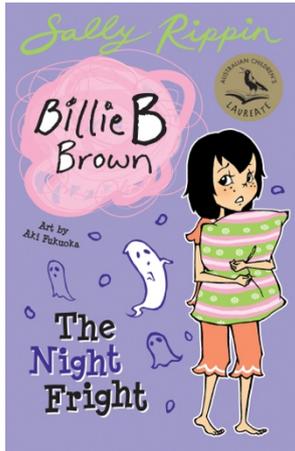


# Billie B Brown Teacher's Notes



*The Night Fright*

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:

- Nightmares.
- Impressing people.

### Title's Social Emotional Themes:

- Communicate your needs.
- Don't keep them secret to placate others.

## SYNOPSIS

Billie is excited to go to the movies with Rebecca and her big sisters. She adores the older girls and wants to be grown-up like them. Despite her worries, Billie agrees to watch a scary movie because that's what older kids enjoy. That night, she has a nightmare about the film. The next day at school, Billie learns that Rebecca had nightmares too. Rebecca confesses that she only watched the scary movie because her big sisters did. Realising they don't need to impress anyone, Billie and Rebecca decide that they can watch funny movies together instead.

If they'd spoken up earlier, they might have avoided doing something they didn't want to do just because the older kids wanted to.



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:** ‘Communication’

Definition: Communication means sharing your thoughts, feelings, or information with others. You can do this by talking, writing, drawing, or using gestures and expressions. It's how we understand each other

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

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

End of the session: Ask students to create sentences using the word ‘communication’ 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 ‘communication’ 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 9.

Ask:

- What is Billie doing in this picture?
  - Elicit: Smiling and laughing with Karri and Jen, Rebecca's big sisters.
- How does Billie feel about Karri and Jen?
  - Elicit: She likes them, looks up to them and wants to impress them.
- How can you tell this from the story/pictures?
  - Elicit: Her expressions in the pictures on P9 and P11.  
Quotes: "Karri and Jen laugh. Billie grins. She likes making Rebecca's big sisters laugh." (P10) "Billie grins. She is so excited to be going to the movies with Rebecca and her two big sisters!" (P11) "'Sure!' says Billie. She feels her cheeks get hot with pride. Rebecca's big sister wants to sit next to *her!*" P13

Ask:

- What happened after Billie went to bed that night?
  - Elicit: She had nightmares about the movie. She was scared and upset.
- How can you tell this from the story/pictures?
  - Elicit: Pictures on P29 and 32.  
Quote: 'Billie's heart is pounding.  
  
"I had a bad dream!" she says.  
  
"There were ghosts. And Noah was crying. I thought the ghosts had taken him."  
PP30-31

### Discuss Billie's choices

Ask:

- Did Billie really want to see the scary movie?
  - Elicit: No.
- How can you tell this from the story/pictures?
  - Elicit: P6 Rebecca and Billie look nervously at each other in the picture.  
Quote: "'Are you OK with scary movies?' Jen asks Billie.  
'Of course!' Billie says, though secretly she is a teensy bit nervous. Billie doesn't like scary movies much. They give her nightmares. But Billie doesn't want Rebecca's sisters to know this." P7

Ask:

- Billie had a choice about what to do when they were choosing a movie. What do you think her choices were?
  - Elicit: Agree to the scary movie; admit that she would rather see something else.
- What choice did Billie make?

- Elicit: To agree to see the scary movie.
- Why do you think Billie made that choice?
  - Elicit: Because she wanted Rebecca's sisters to like her, and she didn't want Rebecca to think that she was scared of the movie.
- What might have happened if she had chosen to say (to **communicate**) that she didn't like scary movies?
  - Elicit: They might have seen another movie; they might have gone home; Rebecca's sisters might have thought she was a 'baby'; Rebecca might have thought she was a 'baby'; Rebecca might have said that she is scared of scary movies too; Rebecca's mum might have insisted they see something else.

When Rebecca finds out that Billie was scared and had nightmares, and that cartoons are her favourite movies too, she says:

“My sisters hate watching cartoons,” Rebecca sighs.

“They say cartoons are for babies. I always have to watch what they want to watch.” P41

- Knowing this, do you think that Billie and Rebecca might have had to see the scary movie anyway?
  - Elicit: Maybe they would have; maybe they would have felt 'strong enough' to watch or do something different together because they could support each other.

### Relate the Story to Our Lives

Ask:

- Sometimes, it can be hard to tell people what you really want to do or how you really feel when you want to impress someone or when everyone else wants to do something. What's an example of this happening in our class?
  - Elicit: An example relevant to your context.
- What could you do if you feel pressured to do something you don't want to do?
  - Elicit: Solutions relevant to your context.