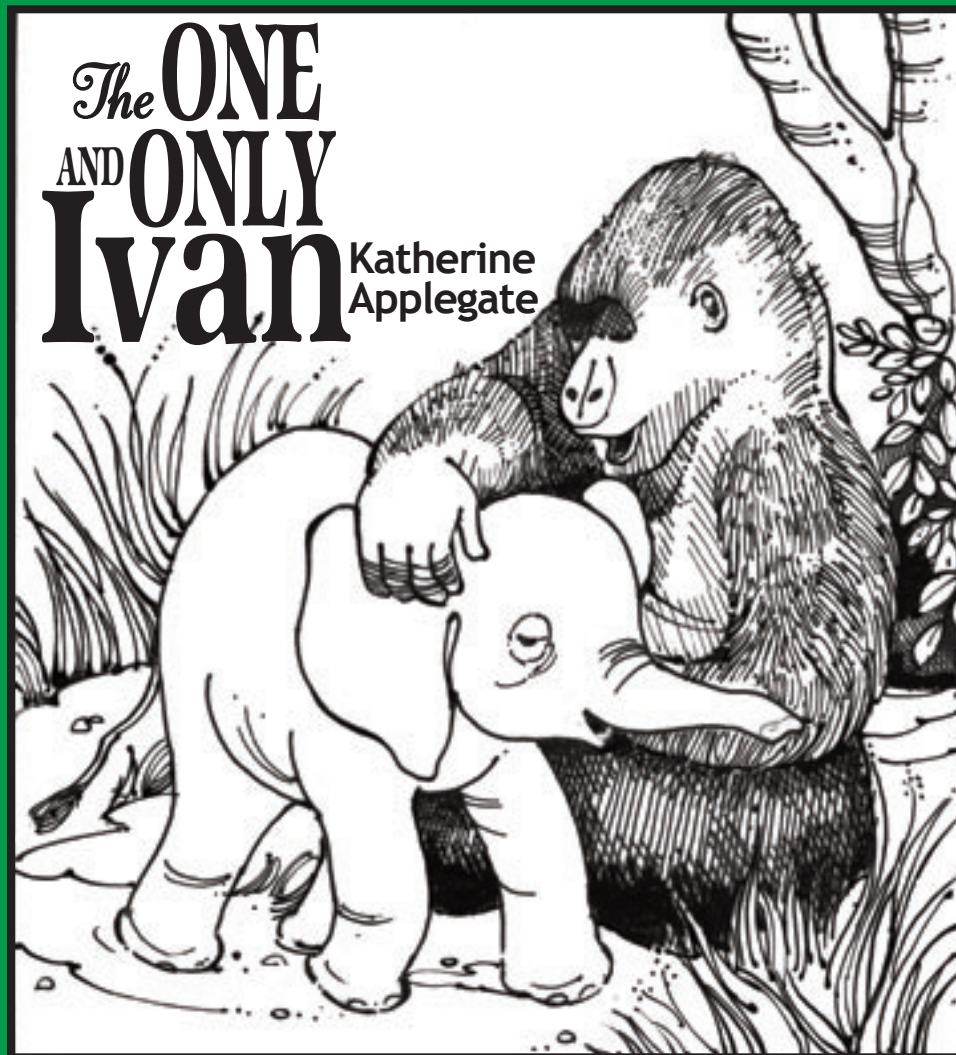


# Novel•Ties



## A Study Guide

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### LEARNING LINKS

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*Novel-Ties® are printed on recycled paper.*

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *The One and Only Ivan*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES AND QUESTIONS FOR DISCUSSION

1. Preview the book by reading the title and the author's name. Look at the cover illustration. What do you think the book will be about when you read the title and look at the illustration on the cover? Do you think the book will be fiction or nonfiction?
2. **Science Connection:** What do you know about gorillas? Brainstorm with a group of your classmates to fill in a K-W-L chart, such as the one below, about gorillas. Read the Background Information on page two in this study guide and jot down what you know in the first column. List your questions in the second column. After you finish reading the book, add anything you learned in the last column.

**Gorillas**

What I Know -K-	What I Want to Know -W-	What I Learned -L-

3. Anthropomorphism is the attributing of human form or characteristics to gods, animals, or inanimate objects. Have you read any books in which the main character is an animal who is humanized in some ways? What are the characteristics of that animal? How is the animal like a human?
4. Imagine that you could not speak. How might you communicate with other people? What other ways are there to communicate with a non-speaking person? How do you communicate with an animal? Do you think animals can communicate with each other or with humans? If so, how?
5. **Cooperative Learning Group:** With a group of your classmates, make a list of the qualities you should look for in a friend. As you read the book, see how each of Ivan's friends lives up to these qualities. How does Ivan live up to these qualities?
6. Do you have a favorite toy? How do you play with it? Ivan has a toy called Not-Tag. As you read, find out where the toy got its name. Also, find its uses in the book.

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## Glossary, Pages 1 – 60 (cont.)

### Literary Devices:

- I. *Point of View*—In literature, point of view refers to the person telling the story. It can be narrated in the first person by one of the characters in the story or in the third person by the author.

From whose point of view is this story written?

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What is unusual about this narrator?

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- II. *Simile*—A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

Humans waste words. They toss them like banana peels and  
leave them to rot.

What is being compared?

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Why do you think Ivan chose this comparison?

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Ivan uses many similes. As you read these pages find at least four more similes. Provide page numbers.

- III. *Metaphor*—A metaphor is a figure of speech in which a comparison between two unlike objects is suggested or implied. For example:

Stella is a mountain.

To what is Stella compared?

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Why is this better than just saying, “He was too scared to run”?

Why is this an apt comparison?

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Find at least two other metaphors in these pages. Tell how the two objects are similar. Provide page numbers.