

CLASSROOM SERIES GUIDE

The New York Times Bestselling Series

ivy + BEAN



Meet Ivy & Bean, two friends who were never meant to like each other.

★ "Just right for kids moving on from beginning readers."

—*Publishers Weekly*,
starred review

by annie barrows + sophie blackall



chronicle books

CHRONICLEBOOKS.COM/IVYANDBEAN



ABOUT THE SERIES

The moment they saw each other, Ivy and Bean knew they would never be friends. But sometimes the best of friends are people who were never meant to like each other. Vibrant characters and laugh-out-loud humor make Ivy + Bean a charming and spunky popular series for early chapter book readers.

THE VALUE AND APPEAL OF SERIES BOOKS

The Ivy + Bean series of books appeal to young readers and enhance their emerging literacy skills by developing fluency, strengthening comprehension, and building vocabulary. Ivy + Bean books are also ones that readers select because they:

- Feature humorous storylines
- Focus more on plot and action than description
- Contain short, simple sentences
- Include familiar vocabulary along with challenging words
- Invite readers to solve problems with the character(s)
- Sustain engagement as readers discover more about the characters they've come to know
- Provide visual storytelling clues that enhance and extend comprehension
- Feature common experiences such as dealing with siblings
- Connect readers – Ivy + Bean books are ones their friends like to read too!



CLASSROOM ACTIVITIES

The Ivy and Bean books are wonderful read-alouds. Teachers may want to read the entire series to the class over the course of the year, or they may decide to specifically highlight one book. Parents interested in reading to their children at home may want to follow the teacher's lead and make sharing Ivy and Bean's adventures a family activity.

Literature circles are discussion groups in which children meet regularly to chat about books. Arrange for four to six students to meet as a literature circle to discuss a selected book. By sharing their reactions, opinions, and feelings with their classmates, students will better be able to understand and appreciate the experiences of the duo, including the art of friendship, working together, and finding ways to have fun in any situation.

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GETTING TO KNOW IVY + BEAN

Getting to Know You Interview

Bean was reluctant to meet her new neighbor, Ivy, because she thought she would be boring! But first impressions are not always correct. Pair students up to conduct an interview of each other using the following questions:

- What is your full name? (first, middle, and last)
- When is your birthday?
- Do you have any pets? If so, what kind of pets are they, and what are their names?
- Do you have any brothers or sisters? If so, what are their names and ages?
- What is your favorite [animal, book, ice cream flavor, food, sport, color, place]?
- What is your favorite subject at school? Why?
- What do you want to be when you grow up?
- What kinds of things do you do after school and on weekends? (sports, family activities, read, play games)



Character Similarities And Differences

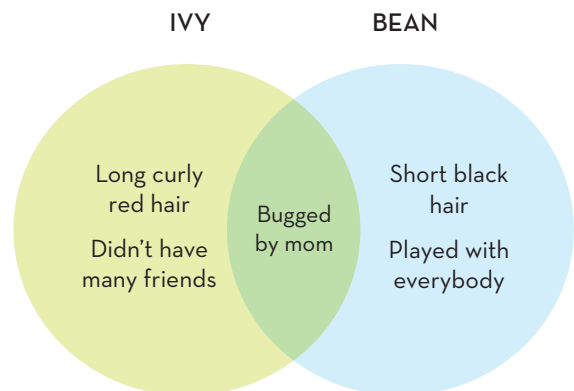
Before Bean met Ivy, she didn't like her. Bean's mother thinks Bean should try playing with Ivy. Ivy's mother says the same thing about Bean. Neither girl is interested. But when they meet, they discover that they'd been wrong about each other, and a friendship begins. Their friendship shows that people don't have to be the same - that they don't have to like the same things - in order to get along.

Have your students make a list of things they know about Ivy and Bean using the chart below. Then, have them organize their ideas in a simple Venn diagram to see visually where Ivy and Bean have common traits.

Sample Chart

IVY	BEAN
Long curly red hair	Short black hair
Didn't have many friends	Played with everybody
Bugged by mom	Bugged by mom

Sample Venn Diagrams



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VISUAL ANALYSIS WITH IVY + BEAN

Expressive Characters

Illustrator Sophie Blackall's black-and-white illustrations provide humor and enjoyment to the book. They are also very expressive. Have students analyze the illustrations in the book, particularly the characters' expressions.

First, ask students to examine the cover of *Ivy + Bean* Book 1. What do they notice about Bean? How about Ivy? Have them record and share their observations in class.

Then, tell students to turn to the following pages: 11, 12, 19, 35, 43, 47. Using sticky notes, have students write down what emotion they believe the character is expressing prior to reading that chapter, and place the sticky note on the page with the illustration.

Have them share their interpretations for each page in a class chart to discover what emotions the students believed were visually communicated by the illustrations. Keep the chart on the board during reading.

After reading each section, have students refer to the class chart. Were their predictions of the characters' emotions based on the illustrations accurate? Follow up by asking students how the illustrations contribute to the story. What essential information does each illustration convey that helps them understand the story?

Judge That Book by the Cover

Illustrator Sophie Blackall creates artful covers for *Ivy* and *Bean* which are both eye-catching and great fun. Allow students to create a new, original cover for each book, making sure to consider the important elements in the novel. Alternatively, select a specific scene contained in a book and create original illustrations.

READING AND WRITING WITH THE IVY + BEAN SERIES

Partner Discussions

When students have the opportunity to discuss the books they are reading with others, they discover connections that they may not have made to the story and also aspects of the story they might have missed or misinterpreted. Having partner discussions not only brings a social component to reading, but also supports comprehension. Use the following process to set up an effective partner discussion.

- Face your partner. Be sure you are both on the same level (sitting on the floor or at desks).
- Decide who will go first in sharing his/her connections and insight into the story.
- Place your book under a chair or behind you if you are the listener. This prevents distractions and allows you to be focused on listening to your partner.

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- Tell a little about the book. Be ready to read a part that was interesting or funny. Also share any portion of the book that confused you.
- Share a part of the book where you changed your thinking about the plot or about a character.
- Point out pages that contain interesting language.
- Describe details and traits of one of the characters. Read a portion where the character is talking and speak in a voice that you believe would sound like that particular character.
- Once you are done, ask your partner if s/he has any questions.
- Now it's your partner's turn to share using the same process.

Book Sharing

Bean never read big books. Reading made her jumpy. Even when Bean picked her own book from the class library, she would twist and turn and try to read it upside down. But when Ms. Aruba-Tate gave Bean a book she brought from home especially for her, everything changed. Bean really got into the book and shared it with Ivy and the rest of the kids in the class.

Sharing a book with someone else is a rewarding experience. Have the students in your class pick a book they like and give it to someone else to read. They should be able to explain why they think the other student will like the book. Now two readers can share the enjoyment of the book together. Each student should keep a record of the books they read and who gave them each book. They should also record what books they gave to someone else. Make a chart like the one below and post it in your reading corner.

GOOD FRIENDS SHARE BOOKS			
Student's Name	Book	Shared With	Comments

Writing Prompt

“Before Bean met Ivy, she didn’t like her.” But later, Bean learns that Ivy is a lot more interesting than she seems. Have you ever had an idea about a person that turned out to be wrong? Describe what you thought before and how your opinion changed.



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MORE IVY + BEAN FUN!

Friendship Chain Making with Ivy + Bean

NOTE TO TEACHER: Prepare the paper the children will use beforehand. Cut a supply of 2-inch wide by 5 1/2 -inch long strips for each child. For a more finished look for the bracelet, the children can attach a small 6mm jewelry clasp and jump ring. You can get enough for your whole class for about \$3.00 at your local hobby store or an online jewelry supply company. If you use the clasp and ring, use a needle and thread to punch holes in the ends of the bracelet so that they can be tied on.

Ivy and Bean are tied together in friendship by the oath they took. You and your best friend can join together by making and giving each other friendship bracelets. Then when you look at the bracelet, it will remind you of your best friend. Here's how to do it:

DIRECTIONS FOR MAKING A FRIENDSHIP BRACELET

MATERIALS

- 2 inch by 5 1/2 -inch strips of white paper
- (supplied by your teacher)
- Scissors
- Crayons
- Two paper clips or jewelry clasp and jump ring

Make designs, draw pictures, and color in one side of each strip.

Each strip of paper is to be folded the same way:

Look at figure 1

1. Hold the paper the long way and fold it in half to make the center line EF.
2. Open up the paper and fold edge AB to the center line EF.
3. Fold edge IJ also to the center line EF.
4. Fold the new outside edges CD and GH together. You should have a folded strip of paper about 1/4 inch wide and 5 1/2 inches long with all the long edges folded in.

Look at figure 2

5. Take the strip and fold it in half to make the center line 2.
6. Open up the strip and fold edge 1 to the center line 2.

Look at figure 3 and figure 4a, b, and c

7. Fold edge 3 to the center line 2.
8. Repeat this for all the papers you have.

Figure 1

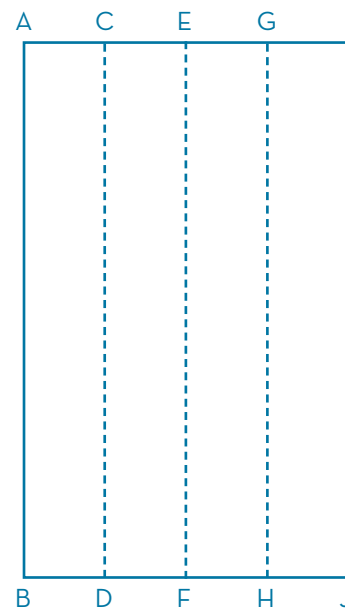


Figure 2



Figure 3

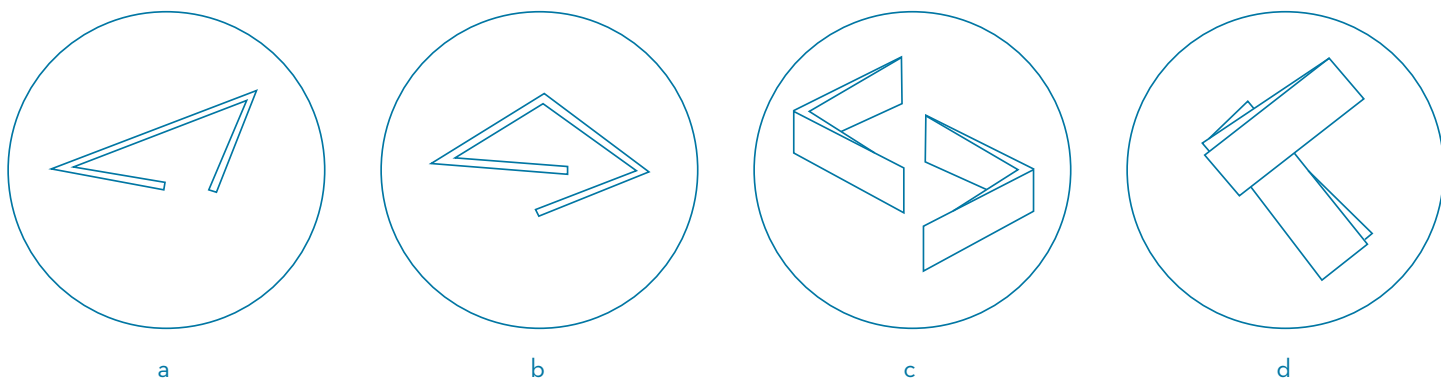


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You are now ready to put your paper bracelet together:

1. Slip the edges of one the folded sections through the opening created by the folding in another folded paper. They should link together to form the letter V. If you need help, ask your teacher. Look at figure 4d.
2. Take another folded paper and attach it to the Vin the same way. It should look like the letter W.
3. As you add more pieces of folded paper, your chain should look like a zigzagged line.
4. When the bracelet is big enough to go around your wrist, write the name of your friend on the bracelet. Attach a small paper clip to each end of the bracelet and connect the clips, or for a more finished look attach a clasp to one end and a ring to the other. Ask your teacher to put a small pin hole on each end of the bracelet so that the clasp and ring can be tied on.
5. Give your best friend the bracelet so that he/she is always thinking about you.

Figure 4



ABOUT THE AUTHOR/ILLUSTRATOR



ABOUT THE AUTHOR

ANNIE BARROWS knew lots of spoiled kids when she was little. She knew a kid who wouldn't let anyone touch his toy cars. She knew a girl who wore three fancy dress-up skirts at once so no one else could wear any. And once, when Annie got some play lipstick for Christmas, a girl ate it. Really. She did. Annie lives in Berkeley, California.

To learn more about Annie, visit her at anniebarrows.com



ABOUT THE ILLUSTRATOR

SOPHIE BLACKALL once met a very spoiled baby who kicked her parents out of bed each night and made them sleep on the floor. The baby is now a teenager and denies this ever happened. Sophie lives in New York.

To learn more about Sophie, visit her at sophieblackall.com

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READ ALL 11!



Written by Annie Barrows + Illustrated by Sophie Blackall • Ages 6–10



BOOK 1: Ivy + Bean
978-0-8118-4903-6 • \$14.99 HC
978-0-8118-4909-8 • \$5.99 PB



BOOK 2: Ivy + Bean
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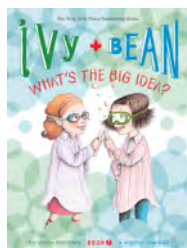
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