

# Includes 15 creative ACTIVITIES & PROJECTS!

- Focuses include: **plot, character analysis, point of view, theme, & more**
- **Deepen and extend** student understanding

Name \_\_\_\_\_

## SETTINGS and Emotions

Remember that a setting is the time, the place, and the weather. Think about the many different settings that we travel through with Bob in the book. In the appropriate places below, write a couple of sentences detailing each setting. Then, write about the emotion that the setting causes either you or the characters to feel. At the bottom of the page, draw and color a detailed picture of one of the settings. Try to portray the emotion of the setting through the illustration.

SETTINGS		DETAILS AND EMOTIONS	
1 On the side of the highway after Bob gets separated from his mom. (Chapters 12-17)	→		
2 At the park, when the storm hits. (Chapters 42-45)	→		
3 At the animal shelter. (Chapters 107-121)	→		
4 At the creek. (Chapters 125-134)	→		

Common Core codes are listed on the bottom of each activity.

ILLUSTRATION

RL 3.3/RL 4.3/RL 5.3/RL 6.3 ©2021 Nothing but Class

Name \_\_\_\_\_

## THEME PROJECTS

The theme is the author's message, or what the author wants the reader to learn from the story. The theme should be a **BIG IDEA**, that can be applied to anyone.

**Instructions:** Choose one or more of the projects below to help you analyze the theme(s) of *The One and Only Bob*.

- POSTERS:** Create at least 2 theme posters. Each poster should communicate a theme that can be learned from the story, should contain large and bold writing, and should be fully colored and decorative enough to display.
- SHORT STORY:** Think of a theme from the story. Write your own fictional short story that communicates this same theme. Be ready to read your short story to the class.
- MUSIC:** Think of a song that communicates one of the themes from the story. Write a paragraph explaining why you chose your song. Be sure to check with your teacher to help you decide if the song is appropriate to play for the class. If so, be ready to play your song for the class, and read your paragraph aloud.
- OPINION WRITING:** Do you agree or disagree with the theme? Just because the theme is in a book doesn't necessarily make it true! Write a theme from the story, and write your opinion about the theme. If you agree, tell why. If you disagree, tell why. Hint: Try to relate the theme to your own life to decide if you agree or disagree.
- COLLAGE:** A collage is a piece of art made by sticking various objects (like photos, pictures, or words) onto some sort of backing (like a piece of paper or a poster). Create a collage that reflects a theme from the story. Be ready to present it to the class.
- BOOK COVER:** Design a new cover for the book that clearly shows a theme from the story. Be sure to include all elements that book covers typically have, such as the book title, the author, and an illustration.
- GOLDEN LINES:** Choose at least 5 quotes from the book that highlight the theme. Write and illustrate the quotes in creative ways!

RL 3.2/RL 4.2/RL 5.2/RL 6.2 ©2021 Nothing but Class









# Additional Resources included:

- **Culminating Project Choices** to wrap up the novel study
- **Figurative Language Anchor Poster**

Name \_\_\_\_\_

## Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Animal Research</b> ☆☆</p> <p>Use books and the Internet to do research about any animal that was in the story (dog, wolf, gorilla, sloth, or another animal). Write an animal report. Be sure to include information about where they live, what they eat, and other interesting information. Also, include a Works Cited page.</p> 	<p><b>Playwright</b> ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p> 	<p><b>Point of View Project</b> ☆☆☆</p> <p>Imagine that another character from the story writes a book about their own life. Write all about their life from their own perspective, or point of view. Consider writing about Rowdy, Boss, or even Kimul</p> 
<p><b>Game On</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p><b>Natural Disasters</b> ☆☆☆</p> <p>In the book, a hurricane and a tornado hit the town where Bob lives. Use books and the Internet to research any natural disaster. You can research hurricanes, tornadoes, earthquakes, tsunamis, floods, or any other natural disaster. Write a report about everything you learned. Include a Works Cited page.</p> 	<p><b>Newspaper</b> ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p><b>3D Characters</b> ☆☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p><b>Paper Bag Book</b> ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p><b>Endangered Species</b> ☆☆☆</p> <p>Did you know that gorillas' existence are threatened by hunting, disease, and loss of habitat? Research about another endangered species, besides gorillas. Write a report about the endangered species that you chose. Then, create some posters that display action steps that people can take to protect endangered animals.</p>

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# Figurative Language

**KEY IDEA:** Determine the meanings of figurative language to help you better visualize the text.

- **Simile**—a comparison between two things using the words “like” or “as.”
- **Metaphor**—a comparison between two things without using the words “like” or “as.”
- **Personification**—when human-like qualities or actions are given to non-human things.
- **Idiom**—an expression with a non-literal meaning.
- **Hyperbole**—an exaggeration.



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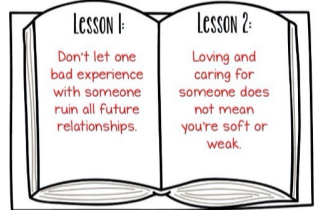
# SO EASY to prep and use!

- Answer keys
- Activity Packet Cover featuring original, hand drawn art
- Focus standards listed for each activity

## Theme Thoughts

Name \_\_\_\_\_

What are two morals or lessons that can be learned from the story? Write the lessons in the arrow signs below. Then, write a paragraph explaining why one of the lessons can be learned from the story. Next, write how one of the lessons can be applied to your own life. Finally, in the box below, illustrate one of the lessons that you wrote about.



### Explanation:

Lesson 1 can be learned from the story because Bob distrusts all humans. He distrusts them because of his terrible experience of being ripped away from his family and then getting thrown on the side of the road. Soon after, he learns to trust some animal friends, but he is always skeptical of humans, even though he is adopted into a loving human family.

### How it applies to me:

I have had a bad experience thought was my best friend she did not want me to succeed frequently tried to make me myself. However, I should not of my future friendships. No same way, and if I don't give chance to support me, then some valuable friendships.

RL 3.2/RL 4.2/RL 5.2/RL 6.2

TABLE OF CONTENTS: Reading Response Activities				
Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Theme Thoughts <i>Answer key provided on pg. 24</i>	Use after finishing the novel.
		6	Theme Projects	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	7	Bob's Journey <i>Answer key provided on pg. 25</i>	Use throughout the novel.
		8	Main Events	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	9	Causes and Effects <i>Answer key provided on pg. 26</i>	21-41
		10	What Would I Do?	any
		11	Characters and Quotes <i>Answer key provided on pg. 27</i>	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	12	The Memories of Bob's Past <i>Answer key provided on pg. 28</i>	Use throughout the novel.
		13	Settings and Emotions <i>Answer key provided on pg. 29</i>	12-17, 42-45, 107-121, 125-134
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	14-15	Figurative Language Anchor Poster (in color and b/w)	any
		16	Figurative Language Version 1	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	17-18	Figurative Language Version 2 <i>Answer key provided on pg. 30-31</i>	Use after finishing the novel.
		19	A Different Point of View	any
Connecting Text with Illustrations or Media	W 3.4/W 4.4/W 5.4/W 6.4	20	Book Blurb	Use after finishing the novel.
Reading Comprehension Strategies	W 3.4/W 4.4/W 5.4/W 6.4	21	Compare and Contrast: The One and Only Bob	Use after finishing the novel.
		22-23	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		24-31	Answer Keys provided for: • Theme Thoughts-pg. 24 • Bob's Journey-pg. 25 • Causes and Effects-pg. 26 • Characters and Quotes-pg. 27 • The Memories of Bob's Past-pg. 28 • Settings and Emotions-pg. 29 • Figurative Language Version 2-pgs. 30-31	
		32-33	Terms of Use and Artist Credit	

# ACTIVITY PACKET ONE AND ONLY BOB

by Katherine Applegate



Name \_\_\_\_\_

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# Digital version included, through Google Slides:

Name Text here

## SETTINGS and Emotions

Remember that a setting is the time, the place, and the weather. Think about the many different settings that we travel through with Bob in the book. In the appropriate places below, write a couple of sentences detailing each setting. Then, write about the emotion that the setting causes either you or the characters to feel. At the bottom, draw a picture of one of the settings. Try to portray the emotion of the setting through the illustration. *Hint: To draw digitally, use the drawing tools by clicking on Insert>Shape or Insert>Line.*

SETTINGS	DETAILS AND EMOTIONS
1 On the side of the highway after Bob gets separated from his mom. (Chapters 12-17)	Text here
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4 At the creek. (Chapters 125-134)	Text here

ILLUSTRATION

RL 3 3/RL 4 3/RL 5 3/RL 6 3

ing but Class

- Eye-catching digital version contains **full-color, interactive adaptations** of all resources.
- **Text boxes** are already placed everywhere students must type.
- Works for **distance learning**. Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using **Google Drive or Google Classroom!**
- **Easy instructions** included!

*Your purchase includes both the PAPER version and the GOOGLE version of this resource.*

**\*\* IMPORTANT NOTE \*\***  
The digital Google Drive version contains mostly the same content as the printable version. However, some assignments, such as drawing activities, have been replaced with more **digitally friendly assignments**, which may include such features as **movable or drag-and-drop pieces**.

# New to digital learning? Don't worry. Easy instructions are included. If you have more questions, feel free to reach out!

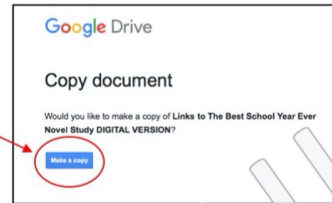
## Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

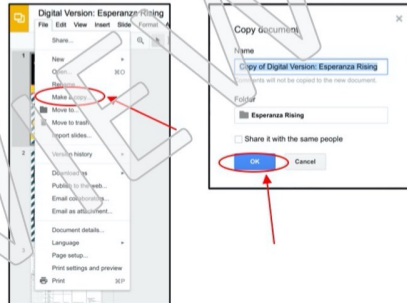


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

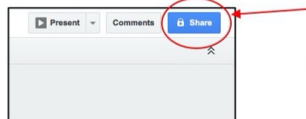
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



4. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



\*Note: Sharing with students can also be done through Google™ Classroom.\*

## Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

Your purchase includes both the PAPER version and the GOOGLE version of this resource.