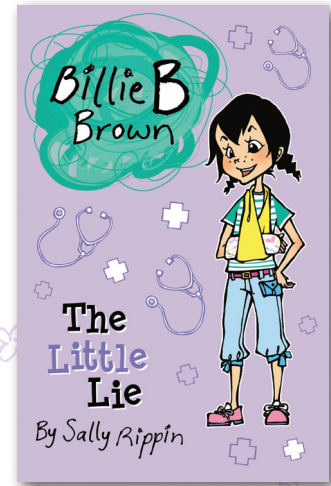


Billie B Brown: The Little Lie

Learning Outcomes

Students will:

- Write a description of a favoured imaginary game
- Discuss the importance of honesty and the consequences of dishonesty
- Write a short alternative response to an idea in the story



About the story

Billie B Brown has been busy hunting dinosaurs – not even two broken arms and a broken head can stop her! Armed with her toy bow and arrow, Billie the hunter scours the backyard and, spotting a dinosaur, shoots her last arrow ... right onto the roof of her shed. Determined to keep playing, Billie climbs the fence and attempts to retrieve the arrow only to tumble to the ground. A visit to the hospital finds that Billie has broken her arm and will need a plaster cast. Despite being in pain, Billie is a teensy bit excited about having a cast and sling – now everyone at school will want to be her friend. But when she is asked to explain how the accident happened, Billie gets a little carried away with the attention she receives and embellishes her story so much so that her school friends begin to doubt whether Billie has broken her arm at all. But worse than fibbing to her school friends is disappointing her best friend Jack who, after listening to Billie lie, refuses to speak to her. Feeling terrible, Billie decides to share the real story with her classmates and in doing so, receives the attention she'd hoped for!

Before you read the story

Read the title of the story to the students. Ask students to define what a lie is and what may constitute a big lie and a little lie. Invite the students to identify what the consequences of lying might be. Now turn to the back cover and read the blurb aloud. Note that Billie includes a crocodile in her story about how she broke her arm. Ask students why Billie might have made up this story instead of telling the truth. Now allow students to generate ideas as to how Billie incorporated a crocodile into her explanation of how she broke her arm. Record ideas and return to them once the details of the lie are revealed in the story.

Questions and activities

Chapter One

What game are Billie and Jack playing? Can you explain how this game is played?

How did Billie hurt her arm?

Did Billie have to climb the fence to get her arrow down or was there a safer way?

Activity

Note that Billie and Jack like to play lots of made-up games together, including hunters. Ask students to share the details of a made-up game that they enjoy or have enjoyed playing. The teacher should model writing a simple description of an imaginary game before instructing students to complete an individual response. Students should include an illustration to accompany the description. The teacher can choose several descriptions to share with the class.

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Questions and activities

Chapter Two

Where is Billie taken immediately after hurting her arm?
What does the doctor tell Billie?

How does Billie feel about this and why?

Why does Billie lie to her classmates about how she broke her arm?

Activity

Read pages 20 – 23 aloud and discuss Billie's motivation for lying and Jack's response to this. Invite students to share some of the lies they have told or have been told. Ask students to identify the reasons some people lie and the consequences of lying. Explore the concept of lying and honesty through stories. Some suggested titles are: *Edward Fudwupper Fibbed Big*, by Berkeley Breathed; *A Big Fat Enormous Lie*, by Marjorie Weinman Sharmat; *The Boy Who Cried Wolf*; *Sam Tells Stories*, by Thierry Robberecht and: *Liar, Liar, Pants on Fire!* by Gordon Korman.

Chapter Three

What does Jack think about Billie's fibbing? Find examples in the story to support your idea.

What part of Billie's story shows that she is lying about how she broke her arm?

Once her classmates realise Billie is lying, she feels terrible. Why?

Activity

Discuss how Billie's lie snowballed into an extravagant tale that involved a fierce crocodile. Note that it was this rather unbelievable addition to her story that led her classmates to believe that she wasn't telling the truth. Invite students to invent some equally creative and unbelievable stories that Billie could have used to explain her broken arm.

Chapter Four

Explain why Billie is brave.

How does Billie feel when she shares the truth about her broken arm? Find examples from the story to support this.

Why is Billie so happy after she admits to telling stories?

