

Billy Brown and the Belly Button Beastie

By Bobby and Sherry Norfolk

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 and long sheets of paper

Optional:

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

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

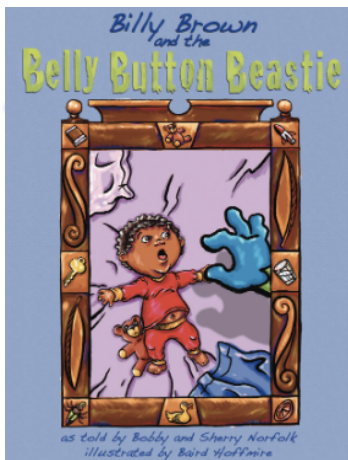
Introduction:

Materials:

- “Story Information” worksheet
- Pencils
- Blackboard or whiteboard

Directions:

- Inform students that they will be making predictions about a story they will be reading.



Billy Brown and the Belly Button Beastie

Second Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.3

Describe how
characters in a story
respond to events and
challenges

CCSS.ELA-
LITERACY.RL.2.5

Describe the overall
structure of a story

Instructional Plan Continued:

- Give each student a copy of the “Story Information” worksheet.
- Review the “Story Information” worksheet with students.
- Write the following phrases on the board:
 - Billy’s mama
 - Billy Brown (and the Belly Button Beastie)
 - The Belly Button Beastie
 - Bobby and Sherry Norfolk
 - Billy makes a deal with the Belly Button Beastie
 - Billy’s house
 - Billy’s belly button is stolen
 - Billy’s friends/his school
 - Billy uses chocolate to trick the Beastie
 - The beastie won’t give back Billy’s belly button
 - Baird Hoffmire
- Ask students to write the phrases from the board on the worksheet where they think they fit. Ask students to draw how they think the characters will look.

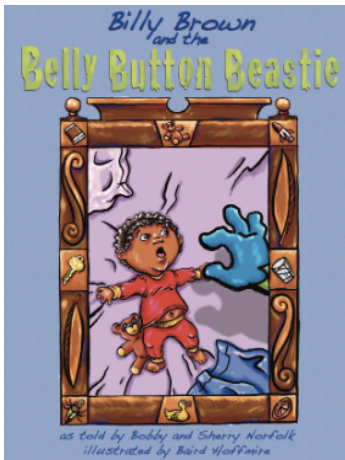
Teacher Reads the Story

Direction:

- Inform students they will read a story that corresponds to their worksheets.
- Read the story.
- Ask students to see how accurate their predictions were on the “Story Information” worksheet.
- Ask students to correct the “Story Information” worksheets if they sequenced any phrase incorrectly.
- Ask 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?



Billy Brown and the Belly Button Beastie

Second Grade

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

- 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 body?
- 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?

Common Core

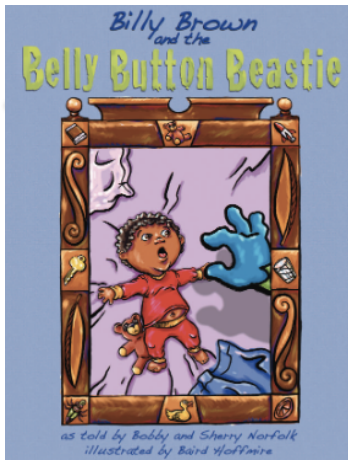
Standards:

CCSS.ELA-
LITERACY.RL.2.1

Ask and answer
questions to
demonstrate
understanding

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 you might offer Billy?
- If Billy was your friend, what advice would you give him?
- 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?



Billy Brown and the Belly Button Beastie

Second Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.7:

Use information via illustrations to demonstrate understanding

CCSS.ELA-
LITERACY.W.2.3

Write narratives in which they recount event(s)

CCSS.ELA-
LITERACY.SL.2.1

Participate in collaborative conversations

Follow Up Activities:

Diary Entry

Materials:

- Pencils
- Lined paper

Directions:

- Divide the class into two groups.
- Ask one group to pretend they are Billy and the other group to pretend they are the Belly Button Beastie.
- Ask students to write two 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.
- Remind students the diary entries should be written from the perspective of the characters assigned to each of them.
- Ask students to read their entries aloud.
- Ask 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.

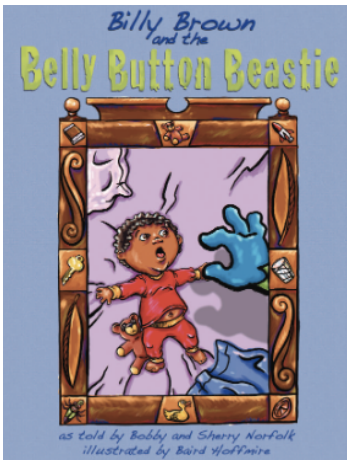
Bird's Eye View

Materials:

- Unlined paper
- Crayons or markers
- Pencils

Directions:

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



Billy Brown and the Belly Button Beastie

Second Grade

Follow Up Activities Continued:

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 students take turns reading a page of the story aloud and identifying the onomatopoeic words.
- Ask students to suggest onomatopoeic words that are not in the story.

Items in your Pocket

Materials:

- Pencils
- Lined paper
- Blackboard or whiteboard

Directions:

- Ask 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).
- Ask students to make a list of the five things they think most people will have in their pockets.
- Ask students to survey other students, teachers, and staff members at school and record what they have in their pockets.
- Ask students to report their findings.
- Record results on the board.
- Students identify the five most common objects that were found in the pockets of people surveyed.
- Assist students in creating bar graphs to depict how many people had each of the five most popular items in their pockets.
- Divide the class into small groups; each group discusses predictions and findings.

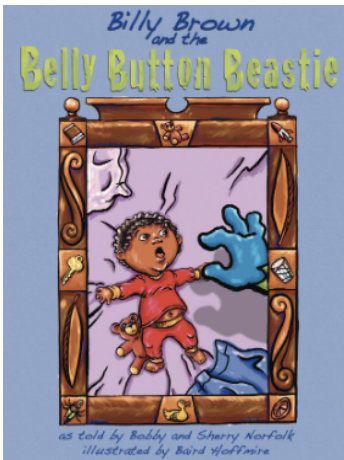
Common Core

Standards:

CCSS.ELA-

LITERACY.RL.2.4

Describe how words and phrases supply rhythm and meaning



Billy Brown and the Belly Button Beastie

Second Grade

Follow Up Activities Continued:

Character Education

Directions:

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

Make a Commercial

Directions:

- Ask students what role chocolate played in the story.
- Ask students to describe chocolate, including different types of chocolate, how it looks, how it tastes, how people feel when they eat it, etc.
- Divide 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.
- Ask students if chocolate could solve problems other than needing to plug a hole in someone's belly; suggest brainstorming those problems and solutions.
- Ask 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.

Common Core

Standards:

CCSS.ELA-

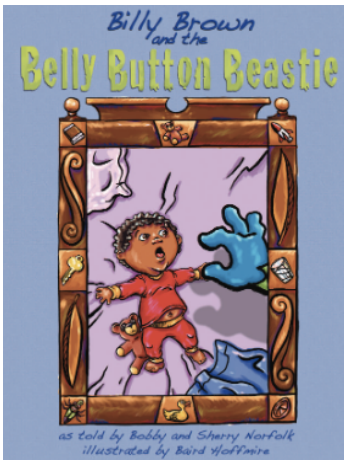
LITERACY.SL.2.1.B

Build on others' talk in conversations

CCSS.ELA-

LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions



Billy Brown and the Belly Button Beastie

Second Grade

Follow Up Activities Continued:

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:

- Lined paper
- Pencils

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.

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 storyboard of the events in a story they create.
- Students share their storyboards with the class.

Common Core

Standards:

CCSS.ELA-
LITERACY.W.2.3

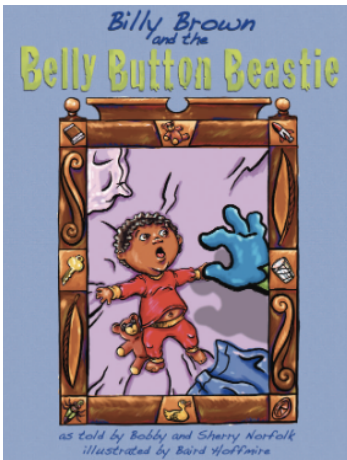
Write narratives in which they recount event(s)

CCSS.ELA-
LITERACY.W.2.5

Focus on topic and strengthen writing as needed by revising and editing

CCSS.ELA-
LITERACY.W.2.6

Use variety of digital tools to produce and publish writing



Billy Brown and the Belly Button Beastie

Second Grade

Follow Up Activities Continued:

Illustrator's Insight

Directions:

- Inform 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 and flat.
- Review the illustrations and have a different student identify how the illustrator did this on each page.
- Ask students to share how this makes you focus on the characters (rather than the background) on each page.
- Ask 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.)
- Tell student that the illustrator gave a great deal of thought as to where the text 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.
- Review each page of the story and ask students to comment on how and where the illustrator placed the words on each page.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.7

Use information via
illustrations to
demonstrate
understanding

CCSS.ELA-
LITERACY.RL.2.9

Compare/contrast two
or more versions of
the same story

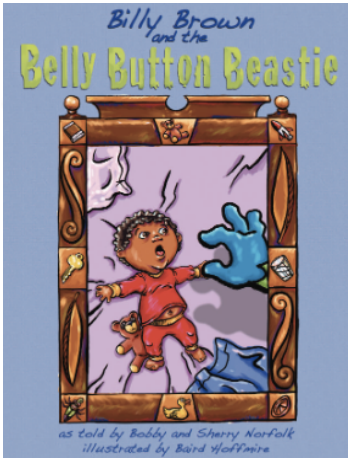
Compare and Contrast

Material:

- 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.



Billy Brown and the Belly Button Beastie

Second Grade

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: _____