

# BILLY BROWN AND THE BELLY BUTTON BEASTIE

Second Grade

## **Outcome:**

Students will show an understanding of the story through reading, writing, drawing, predicting, and character education.

## **Materials:**

Book, *Billy Brown and the Belly Button Beastie*

“Story Information” worksheet

Pencils

Blackboard or Whiteboard

Lined paper

Unlined paper

Crayons or markers

Large sheets of paper

Long sheets of paper

## **Optional:**

Hamilton, Martha and Mitch Weiss. *The Ghost Catcher*. Atlanta: August House, 2008.

## **INSTRUCTIONAL PLAN**

### **Introduction:**

#### **Materials:**

“Story Information” worksheet

Pencils

Blackboard or Whiteboard

#### **Directions:**

Teacher:

- Informs students that they will be making predictions about a story they will be reading.
- Gives each student a copy of the “Story Information” worksheet.
- Reviews the “Story Information” worksheet with students.
- Writes the following phrases on the board.
- Asks students to write the phrases from the board on the worksheet where they think they fit. Asks students to draw how they think the characters will look.

Billy’s mama

Billy Brown and the Belly Button Beastie

Bobby & Sherry Norfolk

The Belly Button Beastie

Billy Brown

Billy makes a deal with the Belly Button Beastie.

Billy’s house

Billy’s belly button is stolen.

Billy’s friends

# BILLY BROWN AND THE BELLY BUTTON BEASTIE

Second Grade

## **Introduction cont.:**

Billy's school

Billy uses chocolate to trick the Belly Button Beastie.

The Belly Button Beastie won't give back Billy's belly button.

Baird Hoffmire

## **Teacher Reads the Story:**

### **Materials:**

Book, *Billy Brown and the Belly Button Beastie*

### **Directions:**

Teacher:

- Informs students they will read a story that corresponds to their worksheets.
- Reads story.
- Asks students to see how accurate their predictions were on the "Story Information" worksheet.
- Asks students to correct the "Story Information" worksheets if they sequenced any phrase incorrectly.
- Asks students what clues they used to help them determine the possible sequence of the story.

## **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 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?

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Second Grade

## **Questions for 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?
- If Billy was your friend, what would you have told him to do?
- How do you think Billy felt when he looked into the Belly Button Beastie's bag and saw *all* the belly buttons?
- 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?
- What lesson did Billy learn?

## **Follow Up Activities:**

- **Diary Entry**

### Materials:

Pencils

Lined paper

### **Directions:**

Teacher:

- Divides the class into two groups.
- Asks one group to pretend they are Billy and the other group to pretend they are the Belly Button Beastie.
- Asks students to write 2 diary entries:
  - An entry from the night The Belly Button Beastie took Billy's belly button.
  - An entry from the night he and Billy made a deal.
- Reminds students the diary entries should be written from the perspective of the character assigned to each of them.
- Asks students to read their entries aloud.
- Asks students how the entries written from Billy's point of view differed from the entries written from the Belly Button Beastie's point of view.

# BILLY BROWN AND THE BELLY BUTTON BEASTIE

Second Grade

## **Follow Up Activities cont.:**

### • **Bird's Eye View**

#### Materials:

Book, *Billy Brown and the Belly Button Beastie*

Unlined paper

Crayons or markers

Pencils

#### **Directions:**

Teacher:

- Shows students the illustration of Billy's room from a bird's eye view on the sixth page of the book.
- Explains that the illustration shows the room as a bird flying overhead would see it, looking down.
- Discusses with students how this illustration would look different if it was drawn from a different angle or view.
- Asks students to draw the classroom or a room from their home from a bird's eye view.
- Asks students to show their pictures to the class and describe them.

### • **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.

### • **Items in your pocket**

#### Materials:

Pencils

Lined paper

Blackboard or Whiteboard

#### **Directions:**

Teacher:

- Asks students to name the objects Billy's friends pulled out of their pockets to help Billy plug the hole in his belly (bubblegum, string, tape, frogs, worms, bugs, and chocolate).
- Asks students to make a list of the 5 things they think most people will have in their pockets.
- Asks students to survey other students, teachers, and staff members at school and record what they have in their pockets.
- Asks students to report their findings.
- Records results on the board.

# BILLY BROWN AND THE BELLY BUTTON BEASTIE

Second Grade

## **Follow Up Activities cont.:**

### **Items in your pocket cont.**

- And students identify the five most common objects that were found in the pockets of people surveyed.
- Assists students in creating bar graphs to depict how many people had each of the five most popular items in their pockets.
- Divides class into small groups; each group discusses predictions and findings.

### • **Character Education**

#### **Directions:**

Teacher:

- Tells students this story teaches the character traits of courage, fairness, and resourcefulness.
- Discusses the meaning of each character trait and asks students to share personal experiences pertaining to these traits.
- Asks students to work in small groups to create a skit about one of these character traits.
- Asks each group to show its skit to the class while classmates guess which trait is depicted.

### • **Make a Commercial**

#### **Directions:**

Teacher:

- Asks students what role chocolate played in the story.
- Asks students to describe chocolate, including different types of chocolate, how it looks, how it tastes how people feel when they eat it, etc.
- Divides class into small groups and asks each group to make a commercial about chocolate. Each commercial should describe chocolate and tell *why* someone would want to buy it.
- Asks students if chocolate could solve problems other than needing to plug a hole in someone's belly; suggests brainstorming those problems and solutions.
- Asks each group to present its commercial to the class.

### • **Create a Poster**

#### **Materials:**

Large sheets of paper

Crayons or markers

#### **Directions:**

- Teacher reminds students Billy's friends had not heard about the Belly Button Beastie until Billy showed them his belly button had been stolen.
- Students create a colorful poster warning other children about the Belly Button Beastie.

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Second Grade

## **Follow Up Activities cont.:**

### **• Problem Solving**

#### **Directions:**

- Teacher informs students that when the authors of the story, Bobby and Sherry Norfolk, tell the story to groups of children, they work on problem solving. The first step in problem solving is identifying the problem.
  - What problem did Billy identify first? (The need to plug the hole in his belly) Billy spent a lot of time trying to brainstorm solutions to that problem.
  - What was the real problem? (Billy needed to get his belly button back.) Once he discovered the real problem did he have any trouble solving it?
  - What are some other (non-violent) ways Billy could have solved his problem?

### **• Story Rewrite**

#### **Materials:**

Pencils

Lined paper

#### **Directions:**

- Teacher asks students to create a new solution to Billy's problem and write a different ending to the story.
- Students read their alternative endings to the class.

### **• Illustrator's Insight**

#### **Materials:**

Book, *Billy Brown and the Belly Button Beastie*

#### **Directions:**

Teacher:

- Informs students that the illustrator of the story, Baird Hoffmire, wanted the children and the Belly Button Beastie to stand out on the pages. He accomplished this by making the characters colorful and dynamic. In contrast, he made most of the background monochromatic (one color) and flat.
- Reviews the illustrations and has a different student identify how the illustrator did this on each page.
- Asks students to share how this makes you focus on the characters (rather than the background) on each page.
- Asks students how the illustrator portrayed the adult (Billy's mama) in the illustrations. (He did not want to show any adults, because he wanted the reader to enter a child's world. Only the back of Billy's mama and her arm and hand are shown. In both of these illustrations, she blends into the background and does not stand out.)
- Teacher tells students that the illustrator gave a great deal of thought as to where the text (story words) would be written on each page. On many pages, the way particular words are written echoes the meaning of the words. The illustrator wanted the words to flow through the story and also be part of the art.
- Reviews each page of the story and asks students to comment on how and where the illustrator placed the words on each page.

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Second Grade

## **Follow Up Activities cont.:**

### • **Story Board**

#### Materials:

Long sheets of paper

Crayons or markers

#### **Directions:**

- Teacher asks students to each work with a partner to create and illustrate a story board of the events in a story they create.
- Students share their story boards with the class.

## **Extension Activity:**

### • **Compare and Contrast**

#### Materials:

Book, *The Ghost Catcher*

#### **Directions:**

- Teacher reads *The Ghost Catcher* by Martha Hamilton and Mitch Weiss. This folktale from Bengal features a clever barber who outwits a ghost wanting to eat him.
- Students compare and contrast the barber with Billy Brown.
- Students compare and contrast the way each character solved his problem.
- Teacher points out common themes including courage and resourcefulness.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Story Information

Directions: Write in the correct information by the headings. Draw the characters and label them.

**Title:** \_\_\_\_\_

**Authors:** \_\_\_\_\_

**Illustrator:** \_\_\_\_\_

**Characters:** \_\_\_\_\_

\_\_\_\_\_

**Setting:** \_\_\_\_\_

\_\_\_\_\_

**Problems:** \_\_\_\_\_

\_\_\_\_\_

**Solutions:** \_\_\_\_\_