perimeters of plane shapes.</p> <p><b>Students will know...</b></p> <p>A. TSW learns that the perimeter is the distance around a figure.</p> <p>B. TSW solves perimeter problems given in CCSS format.</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• What is the measure around an object called?</li> <li>• How can you find the perimeter?</li> </ul> <p>How can you find the unknown length of a side in a plane shape when you know its perimeter?</p> <p>Students will be skilled at....</p>

# Math Lesson Plans cont...

- **Tuesday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.
- 
- **Wednesday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.
- 
- **Homework Assignment:** TSW figure out the perimeters of various shapes.
- 
- **Thursday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.
- 
- **Friday-**TSW complete bellringer and discuss it (whole group). TSW review weekly vocabulary terms. TTW review perimeters with the students. TSW take a quiz.
- 
- **Reteach**
- 
- **Enrichment**
- 
- **Differentiation (Access and Enrichment)**
- **Access - provide students with temporal words (first, next, last) and/or sentence stems to guide rewriting of story when using the identified events in timeline (Flow Map).**
- **Some students may need additional one-on-one support from teacher or peers in creating their folded books.**
- 
- 
- **Enrichment – Have students write more than one sentence when retelling the major events of the story as written on each page of their little book.**
- **Encourage students to use adjectives in their writing.**

# Math Lesson Plans Cont...

## TASK(S):

**Monday-** The teacher will explain that this week will be working on perimeters. The perimeter is the distance around a figure. TTW show PowerPoint on perimeters. TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.

**Homework Assignment:** TSW have a worksheet to complete on perimeters.

**Tuesday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.

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**Homework Assignment:** TSW figure out the perimeters of various shapes.

**Thursday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW

Book *Ivan the Remarkable True Story of the Shopping Mall Gorilla*

Reading Vocabulary: remarkable, gorilla, poachers, traveled, strange, shimmer, petitions, protests, gleaming

Math Vocabulary:  
Perimeter, length, centimeter,

## Internet Resources

San Diego Zoo Website

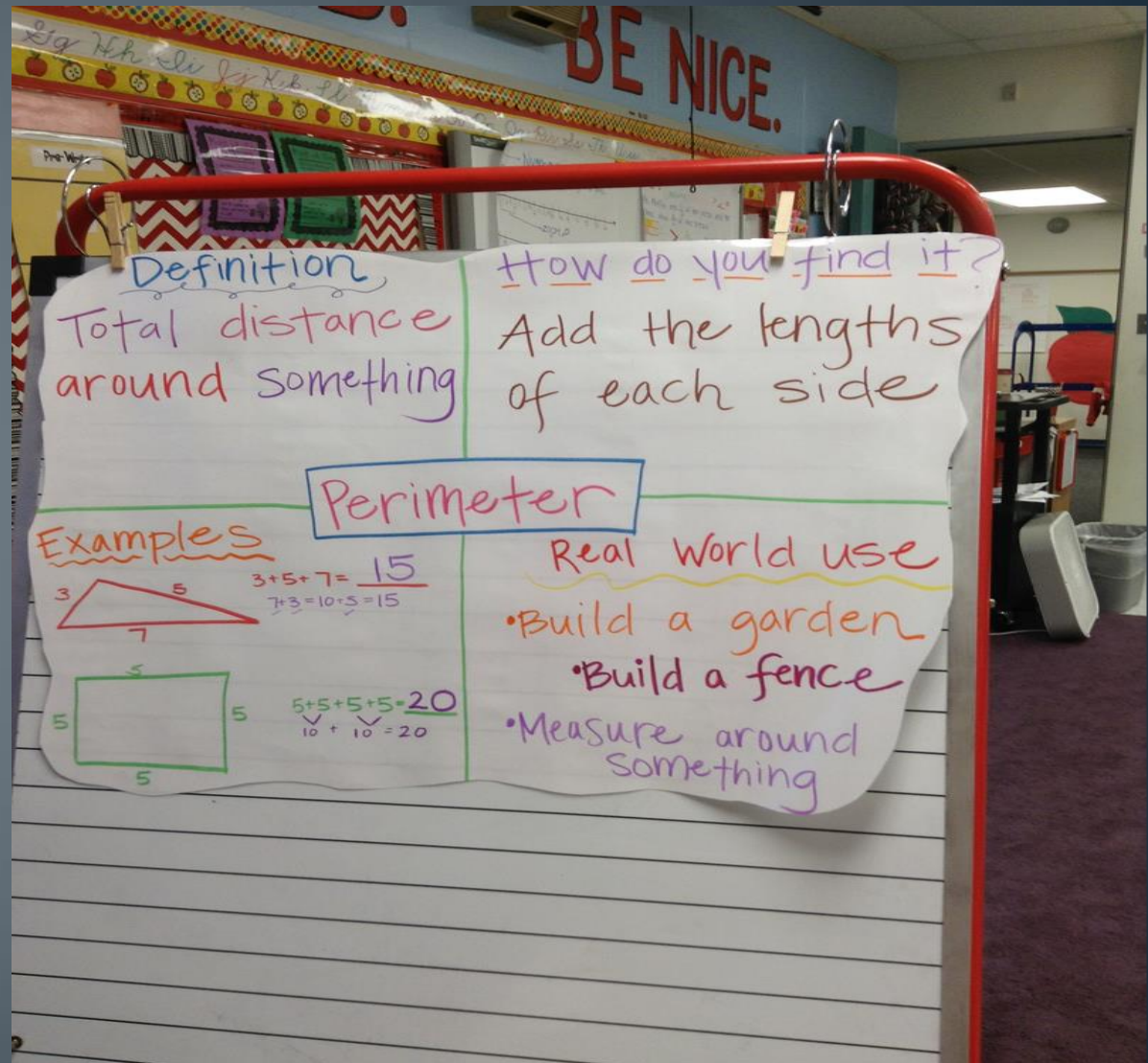
Directions for a folded book

Video of author telling the story of Ivan and sharing real pictures

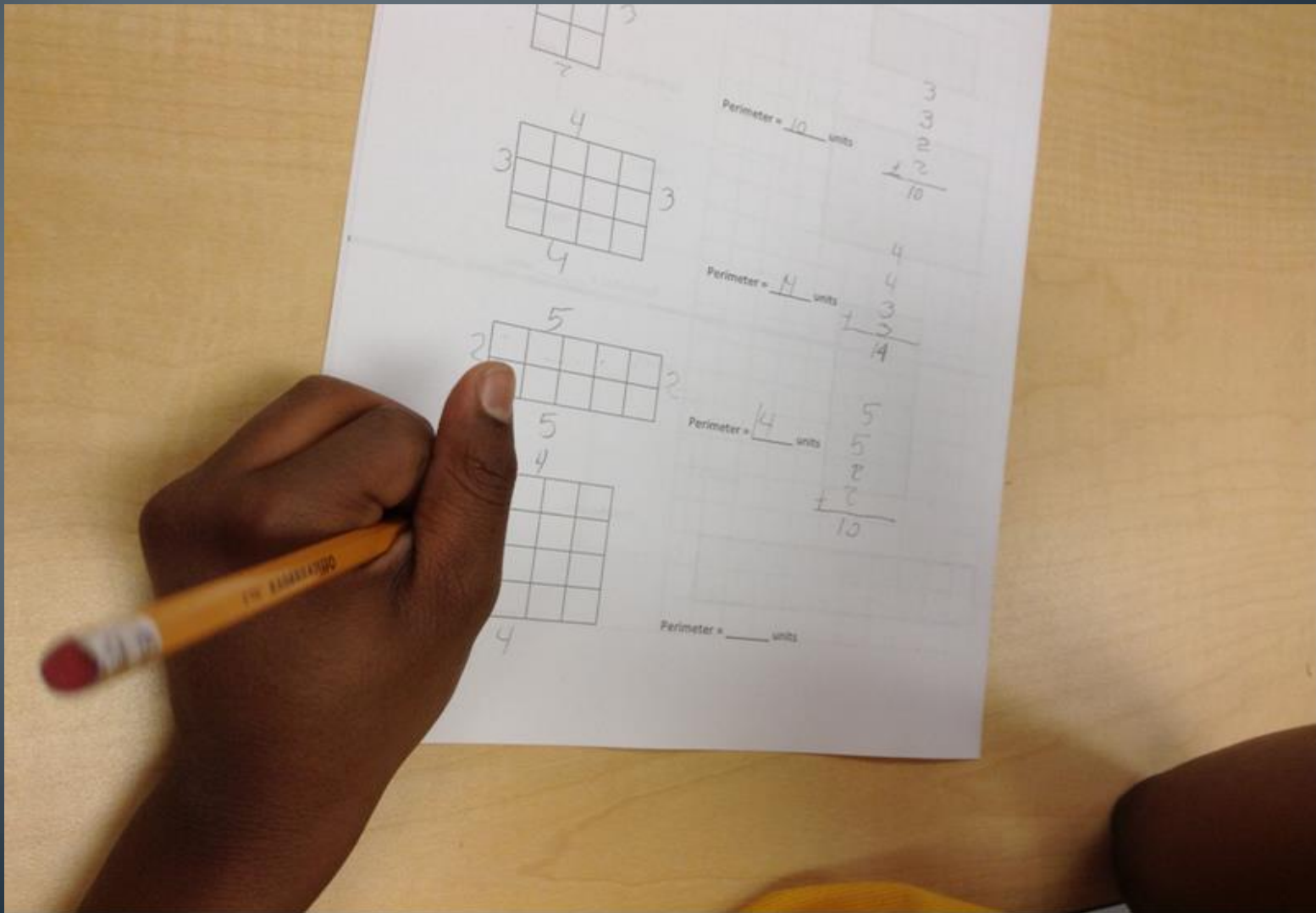


# Define Perimeter

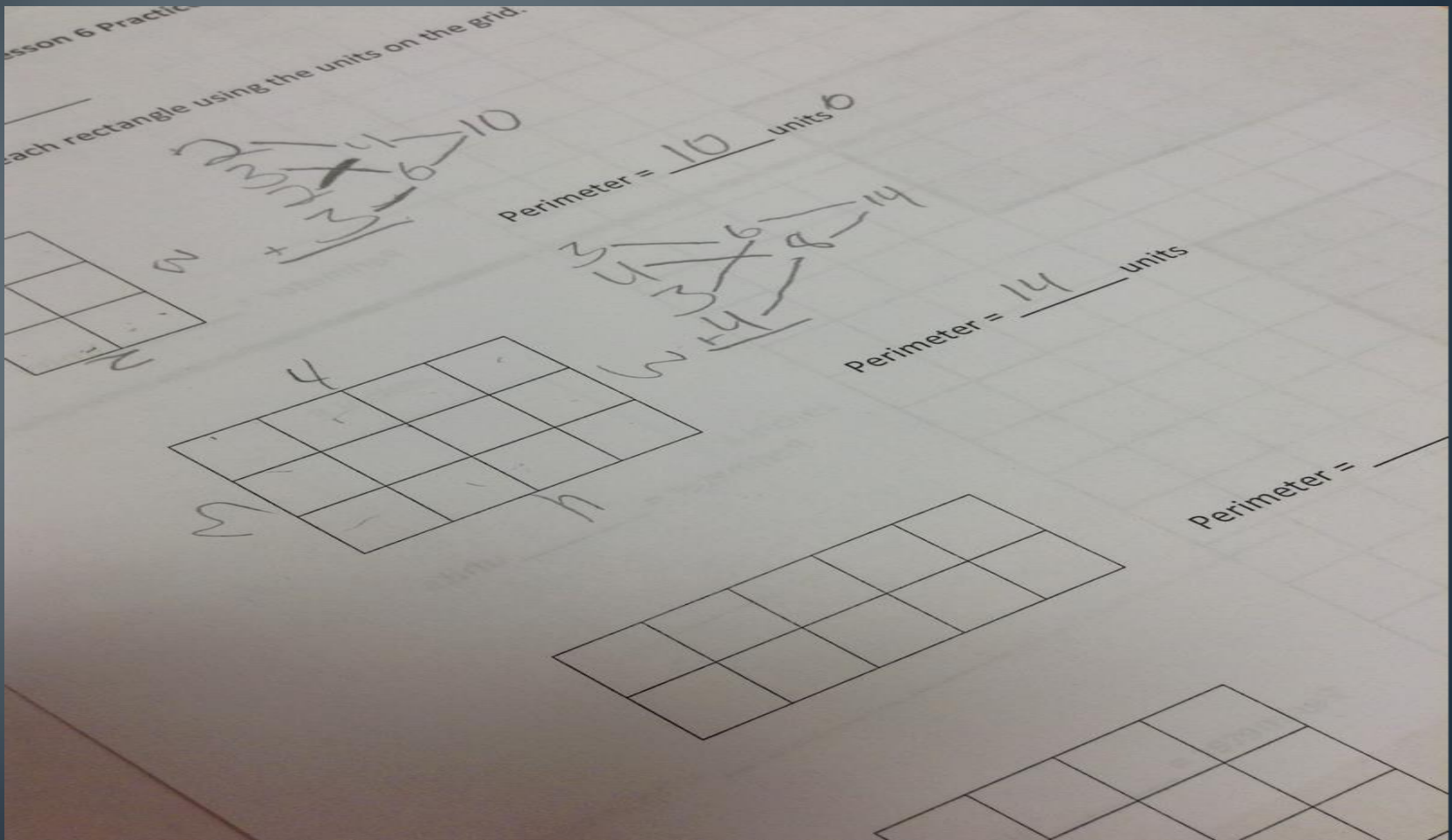
This standard explores the concept of perimeter as being the distance around the outside of a particular object, as well as determine unknown side lengths when given. The area of the mall were Ivan lived will be explored as well as the stores in the Mall. Students will master the ability to calculate the perimeter of an object by measuring all the sides of an object and adding those measurements together.



# Perimeter Activities



$$P = L + L + L + L$$



# Understanding the Standard:

- The students write the measurement above each side of the mall drawn and then write an addition equation for calculation.
- Relate perimeter to real-life situations such as a mall the children been to .The more ways students can see the application of this skill, the more ownership they will take in learning it.
- Students should have the opportunity to store in the mall that they created then calculate the perimeter.
- The use of manipulative and technologies will help with students' understanding.



Ivan in the 14' x 14' cell where he spent over 20 years in solitary confinement





# Questions to Focus Instruction:

- Can students articulate that perimeter is the distance around the outside of an object?
- Can students cite examples of how the calculation of perimeter is important to real-life situations?
- Are students able to find the length of an unknown side if the other side lengths and total perimeter is known?
- Can students find the side-length of a rectangle if only one side-length and the perimeter are given?
- Can students construct rectangles with the same area and different perimeter?
- Can students construct rectangles with the same perimeter and different area?

# Perimeter Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Perimeter word problems about the Mall

Direction: Solve the math problem using perimeter

- The mall has 5 boxes of shoes in Shoe Show. Each box has a perimeter of 12 crayons. How many crayons does Carla have?
- There are 8 candies in one bag. How many candies are there in all if Marta packs 9 bags of candies?
- Rob decorated 6 cakes. He put 4 candles on each cake. How many candles did he use?
- 7 students go to the library. Each student has 7 books to return. How many books are returned?
-

# ACTIVITY

- **Shadow box Project**

Things needed to complete project

Scissors, paper, staple, pictures, and creativity

<https://www.youtube.com/watch?v=OYYL2LxotA8>

# THE END





• Thank You

SUMMER 2016