

ivy + BEAN

MAKE THE RULES

BOOK 9

By Annie Barrows + Sophie Blackall

ABOUT THE BOOK

Bean's older sister, Nancy, is going to Girl Power 4-Ever Camp, where she will do crafts and music and first aid and other secret things that Bean will never know about because you have to be eleven to go to Girl Power 4-Ever Camp. Bean doesn't care. She doesn't want to go to camp. She wouldn't go even if they begged her. So ha. So ha ha. So—wait a second! Bean and Ivy can make their own camp, their own *better* camp.

Welcome to Camp Flaming Arrow, where counselors Ivy and Bean will give a whole new meaning to crafts, music, first aid, and hands-on learning!

EVERYONE LOVES IVY + BEAN!

- ★ "Ivy and Bean are irresistible."
—Kirkus Reviews, starred review
- ★ "Will make readers giggle."
—Booklist, starred review
- ★ "Just right for kids moving on from beginning readers."
—Publishers Weekly, starred review
- "Defies expectations of what an early chapter book can be."
—School Library Journal



LAUGH + LEARN

Classroom Extensions for *Ivy + Bean Make the Rules*

READ-ALOUDS IN THE CLASSROOM

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 *Ivy and Bean Make the Rules*. 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 CIRCLE ACTIVITIES

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 *Ivy and Bean Make the Rules*. 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.

I REMEMBER WHEN...

In *Ivy and Bean Make the Rules*, Bean chooses to overcome the limitations of being seven-years-old by enlisting Ivy to help her create a camp of their very own. As a journaling activity, ask students to write "I remember when..." and share a memory of when they overcame a limitation placed on them because of age, size, ability, etc. An example to share might be, "I remember when I was able to ride my bike by myself for the first time." Remind students to include sensory details. What do they remember seeing, hearing, smelling, tasting, feeling? How did that experience impact them (best parts, worst parts)? After completing the journal entry, ask students to share their experiences with their classmates.

LOCATION! LOCATION! LOCATION!

Ivy and Bean host Camp Flaming Arrow in one of their favorite locations, Monkey Park. Have students consider their town. How many parks can they name? Brainstorm with them to name as many as possible. Do students have any favorites? If so, ask them what it is about this particular park that appeals to them. Next, offer students the chance to do some basic research—take students to the city's website for information from the Parks and Recreation department while considering:

- How many parks are maintained by the city?
- What are the sizes of the parks?
- What special features do they have?
- Are the parks named after anyone? If so, who and why?

Have students create a brochure for the city which highlights the offerings of the Parks and Recreation department or alternatively, a specific park. As a way to extend their experience, contact the local the Parks and Recreation department to arrange for a speaker to come present to your class or alternatively, locate a park within walking distance to visit and explore.



A WALK IN THE PARK

Monkey Park is the perfect home for Camp Flaming Arrow since it has all the elements needed to make Ivy and Bean's camp a success! With paper, pencils, and a ruler in hand, arrange to take students to walk to a nearby local park. Have them draw a diagram of the park, being sure to include any specific features that are unique to the facility (similar to the monkey fountain in Mrs. Taylor Hopper Ansuch Memorial Park in *Ivy and Bean Make the Rules*). Next, put students in small groups and ask them to brainstorm ways they could utilize any special features of the park, or alternatively, what features they would like to see added to the park. Next, have them create a camp program (determining what they'd like to offer in their camp) and locate where they would execute each of their featured activities. After returning to school, have the groups take their sketched out, rough draft diagrams and camp plans and execute a polished, finished copy for sharing and display.

WHO HAS THE CAMP CRUNCHY MUNCHIES?

Food (and eating) is a big part of the camp experience. Help students research the best types of foods to be served to camp attendees. Using *Ivy and Bean Make the Rules* as inspiration (Neanderthal Nachos, perhaps?), have students participate by discovering delicious recipes that would make the ultimate camp food. Take submissions to a classroom vote and select a handful of favorite dishes that could be prepared by the class. Ask parents to donate supplies, and your students can practice being master chefs. Don't be afraid of a little mess—Ivy and Bean would encourage it! After helping prepare the dishes and devouring the yummy goodness, allow students an opportunity to design a recipe card to be compiled with other recipes and shared with the entire class.

JUDGE THAT BOOK BY ITS 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 *Ivy and Bean Make the Rules*, making sure to consider the important elements in the novel. Alternatively, select a specific scene contained in a book and create original illustrations.

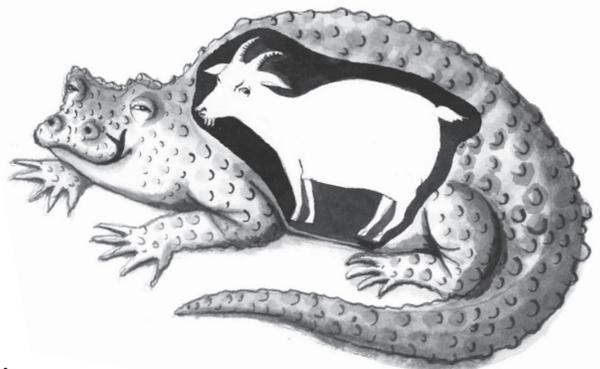
CATCH THE KOMODO DRAGON

While serving as counselors of their camp, Ivy and Bean play a round of Capture the Komodo dragon. Help students investigate what Komodo dragons are. Using the library and the internet, allow them to learn more about the following:

- Are Komodo dragons animals? If not, how are they classified?
- What are common features of these creatures?
- Where are they typically found/located?
- What's the gestational period of Komodo dragon and how long does it take for eggs to typically hatch?

Create a "fact frame" summarizing and paraphrasing the information learned. Two fun facts to get you started:

1. Komodo dragons do not poop! (It's true!)
2. A Komodo dragon's saliva contains at least 57 strains of bacteria.



CAMP CODE OF CONDUCT

No camp runs without rules, even Ivy and Bean's Camp Flaming Arrow! Begin by surveying the class to see how many students have attended some kind of camp. Be sure to ask the following: What are the things you remember about your camp experience? What was your favorite part of attending camp? What was your least favorite part about attending camp? Why is it necessary to have rules? When they are ready, distribute the Camp Code of Conduct reproducible and ask students to write a code of conduct for their own camp, being sure to include rules even Ivy and Bean would follow. Remind students that the most important rule of camp is to have FUN!

CAMP CODE OF CONDUCT

1 Have FUN!

2 Use your imagination

3

4

5

6

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10



chronicle books

IVY + BEAN MAKE THE RULES: Book #9
By Annie Barrows + Sophie Blackall
CHRONICLEBOOKS.COM/IVYANDBEAN



HISTORICAL GREATS

Researching a person in history often feels like a great deal of work, but for Ivy and Bean, learning more about Boudicca, Queen of the Britons from Ivy's book, *Daredevils in Dresses: Heroines of History*, becomes great fun (with some good laughs) as they reenact Boudicca's exploits with their campers (including a grand camp finale featuring an awesome sword fight/trash picking adventure). Ask students to consider someone from history that they admire and then research the following:

- Biographical information
- What did this person accomplish?
- Why are they worthy of your admiration?

After asking them to find out all they can, host a presentation day and encourage students to come to class dressed as their favorite historical figure and be prepared to introduce and tell all about themselves to their classmates.

ALL ABOUT CAMPS!

Small camps like Girl Power 4-Ever Camp are important businesses to communities throughout the country. After placing students in small groups, have them research and select a local camp (or one in your region or state) and make an appointment to interview the owner/manager in person or alternatively, interview them via email. Consider asking the following questions:

- What is the goal of your camp?
- When was your camp established?
- How often does it run?
- Is it a day camp or sleep away camp?
- How many campers attend?
- What special programs do you offer?
- Are most of your campers local?
- What's the best/worst part of owning/running a camp?

After the interview is completed, have students create a thank you card to send to the interviewee. Next, have groups create a digital report of their choosing detailing their findings to be shared with the class.



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. Whata weirdo. Now she lives in Northern California with her husband and two daughters. Visit her at 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.

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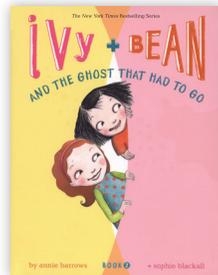
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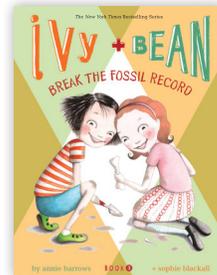
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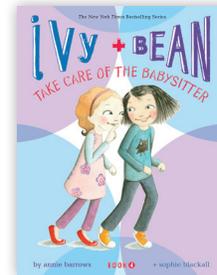
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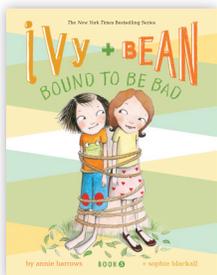
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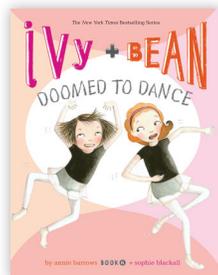
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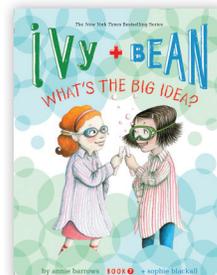
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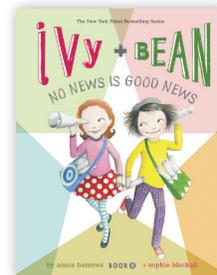
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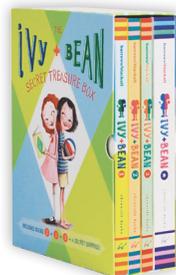


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