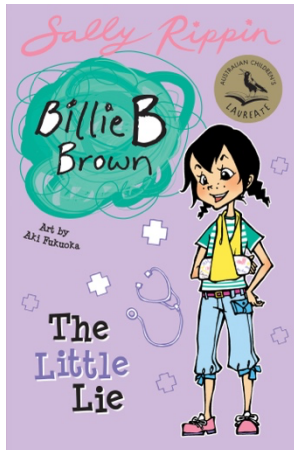


Billie B Brown Teacher's Notes



The Little Lie

Written by Sally Rippin

Illustrated by Aki Fukuoka

Teacher's Notes by Gisela Ervin-Ward

These notes may be reproduced for use within schools free of charge, but not offered in any part for commercial sale.

Copyright © Hardie Grant Children's Publishing 2024.

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:

- When does storytelling become lying?

Title's Social Emotional Themes:

- Lying to someone can damage their trust.
- Admitting your mistakes and telling the truth is hard but can be worth it.

SYNOPSIS

Billie has broken her arm, and while it hurts, she enjoys the sympathy and attention from her friends. Each time she retells the story, she makes it sound more adventurous, and her friends' reactions make her feel even more special. However, as her story becomes more exaggerated, Jack and her friends get upset with her for lying. Billie realises she went too far and made her friends feel sad because they felt tricked. She makes the difficult decision to admit that she exaggerated the story and apologises to everyone.



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: ‘Exaggerating’

Definition: Exaggerating is when someone makes something sound bigger, better, or worse than it really is. It’s like stretching the truth to make a story more exciting or dramatic.

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

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

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

After the session: Use the word ‘exaggerating’ 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 18.

Ask:

- What is Billie doing in this picture?
 - Elicit: Telling the story of how she broke her arm.
- How does Billie feel while she is telling the story?
 - Elicit: Proud and special that all the girls want to see her arm.
- How can you tell this from the story/pictures?
 - Elicit: Her movements and expressions in the picture.

“That’s right,” says Billie. She feels very proud that all the girls want to see her arm.” P19

‘She’s just thought of something that will make everyone want to be her friend.’ P20

Show Page 25.

Ask:

- Why is Jack upset? Elicit: He says that Billie is lying, and he thinks it’s wrong.
- How can you tell this from the story/pictures?
 - Elicit: For example P 25 “‘A lie is a lie’, says Jack.”

Discuss Billie’s choices

When Billie’s friends realise that she is **exaggerating**/lying, they get angry because they feel like Billie has tricked them. Billie has a choice about what to do next. What do you think those choices are?

Elicit: Stick to her stories and insist they are true; make up more stories to try to impress everyone more; admit that her stories weren’t true.

Show Page 35


Quote:

“‘Um, yesterday I broke my arm,’ Billie says. She points at her arm.

‘I can see that,’ Mrs Walton says. ‘How did it happen, Billie?’

Billie feels her cheeks get hot. She looks at Jack. He looks away. ‘Um, I fell off the fence,’ she says in a little voice... ‘Are there any questions for Billie?’ Lola is the first to stick up her hand.

‘I thought you were rescuing your brother from crocodiles,’ she says. Some of the girls giggle.



Billie takes another breath. She sees Jack watching her. Her tummy is jumping nervously, but she doesn't stop. 'I was just making up stories,' she says. 'I thought it would sound more exciting that way.'"

Ask:

- What choice did Billie make?
 - Elicit: During Show and Tell she tells everyone what happened without any exaggeration.
- How did Billie feel while she was making this choice?
 - Elicit: She is nervous.

Ask:

Show illustration on P41.

- What happened after she made this choice?
 - Elicit: The children accept her story and are very interested in it, even though it's not about crocodiles. Jack is happy that she told the truth.
- [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:

- What is the difference between making up stories and lying?
 - This is an open-ended discussion but could include a conversation about the intent of the storyteller/liar and whether or not the person hearing the story knows whether it is fiction/reality.
 - Is it ever okay to lie?
 - This is an open-ended discussion but could include a conversation about 'white lies' or omission of facts.
- 