

BILLY BROWN AND THE BELLY BUTTON BEASTIE

First Grade

Outcome:

Students will show an understanding of the story through reading, writing, acting, language arts, and character building activities.

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Unlined paper

Crayons or markers

Pencils

“Scrambled Word Order” worksheet

Lined paper

Blackboard or Whiteboard

Optional:

MacDonald, Margaret Read. *Conejito*. Little Rock: August House, 2006.

INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher asks students to:

- Share their ideas of what a beastie is.
- Name stories or movies that have a beastie and describe the beastie.

Teacher Reads the Story:

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Unlined Paper

Crayons or markers

Directions:

Teacher:

- Informs students they will listen to a story about a monster and to listen carefully so they will be able to draw a picture of the beastie.
- Reads the story to students without showing the cover or the illustrations.
- Asks students to draw what they think the Belly Button Beastie looks like.
- Share their drawings with the class and discuss their drawings.
- Rereads the story and shows the illustrations.
- And students compare the book’s illustrations with the students’ drawings.

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Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- Describe Billy Brown.
- What did Billy's mama tell him when she tucked him into bed?
- What did Billy do after his mama turned out the light?
- What happened after Billy fell asleep?
- Describe the Belly Button Beastie.
- What did the Belly Button Beastie say?
- What did the Belly Button Beastie do?
- Where did the Belly Button Beastie put Billy's belly button?
- How did Billy feel when he woke up in the morning?
- What happened when Billy drank some milk?
- What happened when Billy took a bath?
- How did he get all the bubbles out of his belly?
- What did Billy's friends say when they saw him at school?
- How did Billy's friends try to help him?
- What did Billy do with the chocolate?
- How did Billy trick the Belly Button Beastie into returning to his room?
- How did Billy scare the Belly Button Beastie?
- What did the Belly Button Beastie say when he saw the chocolate?
- What deal did Billy make with the Belly Button Beastie?
- What did the Belly Button Beastie do with the chocolate?

Interpretation:

- Do you kick off your covers when you sleep?
- Did Billy believe in the Belly Button Beastie when his mama warned him?
- Why didn't Billy tell his mama?
- What do you think would have happened if he told his mama?
- How were Billy's friends helpful?
- What kinds of things did they pull out of their pockets?
- What do you have in your pockets you might offer Billy?
- If Billy was your friend, what advice would you have given him?
- What kind of deal did Billy make with the Belly Button Beastie?
- How do you think Billy felt when he looked into the Belly Button Beastie's bag and saw *all* the belly buttons?
- What kind of deal would you make?
- Is the Belly Button Beastie scary or funny?
- What is scary about the Belly Button Beastie?
- What is funny about the Belly Button Beastie?
- How did Billy feel at the end of the story?
- Could someone really lose a belly button?

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Follow Up Activities:

• **Alliteration**

Materials:

Unlined paper
Crayons or markers

Directions:

Teacher:

- Asks students what alliteration is (repetition of an initial sound in two or more words in a phrase).
- Asks students to identify alliteration in the title of the story, *Billy Brown and the Belly Button Beastie*.
- Asks students to create a being (like the Belly Button Beastie) that has an alliterative name.
- Asks students to draw a picture of their being and write its name on the paper.
- Asks students to show their pictures to the class and share their alliterative names.

• **Point of View**

Directions:

Teacher:

- Instructs students to tell the story from the point of view of Billy, the Belly Button Beastie, or one of Billy's friends.
- Asks students how the story differs when the story is told by a different character.

• **Verbs**

Materials:

Book, *The Belly Button Beastie*

Directions:

Teacher:

- Asks students what a verb is (a part of speech that tells how someone acts or feels; an action word or being word).
- Rereads the story to students.
- Asks students to identify the action words on each page.
- Asks students to name and pantomime different actions words.

• **Onomatopoeia**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

- Asks students what the word "onomatopoeia" means (a word that sounds like its meaning).
- Informs students that "oink," "buzz," "pop," and "splash" are onomatopoeic words.
- Rereads the story or students take turns each reading a page of the story aloud and identifying the onomatopoeic words.
- Asks students to suggest onomatopoeic words that are not in the story.

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Follow Up Activities cont.:

• Syllable Walk

Directions:

Teacher:

- Informs students that a syllable can be part of a word or a whole word. Each syllable must have a vowel sound, but does not have to have a consonant sound.
- Tells students they can clap once for each syllable (1) to help determine the number of syllables in words and (2) to see how the words can be broken apart into syllables.
- Demonstrates the concept of syllables by using the names of students or classroom objects.
- And students practice clapping once for each syllable in different words.
- Informs students that they are going to do a “syllable walk.”
- Says the following words and students repeat these words while stepping forward heel to toe, one step for each syllable. When students reach the other side of the room, or a predetermined spot, they turn around and “syllable walk” back to start.

Billy	chin	slimy	thousands
Brown	asleep	unwrapped	exactly
chocolate	snag	belly-buttonless	moment
goodnight	squinty	pockets	anything
scared	eyes	bubblegum	best
curly	drippy	perfectly	friend
black	nose	gloated	another
kicking	sloppy	plug	stolen
covers	mouth	disappeared	pretended
round	floppy	nothing	floating
tucked	voice	funny	single
beastie	shiver	trickling	fix

• Friendship Skits

Directions:

Teacher:

- Reminds students that Billy’s friends tried to help him and told him not to give up.
- Asks students to share experiences they have had with helpful friends.
- Asks students to share a time when they helped a friend.
- Divides class into small groups and tells each group to create a skit about friends helping a friend.
- Asks each group to show its skit to the class and leads a discussion about the skit.

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Follow Up Activities cont.:

• **Make a Commercial**

Directions:

Teacher:

- Tells students Billy Brown didn't know about the Belly Button Beastie until his mama told him. His friends didn't know until Billy told *them*.
- Divides class into small groups.
- Instructs students to create a commercial which instructs children to listen to their parents and to beware of the Belly Button Beastie.
- Asks each group to present its commercial to the class.

• **Word Pictures**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Crayons or markers

Unlined Paper

Directions:

Teacher:

- Tells students words can be written in interesting ways to express certain ideas.
- Informs students that Baird Hoffmire, the illustrator and designer of the book, gave a great deal of thought to where the words in the story would be placed on each page and how the words would be written.
- Reviews the story with students and helps them discover ways the words are written to express ideas. (e.g. On the third page of the story, the words "smack," "click," "twisted," "turned," "flipped," "flopped," and "Fwump" are written differently than the rest of the text. The way they are written expresses movement and shows that the story flows.)
- And students brainstorm other words and expressive ways they can be written.
- Asks students to choose three words and write them in an expressive way. (e.g. The word "cold" can be written in shaky letters so the letters appear to be shivering, or the word "tall" can be written in long letters.)

• **Scrambled Sentence Order**

Materials:

"Scrambled Sentence Order" worksheet

Pencils

Directions:

Students rewrite the sentences by putting the words in a sensible order, remembering to start each sentence with a capital letter and end each sentence with a period.

1. scared I'm of the not Beastie Belly Button (I'm not scared of the Belly Button Beastie.)
2. belly I button have bag a (I have a belly button bag.)
3. milk a Billy glass drank of (Billy drank a glass of milk.)
4. gave friend him Billy's chocolate (Billy's friend gave him chocolate.)
5. Belly Billy the scared Beastie Button. (Billy scared the Belly Button Beastie.)
6. Beastie the chocolate ate the Button Belly (The Belly Button Beastie ate the chocolate.)

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Extension Activities

• Vowels

Materials:

Lined paper

Pencils

Blackboard or Whiteboard

Directions:

Teacher:

- Writes the title of the book (*Billy Brown and the Belly Button Beastie*) on the board and asks students to identify the vowels in the words. Teacher informs students the title contains every vowel.
- Asks students to write each vowel on a sheet of paper, 1 vowel per line.
- Assigns each student a page of the book to reread and record the number of vowels found in the words on that page. Students use tally marks to record vowels found.
- Each student reports his/her results to the class.

• Compare and Contrast

Materials:

Book, *Conejito*

Directions:

- Teacher reads *Conejito* by Margaret Read MacDonald. This tale from Panama tells of a clever rabbit who outwits a tiger who threatens to eat him.
- Students compare and contrast the rabbit with Billy Brown.
- Students compare and contrast the method each character used to solve his problem.

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Name _____ Date _____

Scrambled Word Order

Directions: Rewrite the sentences by putting the words in the correct order. Remember to begin each sentence with a capital letter and end each sentence with a period.

1. scared I'm of the not Beastie Belly Button

2. belly I button have bag a

3. milk a Billy glass drank of

4. gave friend him Billy's chocolate

5. Belly Billy the scared Beastie Button

6. Beastie the chocolate ate the Button Belly
