

# Week 5 - Package 1 - Year 3 and 4 English/literacy - Fluency - You can have mine Part 1

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- [Fluency - You Can Have Mine - Part 1 video](#)
- Activity sheet 1
- Activity sheet 2
- Activity sheet 3
- Pens and highlighters

### Back up

- [Printed version of the Fluency - You Can Have Mine - Part 1 PowerPoint presentation](#)
- Blank paper

## Before your child starts

This lesson is the first in a series of five lessons based on the text *You Can Have Mine* by Alison McLennan and illustrated by Cheryl Orsini.

This story is an example of a fable. A fable is a type of story that usually includes animals and that is designed to teach a lesson or a moral.

# What your child needs to do

Your child will watch [Fluency - You Can Have Mine - Part 1 video](#) of a lesson about the text *You Can Have Mine*. The teacher will guide your child as they learn about the importance of reading fluently. Fluency involves reading with expression, automatic word recognition, rhythm and phrasing and smoothness.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson.

By the end of the lesson, your child will have completed activities to support them to be able to:

- self-assess their reading fluency
- reflect on how their understanding of a text.

# What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity sheet 1: First impression
- Activity sheet 2: You Can Have Mine
- Activity sheet 3: Fluency self-assessment

# Options for your child

## Activity too hard?

Have your child focus on fluency by listening to the reading of the story multiple times. Have your child choose a section of the story to practise reading and praise your child's growing fluency.

## Activity too easy?

Investigate other stories that are fables such as *The lion and the mouse* or *The tortoise and the hare*. What characteristics does a fable usually have? Compare and contrast the story *You Can Have Mine* with another fable.

# Extension/additional activity

There are lots of stories that use animals as the main characters. Read some more stories that have animal characters.

# Activity sheet 1: First impression

## Instructions

Write a sentence to explain your first impression of the story. You might include information about the characters, the author's purpose or message and whether you enjoyed the story and why or why not.

Challenge: Explain what you already know about the characters in the story and give evidence from the text to support your thoughts.

# Activity sheet 2: You Can Have Mine

## Instructions

Record yourself reading the story, or a section of the story, *You Can Have Mine* by Alison McLeannan.



## You Can Have Mine

story by Alison McLennan, illustrated by Cheryl Orsini

When Hazel was born, the universe gave her a rainbow coat.

Most caterpillars wriggled into the world in shades of beige, green or black. Some were white or had one or two colours. But Hazel was every colour of the rainbow.

Because she was different, the other caterpillars stayed away. Perhaps they were jealous of her, or a little in awe. Either way, this meant Hazel was lonely. She would have given anything to have friends.

She wriggled the world alone until one day she crossed paths with a toad. The toad was crying softly on a lily pad when Hazel asked him what was wrong.

‘Oh, hello,’ said the toad. ‘I’m just sad because I’m so ugly and disgusting.’

Hazel felt confused. She thought the toad was beautiful.

‘Well that’s silly,’ said Hazel. ‘I don’t think you’re ugly at all.’

The toad blinked. ‘Oh, but I am,’ he said. ‘All my cousins are green and shiny like emeralds, but I’m grey and dull like a piece of coal. I’d give anything to be green.’

Hazel wriggled closer to the toad and said, ‘Don’t be sad. You can have mine.’ And she gave the toad all her green. The toad was so gleeful and grateful! He leapt high in the air, called out ‘Thank you caterpillar!’ and landed in the pond with an almighty SPLASH.

Hazel was happy she'd been able to help the toad. She wriggled the world alone once more until she crossed paths with a cockroach. The cockroach was staring forlornly at the ground, rubbing its legs together, when Hazel asked him what was wrong.

'Oh, hi,' said the cockroach. 'I'm just feeling low because I'm so plain and ordinary.'

Hazel felt confused. She thought the cockroach looked really interesting.

'Well that's silly,' said Hazel. 'I don't think you're plain at all.'

The cockroach looked up. 'Oh but I am,' he said. 'All my cousins are bright shiny beetles who glisten in the sun, but I'm just brown. I'd give anything to be red.'

Hazel wriggled closer to the cockroach and said, 'Don't be sad. You can have mine.' And she gave the cockroach all her red. The cockroach was so thrilled and thankful! He cried, 'Thank you, caterpillar!' as he scuttled away.

Hazel was happy she'd been able to help the cockroach. She wriggled the world alone once more until she crossed paths with a crow. The crow was covering her eyes with her wings and singing a sad little song, when Hazel asked her what was wrong.

'Oh no,' said the crow. 'I didn't want anyone to see me because I'm so dull and drab.'

Hazel felt confused. She thought the crow looked sleek and elegant.

'Well that's silly,' said Hazel. 'I don't think you're dull at all.'

The crow uncovered her face. 'Oh but I am,' she said. 'All my cousins are covered in fluorescent feathers that look like the sunset, but I'm invisible. I'd give anything to be covered in colours.'

Hazel wriggled closer to the crow and said, 'Don't be sad. You can have mine.' And she gave the crow all the colours she had left. The crow was so excited and ecstatic! She swooped up into the air, singing 'Thank you, caterpillar!' as she flew away on the wind.

Hazel was happy she'd been able to help the crow, but with all her colours gone, she felt so cold and exposed. She wriggled onto a low hanging branch and started to cry. The toad, who had hopped back to find her, felt the plop plop plop of her tears on his head. The cockroach, who had scurried back to find her, saw her clinging sadly to her branch.

The crow, who had flown back to find her, could feel Hazel shivering as she landed next to her. Before they could even ask her what was wrong, Hazel curled and swirled suddenly, wrapping herself in a thick silken blanket of snowy white, where she stayed in silence and stillness.

'It's my fault,' said the toad. 'She gave all her green to me.'

'No, I think it's my fault,' said the cockroach. 'She gave all her red to me.'

'No. It's my fault,' said the crow.' She gave all her colours to me, and now she has no colour at all.'

One by one they took their colours and laid them over Hazel like a patchwork quilt. Then they waited and hoped she would wake up.

While she slept, the universe gave Hazel a brand- new coat. When she emerged from under her blankets, her caterpillar-self had disappeared and in its place was the most magnificent butterfly her new friends had ever seen. Hazel's wings were every colour of the rainbow and she was more beautiful than before. She thanked her friends for staying with her. She felt sure she would never be lonely again.

Image and text acknowledgement: The School Magazine

# Activity sheet 3: Fluency self-assessment

## Instructions

Use the categories below to complete your final fluency self-assessment.



Expression- think about your volume and tone.

- I didn't read with expression.
- I read with a little bit of expression.
- I read with too much expression.
- I read with just the right amount of expression that showed I understood what was happening in the story.



Automatic word recognition- read effortlessly and at a good pace.

- My pace was too slow and I wasn't reading the words automatically.
- My pace was too fast and my reading didn't sound conversational.
- I read the words automatically and at the right pace so that others could follow the story easily.



Rhythm and phrasing- pay attention to the punctuation and use a natural rhythm.

- My reading was too choppy.
- My reading was in awkward word chunks.
- I read with no breaks so it sounded unnatural.
- I read with rhythm and paid attention to the punctuation and the natural phrases.



Smoothness- sound smooth and fix any mistakes.

- I struggled with a lot of words so my reading didn't sound smooth.
- I knew most of the words but not all.
- I knew most of the words and fixed any mistakes so my reading sounded smooth.

Adapted from The Megabook of Fluency by Tim Rasinski and Melissa Cheesman Smith.

# Week 5 - Package 2 - Year 3 and 4 English/literacy - Pronouns - You can have mine Part 2

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- [Pronouns - You Can Have Mine - Part 2 video](#)
- Activity sheet 4: Tracking Characters
- Activity sheet 5: Second impression
- Pens and highlighters

### Back up

- [Printed version of the Pronouns - You Can Have Mine - Part 2 PowerPoint presentation](#)
- Blank paper

## Before your child starts

This lesson is the second in a series of five lessons based on the text *You Can Have Mine* by Alison McLennan and illustrated by Cheryl Orsini.

This story is an example of a fable. A fable is a type of story that usually includes animals and that is designed to teach a lesson or a moral.

# What your child needs to do

Your child will watch a lesson named [Pronouns - You Can Have Mine - Part 2 video](#). The teacher will guide your child as they learn how to use the pronouns to track the actions of and interactions between characters in a text.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson.

By the end of the lesson, your child will have completed activities to support them to be able to:

- self-assess their reading fluency
- explore how pronouns are used within a text
- reflect on their understanding of a text.

# What your child can do next

Your child will watch [Pronouns - You Can Have Mine - Part 2 video](#) and pause throughout to complete the following activities:

- Activity sheet 4: Tracking characters
- Activity sheet 5: Second impression

# Options for your child

## Activity too hard?

Work with your child to track the references to Hazel and the toad after watching the teacher model the process for the beginning of the story.

## Activity too easy?

Have your child track the pronouns and character interactions in another book they are reading.

# Extension/additional activity

Have you ever read a book for a second time and reflected on how much deeper your understanding is than the first time you read it? Encourage your child to read a story they are familiar with and notice some new things about the characters and their interactions.

# Activity sheet 4: Tracking characters

## Instructions

1. Read the next sections of the story.
2. Highlight the references to each character using a different colour.
3. Remember that you are looking for proper nouns, nouns and pronouns.

## The cockroach

Hazel was happy she'd been able to help the toad. She wriggled the world alone once more until she crossed paths with a cockroach. The cockroach was staring forlornly at the ground, rubbing its legs together, when Hazel asked him what was wrong.

'Oh, hi,' said the cockroach. 'I'm just feeling low because I'm so plain and ordinary.'

Hazel felt confused. She thought the cockroach looked really interesting.

'Well that's silly,' said Hazel. 'I don't think you're plain at all.'

The cockroach looked up. 'Oh but I am,' he said. 'All my cousins are bright shiny beetles who glisten in the sun, but I'm just brown. I'd give anything to be red.'

Hazel wriggled closer to the cockroach and said, 'Don't be sad. You can have mine.' And she gave the cockroach all her red. The cockroach was so thrilled and thankful! He cried, 'Thank you, caterpillar!' as he scuttled away.

## The crow

Hazel was happy she'd been able to help the cockroach. She wriggled the world alone once more until she crossed paths with a crow. The crow was covering her eyes with her wings and singing a sad little song, when Hazel asked her what was wrong.

'Oh no,' said the crow. 'I didn't want anyone to see me because I'm so dull and drab.'

Hazel felt confused. She thought the crow looked sleek and elegant.

'Well that's silly,' said Hazel. 'I don't think you're dull at all.'

The crow uncovered her face. 'Oh but I am,' she said. 'All my cousins are covered in fluorescent feathers that look like the sunset, but I'm invisible. I'd give anything to be covered in colours.'

Hazel wriggled closer to the crow and said, 'Don't be sad. You can have mine.' And she gave the crow all the colours she had left. The crow was so excited and ecstatic! She swooped up into the air, singing 'Thank you, caterpillar!' as she flew away on the wind.

# Activity sheet 5: Second impression

## Instructions

1. Reread your first impression of the story from Activity 2: First impression.
2. Now that you have read and begun to explore the story more deeply, write a paragraph to explain your understanding of the story. Make sure you include information about the characters and their interactions.

# Week 5 - Package 3 - Year 3 and 4 English/literacy - Character - You Can Have Mine - Part 3

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- [Character- You Can Have Mine- Part 3 video](#)
- Activity sheet 6: Feelings and wants
- Activity sheet 7: Third impression
- Pens and highlighters

### Back up

- Printed version of the [Character - You CanHave Mine - Part 3 PowerPoint presentation](#)
- Blank paper

## Before your child starts

This lesson is the third in a series of five lessons based on the text *You Can Have Mine* by Alison McLennan and illustrated by Cheryl Orsini.

This story is an example of a fable. A fable is a type of story that usually includes animals and that is designed to teach a lesson or a moral.

# What your child needs to do

Your child will watch [Character- You Can Have Mine- Part 3 video](#). The teacher will guide your child as they learn how to analyse and respond to the feelings and wants of characters in a text.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson.

By the end of the lesson, your child will have completed activities to support them to be able to:

- read a text with accuracy and using appropriate expression
- explain the feelings and wants of characters
- reflect on how their understanding of a text changes as they read it multiple times.

# What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity sheet 6: Feelings and wants
- Activity sheet 7: Third impression

# Options for your child

## Activity too hard?

Work with your child to read the section on the cockroach. Have your child draw a picture of the cockroach and write a sentence to explain how the cockroach feels and what he wants.

## Activity too easy?

Investigate the personality, feelings and wants of a character in another story. Choose a section of the story that explains the wants or motivation of the character. Write a paragraph about the character and reference sections of the text to explain how you know what the character's motivation is.

# Extension/additional activity

Make a list of stories that have animals as the main characters. List the animal characters and include information about what sort of personality, feelings and wants they have.

# Activity sheet 6: Feelings and wants

## Instructions

1. Reread the sections on Activity sheet 4 about the cockroach and the crow.
2. Summarise the main points for each character.
3. Highlight the information about the characters feelings and wants.

The cockroach:

The crow:

# Activity 7: Third impression

## Instructions

1. Reread your second impression of the story from Activity 5: Second impression.
2. Now that you have a deeper understanding of the story, edit and rewrite your paragraph to expand your thoughts about the story, the characters and their feelings and wants.

# Week 5 - Package 4 - Year 3 and 4 English/literacy - Vocabulary - You Can Have Mine - Part 4

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- [Vocabulary - You Can Have Mine - Part 4 video](#)
- Activity sheet 8: Investigating vocabulary
- Activity sheet 9: Fluency self-assessment
- Pens and highlighters

### Back up

- [Printed version of the Vocabulary - You Can Have Mine - Part 4 PowerPoint presentation](#)
- Blank paper

## Before your child starts

This lesson is the fourth in a series of five lessons based on the text *You Can Have Mine* by Alison McLennan and illustrated by Cheryl Orsini.

This story is an example of a fable. A fable is a type of story that usually includes animals and that is designed to teach a lesson or a moral.

## What your child needs to do

Your child will watch [Vocabulary - You Can Have Mine - Part 4 video](#). The teacher will guide your child as they learn some new vocabulary from the text.

Throughout the lesson, your child will be asked to pause the [Vocabulary - You Can Have Mine - Part 4 video](#) to complete an activity on the activity sheets for the lesson.

By the end of the lesson, your child will have activities to support them to be able to:

- read a text with accuracy and use appropriate expression
- explain the feelings and wants of the characters
- reflect on how my understanding of a text has changed
- explain the meaning of and use a new word from the text.

## What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity sheet 8: Investigating vocabulary
- Activity sheet 9: Final fluency self-assessment

## Options for your child

### Activity too hard?

Have your child complete the word investigation for the word forlornly using the information presented by the teacher in the lesson.

### Activity too easy?

Have your child explore other words from the story using the investigating vocabulary model. Some words to choose include: awe, glisten, sleek, elegant and ecstatic.

## Extension/additional activity

How can you use the words we learnt today in your everyday conversations? Challenge your child to use adverbs like forlornly, greedily, desperately and merrily in everyday conversations.

# Activity sheet 8: Investigating vocabulary

## Instructions

1. Use the word forlornly or forlorn to complete the vocabulary investigation in the space below.

Definition in your own words

Synonyms and antonyms

Example sentence

Non-example sentence

Challenge: Complete the investigation using other words from the story such as grateful or elegant.

# Activity sheet 9: Fluency self-assessment

## Instructions

Use the categories below to complete your final fluency self-assessment.



Expression- think about your volume and tone.

- I didn't read with expression.
- I read with a little bit of expression.
- I read with too much expression.
- I read with just the right amount of expression that showed I understood what was happening in the story.



Automatic word recognition- read effortlessly and at a good pace.

- My pace was too slow and I wasn't reading the words automatically.
- My pace was too fast and my reading didn't sound conversational.
- I read the words automatically and at the right pace so that others could follow the story easily.



Rhythm and phrasing- pay attention to the punctuation and use a natural rhythm.

- My reading was too choppy.
- My reading was in awkward word chunks.
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- I read with rhythm and paid attention to the punctuation and the natural phrases.



Smoothness- sound smooth and fix any mistakes.

- I struggled with a lot of words so my reading didn't sound smooth.
- I knew most of the words but not all.
- I knew most of the words and fixed any mistakes so my reading sounded smooth.

Adapted from The Megabook of Fluency by Tim Rasinski and Melissa Cheesman Smith.

# Week 5 - Package 5 - Year 3 and 4 English/literacy - Spelling - You can have mine - Part 5

## Things your child will need

Have these things available so your child can complete this task.

### Ideal

- [Spelling - You Can Have Mine - Part 5 video](#)
- Activity sheet 10: Matching adjectives and adverbs
- Activity sheet 11: Investigating spelling
- Pens and highlighters

### Back up

- Printed version of the [Spelling - You Can Have Mine - Part 5 PowerPoint presentation](#)
- Blank paper

## Before your child starts

This lesson is the fifth in a series of lessons based on the text *You Can Have Mine* by Alison McLennan and illustrated by Cheryl Orsini.

This story is an example of a fable. A fable is a type of story that usually includes animals and that is designed to teach a lesson or a moral.

## What your child needs to do

Your child will watch [Spelling - You Can Have Mine - Part 5 video](#). Your child will explore how to create adverbs from adjectives by adding the suffix *-ly*.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson. By the end of the lesson, your child will have activities to support them to be able to:

- ❑ explain how the suffix –ly turns an adjective into an adverb
- ❑ spell words using the suffix –ly.

## What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity sheet 10: Matching adjectives and adverbs
- Activity sheet 11: Investigating spelling

## Options for your child

### Activity too hard?

Work with your child to investigate the spelling of words with the –ly suffix. Have them colour the suffix and look carefully at the consonants immediately before the suffix. Can they see any patterns?

### Activity too easy?

Research the spelling rules for other words in the story. For example, find words in the story that have the suffix –ful. What do we need to remember when adding the suffix –ful to the end of words?

## Extension/additional activity

Investigating spelling is lots of fun! Can you find some more words that end in the –ly suffix? Challenge your child to use these words in your everyday conversations.

# Activity sheet 10: Matching adjectives and adverbs

## Instructions

1. Read the list of words that includes both adjectives and adverbs.
2. Re-write the adjectives under the adjectives heading.
3. Re-write the adverb next to the matching adjective.

Example: One has been completed for you.

Words: oddly, happy, desperate, fearfully, gladly, miserable, clumsy, cheekily, happily, glad, brazenly, fearful, odd, sadly, cheeky, brazen, miserably, desperately, sad, clumsily

### Adjective

Forlorn

### Adverb

Forlornly

Challenge: Write sentences using some of the adverbs.

# Activity sheet 11: Investigating spelling

## Hypothesis

When adding the suffix –ly to words that end in a consonant, make no change to the base word and add –ly.

When adding the suffix –ly to words that end in a y, change the final y to an i and then add –ly.

## Instructions

1. Test our hypothesis by sorting these words according to how the base word is treated when we add the suffix –ly.

### Words

abnormal - abnormally, easy - easily, greedy - greedily, cool - coolly, thankful - thankfully, vivid - vividly, wonderful - wonderfully, crazy - crazily, stupid - stupidly, shabby - shabbily, faithful - faithfully, steady - steadily, grateful - gratefully, busy - busily, peaceful - peacefully, lethal - lethally

### Make no change to the base word

abnormal - abnormally

### Change the final y to an i and then add -ly

easy - easily

2. Write a statement in the space below to explain whether our hypothesis is correct or incorrect.