

Little Billy
Copyright Page and Subject Headings

Most readers completely skip over the Copyright Page in a book. Before you read this book, take a moment to read over the Subjects included in the Library of Congress Subject Headings section. List them here:

Locate the subjects included from the Library of Congress Children's and Young Adults' Cataloging Program (CYAC). List them here:

Locate the subjects included from the Library of Congress Genre/Form Terms.
List them here:

Predict: How might these subjects be woven into the storyline of the book you are about to read?

Reflect: After reading the story, were there any Subjects that you couldn't identify within the story? Would you add or take away any of the Subjects on the Copyright Page?

Extension Activity: If you are writing a story, what Subjects would you apply for on your Copyright Page?

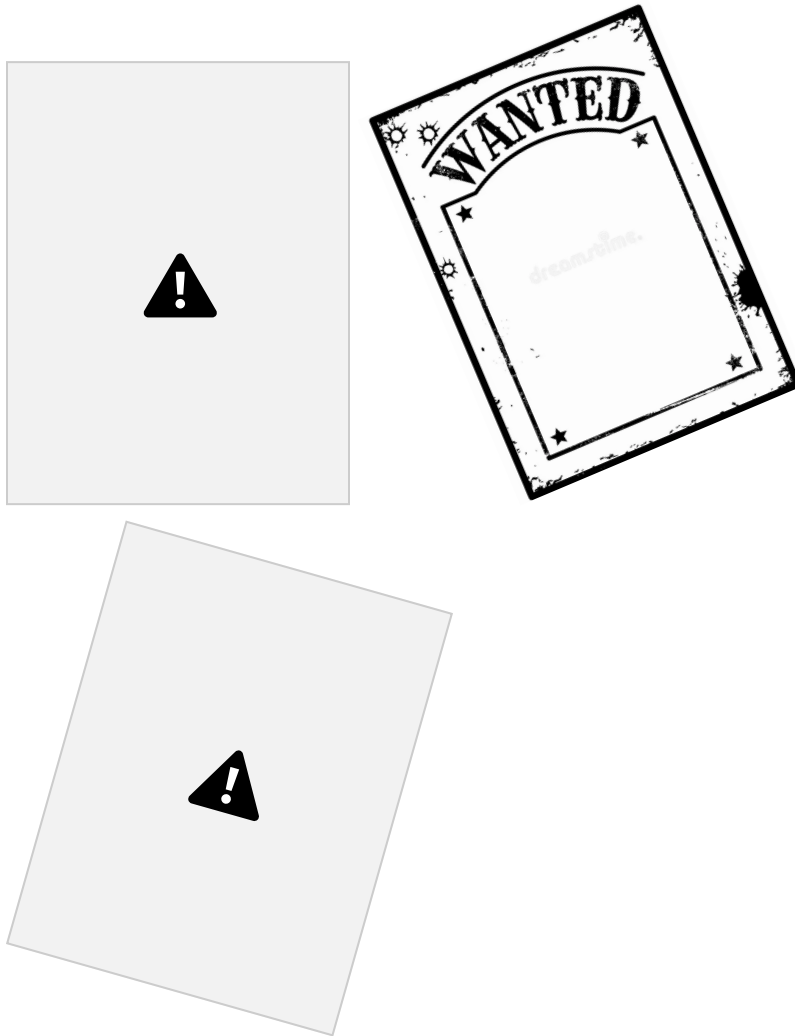
Core Standard(s): Language Standards: Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling when writing; Writing Standards: Text Types and Purposes (focus on narrative writing): Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Glossary Terms: Text Feature Print features as well as graphic, informational, and organizational aids (e.g., bold print, italics, maps, charts, labels, headings).

[References](#)

Little Billy - Poetic License

Sometimes when authors write, they play with language and spelling. As you read through this story, you may find some “suspicious” spellings or uses of the English language. Have some fun with this story, and as you read, see if you can fill in these Wanted Posters with those words!



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Little Billy - Multiple Story Lines and Multimedia

Author Alan St. Jean uses multimedia (video and song) along with the graphic novel format to tell multiple stories. This story was actually written with a group of seventh grade students, and Mr. St. Jean chose to leave their author's voice in the story rather than correct and change important parts they had created. Watch the video and listen to the song. Compare and Contrast the story, the video and the song. Identify what is the same and what is different between all three story lines.



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Little Billy - Text Features Search

Seek and Find: Revisit the book, **Little Billy**, and look for Text Features. Identify as many as you can and try to document the author's purpose in using them. Work with a partner to share your ideas!



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Little Billy - Dialogue and Speech Bubbles

In narrative writing, the author uses dialogue to develop experiences and events as well as to show the responses of characters to situations. In this story, the author uses a single apostrophe instead of quotation marks to indicate individual spoken words. In English, writers use quotation marks to indicate the spoken words of the characters. Work with a partner. Find a strong example of character dialogue, and work together to rewrite it using quotation marks.

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Graphic Novels use speech bubbles to isolate dialogue for the readers. Take your examples of dialogue from the first activity above and draw graphic novel panels to display your dialogue using speech bubbles. When you use speech bubbles, the speech bubble shape means that you don't need the quotation marks. The speech bubble conversation shape shows which character is speaking by making the tail of the speech bubble seem to come from that character's mouth. Try this with your examples!

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Little Billy - Missing Suffixes (After Reading)

Suffixes are the letters added to the end of a word to create a new word or change the ordinal word's part of speech. In the story **Little Billy**, the words with missing suffixes are wanted for breaking the rules! Find those wanted scoundrels and reunite them with their missing word parts! Write the word as it is used in the story and then write it with its missing parts. Draw a picture to show what the word means or write the meaning each word.

_____ should be _____ - it means:

_____ should be _____ - it means:

_____ should be _____ - it means:

_____ should be _____ - it means:

_____ should be _____ - it means:

Do you notice a pattern developing with the words that are missing their suffixes?

What do you notice?

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