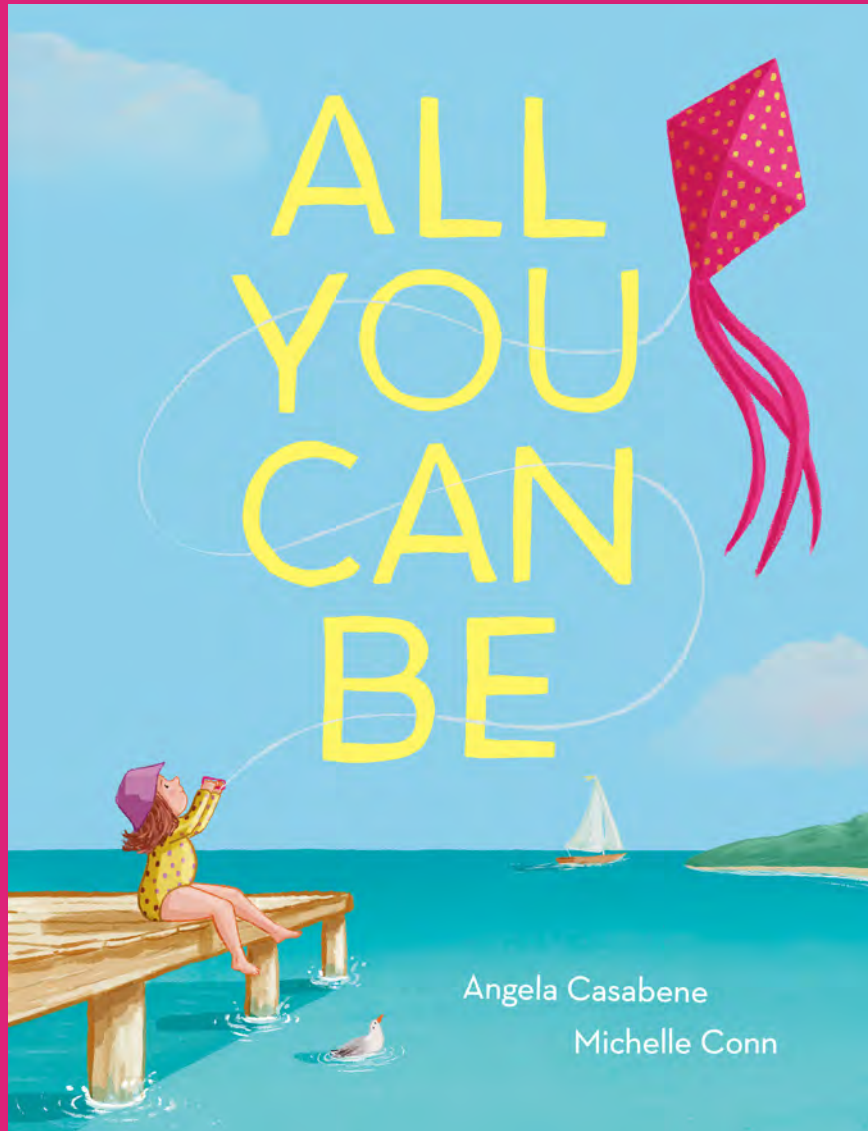


Classroom Resources



Resources created for:

Lower and middle primary

Key capabilities:

Comprehension

Social and Emotional Development

Literacy

Themes

Self-awareness

Self-love

Being kind

Overcoming fears and worries

Contents of this pack

- Book details for *All You Can Be*
- Questions for before we begin reading
- Discussion points in key curriculum areas: Comprehension, Social and Emotional Development, and Literacy
- Final reflections
- Three activities based on the story: write a diary entry; set a goal; draw a picture

Description

*When the sun sits up high
In the blue summer sky
And you long to dive into the sea,
But you're fixed to the pier
And you're held there by fear ...
Be brave. Be all you can be.*

This is a love letter to children everywhere encouraging them to embrace their true selves and to live their big, messy, beautiful lives to the full.

Be kind. Be strong. Be curious. Be wrong ... Be all you can be.

About the author

Angela Casabene lives on Bunurong Country in a beachside suburb in Melbourne. When she's not sitting in her Storytelling Chair reading books to young humans, she can be found in her favourite cafe, claiming the 'Community Bookshelf' was her idea, and her idea alone. Angela's world has always been filled with stories and books; she still has the pink and cream exercise book her dad taught her to write in when she was four years old. Now, Angela mostly writes on her laptop at the café, where she creates stories for kids of all ages. *All You Can Be* is her first picture book.

About the illustrator

Michelle Conn is an author, illustrator and picture book maker living on Wadawurrung Country in the coastal town of Torquay Victoria with her husband, two children and border collie, Maggie. After years of working as a graphic designer and primary school teacher, Michelle's love of books and storytelling won over and she spends most of her spare time drawing, writing and wandering around the house in a 'thinking fog'. If Michelle's not writing or illustrating delightful worlds for children to enjoy, you'll find her along the wild and woolly cliffs of Jan Juc or sitting by a fire knitting and dreaming about living in a lighthouse.

Find this book at our website:

<https://affirmpress.com.au/browse/book/Angela-Casabene,-illustrated-by-Michelle-Conn-All-You-Can-Be-9781922863287>

Before we begin reading

- Have a look at the front cover. Can you describe what you see?
- Take a closer look at the girl's face. How would you describe her expression?
- The title of this book is *All You Can Be*. What do you think this book will be about?
- Have you ever flown a kite? Was it tricky or did you find it easy? Did you need help from someone else? If you haven't flown a kite, perhaps you could ask a grown-up to do this with you soon!
- What are your favourite things to do at the beach?
- If you were at the beach right now, would you join the girl flying her kite, or would you do something different?
- Open the book and have a look at the first painting. (*This will be the endpapers showing the aerial view of the beach.*) Can you describe what this painting shows? Once you've had a good look, flick to the very end of the book. The painting looks similar, but can you spot some differences between this and the painting at the start? What might these paintings be telling us?



Discussion in key curriculum areas

Comprehension Social & Emotional Development

- Flick to the first page of the story. Where is the main character, and what is she doing?
- What might the main character be feeling in this moment? Does the story give you a clue?
- We are all afraid sometimes. Can you describe a time you were scared or worried to do something new?
- What can you tell yourself when you feel scared or worried about something?
- When was the last time you tried something new for the first time? How did you feel after you tried it, and would you do it again?
- The main character tries to surf. She is standing up ... but then she falls down. Why is it important to try something, even if you might not be good at it straight away?
- What types of activities does the main character do during her day at the beach? Is this similar or different to what you like to do at the beach?
- Sometimes the main character is alone. Find all the times that the main character is on her own. Does she look happy or sad or a mixture of both?
- What types of things do you like to do when you're by yourself?

- The main character makes friends at the beach. What activities does she do with her friends?
- Have you ever made a friend when you were on holiday or on a day out somewhere?
- Find some moments where the characters look happy. How can you tell they are happy in these moments? What are the characters doing? Why might they be feeling happy here?
- What makes you feel happy?
- What was the main character 'wrong' about? When did she learn her mistake?
- When was the last time you were wrong about something or when you made a mistake?
- What can we say to someone when we've made a mistake that hurt their feelings?
- What does the word 'curious' mean?
- What are you curious about?
- Find a moment when the main character looks curious. Is there just one moment, or can you find more than one example of it?
- Kindness is something we can give to ourselves, to others, and to the planet. What are some ways we can show kindness to each other? How can we treat the beach with kindness?
- How might the main character feel by the end of the day? Is this different to how she might have felt at the beginning of the day? Explain why you think this.

Literacy

Adjectives

You could perform the following exercise as a class or in small groups. Ask the students:

Can you remember a time/share a time when you were ...

- Brave
 - Strong
 - Wrong
 - Silly
 - Kind
 - Curious
- Discuss what these six words mean to students.
 - Spark discussion by using yourself as an example. e.g. 'I felt BRAVE when I taught my first lesson.'
 - Use the exercise to show that these words might mean different things to different people.

Verbs and nouns

- There is a lot of movement in this book. Use this to guide a lesson on verbs and nouns. You could ask students to use verbs and nouns to describe the many different activities that the children are doing. For example: 'The characters **dance** together.' (verb) and 'The characters are **dancing** together.' (noun)



Similes

On pages 26-27, the author writes: 'And you feel just as small as a flea'. Use this to explain the concept of similes and other figurative speech. Then, ask students to write their own similes, following the examples below. Encourage the students to be as inventive as possible!

As large as a ...

As fast as a ...

As quiet as a ...

As sweet as a ...

As fluffy as a ...

As busy as a ...

As sparkly as a ...

As loud as a ...

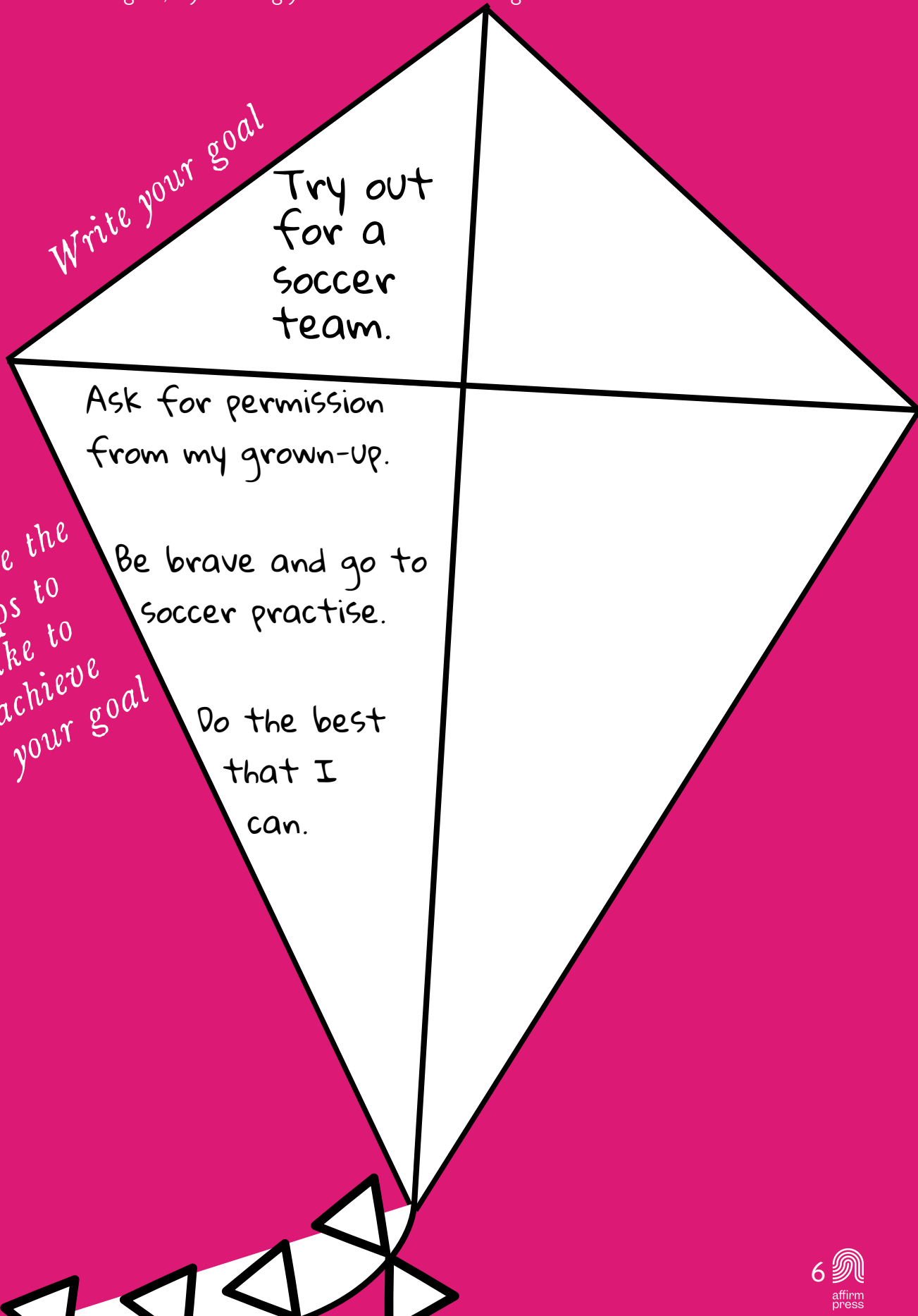
Final reflections

- What was your favourite page of this book? Why?
- At the start of the story, the main character was scared to jump off the jetty. By the end of the story, she had dived, swum, danced, built sandcastles, flown a kite, surfed and star-gazed. How would you describe her day? What do you think she liked doing the most?
- The main character tries lots of activities. What activities would you like to try in future?
- We never learn the characters' names. What would you have called the main character?
- What can you say to yourself if you're ever feeling worried or afraid?
- What new things are you looking forward to trying in future?
- Would you recommend this book to a friend?



Activity One: Goal-setting!

Is there something you would like to achieve in the next year? Perhaps you would like to compete in the swimming carnival, or make a new friend, or find a new hobby? Use this kite to write a goal, following the example shown inside the kite. Remember, no dream or goal is too silly or too small. If you have more than one goal, try drawing your own kite and filling it in!



Activity Two: Diary Entry

For this activity, you will pretend to be the main character in the book, and you will write a diary entry describing the events of the day. Your diary can be as long or as short as you like. You can use the space provided, or you can write in your own workbook or separate piece of paper. Try to use at least three adjectives and two verbs. Ask your teacher for help if you need it! If you prefer, you can write a diary entry about a good day you had recently instead.

Dear Diary,

Today was a _____ day because . . .

Blank space for writing the diary entry.

Love,

Activity Three: Draw 'bravery'

What do you think of when you hear the word 'brave'? Perhaps you think of a superhero. Or maybe your grandma. Perhaps you were brave when you tried broccoli for the first time! Use the space provided or use a spare piece of paper to draw something that shows 'bravery' to you.