



# IVY AND BEAN

TEACHER'S GUIDE

GRADES **1-3**

# ivy + BEAN



chronicle books

## INTRODUCTION

### IVY AND BEAN

By Annie Barrows • Illustrated by Sophie Blackall

Book 1: *Ivy and Bean*

Book 2: *Ivy and Bean and the Ghost That Had to Go*

Book 3: *Ivy and Bean Break the Fossil Record*

Dear Teacher:

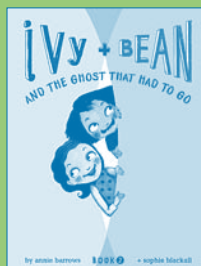
*You know how important a child's friends are. Friends help children move toward independence and define themselves in the world beyond their families. You see friendships at work in your classroom every day. Kids love to talk about them, be a part of them, and read about them.*

*Friendship is at the center of the Ivy and Bean chapter-book series by Annie Barrows and Sophie Blackall. Your students will love watching Ivy and Bean get to know each other and profit from the other's strengths and skills, interests and abilities. They'll love reading about their plots and plans—the successes and the failures—and they'll enjoy measuring themselves and their friends against the two characters.*

*Beyond using these entertaining transitional books for various language arts activities, you'll find many other ways to extend them in your classroom. We've provided some ideas here.*



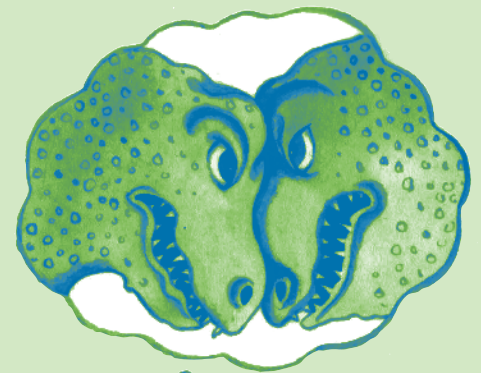
BOOK 1



BOOK 2



BOOK 3





## GENERAL OVERVIEW

### THIS TEACHER'S GUIDE CONTAINS:

#### Classroom Ideas

- 1 Word wall
- 2 Character traits graphic organizer
- 3 The Great Class Records Book
- 4 Book sharing project
- 5 Secret languages—written and spoken

+ Reproducible Activities



## 1 WORD WALL

### The Ivy and Bean Word Wall

When Bean learns a new word—and she learns lots of them in the Ivy and Bean books—she likes to practice that word. She likes to use that word. And that's the best way for your students to grow their vocabularies, too.

*"We have to inspect every bit of it," Ivy said. "Even slivers of bone are important to paleontologists."*

*"What's that?"*

*"That's us," said Ivy. "People who dig up dinosaurs are called paleontologists."*

*"Cool."... "We're paleontologists! We can't be afraid of a little dirt!"*

As your students find new words in the Ivy and Bean novels, ask them to add the words to your classroom word wall. But make these words special. When a word goes up on the wall, children should be encouraged to use that word in their everyday life. Each time a child uses the word, he or she should put his or her initials next to it.

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

Ask each student to think about himself/herself and a best friend. They should add their character traits to the chart. Have them create Venn diagrams for themselves and their friends. When they are finished they can look and see what they and their best friends have in common with Ivy and Bean.

SAMPLE CHART

Character Traits			
Ivy	Bean	You	Your Best Friend
Long curly red hair	Short black hair		
Didn't have many friends	Played with everybody		
Bugged by mom	Bugged by mom		

## 2 CHARACTER TRAITS ORGANIZER

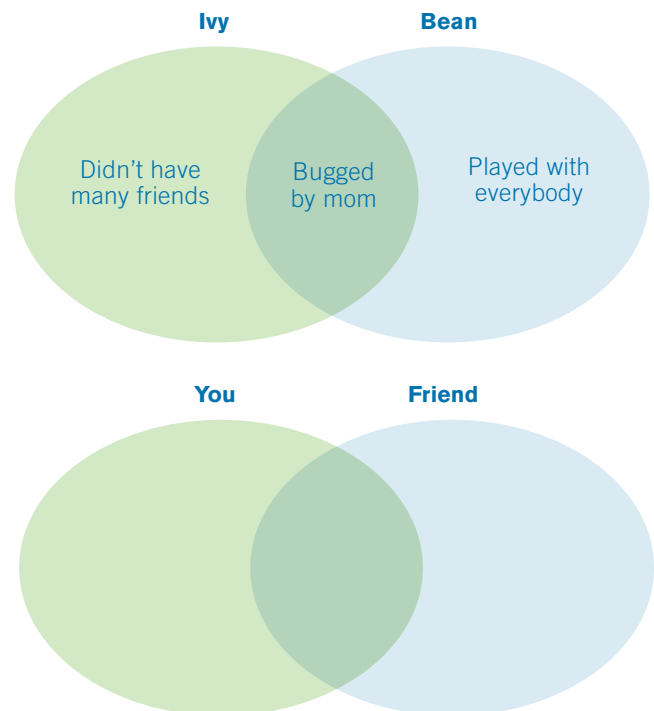
### Ivy, Bean, and You: Character Traits Graphic Organizer

*Before Bean met Ivy, she didn't like her. Bean's mother thinks Bean should try playing with Ivy. "... She seems like such a nice girl. You could be friends," her mother says.*

Ivy's mother says the same thing about Bean: *"My mother keeps on saying what a nice girl you are," Ivy said. "She's always telling me I should play with you. It's driving me nuts."*

Neither girl is interested. Bean's certain Ivy is boring. Ivy just has better things to do. But when they meet, they discover that they'd been wrong about each other, and a best-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. As long as they like each other.

SAMPLE VENN DIAGRAMS







Great Class Records Book

Now that you’ve got a bunch of class records, create the Great Class Records Book. You can hold a contest for a cover design for your book. When you start the book project, have students look through other books in the classroom and identify elements: the title page, the copyright page, a table of contents, an index, etc.

Each record-breaking student should write up his or her achievement. The witness student should add his or her comments. Photographs or drawings can accompany the report.

Students can continue to add new records to the book throughout the school year.

4 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



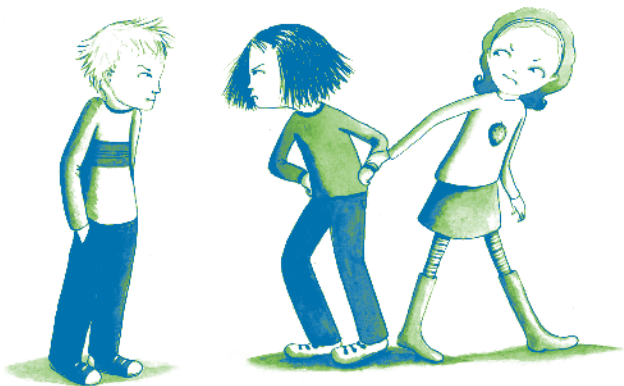
SECRET LANGUAGES 5

Just Between Friends

From the time Ivy and Bean take the “oath of liquids,” they share every secret. Like the secret Ivy has about the ghost.

*At recess, Ivy pulled Bean aside from the other girls. “This morning,” whispered Ivy, “when I went to the bathroom, I got a funny feeling, like I was walking through a cold mist. And even though it was warm, I began to shiver. My teeth were chattering, like this.” Ivy smacked her teeth together. “And then I heard this strange whining noise, like this.” Ivy squealed with her mouth closed.*

Ivy reveals the secret of the ghost in the bathroom, and now the two friends have to keep it a secret from everyone else. Best friends can share such things through secret languages. Here are two for you to share with your students.



The first is great in conversations. It's called Pig Latin, and here are the rules:

### Pig Latin

**1.** For words that begin with consonant sounds, move the initial consonant or consonant blend to the end of the word and add "ay."

#### EXAMPLE

**Bean:** move the "B" to the end and add "ay" = "ean-bay"

**Three:** move the "THR" to the end and add "ay" = "ee-thray"

**Ghost:** move the "GH" to the end and add "ay" = "ost-ghay"

**2.** For words that begin with vowel sounds (including silent consonants), simply add the syllable "ay" to the end of the word.

#### EXAMPLE

**Ivy:** just add "ay" to the end = "ivy-ay"

**Each:** just add "ay" = "each-ay"

For the word "a" just add "y" to make it "ay"

**3.** If you have a compound word, follow rules 1 and 2 for each part.

#### EXAMPLE

**Cell phone:** ell-cay-one-phay

**Schoolwork:** ool-schay-ork-way

*Now try some short sentences:*

**"It's a ghost! The bathroom is haunted!"**

*Becomes*

"It's-ay ay ost-ghay! Thay ath-bay-oom-ray is-ay aunted-hay."

Once they get the hang of it, it's easy and only they and their friends will know what's going on. So "ood-gay uck-lay."

Secret languages are great for notes and letters and diary entries. Try this secret code. Assign each letter of the alphabet a number, and then have the students write notes using only the numbers. They should create a special code book so that they can translate back and forth easily.

If you use backward numbering for the alphabet, this is the code:

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

#### EXAMPLE

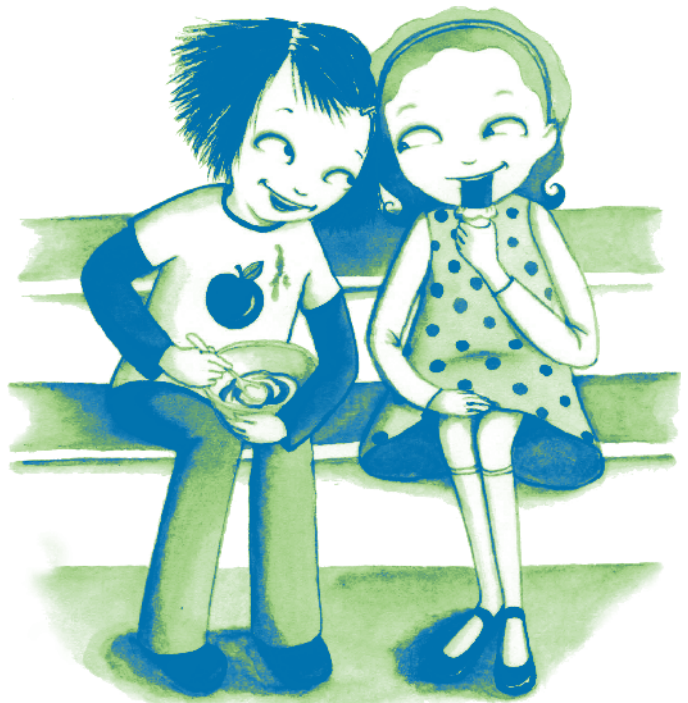
Ivy wants to let Bean know that the most important ingredient in the Ghost Potion is:

**The hair of an enemy.**

If Ivy wrote this to Bean in code she would have written:

**7 19 22    19 26 18 9    12 21    26 13    22 13 22 14 2**  
T h e   h a i r   o f   a n   e n e m y

Have the class talk to each other in secret language. And then write some notes in the secret code.



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**NOTE TO TEACHER:** Prepare the paper the children will use beforehand. Cut a supply of 2-inch wide by 5½-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.

## Friendship Chains

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 5½ 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 ¼ inch wide and 5½ 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

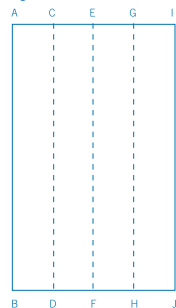


Figure 2



Figure 3

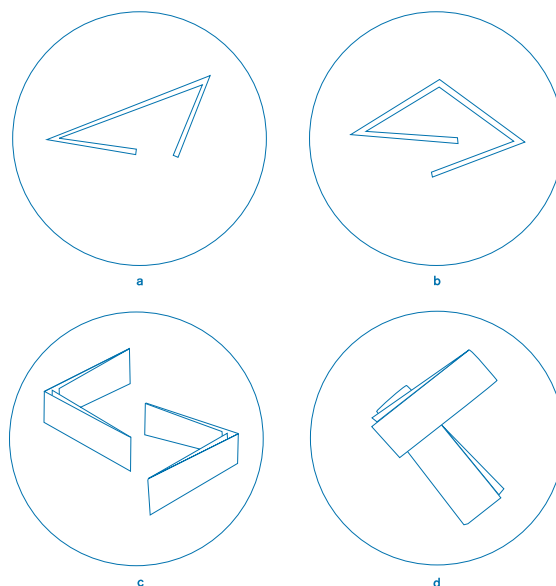


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### You are now ready to put your paper bracelet together:

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 **V** in 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



## AWARDS AND HONORS

*Booklist* Editor's Choice, Best Books  
*Kirkus Reviews*, The Best Children's Books, Best Early Chapter Books  
*Publishers Weekly*, starred review  
*Booklist*, starred review  
*Book Links*, Best New Books for the Classroom  
*New York Public Library's* 100 Titles for Reading and Sharing

## ABOUT THE AUTHOR OF THIS GUIDE

This guide was prepared by Clifford Wohl, Educational Consultant.

**For more activities visit:**  
[www.chroniclebooks.com/ivyandbean/](http://www.chroniclebooks.com/ivyandbean/)

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[kids@chroniclebooks.com](mailto:kids@chroniclebooks.com)



Annie Barrows



Sophie Blackall

## ABOUT THE AUTHOR AND ILLUSTRATOR

Annie Barrows has written many books for adults, but *Ivy and Bean* is her first series for children. She lives in Northern California with her husband and two daughters.

Sophie Blackall is an Australian illustrator whose work has appeared in many newspapers and magazines, including the *New York Times*. She lives in Brooklyn, New York with her two children. Her previous books include *Ruby's Wish* and *Meet Wild Boars*.



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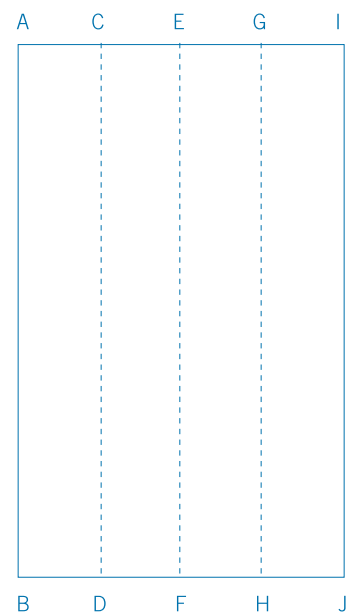


Figure 2

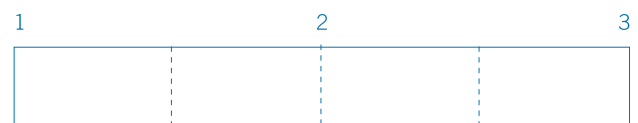
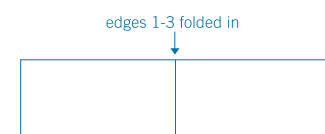


Figure 3



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**Figure 4**

