

Billy Brown and the Belly Button Beastie

By Bobby and Sherry Norfolk

Outcome:

Students will demonstrate an understanding of the story through vocabulary, sequencing, acting, phonics, art, and language arts activities.

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Large sheet of paper

Crayons or markers

Unlined paper

“Bag” Phonics worksheet

Scissors

“Visual Discrimination” worksheet

Tempera paint (4 different colors)

Heavy-duty white paper

Bubble solution

Bubble wands (1 per each pair of students)

4 medium size plastic bowls

Newspaper

Teaspoon

1-cup measure

Smocks

Optional:

Davis, Donald. *The Pig Who Went Home on Sunday*. Little Rock: August House, 2004.

About the Book:

Guided Reading:

K

Lexile Level:

720L

Character Traits:

Courage

Fairness

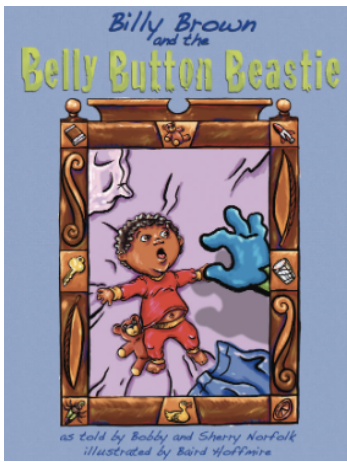
Resourcefulness

Region:

African-American

ISBN:

978-0-8748-3831-2



Billy Brown and the Belly Button Beastie

Kindergarten

Instructional Plan

Materials:

- Crayons or markers
- Unlined paper

Directions:

Teacher:

- Introduce the following vocabulary words and asks students what each means: snag, trickling, clutching, plug, shiver, shake, gloated.
- Ask students to pantomime the action words.
- Inform students that the name of the “story” they will be hearing today is *Billy Brown and the Belly Button Beastie*.
- Ask students to imagine who Billy Brown is and what he looks like.
- Ask students to imagine what a Belly Button Beastie is and what it looks like.
- Instruct students to draw the characters they imagine will appear in the story.

Read the Story:

- Ask students to listen for the vocabulary words they have just learned.
- Ask students to pantomime the action for each word as they hear it in the story.
- Emphasize the vocabulary words, as a reminder for students.

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 say?
- What did the Belly Button Beastie do?
- Where did the Belly Button Beastie put Billy’s belly button?
- What happened when Billy took a bath?
- What did Billy’s friends do to try to help him?

Common Core

Standards:

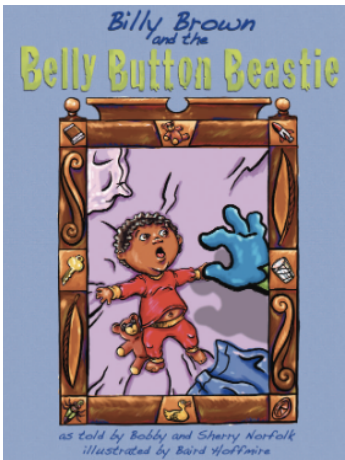
CCSS.ELA-
LITERACY.SL.K.5:
Add visual displays to descriptions

CCSS.ELA-
LITERACY.SL.K.6:
Speak audibly and express thoughts, feelings, and ideas

CCSS.ELA-
LITERACY.L.K.4:
Determine the meaning of unknown and multiple-meaning words

CCSS.ELA-
LITERACY.L.K.4.A:
Identify new meanings for familiar words and apply them

CCSS.ELA-
LITERACY.RL.K.2
Retell familiar stories



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Questions for Assessing Students' Comprehension

Continued:

- What did the Belly Button Beastie think about Billy's belly button? (He *gloated* that it was the very best one in the whole bag.)
- What happened when Billy drank some milk? (It was *trickling* down his belly.)
- What did Billy do with the chocolate? (He used it to *plug* the hole in his belly.)
- How did Billy trick the Belly Button Beastie into returning to his room?
- How did Billy scare the Belly Button Beastie?
- How do you know the Beastie was scared? (He began to *shiver* and *shake*. He said that Billy scared him.)
- What deal did Billy make with the Belly Button Beastie?
- What did the Belly Button Beastie do with the chocolate?

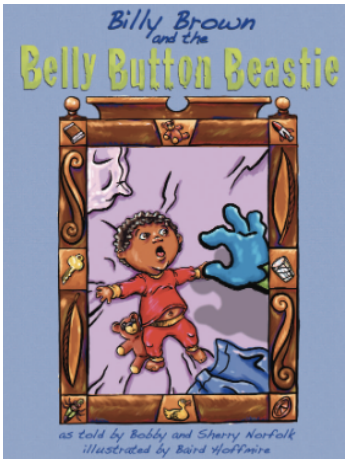
Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.1:
Ask & answer question
about the text

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?
- Why didn't Billy tell his mama?
- What do you think would have happened if he had told his mama?
- The Belly Button Beastie said, "...I have a Belly Button Bag. If I see your belly button, your belly button I will snag." What does "snag" mean? (Teacher asks students to pantomime the action of snagging something.) The Belly Button Beastie could have said, "take." Why did he use the word "snag" instead of another word?
- After the milk began coming out of Billy's belly, what did he do? (He ran around the kitchen *clutching* his belly, trying to keep the milk from running out of the hole.)
- How were Billy's friends helpful?
- What kinds of things did Billy's friends pull out of their pockets?
- Is the Belly Button Beastie a scary or funny monster?



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Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.1:

Collaborative conversations

CCSS.ELA-LITERACY.RL.K.3:

Identify characters, settings, and major events

Questions for Interpretation Continued:

- What do you have in your pockets you might offer to Billy Brown?
- If Billy was your friend, what advice would you give him?
- Did Billy make a good deal with the Belly Button Beastie? Why or why not?
- How do you think Billy felt when he looked into the Belly Button Beastie's bag and saw *all* the belly buttons?
- What is scary about the Belly Button Beastie?
- How did Billy feel at the end of the story?
- Could someone really lose a belly button?

Follow Up Activities:

Tell a Partner

Directions:

- Teacher assigns each student a partner.
- Each student tells his or her partner the story.

Create a Timeline

Materials:

- Large sheet of paper
- Crayons or markers

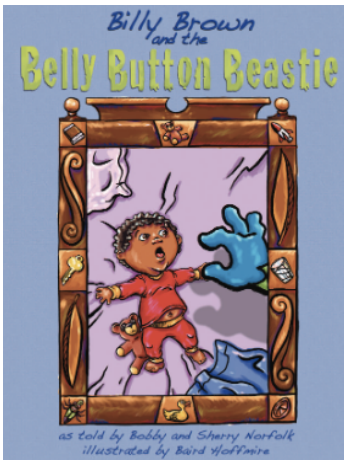
Directions:

- Students review the sequence of story events.
- Write the events (in sequential order) on large sheet of paper, leaving room for illustrations.
- Ask students to illustrate the story events in the appropriate places on the paper.
- Ask students to take turns retelling the story using the timeline.
- Display the timeline in the classroom.

Act It Out

Directions:

- Divide the class into groups of six students per group.
- Ask students to choose to be Billy, The Belly Button Beastie, Billy's mama, or one of Billy's friends.
- Instruct each group to act out the story.



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Follow Up Activities Continued:

“Bag” Phonics

Materials:

- “Bag” Phonics worksheet
- Scissors
- Crayons or markers.

Directions:

- Students color the bag.
- Cut out the bag, the letter strip, and the slits in the bag (to the left of “ag”).
- Feed the letter strip into the slits in the bag.
- Practice with a partner reading the “ag” family words created by pulling the strip through the opening.

Facial Expressions

Directions:

- Inform students you can tell how someone is feeling by looking at their body language and their facial expressions.
- Ask students to describe how Billy Brown, the Belly Button Beastie, and Billy’s friends feel on each page of the story.
- Help students identify the emotions depicted and asks students to show those emotions on the faces and with body language.

Letter B

Directions:

- Review the story and name story words or objects in illustrations that begin with the letter “B” (belly, banana, bath, bubbles, etc.).
- Ask students to think of other words that begin with the letter “B”.

Visual Discrimination

Materials:

- “Visual Discrimination” worksheet
- Crayon or markers

Directions:

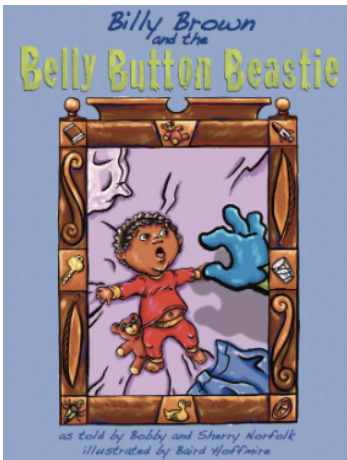
- Students look at belly button on left side of each row.
- Draw another one just like it in the space provided on the right side of each row.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.6

Speak audibly and
express thoughts,
feelings and ideas



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Follow Up Activities Continued:

Opposites

Directions:

- Ask students to say the opposite words for specific words in the story. (Big-small, night-day, in-out, etc.)

Onomatopoeia

Directions:

- Ask students what “onomatopoeia” means (a word that sounds like its meaning).
- Tells students “moo,” “buzz,” “pop,” “fizz,” “roar,” and “splash” are onomatopoeic words.
- Reread the story; students identify the onomatopoeic words.
- Students to suggest onomatopoeic words that are not in the story.

Trades

Directions:

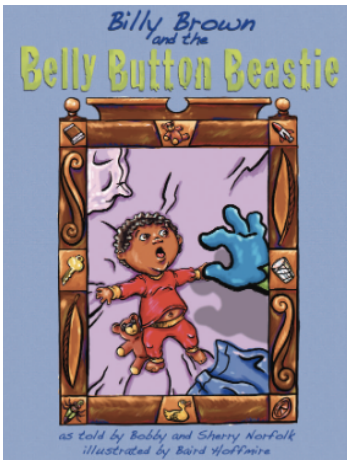
- Ask students what trade Billy made with the Belly Button Beastie.
- Ask students if they think it was a “fair” trade.
- Ask students to explain “fair trade.”
- Ask students to share a time when they made a trade.
- Divide class into small groups and instruct each group to create a skit about a trade.
- Ask students to present their skits to the class.
- Ask students if the trade in each skit was a fair trade.

Common Core

Standards:

CCSS.ELA-
LITERACY.L.K.5.B:

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites



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Follow Up Activities Continued:

Bubble Art

Materials:

- Tempera paint (4 colors)
- Heavy duty white paper
- Bubble solution
- Bubble wands (1 per each pair of students)
- 4 medium size plastic bowls
- Newspaper
- Teaspoon
- 1 cup measure
- Smocks

Directions:

- Ask students how bubbles played a part in the story.
- Place newspapers under bowls and on floor in activity area.
- Pour 1 cup of bubble solution into each container. Add 1 teaspoon of tempera paint and mix (a different color in each bowl).
- Divide class into pairs.
- Tell students that 1 partner in each group will be the “bubble maker” and the other will be the “bubble catcher.”
- The “bubble blower” blows bubbles, and the “bubble catcher” catches the bubbles on the paper. As bubble break on the paper, they will create a colorful bubble design.
- When the “bubble blower” completes his/her picture, he/she places it in designated area to dry and switches role with his/her partner.

Compare and Contrast

Materials:

- Book, *The Pig Who Went Home on Sunday*

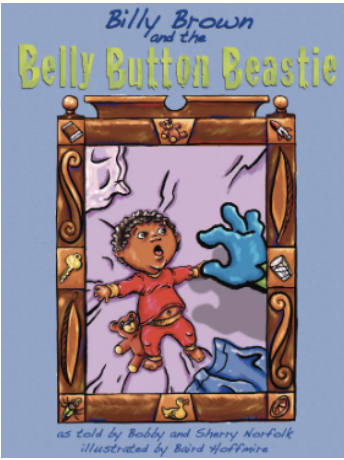
Directions:

- Teacher reads *The Pig Who Went Home on Sunday* by Donald Davis. Like *Billy Brown and the Belly Button Beastie*, this cautionary tale tells what happens when children do not pay attention to their parents. Students compare and contrast the characters and the story plots.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.9:
Compare and contrast



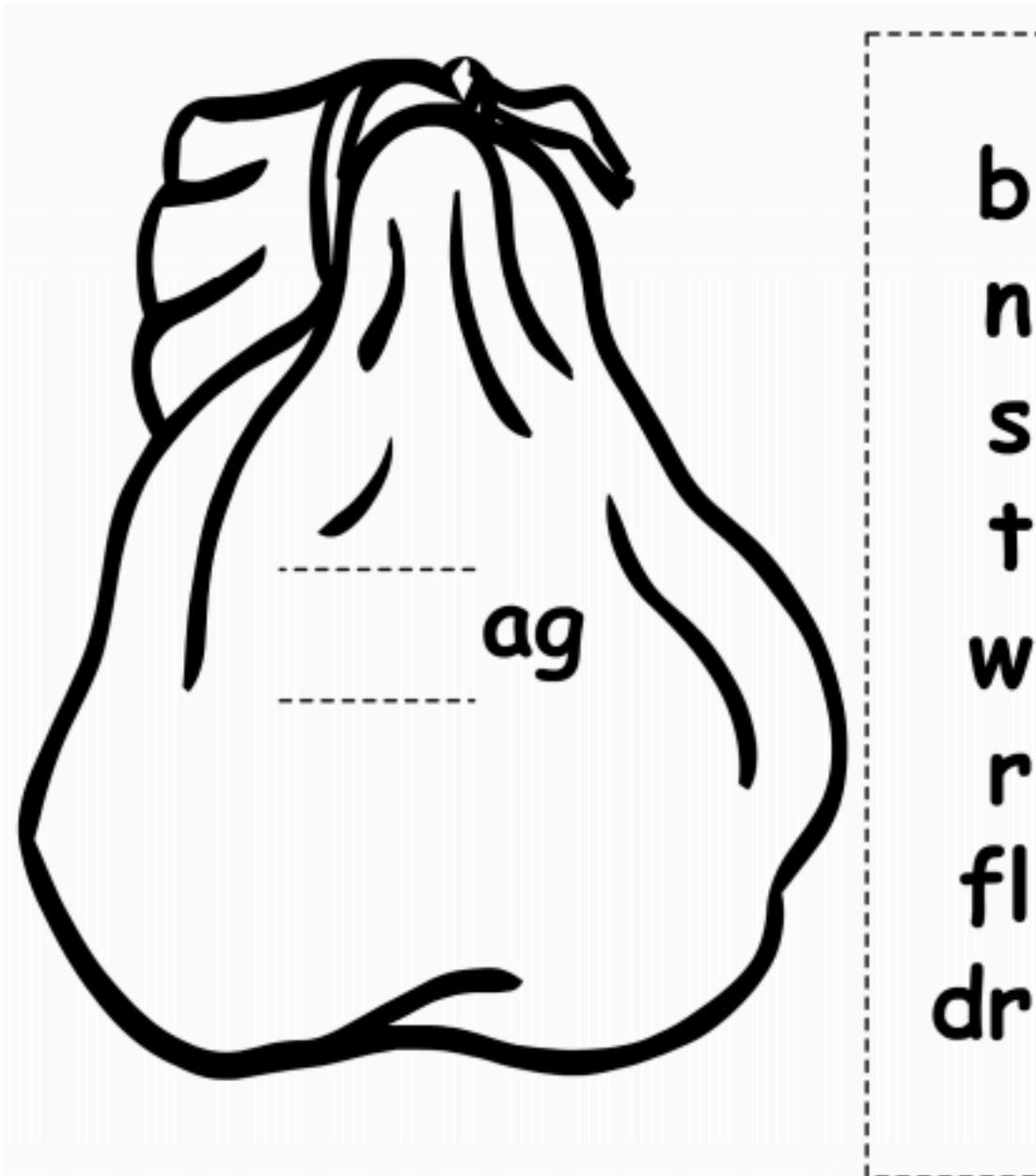
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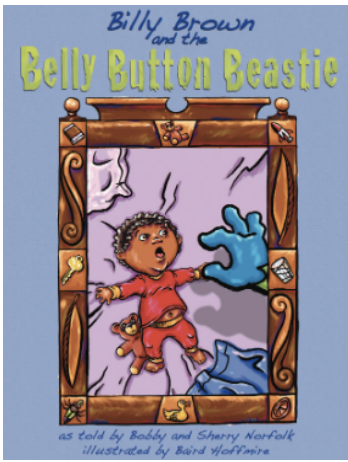
Kindergarten

Name _____

Date _____

Bag Phonics










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Kindergarten

Name _____

Date _____

Visual Discrimination

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