

# A COMMON CORE-ALIGNED TEACHER GUIDE

The New York Times Bestselling Series

# ivy + BEAN

BOOK 1



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



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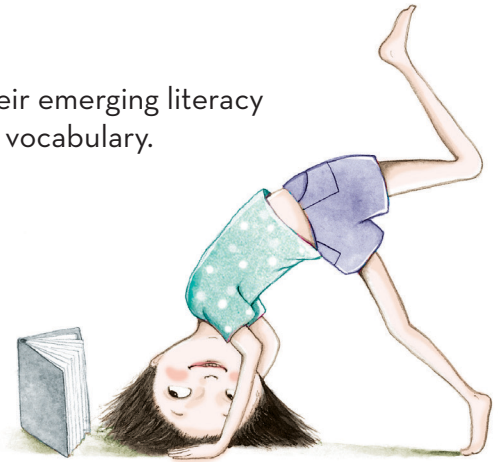
## ABOUT THE BOOK

The moment they saw each other, Ivy and Bean knew they would never be friends. But when Bean plays a joke on her sister, Nancy, and has to hide—quick—Ivy comes to the rescue with her wand, some face paint, and a bucket of worms. Sometimes the best of friends are people who never meant to like each other. Vibrant characters and laugh-out-loud humor make *Ivy + Bean* a charming and spunky introduction to this 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!



The Common Core State Standards are addressed through the many extension activities featured in this guide.



## CLASSROOM ACTIVITIES

# 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)
- What is something about you that hardly anyone knows?



As a follow-up, engage your students in a character role-play activity. After reading the chapter “Bean Meets Ivy”, ask students to pair up again and to decide who will play Bean, and who will play Ivy. Then, they should write the answers to the above questions in the voice of their character, inventing plausible responses if they don’t know the answer. Have them perform their character interviews in front of the class. Ask students with particularly insightful and inventive responses to explain how they came to their conclusions, based on the text.

Correlates to Common Core Reading Standards for Literature: Key Ideas and Details, 1-3.1, 1-3.3



# CHARACTER SIMILARITIES AND DIFFERENCES

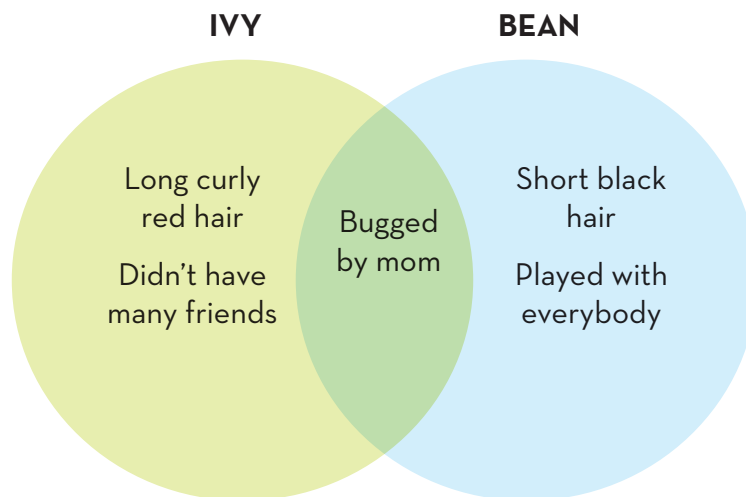
Before Bean met Ivy, she didn't like her. Bean's mother thinks Bean should try playing with Ivy. Ivy's mother says the same thing about Bean. Neither girl is interested. But when they meet, they discover that they'd been wrong about each other, and a friendship begins. Their friendship shows that people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

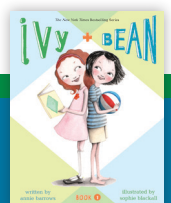
Sample Chart

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



Correlates to Common Core Reading Standards for Literature: Key Ideas and Details, 1-3.1



# STORY STRUCTURE

In *Ivy + Bean*, the girls' friendship has a memorable start. To support students in retelling the sequence of events, have them trace the development of Ivy and Bean's relationship.

At first, Ivy and Bean \_\_\_\_\_.

Then, \_\_\_\_\_.

Next, \_\_\_\_\_.

Finally, \_\_\_\_\_.

I think Ivy and Bean became friends because \_\_\_\_\_.

\_\_\_\_\_.

Correlates to Common Core Reading Standards for Literature: Craft and Structure, 1-3.5



## WHICH WITCH?

Ivy has aspirations to become a witch. She has been practicing spells but has yet to perfect any of them. However, when she and Bean team up to cast a spell on Bean's older sister (and nemesis) Nancy, the spell appears to have worked!

First, provide time for students to write down what Ivy needed for her spell, how she and Bean collected worms, and what was the result of their efforts. Next, ask students to discuss whether the spell did really work. Then have students create their own spells and determine what they would need to make them successful. You may want to hold a discussion with students about whether Ivy's original spell was harmful or just humorous, and encourage them to brainstorm harmless and funny spells.

Correlates to Common Core Reading Standards for Literature: Key Ideas and Details, 1-3.3



# 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*. What do they notice about Bean? How about Ivy? Have them record share their observations in class.

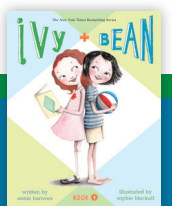
Then, tell students to turn to the following pages: 11, 12, 19, 35, 43, 47. Using sticky notes, have students write down what emotion they believe the character is expressing prior to reading that chapter, and place the sticky note on the page with the illustration.

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?



Correlates to Common Core Reading Standards for Literature: Integration of Knowledge and Ideas, 1-3.7



# 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.
- 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.



Correlates to Common Core Reading Standards for Literature: Key Ideas and Details, 1-3.2

Photo by Amy Perl Photography



## ABOUT THE AUTHOR

When she was a kid, **ANNIE BARROWS** never once went to camp. She never took any classes. She never played a sport. She wasn't a Girl Scout. What a weirdo. Now she lives in Northern California with her husband and two daughters. Visit her at [anniebarrows.com](http://anniebarrows.com).



## ABOUT THE ILLUSTRATOR

**SOPHIE BLACKALL** once spent a week inside a giant shrub with all the other kids on her block. The leaves draped like curtains so you were invisible when you crawled inside and you could climb the trunk and slide down the outside. It was brilliant. She lives in Brooklyn now, in a house. If, after discovering this about her, you still wish to learn more, visit her at [sophieblackall.com](http://sophieblackall.com).

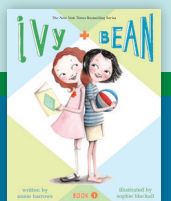
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This guide was prepared by **CYNDI GIORGIS**, a professor of children's and young adult literature at the University of Nevada, Las Vegas and **CLIFFORD WOHL**, Educational Consultant.



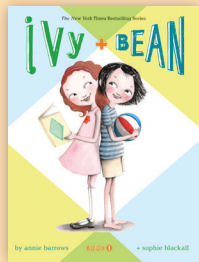
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IVY + BEAN: Book 1  
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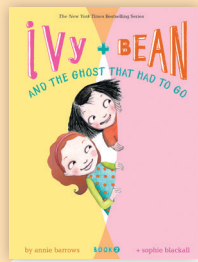
# STOCK UP ON ALL THE IVY + BEAN TITLES!

..... More than 4 million copies sold .....

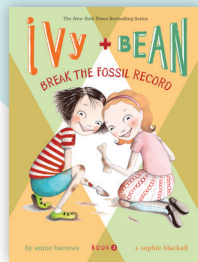
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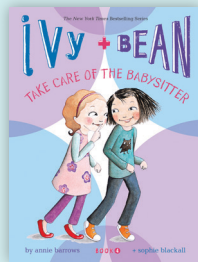
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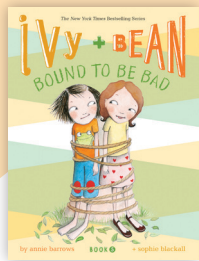
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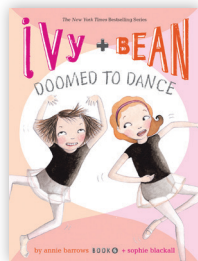
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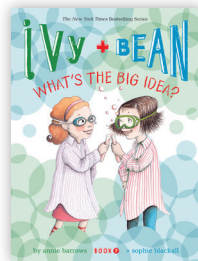
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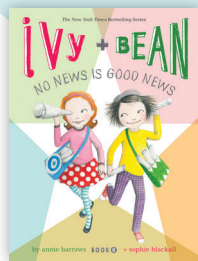
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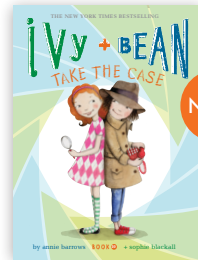
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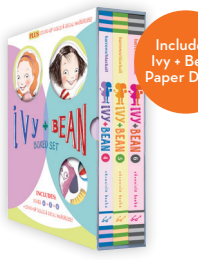
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