



THE ONE AND ONLY IVAN

AUTHOR: KATHERINE APPLGATE

**** REMEMBER: HAVE FUN AND THE KIDS
WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

This stirring and unforgettable novel from renowned author Katherine Applegate celebrates the transformative power of unexpected friendships. Inspired by the true story of a captive gorilla known as Ivan, this illustrated novel is told from the point of view of Ivan himself.

Having spent 27 years behind the glass walls of his enclosure in a shopping mall, Ivan has grown accustomed to humans watching him. He hardly ever thinks about his life in the jungle. Instead, Ivan occupies himself with television, his friends Stella and Bob, and painting. But when he meets Ruby, a baby elephant taken from the wild, he is forced to see their home, and his art, through new eyes. [\(Source: Amazon\)](#)

ABOUT THE AUTHOR

Katherine Applegate is the author and winner of the 2013 Newbery Medal. Her novel *Crenshaw* spent over twenty weeks on the New York Times children's best-seller list, and her first middle grade stand-alone novel, the award-winning *Home of the Brave*, continues to be included on state reading lists, summer reading lists, and class reading lists. Katherine has written three picture books and books for beginning readers. Katherine lives in Marin County, California, with her family and assorted pets. [\(Source: Goodreads\)](#)

THE ONE AND ONLY
IVAN

TOPICS & THEMES:

- Isolation to Adaptation
- Hope & Self-Empowerment
- Facing Fears & Living Fearlessly

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Hands up! Have you ever seen a Gorilla before? Elephant?
 - Where were you when you saw them?
 - Were they bigger than you expected? Smaller?
- Do you know where The Congo is?
 - What does it look like there? Jungle or desert?
 - What is a poacher? Why would poachers want to steal baby gorillas from their family?
 - Read through the glossary words. Every time they are used in the book, have the students discuss the meaning of each word.

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- ♥ What feelings do you get when you read the words “had ordered and paid for them, like a couple of pizzas, like a pair of shoes”?
- Ivan lived in a 12 x 12 crate for 27 years. Do you think he is going to be happy at the mall? Why or why not?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Mack posts a sign for the Big Top Mall showing Ivan as angry and fierce. Why do you think he showed Ivan that way? Why doesn't Ivan express any anger in the beginning of the story?

BRINGING THE BOOK TO LIFE!

- Do you think animals have feelings? Why or why not?
- ♥ What does it mean to have sympathy? Can you give an example of how you have shown sympathy for others?

COOPERATIVE LEARNING

- Do a vocabulary crossword puzzle with new and challenging words in this section!

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- When Ivan was a baby he lived with humans. They treated Ivan like a human. He ate with them, rode on the back of a bike, and played in the house with his human family. But Ivan started using the house furniture as his native habitat. He started breaking the furniture and was sent to the B&I mall to live in a crate for the shoppers to watch.
 - What do you think Ivan means when he says, “In my size humans see a test of themselves” and “I am too much gorilla and not enough human”? Do you think it was his fault that he broke furniture? Why or why not?
 - What does it mean to “be human”?
 - Why do you think Ivan didn't get to learn to live in the wild?

WRITING ACTIVITY

- ♥ This book is about a gorilla, Ivan, and his animal friends, Stella the adult elephant, Bob the dog, and Ruby the baby elephant that live in crates at a shopping mall.
 - How do you think Ivan and his friends felt as babies to travel all the way to Tacoma from Africa?
 - Would you be scared to travel that far by yourself?

EXTENSION ACTIVITY

- Use this as an opportunity to gather background knowledge from the larger group. Teachers can have selected students report back to the class after researching questions or have an open discussion with some pictures and global map pointing out the distance between the Congo and Tacoma, Washington.
- Teacher can then use the map to ask questions about the different habitats Ivan has lived in.
- How does he adapt to each home he has lived in?
 - Discuss the significance of the TV set in his crate. Is this a good idea? What does Ivan learn from or not learn from watching what is on his TV versus out in the wild?

COMMON CORE LINKS

(same for all sections) RL.4.1, RL4.2, RL4.3, RL4.4, RL.4.5, RL 4.6, RL.4.7, RL.4.9, RL4.10, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.8, RL.5.8, RL5.9, RL.5.10

BEFORE READING

RECAP

- Use the map to recap and discuss the difference of living in the Congo (native habitat) to the crate in the mall. Discuss what Ivan must be feeling.

Use these before reading the story to help students activate background knowledge and make predictions:

- ♥ What is the meaning of friendship? How do you know someone is your friend?
- ♥ Why and how do we choose who our friends are going to be?
- ♥ If Ivan doesn't have another gorilla friend do you think he can learn to have friends that look and act different from him?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Do you think Ivan and his friends are happy at the B&I Mall? What lines of the book let us know this?
- ♥ Even though Ivan, Stella and Bob were not the same species, do you think their friendship is important to their happiness?

AFTER READING

Use these after reading the story to help students understand what they just read.

- ♥ Even though Ivan is alone in his cage and has no gorilla friends, he makes friends with the other animals at the B&I Mall and even allows Bob the homeless dog sleep with him. Why is this important to Ivan?
- ♥ What characteristics do Stella and Bob possess that make Ivan call them his best friends?
- What do Ivan and Stella have in common? How are they different?

BRINGING THE BOOK TO LIFE!

- Ivan finds a new friend. What is the significance of the beetle bug to Ivan? Why does he draw a picture of it?
- Discuss the different reactions from Ivan, Bob, and Mack regarding the beetle bug. Why do you think they have different reactions about the beetle bug?
- ♥ Why do you think Julia can see the beetle in the picture and Mack can't? Do you think Julia has the characteristics of becoming a good friend to Ivan? Why or why not?

COOPERATIVE LEARNING

- Stella performs tricks for the shoppers. Ask the class: does anyone know any tricks? Have someone perform one! Then, discuss:
 - Do you think Stella likes having to perform tricks for the shoppers? What lines of the book give us a hint on how she feels about it?

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- What does Stella mean when she says, "Old age is a powerful disguise"?
- Ivan mentions that the role of a silverback is to protect his gorilla family. Without this role how does Ivan use drawing to find a new role?
- Ivan likes to draw, and Mack calls him Picasso. How do you think this makes Ivan feel?

WRITING ACTIVITY

- What does Ivan mean when he says, "I've learned not to get my hopes up" and "In time you can get used to anything"?

EXTENSION ACTIVITY

- Make a picture story!
 - Have half the students draw pictures of the Congo and a natural gorilla habitat. Write 3 words that give the feeling of what it would be like to live in a jungle.
 - The other half draws pictures of Ivan at the B&I Mall with his animal friends. Write 3 words that describe what it would be like to live in a mall and what they are feeling.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- A new baby animal is introduced. What feelings do you think Ivan and his friends are going to have when the new animal arrives? Will they be happy to see it and invite it into their group? Why or why not?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Do you think that Ruby, the new baby elephant, adds something positive to the group? Why or why not?
- What does Stella mean when she says, "A good zoo is how humans make amends" What does "making amends" mean?
- ♥ Why do Ivan's feelings about Ruby change?
- Baby Ruby sparks memories of when Ivan was a baby living in the jungle. What is the importance of memory in this story?
- ♥ How does Ivan's perception of himself change when he begins to remember more of his own story?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Why is it important for Ivan to remember his name and his life as a baby gorilla?
- ♥ Is Julia a good friend to Ivan? Why or why not?

BRINGING THE BOOK TO LIFE!

- ♥ Discuss the importance of Stella's story about Jambo living in a zoo.
 - Hands up! Have been to a zoo?
 - Do you think animals can live happily at the zoo? Why or why not?
 - How can humans tell if animals are happy? How can you tell if humans are happy?
 - Does anyone have a pet? How do animals let humans know how they are feeling?
 - Do humans and animals express happiness in same or different ways? What are some examples?

COOPERATIVE LEARNING

- Memories are an important part of this section of the book. Turn to your neighbor and tell them your earliest memory!

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

The Making of a Good Friendship:

- ♥ Discuss the meaning of friendships. What makes a good friend or bad friend?
- ♥ Why is it important to have friends you can talk to? Why is it important to have friends you can listen to? Why is it important that you do the same for them?

WRITING ACTIVITY

- ♥ What is the difference between Ivan's friendships with Julia, George and Mack. Why are they so different?

EXTENSION ACTIVITY

- ♥ Have students get into groups of four and write the top five best characteristics of friendship. Place the words onto the picture board around the B&I Mall pictures.
- Have students draw a picture of Ruby. Add Ruby to the B&I Mall pictures.
- Ask if these words help create a better feeling at the B&I Mall then before they were added. Discuss why having friendships are important in good times and bad times.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Discuss the role of the silverback in the gorilla kingdom. Now that Ivan has Baby Ruby helping him, remember his role as a silverback and his instinct to protect. How do you think he is going to help Ruby (and possibly himself) find a new home in a zoo?
- Do you think Ivan will act like the sign Mack has posted of him, where he looks angry and aggressive? Why or why not?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- When Stella's foot is hurting worse and Mack takes Baby Ruby into the arena by herself, Ruby is scared and lonely. The shoppers love her as they clap and coo. Why did Ivan say, "I don't know whether to be happy or sad"?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Compare Ruby's story about humans helping her out of the big hole to Stella's or Bob's story. Why are they different?
- Julia finds Stella in bad shape and asks her dad, George, to call Mack. Why do you think George apprehensive to call Mack?

BRINGING THE BOOK TO LIFE!

- After Ruby tells her story about being saved, Bob is doubtful of her story by saying, "If humans are so swell, who did that to her"? Why do you think Bob is so doubtful?

COOPERATIVE LEARNING

- Can anybody recall what Bob's experience is with humans? Do you think he can ever change that feeling of distrusting humans? How?

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- Discuss why Julia doesn't do her homework or draw and sits by Stella's domain all night.
- Discuss what she must be feeling? (i.e. worried, sad, nervous, scared.)
 - What would you do in that situation?

WRITING ACTIVITY

- ♥ What does it mean to be scared and lonely? What are the similarities and differences between those two feelings?

EXTENSION ACTIVITY

- Write a description of any of the characters in the book without telling the name. When we are all finished, we will share descriptions and see if your group mates can identify who you wrote about.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Stella's foot and health are getting worse. What do you think is going to happen to Stella?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- ♥ Stella and Ivan have a strong friendship. How do you think Ivan is feeling to see his friend hurt? How does Ivan show sympathy?
- Ivan has never promised anything to his friends. Why do you think he promised Stella he would take care of Ruby like a silverback?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Ivan recalls his days in the jungle and then his captivity. What words does he use to express his thoughts of both?
- ♥ George gets enough courage to confront Mack. Where do you think he got his courage? As a father, is he showing protection like a silverback? Explain.

BRINGING THE BOOK TO LIFE!

- Research: What are the traits of a silverback (both physical and behavioral)? Does Ivan match up with these traits?

COOPERATIVE LEARNING

- When Julia and George get to the mall, they find out Stella had died and start crying. Discuss in small groups: Is it ok for girls and boys to cry when they feel sad? When have you felt sad or lost someone or something?

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- What is the turning point in the story?
 - What role does Bob play to help Ivan remember who he is as a silverback gorilla?
 - When does Ivan start to believe and get inspired to help Ruby find a better place to live?

WRITING ACTIVITY

- Writing a Note of Sympathy: Choose one of the characters in the story and write a short note on how they felt when Stella died and how much she meant to them.
- Post these notes onto the Picture Story next to the mall pictures.

EXTENSION ACTIVITY

- List your favorite characters and why you like them. Let's take a tally. (Reader: Make a list on the board).

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- ♥ Now that Stella is gone, who do you think Mack will have take her place?
 - Do you think Ruby is too young to be trained? Why or why not?
 - How do you think animals from the wild get trained to be a circus animals and do tricks?
 - Do you think this is a good experience for the animal? Explain.
 - Do you think Ivan is grateful to Julian? Explain.

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Does anyone know what a claw stick or bullhook is? How does this make you feel when you hear of this method to train animals?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Julia brings Ivan some new paints.
 - How does Ivan respond to the finger paints?
 - Does the gift from Julia make him feel better? Why or why not?

BRINGING THE BOOK TO LIFE!

- Have you ever been to the circus? After reading this book, do you want to go more or less? Why?

COOPERATIVE LEARNING

- Round Robin: There are lots of different animals in this story! Have students take turns going around the group and name as many different animals as they can.

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- ♥ Why does Ruby start having bad dreams?
 - Ivan helps console her. What does that mean to console someone?
 - Is Ivan demonstrating how to be a good friend? Why or why not?

WRITING ACTIVITY

- Start with the sentence starter: "Since Stella has died..." Have the students finish the sentence. Allow them to be creative. They can express what a particular character is feeling since Stella has died or imagine a fictional scenario that we didn't read about directly in the book.

EXTENSION ACTIVITY

Experiment with finger paints. What would your painting look like if you were Ivan?

- ♥ Ivan is starting to remember what it was like to live in freedom.
 - Each student receives a paper and a pallet of finger paint colors. Can you express what Ivan is feeling with just paint and no words?
 - Have each student talk about what they painted. Post the paintings in the Picture Book next to the Words of Sympathy.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Do you think Ivan is going to come up with an idea to help Ruby? What do you think it will be?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Why is Ivan having trouble sleeping? What do you think he is thinking about?
- Why is Ivan hiding his artwork from Mack?
- ♥ Does Mack see Ivan's artwork as beautiful? How does Mack express his feelings toward Ivan's art?
- What do you think Ivan means when he says, "For a moment, I imagine what it would feel to be the sheriff"?

AFTER READING

Use these after reading the story to help students understand what they just read.

- What events come together to change Ivan's acceptance of the situation?
 - How does this help him grow into his own strength and wisdom and empower himself to take action?
 - How do you know he is changing?
- ♥ How did Ivan find his sense of purpose?
 - Did helping something or someone else make Ivan feel better about himself?
 - Does Ivan show courage? Explain.

BRINGING THE BOOK TO LIFE!

- Ivan is doubting himself. Have you ever doubted yourself about something and overcame it? (i.e. riding a bike, doing hard homework) . What did it take to accomplish your goal? Do you think Ivan can accomplish his goal? Why or why not?

COOPERATIVE LEARNING

- Team Jigsaw: Split the class into four groups. Split up this section of the book into four and assign a section to each group. Each group will become an "expert" on this section. Have them look back through their section and answer: What is the most important thing that happens in these pages? Be prepared to tell the whole class!

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- ♥ Let's talk about what things you do that make you happy! What are they?
- Where have you traveled with or without your family that made you feel happy?

WRITING ACTIVITY

- ♥ What do you have an interest in becoming or doing as you grow up? What are some steps you could/might take to reach that goal?

EXTENSION ACTIVITY

- List on blackboard: What are some ideas that we could come up with as humans to help Ruby get to a zoo?

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Ivan has devised a plan to get Ruby to the zoo and he has to show Julia. What do you think is going to happen when he shows her his artwork?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Julia comes up with an idea. Why does Julia have to talk her Dad into helping her post the pictures?
- ♥ How do you think George feels about all this? Does he have fear about losing his job? Explain.

AFTER READING

Use these after reading the story to help students understand what they just read.

- Ivan got Julia's attention. How? Why do you think he did that?
- How come George had a different reaction than Julia.
- ♥ Why do you think Julia was able to connect with Ivan's pictures and figure out what he was trying to say?

BRINGING THE BOOK TO LIFE!

- ♥ Ivan is feeling nervous about showing his artwork. Have you ever been nervous about something? How does Ivan show his nervousness?

COOPERATIVE LEARNING

- ♥ We all get nervous sometimes. Turn to a partner and describe the last time you were nervous.

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- Who could Julia reach out to get Ruby to a zoo? Make a list of possible helpers.
- What does a letter of help or concern sound like?

WRITING ACTIVITY

- Have the students write a short letter to help get Ruby to the zoo.

EXTENSION ACTIVITY

- We are nearing the end of the book. Although it is mainly about Ivan, there are many other characters involved. Write two or more paragraphs predicting what you think will happen at the end of the book. I will put them in this envelope, and we will read them at your last session to see if any or all of your predictions came true.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Do you think Julia's letter is going to help get Ruby and Ivan to a zoo? Why or why not?
- How do you think they will get there? What else do you think has to happen for them to get there?
- ♥ How do you think Ivan is going to react if Ruby is taken away to a zoo? Happy, sad, mixed feelings? Why?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Ivan's pictures are starting to become more elaborate. Why do you think this is?
- How does Ivan show that he is gaining more confidence in himself?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Why do you think it took so long for people to show concern about Ivan and Ruby?
- Why do you think humans change their view on animals?

BRINGING THE BOOK TO LIFE!

- Do you think we should treat animals with as much care and concern as we do other humans? Why or why not?
- What are some specific ways we can treat animals better?

COOPERATIVE LEARNING

- Turn to a partner and discuss: What will the differences be between living at the mall and the zoo? What are the pros and cons of living at the zoo for Ivan and Ruby?

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

Facing Your Fears - Becoming FEARLESS

- If you were Ivan's friend, what would you say to help him feel better about getting into the box so he can go to a better place?
- How does Julia's picture help Ivan trust in others and himself?

WRITING ACTIVITY

- ♥ Make a list numbered 1 through 6 on the paper I'm handing out.
 1. Write a synonym for the word "trust".
 2. Write a sentence that describes Ivan.
 2. Write a sentence that describes Ruby.
 4. Write a sentence that describes Julia.
 5. Write a sentence that describes the mall.
 6. Write a sentence that describes the zoo.

EXTENSION ACTIVITY

- Completing the Picture Story:
 - Have the students draw and paint pictures of Ivan and Ruby in a zoo.
 - Draw what a zoo looks like.
 - Write words that express how they are feeling now that Ivan and Ruby are in a better place.

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Ivan has to face his fears of getting into a box to get to a better place.
 - The last time Ivan got into a box he had a bad experience. What do you think this one will be like?
- ♥ Ivan is apprehensive or fearful about being around other gorillas. Why is he shy?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- Why do the zookeepers slowly introduce Ivan to his new gorilla family?
 - The new family of gorillas test Ivan. Why?
- Ivan says he has to pretend to be a silverback to fit in with the gorilla family. Why?
- Maya shows Ivan a video of Ruby playing and having fun. Why does Ivan say, "Thank you" with his eyes back to Maya?
- ♥ Is it important for Ivan to show gratitude? Why or why not?
- ♥ What role does Kinyani play to help Ivan adjust? Does she have good friend qualities we talked about at the beginning of the book? How does she show that?

AFTER READING

Use these after reading the story to help students understand what they just read.

- Do you think our ideas have changed over time about how animals should be treated? Why or why not?
- What can you do to make sure that all animals have the proper care and rights?

BRINGING THE BOOK TO LIFE!

- ♥ Has your belief system changed regarding animals from the beginning of the book to the end?
 - Who in the book do you connect to (animal or human) and why?
- Have you ever felt that scared in a new situation? What did you do to handle the situation and get through it?

COOPERATIVE LEARNING

- Compare and contrast the three different living conditions that Ivan experienced.

SMALL-GROUP IDEAS

DISCUSSION ACTIVITY

- ♥ Retell the story using only the Picture Book activity. What feelings are created when looking at the different pictures?

WRITING ACTIVITY

- Do you think it is important for people to know the story of Ivan? Why or why not?

EXTENSION ACTIVITY

- Children in Atlanta came up with a way to make money (by turning in old cell phones for money) to help the Primate Exhibit at their zoo. Can you come up with ways to help our San Diego Zoo Primate Exhibit?
- Have a zoo representative come in to class and speak about the importance of the zoo.
- Assemble a field trip to the zoo. Talk about the importance of having the exhibits that look and feel like the wild.