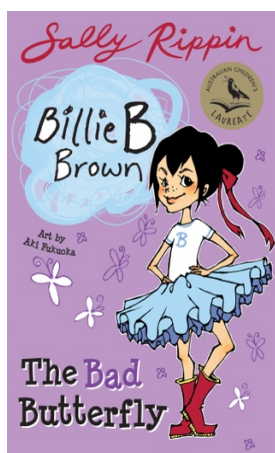


Billie B Brown Teacher's Notes



The Bad Butterfly

Written by Sally Rippin

Illustrated by Aki Fukuoka

Teacher's Notes by Gisela Ervin-Ward

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Billie B Brown is an Australian children's book series for newly independent readers written by Children's Laureate Sally Rippin and illustrated by Aki Fukuoka. Download the full series teacher's notes from <https://publishing.hardiegrant.com/en-au/teacher-notes>

LEARNING OUTCOMES

RECOMMENDED FOR

Readers aged 4+

THEMES

Title's Situational Theme:

- Ballet and dance.
- We don't have to conform to gender norms.

Title's Social Emotional Themes:

- We can accomplish things we are proud of by working to our strengths.
- Everyone can participate more fully when we adapt situations to align with people's strengths.

SYNOPSIS

Billie begins ballet lessons with her best friend Jack, confident that she'll be a natural dancer. However, despite her hard work and practice, she soon discovers that being a graceful butterfly is harder than it looks and she would rather be a stomping troll like Jack. Frustrated and ready to give up, Billie and Jack come up with a clever plan to play to their strengths. They switch roles, allowing them both to enjoy the ballet lessons fully and have a lot of fun in the process.



Sally Rippin

All kids can be readers!

Australian Children's Laureate 2024-2025

KEY AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

Year 2:

HPE:

AC9HP2P0; AC9HP2P02; AC9HP2P03

English:

AC9E2LA08; AC9E2LA09; AC9E2LE01; AC9E2LE03; AC9E2LY02

Year 3:

HPE:

AC9HP4P0; AC9HP4P03; AC9HP4P04; AC9HP4P06

English:

AC9E3LA0; AC9E3LA02; AC9E3LA09; AC9E3LA10; AC9E3LE02; AC9E3LY02; AC9E3LY05

KEY VOCABULARY:

‘Flexibility’

Definition: Flexibility means being able to change your plans or ideas when something new happens. It’s like being okay with trying different things or doing things differently if needed.

Before the session: Share the definition of ‘flexibility’ with the students.

During the session: Point out when you or the students are using the word ‘flexibility’ in context.

End of the session: Ask students to create sentences using the word ‘flexibility’ which relate to what you have been learning about. This helps reinforce their understanding and application of the word.

After the session: Use the word ‘flexibility’ in context during other parts of the day to draw students’ attention to it.

CIRCLE TIME READING AND DISCUSSION:

What happens in the story?

Read the Book

Read the book through at least once without stopping.

[Optional] Read through a second time, pausing to point out key features but don’t go too deeply into questioning yet.

Facilitate a group discussion about what happens in the story

Show Page 17.

Ask:

- What is Billie doing in this picture?
 - Elicit: Dancing, pretending to be a butterfly.
- What is she imagining and what is really happening?
 - Elicit: She imagines she is a graceful butterfly, but she is actually dancing fast and bumping into things.
- How can you tell this from the story/pictures?
 - Elicit: Her movements and expressions in the picture. Quotes: “Sometimes she accidentally bumps into the other butterflies that get in her way.” (P17) “She wants Miss Dainty to see what a good butterfly she is but then—Crash!” (P19)
- Is Jack good at dancing like a butterfly?
 - Elicit: Yes.
- How can you tell this from the story/pictures?
 - Elicit: For example, on P32 “Jack stands on his toes and flaps his arms gracefully.”

Discuss Billie’s choices

- Billie wants to be good at dancing. What choice does she make about how to make that happen?
 - Elicit: She and Jack practice at home together.

Say:

Even though practicing was a good idea, it doesn’t work.

Read: P33:

‘Billie frowns. She stamps her foot.

“I can’t do it,” she says.

“It’s too hard! I’ll never be a famous ballerina!”

“You look more like a stomping troll,” Jack laughs.

Billie smiles at that. “Hey,” she says. “I’ve got an idea!””


Ask:

- Billie had a choice about what to do next. What do you think her choices were?
 - Elicit: Stomped her foot more and had a tantrum; practiced more and got more frustrated; given up; decided to switch roles with Jack.

Show Page 42.

Ask:

- What choice did Billie make?
 - Elicit: Ask Miss Dainty if she could switch roles with Jack.
- What happened after she made this choice?

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- Elicit: She and Jack enjoyed dancing in the way they were good at, which was more fun for them and improved the performance of the whole class.
 - [Optional] What might have happened if she had made one of the other choices?
 - Elicit: Discussion about other choices with predictions or examples.

Relate the Story to Our Lives

Ask:

- It can be good to recognise people's strengths and change the way we do things (be **flexible**) so they can use them. What's an example of this happening in our class?
 - Elicit: An example relevant to your context. This could include adapting a situation to accommodate someone's disability or celebrating someone's strengths.
 - What is something you are good at?
 - Elicit: A discussion about children's strengths and how they can be incorporated into group activities.
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