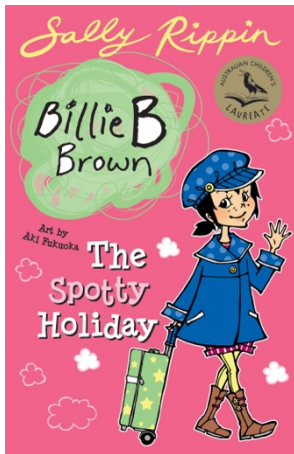


Billie B Brown Teacher's Notes



The Spotty Holiday

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:

- An exciting holiday.
- Relationships with grandparents.

Title's Social Emotional Themes:

- It's important to be flexible when things don't turn out as you expect them to.
- Make the most of a situation.

SYNOPSIS

Billie is excited to spend a whole week visiting Grandma and to fly on a plane. They have a list of super fun activities planned. However, when Billie arrives, she feels itchy and tired. Oh no, Billie has chickenpox! This means she must stay inside and rest, and she and Grandma can't do all the fun things on their list. It seems like the holiday is ruined, but Billie has a great idea. She transforms the living room into a zoo, they have a picnic lunch on the rug, and they turn the kitchen into an ice cream shop with lots of chocolate chips and sprinkles. Each day, Billie and Grandma find new ways to have fun inside the apartment, turning what could have been a boring holiday into a wonderful time together.



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: ‘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’ 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 ‘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 3.

Ask:

- What is Billie doing in this picture?
 - Elicit: Going to Grandma's house for a holiday.
- What plans does she have for her holiday adventure? P9
 - Elicit: As per the list on P9 Zoo, shopping for new shoes, movies, and adventure playground. She is also excited to see Grandma, who lives in another city that is far enough away that she gets to fly there.
- Is she looking forward to her visit with Grandma?
 - Elicit: Yes.
- How can you tell this from the story/pictures?
 - Elicit: P3, 5, and 9. Billie has a huge smile on her face.
Quote: "But Billie is too excited to draw or read. She has been counting sleeps for weeks!" P6
- Does Billie have strong ideas about how to make her visit fun? How can you tell this from the story/pictures?
 - Elicit: Yes.
Quote:

"Chickenpox," says Grandma shaking her head. "Luckily I've already had it so I can't catch it again, but we don't want other children catching it. You'll have to stay inside until you are better."

"But what about the zoo?" Billie gasps. "And the movies? And my new shoes?"

Big fat tears roll down Billie's spotty cheeks.'

Discuss Billie's choices


Read P 19:

'Billie wrote so many fun things on her list and now she can't do any of them. What a miserable holiday!'

Ask:

- Billie can't have the holiday she dreamed of, but even though she is sick, she has choices about what to do. What do you think these choices are?
 - Elicit: Stay in bed and grumble about it and be upset; find a way to make the most of the visit and enjoy what she can.

Billie chooses to be **flexible**. She finds different ways to do all the things on her list while resting and staying away from other people so she doesn't infect them.



Relate the Story to Our Lives

Ask:

- Can you think of a time when you had to be flexible and make the most of a situation when you were disappointed because things didn't go to plan?
 - Elicit: An example relevant to your context.
- How did you show **flexibility**?
 - Elicit: An example relevant to your context.