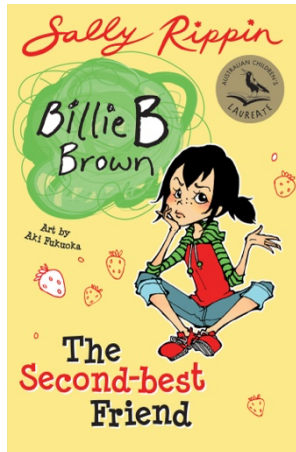


# Billie B Brown

## Teacher's Notes



*The Second-best Friend*

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:

- Making new friends.
- Loyalty.
- Empathy.
- Navigating jealousy over appealing possessions.

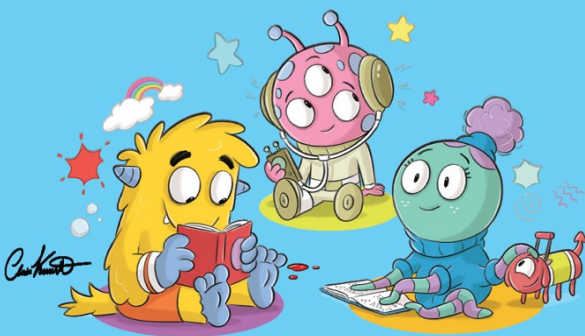
#### Title's Social Emotional Themes:

- Be sensitive to the feelings of your existing friends when making new ones.

### SYNOPSIS

Billie and Jack have been best friends since they were babies. For her birthday, Jack gave Billie some sparkly pens that she loves using at school. The pens are so fabulous that everyone notices them. Rebecca, a girl in Billie's class, has a purple pony toy that Billie admires and feels a little jealous of. Billie really wants to be friends with Rebecca, so when Rebecca offers to swap the pony for Billie's pens, Billie agrees despite feeling guilty about giving away Jack's gift.

When Billie goes to Rebecca's house to play, she feels uneasy and regrets trading the pens. Torn between wanting to be friends with Rebecca and not wanting to hurt Jack's feelings, Billie decides to return the pony and ask for her pens back. She apologises to Rebecca and explains how special Jack is to her. Rebecca understands and says she still wants to be friends with Billie. Billie learns that she can have Jack as her best friend and Rebecca as her new friend.



Sally Rippin

All kids can be readers!

Australian Children's Laureate 2024-2025

## KEY AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

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### 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:

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### **Key Vocabulary:** ‘Empathy’

Definition: Empathy means understanding and caring about how someone else feels. It's like putting yourself in their shoes and feeling what they are feeling.

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

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

End of the session: Ask students to create sentences using the word ‘empathy’ 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 ‘empathy’ in context during other parts of the day to draw students’ attention to it.

## CIRCLE TIME READING AND DISCUSSION:

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### 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 19.

Ask:

- What is Billie doing in this picture?
  - Elicit: Trying to decide whether she should swap her special pens for the purple pony. She is feeling muddled because she doesn't know what to do.
- Billie wants a lot of things. What are some of the things she wants?
  - Elicit: To be friends with both Jack and Rebecca, keep her sparkly pens, and have Rebecca's purple pony.
- Billie is muddled. She can't have all the things she wants. Why can't she have everything?
  - Elicit: If she gives away her special pens, that will hurt Jack's feelings. Billie doesn't want to hurt Jack or for him to be mad at her. But she really wants Rebecca's purple pony and to be friends with her. She thinks that if she trades the pens for the pony, she will also be friends with Rebecca.

## Discuss Billie's choices

Billie makes a number of choices in this story. Firstly, she chooses to swap the pens for the pony. She feels bad about this but also excited. Then, she chooses to go to Rebecca's house to play rather than Jack's house.

Read PP 24-27.

"Hi, Billie!" calls Rebecca. "Your mum says you can come over."

"Today?" says Billie.

"But what about our cubby?" Jack says to Billie.

"Billie doesn't have to always play with you," Rebecca says.

Billie looks at Jack. She can see that Jack looks upset but she doesn't know what to say. She mainly feels excited that Rebecca wants to be her friend.

"We can finish the cubby another time, Jack," she says quietly.

Jack frowns and looks down at his sneakers.

"Come on, Billie," Rebecca says. "My mum's waiting!"

Billie follows Rebecca to her car. She waves to Jack but he is still looking at the ground.

Ask:

- How does Jack feel about these choices?
  - Elicit: He feels sad. Maybe he feels left out and a bit angry.



Read PP27-28

‘Billie and Rebecca sit in the back seat. Billie feels excited. She has a new toy pony and a new friend. But then Billie thinks about Jack and feels bad. The bad feeling makes her tummy twist up inside.’

Ask:

- Billie’s feelings are complicated. How does she feel?
  - Elicit: She feels excited, and she feels bad.

As she spends time at Rebecca’s house, Billie feels bad about making Jack sad. She feels **empathy** for him. Finally, she makes another choice.

Ask:

- What does Billie choose to do?
  - Elicit: She swaps the pony and the pens back. She explains why the pens are special and that Jack is her friend. When she explains this, Rebecca understands and still wants to be friends with her.

### Relate the Story to Our Lives

Ask:

- Can you think of a time when you had to make a difficult choice about two things you really wanted but couldn’t really have?
    - Elicit: An example relevant to your context. Facilitate a discussion.
  - Can you think of a time that you had to show **empathy** to someone else and consider their feelings, even if it meant you had to make a difficult choice?
    - Elicit: An example relevant to your context. Facilitate a discussion.
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