



Title: Ivan: The Remarkable True Story of the Shopping Mall Gorilla

Author: Katherine Applegate

Vocabulary: Poachers

See video of this book read aloud here: [Ivan](#)

Volunteer readers should review the extensive information at the end of the story for relevant background information beforehand.

★ 2nd Grade Common Core Reading Standard ★

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to discuss the title and what seems unusual about it. Ask them to predict why a gorilla might be at a shopping mall. Have students discuss their opinions about whether a shopping mall would be an appropriate habitat for a gorilla. Point out that the story is nonfiction, a true story about a real gorilla named Ivan who once lived.

II. INTEGRATIVE STRATEGIES

DURING READING

- Pp. 2-3: Read; ask students what kind of words *lowland* and *silverback* are (**compound words**). Remind students that they can understand the meaning of a **compound word** by thinking about what each of the little words means alone.

Point out each **compound word** in the following way: say **entire** compound word; then hold up your **right fist** while you say the **first little word of the compound**; then hold up your **left fist** widely separated from the other fist while saying the **second little word of the compound**; finally, bring your fists together while repeating the actual compound word. This is a visual scaffold to help students understand the composition of compound words.

Ask students to define **juveniles** (p. 3) using context clues.

- Pp. 4-5: Read; ask students what they see in the illustration that defines Ivan's original habitat (trees, vines, rocks, waterfall, flowers, insects, etc.). Ask students to imagine/predict what activities Ivan likely did each day.
- P. 6: Read; ask students how the feeling tone has changed. Have students predict what it could mean.
- P. 7: Read; discuss the meaning of **poachers**. Ask students why poachers might want to take Ivan.
- Pp. 8-9: Read; ask students to imagine how Ivan must have felt during the endless days in the crate. Where could he be going, and **why**?

- Pp. 10-11: Read; ask students why a shopping mall owner would want Ivan. Discuss why the author chose the wording "...had ordered and paid for them, like a couple of pizzas, like a pair of shoes."
- Pp. 24-25: Ask students why people are angry? Ask students for ideas on what they would do, and why. Discuss **petitions** and **protests**.
- P. 28: Read; ask students to predict what is happening.
- Pp. 30-31: What is the feeling tone? Why are people cheering, laughing, and crying?

III. INTEGRATIVE STRATEGIES

POST READING

- What was the author's purpose in writing this book? Why is it important for us to know the story of Ivan? What is the lesson for us as humans?