

Here's What You'll Get with the Ivy and Bean Book Club

Determining Theme Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Key Vocabulary by Chapter

Discussion Questions by Chapter

Book Club	
<p>Ivy and Bean By: Annie Barrows Grade Level: 2 / Guided Reading Level: M</p>	
<p>Discussion Questions and New Vocabulary</p>	<p>Meeting #2 Continued</p> <p>Chapter 1 – "NO THANKS" New Vocabulary:</p> <ol style="list-style-type: none"> Boring (page 8) – dull and uninteresting Zipped (page 8) – to move with energy and excitement Wimpy (page 9) – nervous and easily frightened <p>Chapter 2 – "BEAN HATCHES A PLAN" Discussion Questions:</p> <ol style="list-style-type: none"> How did Bean feel about her older sister, Nancy? What made her feel this way? Answer: Bean thought Nancy was a booger-head. Bean felt this way because Nancy was acting bossy and telling Bean to comb her hair or brush her teeth. (page 13) What did Bean do to help Nancy go through her stage? Do you think this helped Nancy or made things worse? Why? Answer: Bean helped Nancy through her stage by bugging her until she freaked out. Answers may vary. Sample answers include: I think Bean's actions made things worse for Nancy because she would do more things to bug Bean on purpose to get back at her. (pages 14 – 15) Why did Bean want to kick Nancy in the shin? What changed her mind? Answer: Bean wanted to kick Nancy in the shin because Nancy was trying to drive Bean crazy by being slow on purpose while trying on skirts and tops. Bean changed her mind about kicking Nancy when she got a great, helpful idea that would teach Nancy not to be such a tightwad. (page 18)
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
<p>Ivy and Bean By: Annie Barrows Grade Level: 2 / Guided Reading Level: M</p>	
<p>Introduce Theme</p>	<p>Meeting #1 Continued</p> <p>Time to Teach: Introduce Theme</p> <ul style="list-style-type: none"> Show students the cover of <i>Ivy and Bean</i>. Prompt students to use the cover art to compare and contrast the two girls (Ivy is on the left, and Bean is on the right). <ul style="list-style-type: none"> Possible answers: Ivy is wearing a dress and Bean is wearing a T-shirt and shorts. Ivy has long, curly hair, and Bean has short, straight hair. Ivy is reading a book, while Bean has a ball. Both girls are smiling.) Read the blurb on the back cover and draw attention to the fact that this story has something to do with friendship. Discuss further that the stories we read have a theme. The word theme refers to the big idea that the author wants the reader to know. Draw attention to the Theme anchor chart. Point out that there are common big ideas in books, like friendship, that themes are related to. Tell students that songs also have themes. Since they are much shorter than books, we can practice identifying themes using familiar songs. <ul style="list-style-type: none"> Tell students you are going to play three songs. Ask them to listen to the songs and think about the big ideas of each song. Share the following songs: <ul style="list-style-type: none"> Let It Go (Disney's Frozen) <ul style="list-style-type: none"> Safe Link: https://video.link/w/2v1tC Theme: Freedom, Being yourself I Just Can't Wait to Be King (Disney's Lion King) <ul style="list-style-type: none"> Safe Link: https://video.link/w/80t1C Theme: Growing up, Power, Hope I've Got a Dream (Disney's Tangled) <ul style="list-style-type: none"> Safe Link: https://video.link/w/1gnWc Theme: Dreams, Overcoming challenges, Perseverance, Regret
<p>Theme</p> <p>Theme is the big idea in a text.</p> <ul style="list-style-type: none"> Change Time Friendship Love Perseverance Hope Power Freedom Being yourself Overcoming challenges Regret 	<p>Ivy and Bean Book Club @BookPagez.com</p>

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club	
<p>Ivy and Bean By: Annie Barrows Grade Level: 2 / Guided Reading Level: M</p>	
<p>Meeting #2 Continued</p> <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessments. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms. The forms will be sent home to parents so we can discuss any questions about student progress across the Book Club). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Instruct students to read Chapters 5 – 6 independently. While reading independently, students are responsible for recording details that are related to friendship on their Friendship with Ivy and Bean graphic organizer. They are also responsible for responding to the reading using the Book Club Reading Response Board. Determine as a group when the Book Club starts again. Model how to record the assignment on their Book Club Calendar. 	<p>Ivy and Bean Book Club @BookPagez.com</p>
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Introduce Theme

Connecting Plot to the Theme

Identifying the Theme of Friendship in Other Texts

Connecting Characters and Setting to the Theme

Making Real World Connections to the Theme

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Ivy and Bean

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt - wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
Ivy and Bean

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Student Self-Evaluation Rubric

Name: _____

How I Did in Ivy and Bean Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: / 27

A Note from Your Teacher: _____

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Choose three events from the book. Write about what caused those events to happen.	What is the most important fact or idea that you read today? Why do you think so?	Write about the ways a character changed in the story and why the character changed.	Find a place in the book that caused you to feel something (happy, sad, mad). Explain why you felt the way you did.
Write about your favorite part. Explain your favorite part.	Compare and contrast two characters. Tell how they are the same and different.	Tell the genre of your text and explain how you know.	Write about the reading strategies you used to help you be a better reader.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club
Ivy and Bean

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with 2nd Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Determining Theme

Name: _____

Ivy and Bean
Book Club Focus Assessment

Determining Theme

Directions: Use what you know about determining theme in *Ivy and Bean* to answer each of the following questions.

How does this passage from the text support the theme of friendship?
"It's nice," said Bean politely. It didn't look like a witch's robe. It looked goofy.

What big idea about friendship did author Annie Barrows share in *Ivy and Bean*?

Which of the following events from the story support the theme of friendship?

A Ivy and Bean enjoyed face paint and sneaking around together.
 B Ivy pretended to be sick so Bean wouldn't get in trouble with Mrs. Trantz.
 C Bean helped Ivy improve the moons and stars on her witch's robe.
 D All of the above.

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Short answer practice

Practice with multiple choice questions

Complete Common Core Assessment

Name: _____

Ivy and Bean
CCSS Assessment

Score: _____

Directions: Use what you know about *Ivy and Bean* to answer each of the following questions.

In the beginning, Bean didn't want to be friends with Ivy because she thought she was boring. How did Bean's opinion of Ivy change by the end of the story? RL.2.5

Did Bean act the same way with Nancy as she did with Ivy? How so? RL.2.6

How did the illustrations in *Ivy and Bean* help you understand the characters better? RL.2.7

CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPagez.com

Answer Keys

Answer Key

Ivy and Bean
CCSS Assessment

Directions: Use what you know about *Ivy and Bean* to answer each of the following questions.

Where did most of the events in *Ivy and Bean* take place?
 A In Bean's house
 B In Ivy's house
 C In Mrs. Trantz's backyard
 D In Ivy and Bean's neighborhood RL.2.1

One of the themes in *Ivy and Bean* is friendship. Describe how the author developed this theme with an example from the text. (e.g. character + problem + solution).
 Answers may vary. Sample answers include: Bean was in trouble with Nancy, but Ivy helped her hide to keep her out of trouble. RL.2.2

Number the following events according to what happened 1st, 2nd, 3rd, and 4th.
 3 Mrs. Trantz caught Ivy and Bean sneaking through her yard.
 2 Ivy showed Bean her bedroom and the book of spells.
 1 Bean hid in a bush to play a trick on Nancy.
 4 Bean threw worms at Nancy. RL.2.3

Which of the following is NOT a complete sentence?
 A "You could be friends."
 B "My ankle!" RL.2.4
 C It didn't look like a witch's robe.
 D "I just learned this spell that makes you invisible." RL.2.5

CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPagez.com

One essential question for each of the 2nd grade Reading Literature standards

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 2.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Determine Theme	is not able or is beginning to determine theme	is able to use key details to determine theme some of the time.	is able to use key details to determine theme most of the time.	is able to use key details to determine theme all of the time.

If student is less than secure, he or she needs to work on the following:

- Determine key details and ideas.
- Identify problem and solution in a story.
- Recount how character's words, thoughts, and actions support the theme.
- Describe how the setting, characters, and plot support the theme.
- Relate themes to real life.

Book Club
Ivy and Bean

CCSS.BLA.LITERACY.RL.2.2 Ivy and Bean Book Club | @BookPagez.com

Running Record

Title: *Ivy and Bean* Guided Reading Text Level: M Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Easy		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	90% - 94% Accuracy	85% - 89% Accuracy	80% - 84% Accuracy	E	SC		
7								
8								

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Ivy and Bean Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Ivy and Bean correlate with the following English Language Arts Common Core State Standards for second grade.
Book Club Lesson Plan and Resources
Reading: Literature
RI.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2 – Describe how characters in a story respond to major events and challenges.
RI.3 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.7 – Use information gained from the illustrations and words in a print or digital text to generate understanding of its characters, settings, or plot.
RI.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with accuracy and as needed at the highest end of the range.
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.1.1 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.2 – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.1.3 – Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2 – Account or describe key ideas or details from a text read aloud or information presented visually or through other media.
SL.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.4 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language
L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, <i>he</i> makes me happy).

Book Club
Common Core Alignment

Common Core State Standards Correlation
Ivy and Bean Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Ivy and Bean correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Lesson Plan and Resources
Language
L.1.4b – Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5a – Identify real-life connections between words and their use (e.g., describe foods that are <i>juicy</i> or <i>icy</i>).
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Vocabulary Connections
Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club
Ivy and Bean

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. Respeto a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espero tu turno para compartir Use lenguaje respetuoso. Escucha cuidadosamente 	<ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club
Ivy and Bean

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Ivy and Bean Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes yo preparé mi tarea en el Club de libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante yo participé en el Club del libro.
Tengo mis materiales.				
Compartí mi pensamiento.				Después yo escribí mi reflexión.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me preparé para la próxima reunión.				

Nota: _____ / 27 Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

Elija un evento del libro. Escriba sobre qué causó que ocurriera el evento.	¿Cuál es el hecho o idea más importante que lees hoy? ¿Por qué piensas eso?	¿Quién es el personaje principal? ¿Cómo cambió el personaje principal en la historia? ¿Por qué cambiaron?	Busca un lugar en el libro que te haga sentir algo (feliz, triste, enojado). Explica por qué te sentiste de la manera en que lo hiciste.
Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.			
Direcciones: Elija una de las opciones de respuesta de la pizarra. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.			

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Direcciones: Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.

Book Club
Ivy and Bean

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