



## Ivy and Bean: What's the Big Idea? Lessons and Activities



It's the Science Fair, and the second grade is all over it! Some kids are making man-eating robots. Some kids are holding their breath for a very, very long time. Some kids are doing interesting things with vacuum cleaners. The theme, obviously, is global warming. But what should Ivy and Bean do? Something involving explosions? Or ropes? Something with ice cubes? Or maybe ... maybe something different.

### Key Ideas and Details

- CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

### Craft and Structure

- CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

### Range of Reading and Level of Text Complexity

- CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Discussion Questions:**

- How are Ivy and Bean different? How are they similar? Ask the students to identify why Ivy and Bean make a great pair.
- Ask the students about an unexpected friendship they've made. What did they learn about the person once they got to know them better?
- What do Ivy and Bean learn about working as a team? What can they accomplish together that they couldn't accomplish on their own?
- Much of *Ivy + Bean's* story is told through song. Have the students listen to the songs ([http://www.scottelmegreen.com/Ivy\\_and\\_Bean\\_Score.html](http://www.scottelmegreen.com/Ivy_and_Bean_Score.html)), ask them to identify their favorite and then have them explain why. How is the story served by the song? How do the melody and lyrics help communicate how the characters are feeling?
- What is global warming?
- Do you worry about global warming?
- Why do we recycle?
- Do you recycle?
- How do you think kids can help this cause?
- How do you think adults can help this cause?
- What do you think will be different about our world when you are an adult?
- Do you think your mom or dad would tie your hands together without asking why?
- Are you more like Ivy or Bean?
- Why did the girls become such good friends?
- Do you have to be similar to someone to be friends with them?
- What is Ivy's room like? Does she collect anything? What is special about your bedroom?
- Bean and Nancy fight a lot. Do you think this is normal? Why or why not?
- Did the "spell" work the way you expected? What other spells might Ivy and Bean try in the future?

**Writing Prompts:**

- If you could be any animal in the world, what would you be? Write a paragraph about how you would spend your days.
- Leo love sports. Ivy loves reading. Bean loves...getting into trouble. Write about what your favorite things to do on Saturday.
- Bean gets bored so she goes looking for treasure. Write about what you do when you are bored.
- Pretend that you are as small as an ant. Write about what you see and feel.
- The kids like the state of Colorado. Write about your favorite state.



- Has anyone ever bullied you? Have you ever bullied someone else? Write about it.
- Do you have a best friend? Do you think that it is important to have a best friend? Write about why or why not.
- What do you think makes grown-ups happy? What do you think makes kids happy? Write about what makes you happy and if it is different from what makes grown-ups happy.
- Write about a time that you spent out in nature.

## Activities:

- Make Rainbow crayons out of recycled crayons.  
<http://mosswoodconnections.com/wp-content/uploads/2013/12/Rainbow-Crayons.pdf>
- Make Penguins out of recycled materials.  
<http://mosswoodconnections.com/wp-content/uploads/2013/12/Penguins.pdf>
- Make Seed Bombs.  
<http://mosswoodconnections.org/wp-content/uploads/2013/10/Seed-Bombs.pdf>
- Make your own microscope using your smart phone.  
<http://www.geekosystem.com/smartphone-microscope-diy/>
- Experiment with science.  
<http://www.science-sparks.com/2013/11/23/christmas-science/>
- Chronicle Books Activity Guide  
[http://www.chroniclebooks.com/landing-pages/ivyandbean/pdfs/ivyBeanBigIdea\\_activitiesGuide.pdf](http://www.chroniclebooks.com/landing-pages/ivyandbean/pdfs/ivyBeanBigIdea_activitiesGuide.pdf)

## Vocabulary:

Tightwad: someone who does not like to spend money.

Cul-de-sac: a street or lane that ends in a circle.

Passageway: a secret way to get from one place to another.

Mummy: how ancient Egyptians preserved a body using wrappings.

Easy-Peasy: no problem

Squiggled: to move with a curving motion.



## Words, Words, Words!

Have the students match these vocabulary words with their definition.

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|-----------------------|--|
| _____1. Cul-de-sac    | a. A promise   |
| _____2. Spew          | b. The use of magical powers   |
| _____3. Sprain        | c. A twist to a joint that stretches or tears a ligament                                       |
| _____4. Sorcery       | d. To thicken and separate into a combination of liquids and solids—often a result of spoiling |
| _____5. Oath          | e. To accept that something is true  |
| _____6. Curdle        | f. A dead-end street with only one outlet  |
| _____7. Transport     | g. An angry outburst by someone who is behaving like a child                                   |
| _____8. Acknowledge   | h. Not clearly seen or understood  |
| _____9. Tantrum       | i. To flow out quickly and forcefully  |
| _____10. Obscured     | j. A bad or difficult situation  |
| _____11. Dire straits | k. To move something from one place to another   |