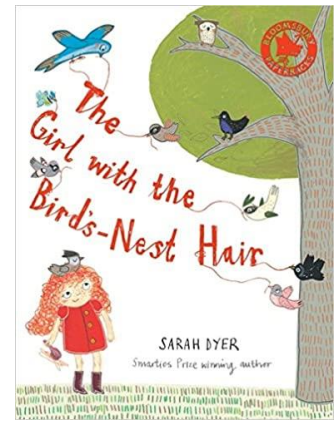


Week 12: Core Text Reading Task

The Girl with the Bird's-Nest Hair by Sarah Dyer

Monday

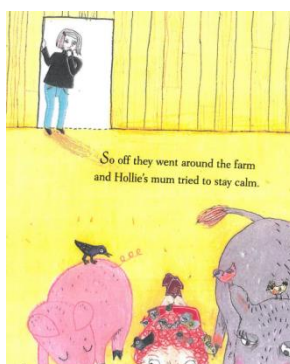
Read pages 13 and 14



1. What did Hollie and mum do when they arrived at the farm?

2. How do you think Hollie felt when her mum said "For goodness' sake! It's gone on too long - I must brush your hair"?

3. What is happening in this part of the story?
Think about how mum is feeling.



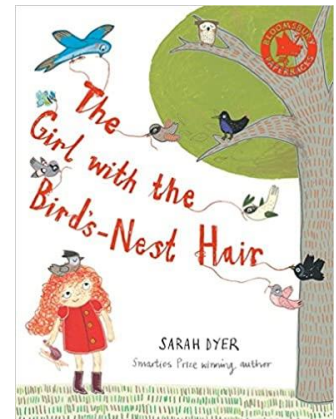
4. What does the word *calm* mean?

Week 12: Core Text Reading Task

The Girl with the Bird's-Nest Hair by Sarah Dyer

Tuesday

Read pages 15 - 16



1. The author used lots of rhyming in the story. Draw lines to connect the words that rhyme

big	space
pace	unaware
hair	feed
birdseed	pig

2. Which animals did Hollie feed when she was at the farm?

3. Why was mum worried about the bird in Hollie's hair?

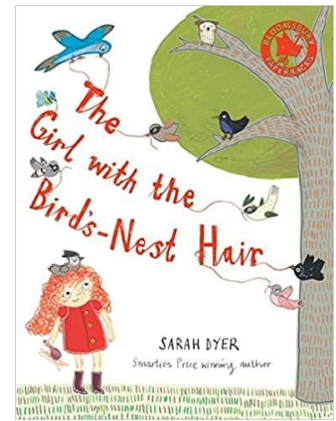
4. On page 16, find "Hollie skipped, gathering pace". What does this mean?

Week 12: Core Text Reading Task

The Girl with the Bird's-Nest Hair by Sarah Dyer

Wednesday

Read page 17 – 18



1. On page 17, the author says that Hollie is 'completely unaware'. What does this mean?

2. Which type of birds did Hollie have in her hair?

3. Look at the picture from the story. How is Hollie feeling? Use evidence from the text to support your ideas.



4. "But that was nothing compared to what was about to come." What do you think is going to happen next?

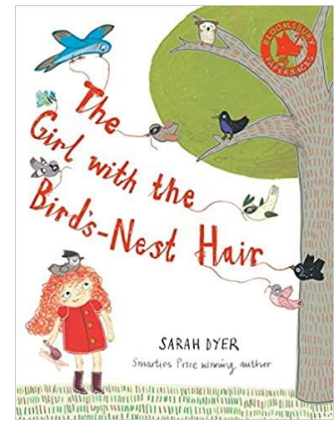
I predict _____

Week 12: Core Text Reading Task

The Girl with the Bird's-Nest Hair by Sarah Dyer

Thursday

Read pages 19 - 21



1. What does the word 'leapt' mean?

Use this new word in your own sentence.

2. The author uses the word 'shock' to describe how Hollie is feeling. List 3 words she could have used instead.

3. Why did Hollie look up at mum with a 'cheeky grin'?

4. Circle the words that best describe Hollie's mum:

cheerful	funny	anxious
bossy	caring	shy

Explain your choices below using examples from the text:

Week 12: Core Text Reading Task

The Girl with the Bird's-Nest Hair by Sarah Dyer

Friday

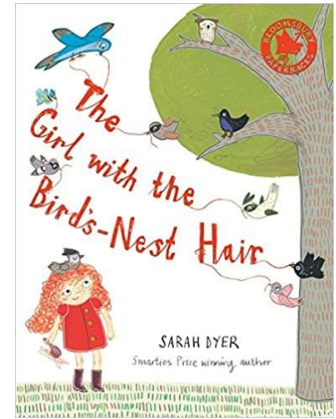
Evaluating

Evaluating Stems:

This part works well because...

I like the way the author uses * because...

I think the story would have read better if...



1. What did you like about this book? Use the word *because* to explain your answer.

2. What would have made this story better? Use the word *because* to explain your answer.

3. The author uses lots of rhyming throughout the story. Why do you think she has done this?

4. Read the last page of the story again. Write your own ending in the style of the author.
