

# Billy Brown and the Belly Button Beastie

By Bobby and Sherry Norfolk

## **Outcome:**

Students 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.

## **About the Book:**

### Guided Reading:

K

### Lexile Level:

720L

### Character Traits:

Courage

Fairness

Resourcefulness

### Region:

African-American

### ISBN:

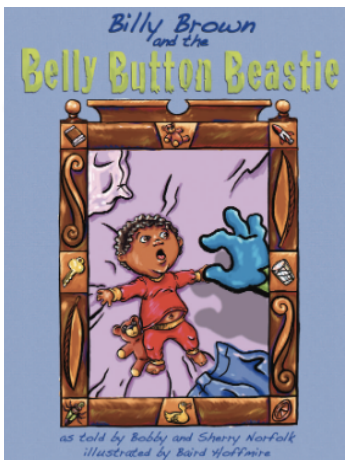
978-0-8748-3831-2

## **Instructional Plan**

### Introduction:

#### Directions:

- Teacher asks students to share their ideas of what a “beastie” is.
- Students name stories or movies that have a beastie and describe the beastie.



# Billy Brown and the Belly Button Beastie

First Grade

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.RL.1.1:

Ask and answer  
questions about  
details

CCSS.ELA-  
LITERACY.SL.1.5:  
Add visual displays to  
descriptions

## Instructional Plan Continued:

### Teacher Reads the Story:

#### Materials:

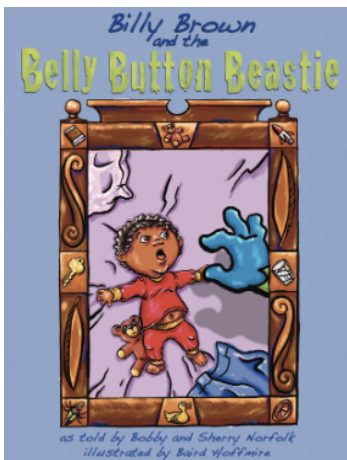
- Unlined paper
- Crayons or markers

#### Directions:

- Inform 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.
- Read the story to students without showing the cover or the illustrations.
- Ask students to draw what they think the Belly Button Beastie looks like.
- Share their drawings with the class and discuss their drawings.
- Reread the story and show the illustrations.
- Students compare the book's illustrations with the students' drawings.

## 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?



# Billy Brown and the Belly Button Beastie

First Grade

## **Questions for Assessing Students' Comprehension** **Continued:**

- What deal did Billy make with the Belly Button Beastie?
- What did the Belly Button Beastie do with the chocolate?

## **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 kind 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 give 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?

### **Common Core**

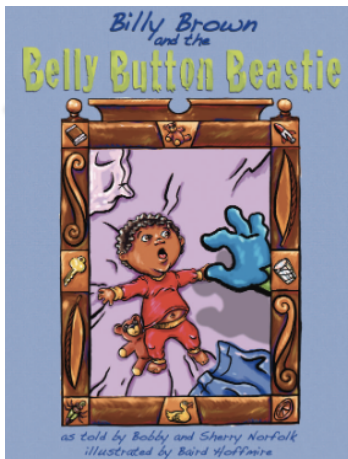
#### **Standards:**

CCSS.ELA-  
LITERACY.SL.1.1:

Participate in  
collaborative  
conversations with  
diverse partners

CCSS.ELA-  
LITERACY.RL.1.1:

Ask and answer  
questions about  
details



# Billy Brown and the Belly Button Beastie

First Grade

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.RL.1.6:

Identify the narrator at various points

CCSS.ELA-  
LITERACY.L.1.1.E:

Use verbs to convey a sense of past, present, and future

## **Follow Up Activities:**

### **Alliteration**

#### **Materials:**

- Unlined paper
- Crayons or markers

#### **Directions:**

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

### **Point of View**

#### **Directions:**

- Instruct students to tell the story from the point of view of Billy, the Belly Button Beastie or one of Billy's friends.
- Ask students how the story differs when a different character narrates.

### **Verbs**

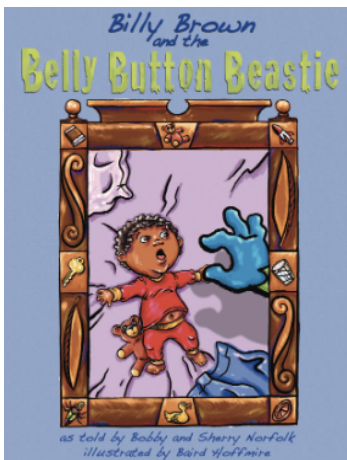
#### **Directions:**

- Ask students what a verb is (and action word or a being word).
- Reread the story to the students.
- Ask students to identify the action words on each page.
- Ask students to name and pantomime different action words.

### **Onomatopoeia**

#### **Directions:**

- Ask students what the word "onomatopoeia" means (a word that sounds like its meaning).
- Inform students that "oink," "buzz," "pop," and "splash," are onomatopoeic words.
- Reread the story or allow students to read each page of the story aloud and identify onomatopoeic words.
- Students suggest onomatopoeic words not in the story.



# Billy Brown and the Belly Button Beastie

First Grade

## **Follow Up Activities Continued:**

### **Syllable Walk**

#### **Directions:**

- Inform 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.
- Tell students they can clap once for each syllable 1) to help determine the number of syllable in words and 2) to see how the words can be broken apart into syllables.
- Demonstrate the concept of syllables by using the names of students or classroom objects.
- Students practice clapping once for each syllable in different words.
- Informs students that they are going to do a “syllable walk.”
- Say the words listed below. Students repeat these words while stepping forward head 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	Tucked	Mouth	Gloated
Brown	Beastie	Floppy	Plug
Chocolate	Chin	Voice	Disappeared
Goodnight	Asleep	Shiver	Nothing
Scared	Snag	Slimy	Funny
Curly	Squinty	Unwrapped	Trickling
Black	Eyes	Belly-buttonless	Thousands
Kicking	Drippy	Pockets	Exactly
Covers	Nose	Bubblegum	Moment
Round	Slobbery	Perfectly	Anything
Best	Another	Stolen	Friend
Pretended	Floating	Single	Fix

### **Friendship Skits**

#### **Directions:**

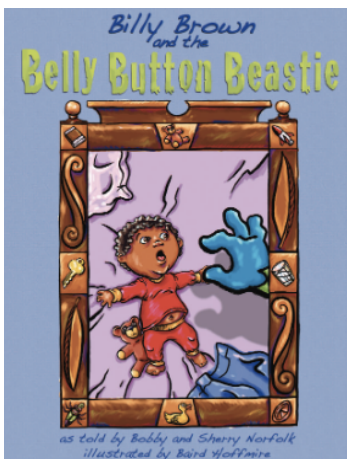
- Remind students that Billy’s friends tried to help him and told him not to give up.
- Ask students to share experiences they have had with helpful friends.
- Ask students to share a time they helped a friend.

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.SL.1.1:

Participate in  
collaborative  
conversations with  
diverse partners



# Billy Brown and the Belly Button Beastie

First Grade

## **Follow Up Activities Continued:**

### **Friendship Skits Continued**

- Remind students that Billy's friends tried to help him and told him not to give up.
- Ask students to share experiences they have had with helpful friends.
- Ask students to share a time they helped a friend.

### **Make a Commercial**

#### **Directions:**

- Tell students that Billy Brown didn't know about the Belly Button Beastie until his mama told him. His friends didn't know until Billy told *them*.
- Divide class into small groups.
- Instruct students to create a commercial, which instructs children to listen to their parents and to beware of the Belly Button Beastie.
- Ask each group to present their commercial to the class.

### **Word Pictures**

#### **Materials:**

- Crayons or markers
- Unlined paper

#### **Directions:**

- Tell students words can be written in interest ways to express certain ideas.
- Inform 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.
- Review the story with students and help them discover ways the words are written to express ideas. (Ex: On the third page, the words "smack," "click," "twisted," etc. are written differently than the rest of the text. The way they are written expresses movement and shows that the story flows.)
- Students brainstorm other words and expressive ways they can be written.
- Ask students to choose three words and write them in an expressive way. (Ex: 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.)

## **Common Core**

### **Standards:**

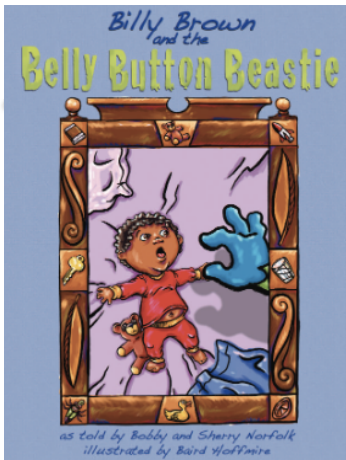
CCSS.ELA-  
LITERACY.SL.1.4:

Describe people,  
places, things and  
events

CCSS.ELA-  
LITERACY.SL.1.5:

Add visual displays to  
descriptions





# Billy Brown and the Belly Button Beastie

First Grade

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.RL.1.9:

Compare and contrast  
characters'  
experiences

## **Follow Up Activities Continued:**

### **Scrambled Sentence Order**

#### **Materials:**

- "Scrambled Sentence Order" worksheet
- Pencils

#### **Directions:**

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

### **Vowels**

#### **Materials:**

- Lined paper
- Pencils
- Blackboard or whiteboard

#### **Directions:**

- Write the title of the book on the board and ask students to identify the vowels in the words. Teacher informs students the title contains every vowel.
- Ask students to write each vowel on a sheet of paper, 1 vowel per line.
- Assign 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.

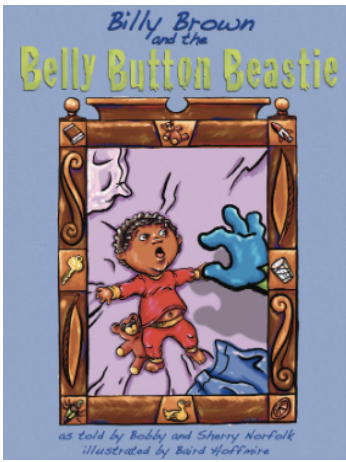
### **Compare and Contrast**

#### **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.



## Billy Brown and the Belly Button Beastie

First Grade

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