

## Billy Brown and the Belly Button Beastie

By Bobby and Sherry Norfolk

### **Outcome:**

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

### **About the Book:**

#### Guided Reading:

K

#### Lexile Level:

720L

#### Character Traits:

Courage  
Fairness  
Resourcefulness

#### Region:

African-American

#### ISBN:

978-0-8748-3831-2

### **Materials:**

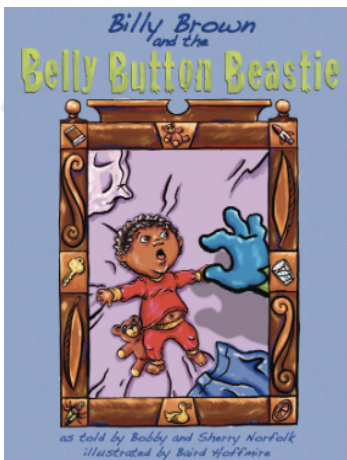
Book, *Billy Brown and the Belly Button Beastie*  
Long sheets of paper  
Markers and crayons  
“Same and Different” worksheet  
“Letter B” worksheet  
1 large, clean container (ex: dishwashing basin)  
4-½ cups water  
½ cup good quality detergent (without added lotion)  
¼ cup glycerin  
Bubble wands or wire twisted into bubble wands  
1 clear shoe-box sized container filled with assorted buttons

### **Cooking Materials:**

1 large pot  
Stove  
Paper plates  
Plastic forks  
Napkins

### **Ingredients**

1 (16 oz.) package of Capelletti pasta  
Water  
Melted butter or pasta sauce



## Billy Brown and the Belly Button Beastie

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### **Instructional Plan**

#### **Introduction:**

#### **Directions:**

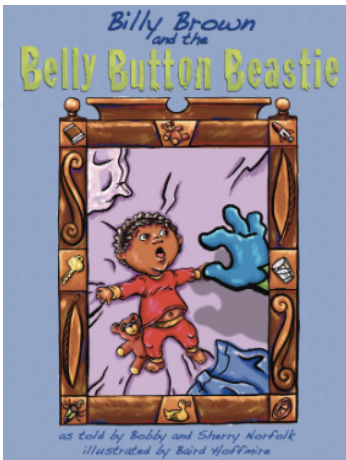
- Lead students in singing the song, “Head, Shoulders, Knees, and Toes,” while demonstrating accompanying hand motions (tap corresponding body parts as they are named).  
*Head, shoulders, knees, and toes; knees and toes*  
*Head, shoulders, knees, and toes; knees and toes*  
*Eyes and ears, and mouth, and nose*  
*Head, shoulders, knees, and toes, knees and toes*
- Add new verses that include other body parts to the song. The following lines are each substituted for the third line of the song.
  - *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*

#### **Read the Story:**

- Tell students they will listen to a story about a little boy who loses his belly button.
- Show students the book cover and ask, “What is this boy thinking?”
- Read 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 the 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?



## Billy Brown and the Belly Button Beastie

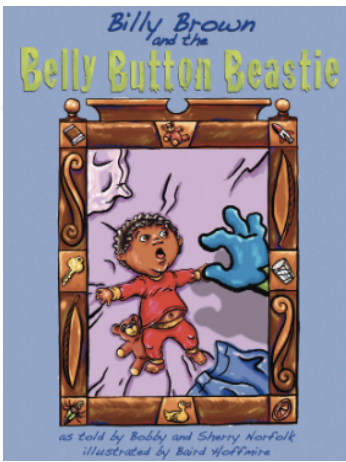
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### **Questions for Assessing Students' Comprehension** **Continued:**

- What did Billy's friends do to try to help him?
- If Billy was your friend, what advice would you give 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?

### **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 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 a 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?



# Billy Brown and the Belly Button Beastie

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## **Follow Up Activities:**

### Simon Says

#### Directions:

- Review body parts used in the introductory activity.
- Play “Simon Says” with students – incorporating body parts in Simons commands. (Ex: “Simon says touch your belly button.”)

### Body Tracings

#### Materials:

- Long sheets of paper
- Markers

#### Directions:

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

### Retell the Story

#### Directions:

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

### Act It Out

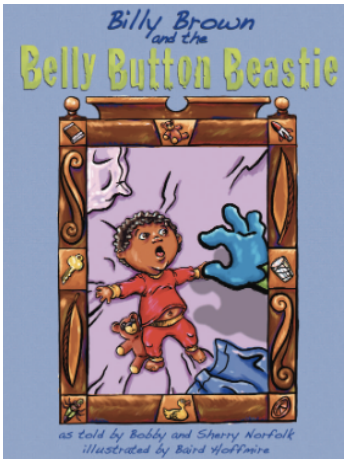
#### Direction:

- Divide class into groups of six students.
- 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.

### Tell a Partner

#### Directions:

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



## Billy Brown and the Belly Button Beastie

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### **Follow Up Activities Continued:**

#### 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 6 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 story.

#### Same and Different

##### Materials:

- "Same and Different" worksheets
- Crayons

##### Directions:

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

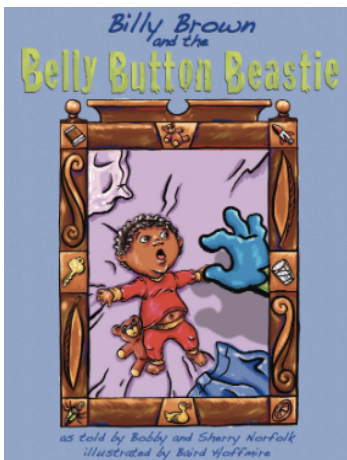
#### Letter B

##### Materials:

- "Letter B" worksheet
- Crayons

##### Directions:

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



## Billy Brown and the Belly Button Beastie

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### **Follow Up Activities Continued:**

#### Moral of the Story

##### Directions:

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

#### Would You Trade?

##### Directions:

- Ask students what trade Billy Brown made.
- Ask students to share a time when they traded something with someone.
- Tell students they will play a game called, "Would You Trade?"
- Students sit in a circle and, one at a time, speak to the neighbor to his/her left.
- While each student takes a turn, the class listens.
- Player #1 proposes an absurd trade to the person sitting to his/her left. (Ex: Would you trade a paper clip for a car?)
- Player #2 listens to the trade and answers, "Yes" or "No" and explains his/her answer.
- After each student has had a turn, a second round begins with a different objective. Each student proposes what he/she thinks is a fair trade to the person sitting to his/her right. That student answers "Yes" or "No" and explains his/her answer.

#### Making Bubbles

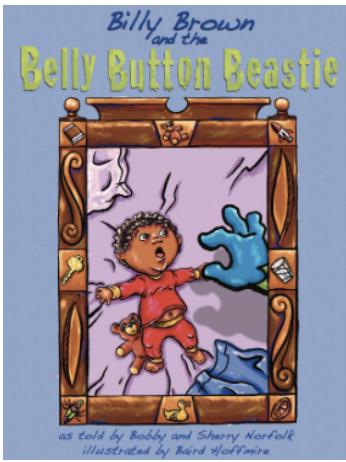
##### Materials:

- 1 large clean container (Ex: dishwashing basin)
- 4 ½ cups of water
- ½ cup good quality liquid dish detergent (without added lotion).
- ¼ cup glycerin
- Bubble wands or wire twisted into bubble wands

##### Directions:

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





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### **Follow Up Activities Continued:**

#### Sorting Buttons

##### Materials:

- 1 clear shoebox-sized container filled with assorted buttons.

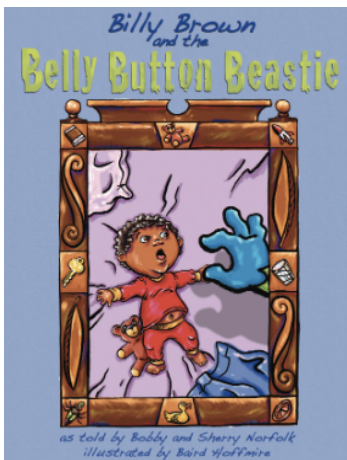
##### Directions:

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

#### Belly Button Pasta (24 very small servings)

##### Materials and Ingredients:

- 1 large pot
- Stove
- Paper plates, plastic forks
- Napkins
- 1 (16oz.) package of Capelletti pasta
- Water
- Melted butter or pasta sauce
- Cook pasta; serve belly button shaped pasta with sauce of choice.



# Billy Brown and the Belly Button Beastie

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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.



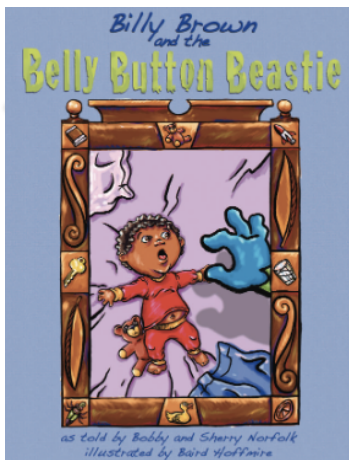
4.



5.







# Billy Brown and the Belly Button Beastie

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Letter B

