

Becky Brush-your-hair (Something Terrible)

AUTHOR

SALLY BARTON

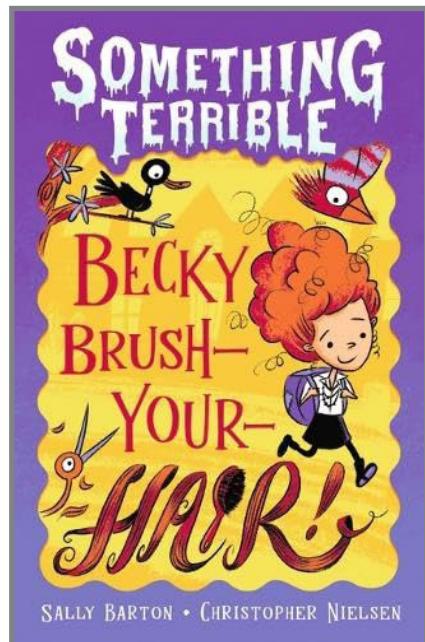
ILLUSTRATOR

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

Becky Culpepper lives at 34 Rufus Street. You might be surprised to know that is her name, because most people think her name is Becky Brush-your-hair. But no matter how many people tell her, or how often, Becky never brushes her hair.

One morning, just as Becky was leaving for school, her mum called, 'Becky! Brush your hair. Something terrible could happen!'

This is the story of the something terrible that did.

ABOUT THE AUTHOR

Sally Barton was at the age of six when she first took a book from the library, from then on words and stories became an important part of her life. She not only spends her days creating fictional worlds for both adults and children, but she also passes this love and knowledge on to her students as a tutor for children with learning differences. Sally previously worked for the police but was happiest at her job in a public library while she finished her degree in Legal Studies. Sally enjoys teaching and travelling but writing is her first love. Sally was honoured to win the Writers Unleashed Picture Book Competition in 2022 with *Goodnight Sheep*.

ABOUT THE ILLUSTRATOR

Christopher Nielsen's illustrations flow forth from a love of vintage design. Tin toys, Mexican wrestlers, Matchboxes, Medical Charts and Indian Goddesses all jostle for attention amongst the flotsam and jetsam of his flip-top head. His images have been adopted by wineries, zoos, department stores, radio stations and fish mongers around the globe as well as many books. When he's not making images or raising a young family he can be found on stage playing guitar with his band *The Ramalamas*.

His artwork has been acknowledged by The British Book Design & Publication Awards, The AGDA Awards, 3x3, Communication Arts, American Illustration, Society Of Illustrators NY, Luerzers Archive, Hotshop Awards and The Creative Annual. He has received Gold, Silver and Bronze medals in the Illustrators Australia Awards. He was shortlisted in 2018 for the CBCA Crichton Award for best new illustrator in children's book illustration.

STUDY NOTES**BEFORE READING**

- Before reading, view the cover and title of the book. Identify the following:
 - The title of the book
 - The author/illustrator
 - The publisher
 - The blurb.
- Based on the title only, what do you think this story is about? Based on the cover, what do you think this story is about? Did your ideas change after seeing the cover?
 - How do you think it will begin/end? Revisit your answer after reading the story to see if your predictions were correct.
- Discuss the title of the book. Do you think this is a good title? Why or why not? If you were asked to choose an alternative title for the book, what would it be? Remember, a good title should capture the audience's attention and give them some idea of what the book is about.
 - Write your own story using the title of the book.
- Look at the front cover, read the blurb on the back to gather clues and use any prior knowledge you may have to predict some events that might happen in this story.
- Discuss hair-brushing with your class. How does everyone brush / care for their hair? Do people do it differently? How do different people like to wear their hair? Lastly, what do your students think could happen to them if they don't brush their hair?

WHILE READING

- Who do you think the audience for this book is? Why?
- Is the book an imaginative, informative or persuasive text? How can you tell?
- Literary techniques allow a writer to convey a deeper meaning in their text. What techniques can you find in *The Becky Brush-your-hair*? Eg. metaphor, imagery, alliteration, personification, etc.
- What deeper meaning can you draw from the text?

AFTER READING

- Ask your students to share the things their families are always asking them to do—like tie their shoelaces, brush their teeth, eat their breakfast, etc.
 - Then, have your students pick one thing and write a short story about the 'something terrible' that could happen if they don't do it!
- Organise a day for your students to come to school with their own wild hair-dos! They might have a bird's nest, a spiky mohawk, bright colours or little creatures 'living' in their hair!
- As a class, write a list of some of the words in the story that have special fonts or styles (eg. knit-knotting, tugging, something terrible, scratching). Discuss how the words look how they sound/feel. Write another list of new words for your students to 'illustrate' in the same way—drawing the word in a way that looks how it sounds/feels!
- Have your students research a critically endangered animal (it doesn't have to be a bird!) and write a short report on that animal.