

BILLY BROWN AND THE BELLY BUTTON BEASTIE

Kindergarten

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.

INSTRUCTIONAL PLAN

Introduction:

Materials:

Crayons or markers
Unlined paper

Directions:

Teacher:

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

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Teacher Reads the Story:

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

- Asks students to listen for the vocabulary words they have just learned.
- Asks students to pantomime the action for each word as they hear it in the story.
- Reads the story, emphasizing 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 Beastie say?
- What did the Belly Button Beastie do?
- Where did the Belly Button Beastie put Billy's belly button?
- 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 happened when Billy took a bath?
- What did Billy's friends do to try to help him?
- 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?

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?

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Questions for Interpretation cont.:

- 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?
- What do you have in your pockets you might offer to Billy Brown?
- If Billy was your friend, what advice would you have given 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?
- 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?

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:

Teacher:

- And students review the sequence of story events.
- Writes the events (in sequential order) on a large sheet of paper, leaving room for illustrations.
- Asks students to illustrate the story events in the appropriate places on the paper.
- Asks students to take turns retelling the story using the timeline.
- Displays the timeline in the classroom.

• **Act It Out**

Directions:

Teacher:

- Divides the class into groups of six students per group.
- 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.

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Follow Up Activities cont.:

• **“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 and Body Language**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

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

• **Letter B**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

- And students review the story and name story words or objects shown in illustrations that begin with the letter /b/ (Billy Brown, belly button, Belly Button Beastie, brown, black, bed, bear, belly, bag, banana, “bloop,” bath, big, bubble, bubbles, began, bathroom, boys, bubblegum, bugs, “belly-button-less,” back, better, before, “Boo,” both, belly button bag, blue).
- Asks students to think of other words that begin with the letter /b/.

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Follow Up Activities cont.:

• **Opposites**

Directions:

Teacher asks students to say the opposite words for these story words:

big (small)	off (on)	tight (loose)	closed (opened)
right (left, wrong)	cold (hot)	sleep (wake)	no (yes)
night (day)	come (go)	best (worst)	stop (go)
in (out)	up (down)	wet (dry)	back (front)

• **Visual Discrimination**

Materials:

“Visual Discrimination” worksheet

Crayons or markers

Directions:

Students:

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

• **Onomatopoeia**

Materials:

Book, *Billy Brown and the Belly Button Beastie*

Directions:

Teacher:

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

• **Trades**

Directions:

Teacher:

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

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Extension Activities:

• **Bubble Art**

Materials:

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

Directions:

1. Teacher asks students how bubbles played a part in the story.
2. Place newspapers under bowls and on floor in activity area.
3. Pour 1 cup of bubble solution into each container. Add 1 teaspoon of tempera paint (a different color in each bowl) and mix well.
4. Teacher divides the class into pairs.
5. Teacher tells students that 1 partner in each group will be the “bubble maker” and the other student will be the “bubble catcher.”
6. The “bubble blower” blows bubbles and the “bubble catcher” catches the bubbles on the paper. As the bubbles break on the paper, they will create a colorful bubble design.
7. When the “bubble blower” completes his or her picture, he or she places it in a designated area to dry and switches roles with his or her partner.

• **Compare and Contrast**

Materials:

Book, *The Pig Who Went Home on Sunday*

Directions:

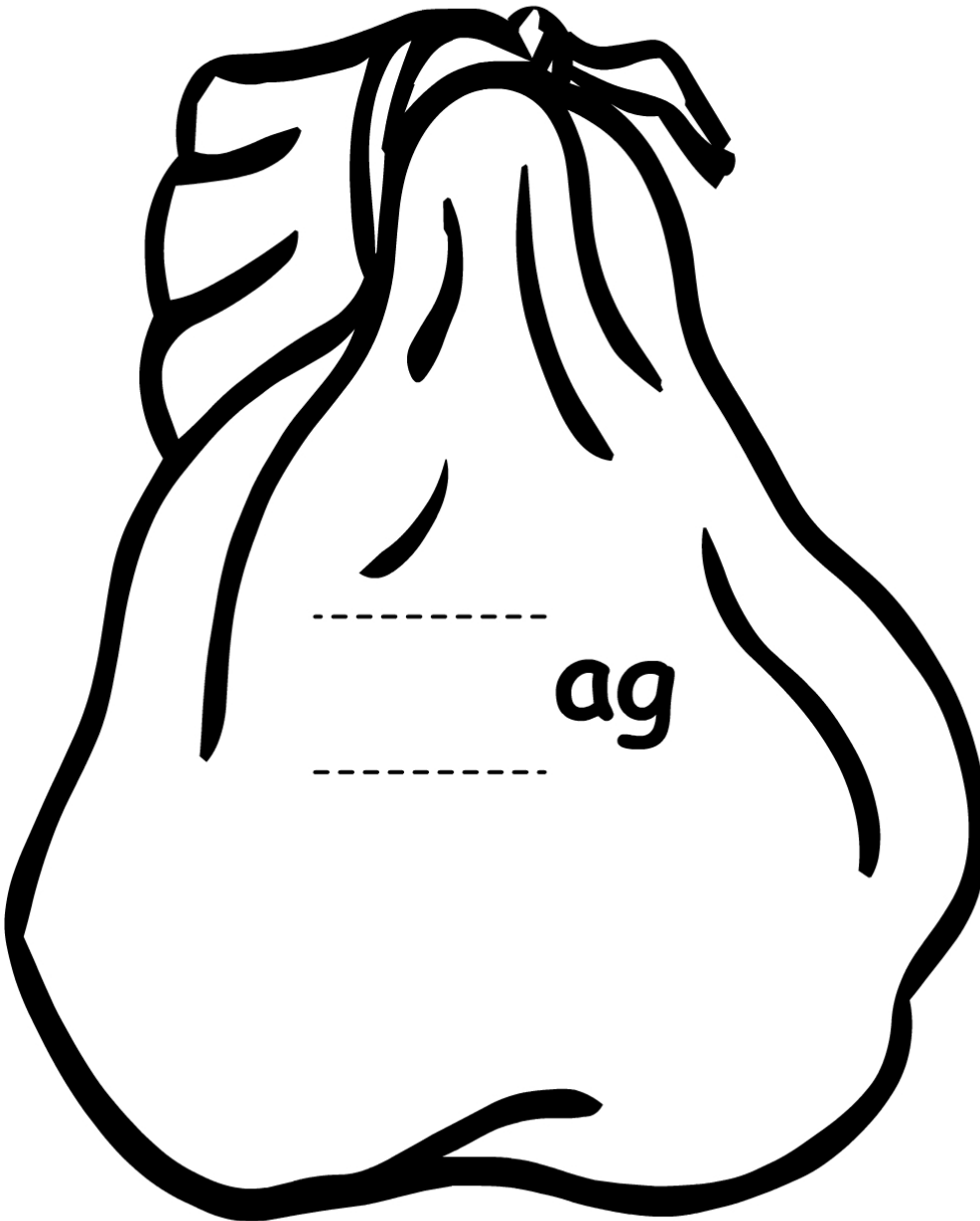
Teacher reads *The Pig Who Went Home on Sunday* by Donald Davis. Like *Billy Brown and the Belly Button Beastie*, this cautionary tale tells what happens when children do not pay attention to their parents. Students compare and contrast the characters and the story plots.

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Bag Phonics



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Name _____ Date _____

Visual Discrimination

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