

BILLY BROWN AND THE BELLY BUTTON BEASTIE

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussing, acting, retelling, sorting, and exploring body parts and bubbles.

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Long sheets of paper

Markers

“Same and Different” worksheets

Crayons

“Letter B” worksheet

1 Large clean container, such as a dishwashing basin

4 ½ Cups water

½ Cup good quality dish detergent (such as Joy® or Dawn®, without added lotion)

¼ Cup glycerin

Bubble wands or wire twisted into bubble wands

1 Clear shoe box-size container filled with assorted buttons

Cooking Materials:

1 Large pot

Stove

Paper Plates

Plastic forks

Napkins

Ingredients:

1 (16 oz) package Capelletti Pasta

Water

Melted Butter or Pasta Sauce

INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher:

- Leads students in singing the song, “Head, Shoulders, Knees, and Toes,” while demonstrating accompanying hand motions (i.e. tapping the corresponding body parts as they are named).
 - Head, shoulders, knees, and toes; knees and toes
 - Head, shoulders, knees, and toes; knees and toes
 - Eyes and ears, and mouth, and nose;
 - Head, shoulders, knees, and toes, knees and toes

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Introduction cont.:

- Adds new verses that include other body parts to the song. The following lines are each substituted for the third line of the song, one line, each time the song is sung.
 - Belly button, elbow, and nose
 - Ankle, wrist, and hips, and nose
 - Neck and chest, stomach and nose
 - Chin and fingers, thighs and nose
 - Back and waist, and calves and nose
 - Hands and knuckles, lips and nose

Teacher Reads the Story:

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

- Tells students they will listen to a story about a little boy who loses his belly button.
- Shows students the cover of the book and asks, “What is this boy thinking?”
- Reads the story, pausing throughout the story to allow students to predict what will happen next or how a problem will be solved.

Questions for Assessing Students’ Comprehension:

- Who is this story about?
- 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?
- What happened when Billy drank some milk?
- What happened when Billy took a bath?
- What did Billy’s friends do to try to help him?
- If Billy was your friend, what advice would you have given 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 deal did Billy make with the Belly Button Beastie?
- What did the Belly Button Beastie do with the chocolate?

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Questions for Interpretation:

- Did Billy believe in the Belly Button Beastie when his mama warned him?
- Do you kick off your covers when you sleep?
- The Belly Button Beastie said, "...Your belly button I will snag." What does "snag" mean? (Teacher asks students to pantomime the action of snagging something.)
- Why didn't Billy tell his mama?
- What do you think would have happened if he had told his mama?
- Did Billy make a good deal with the Belly Button Beastie? Why or why not?
- Is the Belly Button Beastie a scary or funny monster?
- 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 would you have done if you met the Belly Button Beastie?

Follow Up Activities:

• **Simon Says**

Directions:

Teacher:

- And students review body parts used in the introductory activity.
- Plays "Simon Says" with students—incorporating body parts in Simon's commands. (Example: "Simon says touch your belly button.")

• **Body Tracings**

Materials:

Long sheets of paper

Markers

Directions:

Teacher:

- Creates a body tracing of each student by tracing the outline of his or her body as he or she lies on a long sheet of paper.
- Reviews body parts by naming them as he or she traces around them (head, shoulders, arms, hands, fingers, etc.).
- And students count to five together as teacher traces around the fingers on each hand.
- Asks students to personalize their body tracings by drawing hair, facial features, and a belly button.

• **Retell the Story**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher shows students the illustrations, page by page, and students retell the story.

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Follow Up Activities cont.:

• **Act It Out**

Directions:

Teacher:

- Divides the class into groups of 6 students.
- Asks students to choose to be Billy, the Belly Button Beastie, Billy's mama, or one of Billy's friends.
- Instructs each group to act out the story.

• **Same and Different**

Materials:

"Same and Different" worksheets

Crayons

Directions:

Students circle the 2 belly buttons in each row that are the same.

• **Letter B**

Materials:

"Letter B" worksheet

Crayons

Directions:

- Teacher and students name each picture.
- Students color the pictures that begin with the /b/ sound.

• **Moral of the Story**

Directions:

- Teacher asks students what lessons Billy Brown learned (listen to your parent(s), don't give up, be resourceful, etc.).
- Teacher divides students into small groups and instructs them to create a skit about why children should listen to their parents.
- Students present their skit to the class.

• **Would You Trade?**

Directions:

Teacher:

- Asks students what trade Billy Brown made.
- Asks students to share a time when they traded something with someone.
- Tells students they will play a game called, "Would You Trade?"
 - Students sit in a circle and each student (one at a time) speaks to the neighbor to his or her *left*.
 - While each student takes a turn, the class listens.

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Follow Up Activities cont.:

Would You Trade? cont.

- Player #1 proposes an absurd trade to the person sitting to his/her left. (Example: Would you trade a paper clip for a car?)
- Player #2 listens to the trade and answers “Yes, because...” or “No, because...” and explains his or her answer.
- After each student has had a turn, a second round begins, with a different objective. Each student proposes what he or she thinks is a fair trade to the person sitting to his or her *right*. That student answers “Yes, because...” or “No, because...” and explains his or her answer. (Example: Would you trade a paper clip for a sheet of paper?)

Extension Activities:

• **Making Bubbles**

Materials:

1 Large clean container, such as a dishwashing basin

4 ½ Cups water

½ Cup good quality liquid dish detergent (such as Joy® or Dawn®, without added lotion)

¼ Cup glycerin (available at drug stores)

Bubble wands or wire twisted into bubble wands

Directions:

Teacher:

- Asks students what happened when Billy Brown sat down in the bathtub.
- Combine all ingredients but do not shake.
- And students dip wands into solution and blow bubbles.

• **Sorting Buttons**

Materials:

1 Clear shoe box-size container filled with assorted buttons

Directions:

Teacher:

- Asks students to describe several of the buttons.
- Demonstrates sorting the buttons by size, by making piles of small, medium, and large buttons.
- Asks students to sort buttons by color.
- Asks students to sort buttons by number of holes.
- Asks students how they think Billy was able to find his belly button when he looked in the big bag full of buttons. (He looked for one that was perfectly round and brown.)

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Extension Activities cont.:

- **Belly Button Pasta** YIELD: 24 very small servings

Materials:

1 large pot
Stove
Paper plates
Plastic forks
Napkins

Ingredients:

1 (16 oz) package Capelletti Pasta
Water
Melted Butter or Pasta Sauce

Directions:

1. Cook pasta according to package directions.
2. Serve the belly button-shaped pasta with melted butter or the sauce of your choice.

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Name _____ Date _____

Same and Different

Directions: Circle the 2 belly buttons that are the same in each row.

1.



2.



3.



4.



5.



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Name _____ Date _____

Letter B

B b

