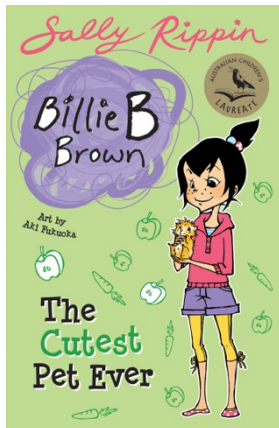


Billie B Brown Teacher's Notes



The Cutest Pet Ever

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:

- Negotiating getting a pet.

Title's Social Emotional Themes:

- Sometimes, negotiation, flexibility, and patience are essential to achieving your goals.
- Compromise.

SYNOPSIS

Billie really wants a pet – a pony, a frog, or a cockatoo! But her parents don't think it's a good idea, especially since baby brother Noah keeps them exhausted. Despite her frustration, especially after finding the perfect guinea pig at the pet shop, Billie continues to help her mum with Noah. Impressed by her responsibility and her willingness to compromise, her parents finally decide that Billie is ready for a pet.



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:

Key Vocabulary: ‘Compromise’

Definition: When two or more people each give up a little of what they want to find a solution that everyone can agree on.

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

During the session: Point out when you or the students use the word ‘compromise’ in context.

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

After the session: Use ‘compromise’ 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 discussion about what happens in the story

Show Page 5.

Ask:

- What is Billie doing in this picture?
 - Elicit: Thinking about having a pony as a pet.
- In this story, what does Billie want?
 - Elicit: She wants a pet.

Show Page 18.

Ask:

- How does Billie feel when her parents say she can't have a pet?
 - Elicit: Cross. Angry at Noah because she thinks if he wasn't around, her parents would let her have a pet.
- How can you tell this from the story/pictures?
 - Elicit: P 18 Billie has an angry face. "Billie scrunches up her face and stomps out of the room."
- Why do Billie's parents say she can't have a pet?
 - Elicit: Because Billie asks for pets that are a lot of work (eg pony, puppy) and they are very busy with Billie's baby brother Noah.

Discuss Billie's choices

Ask:

- Billie has a choice about what to do next. What do you think her choices are?
 - Elicit: She could keep asking for big pets that are difficult to look after, keep stomping around being cross, choose a pet that is easier to look after and show she can be responsible, and give up the idea of having a pet until Noah is older.
- What choice did Billie make?
 - Elicit: She chose an easier pet to look after; she was helpful and showed that she could be caring. By choosing an easier, smaller pet over a big, difficult one, she showed she could **compromise**.
- What happened after she made this choice?
 - Elicit: Mum and Dad bought her a pet that suited them all.
- [Optional] What might have happened if she had made one of the other choices?
 - Elicit: Discussion about other choices with predictions or examples.

How does the story relate to our lives?

Ask:

- Sometimes, we need to be flexible and able to **compromise** when we really want something. Both Billie and her parents compromised in this story. Billie chose a small and easy-to-care-for pet, and her parents let her get one even though they were worried about the amount of work it would take to care for it.
What's an example of us being flexible or compromising in our class?
 - Elicit: An example in your context. This could include adapting a situation to ensure that all the schoolwork you need to do is done and that you are able to do a non-work activity.
- What is an example of a time when you have had to be flexible or compromise?
 - Elicit: A discussion of the experiences of the children in the group.