

**Lightning Literature
& Composition
Grade 4
Student Workbook**

**by
Elizabeth Kamath**



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The One and Only Ivan

by

Katherine Applegate



Student Checklist

This week you will:

Read in *The One and Only Ivan*

- Pages 1-31
 - Answer comprehension questions, Workpage 47
- Pages 32–60
 - Answer comprehension questions, Workpage 49
- Pages 61–89
 - Answer comprehension questions, Workpage 51
- Pages 90-120
 - Answer comprehension questions, Workpage 53

Complete grammar pages in Worktext

- Adverbs, Workpage 48
- Adverbs (again), Workpage 50
- Comparing things with adverbs, Workpages 51-52
- Diagramming adverbs, Workpage 54

Write the first part of a persuasive essay:

- Brainstorm a topic
- Brainstorm arguments
- Brainstorm support for your arguments
- Outline

Do extra activities (optional)

- _____
- _____



Reading

This book is written like a journal from the point of view of a gorilla. At the beginning is a two-page glossary explaining some of the terms Ivan uses. Read this glossary before beginning the book.

Read pages 1–31 of *The One and Only Ivan* (“hello” through “stella’s trunk”). Answer the following questions:

- 1. Where does Ivan live?



- 2. Why does Ivan say he doesn’t get angry?

- 3. Ivan says he doesn’t remember his dreams but he sometimes awakens with “my fists clenched and my heart hammering.” What type of dreams do you think Ivan is having then?

- 4. How many years has Ivan been at the mall?



Grammar: Adverbs

Just as adjectives modify (describe) nouns, **adverbs** modify verbs. There are different types of adverbs. This week we're going to concentrate on those that tell how something is done.

Gorillas wait patiently.

The man spoke foolishly.

Julia drew beautifully.

Notice that all the adverbs here end in *ly*. Not all adverbs end in *ly*, but many do (especially those that tell how something was done). One common adverb that tells how something was done that does not end in *ly* is *well*:

Julia drew well.

- 1 Underline the adverbs in these sentences then draw a line connecting them to the verbs they modify. After each sentence, write a D if it is a declarative sentence, I for interrogatory, E for exclamatory, or M for imperative.

Example: He walked tiredly up the stairs. D

1. Ivan happily draws with his crayons. _____
2. Carefully open the package. _____
3. Ivan's mother patiently allowed him to put mud on her. _____
4. The boy quietly cried while he looked at Ivan. _____
5. Did Stella gladly do her tricks? _____
6. You need to come quickly! _____



Reading

Read pages 32–60 of *The One and Only Ivan* (“a plan” through “change”). Answer the following questions:

- 1. Why does Bob say he doesn't want a home?



- 2. Who gives Bob his name?

- 3. Who is the only human who Bob allows to touch him?

- 4. What does Mack do to let us see he has a good side?

- 5. What's the change that is coming?



Grammar: Adverbs (again)

In addition to modifying verbs, **adverbs** can also modify adjectives and other adverbs:

The butterfly was unusually beautiful.

His grandmother moved extremely slowly.

Notice these adverbs, like those yesterday, answer the question **How**. How beautiful was the butterfly? **Unusually**. How slowly did his grandmother move? **Extremely**. Also notice they too end in **ly**. (We will meet more later that don't.)

- 1 Underline the adverbs in these sentences. Draw arrows to show which verb, adjective, or adverb each one modifies.

Example: Bob walked absolutely silently.

1. Ivan is incredibly strong.
2. The people behaved completely irresponsibly.
3. Julia drew exceptionally well.
4. Stella's foot hurt particularly badly one evening.
5. Bob deeply loves being free.



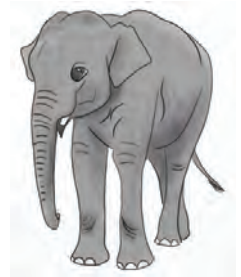
Reading

Read pages 61–89 of *The One and Only Ivan* (“a guessing” through “treat”). Answer the following questions:

1. Ivan says he likes “colorful tales with black beginnings and stormy middles and cloudless blue-sky endings.” What does he mean?

2. Bob asks Ivan why he and Stella aren’t in a zoo. Stella says, “Just lucky, I guess.” Do you think Stella actually thinks it’s lucky that they aren’t in a zoo? Why or why not?

3. How does Ivan feel when Julia pays more attention to Ruby when she first arrives?



Grammar: Comparing with Adverbs

Just like adjectives, *adverbs* can compare two (comparative) or more (superlative) things. Almost all adverbs that end in *ly* simply use *more* and *most* to do this:

I ran quickly, you ran more quickly, but Chris ran the most quickly and won the race.

Sometimes instead of quickly you might use the adverb *fast* (a rare how-adverb that doesn’t end in *ly*). The comparative and superlative are formed the same way as the adjective *fast*:

I ran fast, you ran faster, but Chris ran the fastest and won the race.

There is one adverb ending in *ly* that does not do this: *badly*.

Xavier did badly on the test, Jasmine did even worse, but Robin did the worst of all.

[continued]

Week 5—Day 3

Just as you might do badly on something, you might do well, and this is another adverb that behaves in an irregular fashion:

The Jaguars played well, the Tigers even better, but the Dragonflies played the best, winning the tournament.

To review:

slowly	more slowly	most slowly
bad	worse	worst
good	better	best

- 1 Underline the adverbs in these sentences then draw a line connecting them to the words they modify. Above each adverb, write a C if it is comparative or S if it is superlative. If it is neither, don't write anything above it.

Example: Stella moved more slowly than Ruby.

1. Julia draws the best of anyone in her class.
2. Stella walks more carefully than she used to because of her badly hurt foot.
3. Animals in zoos are treated better than those in circuses.
4. Ivan slept more restlessly than usual.
5. Brianna danced the most gracefully but sang the worst of anyone in the show.



Reading

Read pages 90–120 of *The One and Only Ivan* (“elephant joes” through “the one and only ivan”). Answer the following questions:

1. Ruby tells a story about good humans who helped her out of a hole. But there were also the bad humans who killed her family and captured her. What are some good things humans do for animals? What are some bad things they do to them?



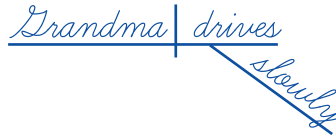
2. Why does Ivan say it would be easier to promise Stella to stop being a gorilla than to keep Ruby safe and someplace “not here”?

3. Why does Ivan want a heart made of ice?

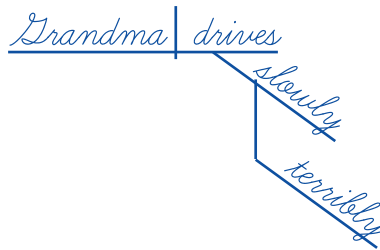


Grammar: Diagramming Adverbs

Diagramming adverbs is just like diagramming adjectives, except you hang the adverb from the verb (or adjective or adverb) it is modifying:



When the adverb is modifying an adjective or another adverb, you have to branch out and hang things on other things:



1 Diagram these sentences. Remember everything you've learned so far about diagramming.

1. Stella was breathing noisily.

2. The extremely pretty girl watched Ivan.



The One and Only Ivan

by

Katherine Applegate



Student Checklist

This week you will:

Read in *The One and Only Ivan*

- Pages 121-153
 - Answer comprehension questions, Workpage 57
- Pages 154-179
 - Answer comprehension questions, Workpage 59
- Pages 180-208
 - Answer comprehension questions, Workpage 62
- Pages 209-240
 - Answer comprehension questions, Workpage 64

Complete grammar pages in *Worktext*

- Antecedents and Subject pronouns Workpages 57-58
- Object pronouns, Workpages 59-61
- Possessive pronouns, Workpages 62-63
- Diagramming (some) pronouns, Workpages 65-66

Finish your persuasive essay:

- Write the first half of the rough draft
- Write the second half of the rough draft
- Review the draft for content
- Review the draft for grammar and mechanics
- Write the final draft

Do extra activities (optional)

- _____
- _____



Reading

Read pages 121–153 of *The One and Only Ivan* (“once upon a time” through “a new beginning”). Answer the following questions:

1. Why does Ivan finally tell a story about himself to Ruby?

2. Have you ever been homesick for a place like Ivan is for his home after he’s captured? When and why?

3. Does Ivan’s story help Ruby? How do we know?

Grammar: Antecedents and Subject Pronouns

Pronouns are words that replace nouns. The noun the pronoun refers to is called the “**antecedent**.” (*Ante* is a suffix that means “before,” and the noun will always come before the pronoun.)

Ivan is a gorilla. He is a male silverback.

Here *he* replaces *Ivan*. Since we have both sentences, it’s clear who *he* refers to. But if we only had the second sentence, we wouldn’t know who *he* was.



Lucille gave a larger dinner to her dog, Fifi, then ate some toast. She was very hungry.

Week 6—Day 1

Who does *she* in the second sentence refer to—Lucille or Fifi? We aren't sure. This is called an "unclear antecedent," because it's unclear whether Lucille or Fifi is the antecedent for *she*. In the same way, if we only had the second sentence about Ivan (starting with *He*) that would also be an unclear antecedent. Don't do this. When you write, be sure it's clear who or what your pronouns refer to. If it isn't, you may have to use a noun.



Now let's look at the **subject (or nominative) pronouns**. They are used for the subject of a sentence (or clause). These are the subject pronouns:

	SINGULAR	PLURAL
FIRST PERSON	I	we
SECOND PERSON	you	you
THIRD PERSON	he/she/it	they

1

Underline the nominative pronouns in these sentences then draw a line connecting them to their antecedents (the nouns they're replacing). (Which pronoun here does not have an antecedent?)

Example: Ruby once lived in the jungle, but now she lives in the mall.

1. Mack is sometimes too rough with the animals because he is worried about money.
2. Julia is kind, so she talks to the animals.
3. People liked Ivan's drawings. They sold for a lot of money.
4. Do you think Ivan often thinks, "I wish I could escape?"
6. Stella was in pain. She had hurt her foot, and it never got better.



Reading

Read pages 154–179 of *The One and Only Ivan* (“poor mack” through “not right”). Answer the following questions:

1. Does George mean it when he says, “Poor Mack”? How do we know? What is the most likely reason George feels this way?

2. What new thing does Julia give to Ivan?



3. Do you think it is good that Ivan has finally remembered everything that happened to him and his family? Why or why not?

Grammar: Object Pronouns

Another group of pronouns is called **object pronouns**. This name comes from the fact that they are used as an object in the sentence. It takes more grammar than you’ve learned yet to fully explain that, so don’t worry about it. Instead, worry about remembering them:

	SINGULAR	PLURAL
FIRST PERSON	me	us
SECOND PERSON	you	you
THIRD PERSON	him/her/it	them

[continued]

Week 6—Day 2

If you've been speaking English for a long time, you probably use these correctly without thinking about it, at least most of the time. Sometimes people make mistakes when combining a pronoun with a noun:

Joss and me are going to the store.

This is incorrect. To test whether it's correct, remove the noun, and keep the pronoun:

Me am (or is) going to the store.

That probably sounds wrong to you. It's just as wrong when you add Joss to the sentence. In both cases, you want the subject pronoun, *I*:

Joss and I are going to the store. (I am going to the store.)

Sometimes people make a related mistake, using the subject pronoun where they really want the object pronoun. Again, they usually get confused about this when there is another noun:

Mom bought books for Sonja and I.

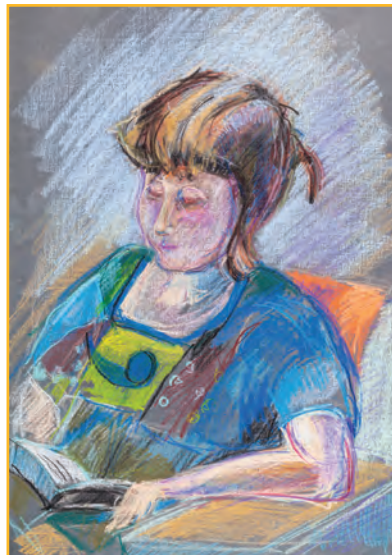
That *I* sounds so spiffy there, but it's actually wrong. Would you say:

Mom bought books for I.

Almost certainly not. Instead, *me* (the object pronoun) is what you want here:

Mom bought books for Sonja and me. (Mom bought books for me.)

Whenever you aren't sure, just take the nouns out and leave the pronoun. You will probably get it right.



Week 6—Day 2

- 1 Fill in the blanks with the appropriate subject or object pronoun. In some cases more than one could make sense, so just choose one. For example, you might be able to use “he” or “she.”

Example: Because Julia liked Ivan’s paintings, he gave one to her.

1. Because Mack was hurting Ruby, _____ hit _____.
2. Bob saw Ivan’s blanket, so _____ hid under _____.
3. Ivan, Ruby, and Bob loved Julia. _____ looked forward to seeing _____ every evening.
4. Animals have feelings. _____ should not treat _____ badly.
5. Ivan missed Stella. _____ thought about _____ every day.



- 2 Underline the correct pronouns:

Example: Juliana and I/me love to fish.

6. Will Faraji and I/me get to go to the park?
7. They/them gave presents to my mom and I/me.
8. If it’s not raining, Peter and I/me will walk there.
9. Mr. Pak taught my brother and I/me everything we know about baseball.
10. I know Dad can’t come to the play, but will he/him and Mr. Young go to the party with the cast and we/us afterwards?



Reading

Read pages 180–208 of *The One and Only Ivan* (“going nowhere” through “angry”).
Answer the following questions:

1. How is the painting Ivan is doing for Ruby different from his previous paintings?



2. Why can't Julia understand Ivan's painting when he tries to show her?

3. At the end of “angry” Ivan says he has someone to protect. Who is that?

Grammar: Possessive Pronouns

Before we talk about possessive pronouns, let's look quickly at the possessive nouns they replace.

To make a noun possessive (to say it owns something) we usually add 's:

the dog's home Ivan's paintings children's smiles

If the noun is plural and ends in s, add just the apostrophe: 's:

elephants' trunks foxes' tails

In the same way we replace other nouns with pronouns, we can replace these with possessive pronouns:

its home his paintings their smiles

Week 6—Day 3

Sometimes the possessive pronoun comes before the noun (as in the three examples, on the previous page):

my	our
your	your
his/hers/its	their

Sometimes they come after the noun (or another pronoun):

As in: **The car is ours.** **Is this book yours?** **It is mine.**

mine	ours
yours	yours
his/hers/its	theirs

Notice something important about possessive pronouns. Unlike possessive nouns, they never have apostrophes. If you can remember that, it will save you much confusion later. Many people, even adults, confuse *it's* and *its*. Learn this now, and you'll never have that problem.

- ① Underline the personal pronouns in these sentences. After each sentence, tell what types of pronouns were in the sentence (each sentence will always have the same type). Use S for subject pronouns, O for object pronouns, and P for possessive pronouns.

Example: That is my backpack, but the green one is hers. P

1. I am going to the play, but you are staying home. _____
2. Their apartment is right above his store. _____
3. Mariko can't decide whether to go to his party or ours. _____
4. Don't give the money to them; give the money to us. _____
5. David wondered whether his scores were better than mine. _____
6. Casey threw the ball to me instead of her. _____
7. Our dog ran faster than yours did. _____



Reading

Read pages 209–240 of *The One and Only Ivan* (“puzzle pieces” through “training”).
Answer the following questions:

1. Julia persuades her dad to put up the pictures Ivan drew on the billboard even though George thinks Mack will fire him for it. What is one of her arguments for doing this?

2. When Mack first sees the billboard he is furious, but soon he is thrilled with it. Why does he change his opinion?

3. What do you think the focus of the news program was? Was it on how much fun it is to see these animals in the mall or was it on how they’re treated? What from the story tells us this?



Grammar: Diagramming (some) Pronouns

Subject Pronouns

Some pronouns are very simple to diagram, and we're going to focus on those for now. Subject pronouns are diagrammed exactly as if the subject of the sentence were a noun:

Ivan | *is a gorilla*

He | *is a gorilla*



Object Pronouns

Sentence diagrams show you the functions of words in sentence. Because you know the function of a subject (what the sentence is about), you can diagram it whether it is a noun or pronoun. But we haven't looked at the functions objects can have in sentences yet, so I'm not going to show you yet how to diagram an object pronoun.

Possessive Pronouns

What I'm about to say only applies to those possessive pronouns that come before nouns:

my	our
your	your
his/hers/its	their

The others (*mine, yours, his, hers, its, ours, yours, theirs*) will keep until later.

You do know what function possessive nouns and these possessive pronouns perform, though you may not realize it. They actually function just like adjectives—they give more information about (modify) nouns. And they're diagrammed in the same way:

The cat | *is sleeping*
striped

cat | *is sleeping*
Kim's

cat | *is sleeping*
Her



You can see here that whether the cat is striped, Kim's, or her(s), we diagram it the same way. Each of these words has the function of giving us more information about the cat.

[continued]

Week 6—Day 4

1

Diagram these sentences.

1. She likes Ivan's paintings.
2. His paintings are important.
3. They bring a big smile to her face.

