

#### Topic: Stories to tell

#### Describing characters

##### Lesson concepts

- Punctuation — Symbols are different from letters
- <sub>A</sub> Punctuation — Capital letters for names
- <sub>A</sub> Punctuation — Capital letters and full stops for sentences
- <sub>A</sub> Sentences — Sentences express ideas
- <sub>A</sub> Spelling — Letters of the alphabet represent sounds in spoken words
- <sub>A</sub> Spelling — High-frequency sight words, known words
- Sounds of language — Rhymes, syllables, phonemes
- <sub>A</sub> Features of literary texts — Characters, events
- <sub>A</sub> Comprehension strategies — Understanding and discussing texts
- <sub>A</sub> Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand that characters are developed through actions and illustrations in a story
- ▶ understand the conventions of punctuation and capital letters in a sentence about story characters.

#### Resources

##### Text

Shanahan, L and Quay, E 2002, *Bear and Chook*, Hodder Headline, Sydney (or access to an online read-aloud version of the story)

##### Find and prepare

Sheet — Character chart

Find or create pictures from the text *Bear and Chook*

Scrapbook

## Lesson

### Re-read a familiar story

- Show students the book *Bear and Chook* or access an online read-aloud version of the story.

#### Focus questions

Q: *Who are the characters in the story?*

A: Bear and Chook (Although there are other animals in the story, they were not developed as story characters.)

Q: *How would you describe Bear and Chook? What words would you use to tell another person what type of characters they were?*

A: Bear is an adventurous, fun-loving, playful character. Chook is careful and cautious.

Q: *What adventures do Bear and Chook have?*

A: For example: They play at being grown-ups: builders, explorers and sea captains.

Q: *What happens each time they have an adventure?*

A: Bear plays so excitedly and exuberantly that something goes wrong.

- Read the story to students again.

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### Record information about the characters

- Have students move like the animals in the story *Bear and Chook*.

#### Focus questions

Q: *Can you walk like a bear on all four legs? Show me.*

Q: *Can you walk like Chook, crouched down on two legs with arms tucked in like wings? Show me.*

Q: *Can you be Bear on the floor like the snake? Show me.*

Q: *Can you flap your arms like a seagull? Show me.*



- Show students the **Sheet** — [Character chart](#).
- Attach character pictures from *Bear and Chook* to the sheet.
- Explore the sheet and help students to record words around each of the pictures that describe the actions, feelings and thoughts throughout the story.
  - Refer to the illustrations and re-read sections of the story to help with ideas.
  - Include words that describe what the character; does, thinks and feels about themselves and other characters.
- Discuss how these words and ideas can be used when retelling stories to make a retelling more interesting, clear or entertaining.

## Prepare to write a sentence about a character in a story

- Review the concept of a sentence, a word, a capital letter and a full stop.

### Say to students

Let's think about how to write a sentence about *Bear* or *Chook*. Remember a sentence expresses a complete idea. Some sentences can be very short, for example: I might shout: 'STOP!' if I saw you were about to hurt yourself. 'STOP!' is a one word sentence but it tells a complete idea — that you should stop whatever you are doing. Most sentences have more than one word.

In English, sentences end with a full stop. It is one way of telling us that a sentence is finished. When we are reading, and we see a full stop, we let our voices go down just a little bit, and we pause just for a second, so a full stop is like a road sign for reading.

- Look at the book *Bear and Chook* again.
- Ask students to show you sentences that begin with a capital letter and end with a full stop. Include looking at the front and back cover.
  - Discuss any variation by giving a rule — for example: that's a capital in the middle of a sentence because it is someone's name.
- Remind students:
  - about the importance of the order of the words in a sentence
  - that punctuation is different from letters
  - that we use a capital letter at the beginning of a sentence and for names (including the names of the animals in the book *Bear and Chook*).

### Say to students

If we change the order of the words, then sometimes the sentence will not make sense or might change its meaning.

Full stops and letters are quite different.

We use capital letters for the first letter of the word at the beginning of the sentence and for character's names like Bear and Chook.

- Model writing a sentence about either Bear or Chook from the story. Talk aloud about what you are doing:
  - writing the words from left to right until the end of the line and then returning to the beginning of the next line
  - leaving spaces between the words and matching one word spoken to one word on the page
  - making a connection between some of the main letters and sounds you hear and the letter symbol.

- Read the information about the characters listed on the completed graphic organiser on the **Sheet — Character chart** to help with the words that could be used in the sentence.

### **Write a sentence about a character in a story**

- Ask students to draw a picture of a favourite book character in their scrapbook and then write a sentence about that character.
  - Support students to make notes and labels on their drawing.
  - Ask students to talk more about the picture they have drawn.
  - Think out loud as you add this information as new sentences to the page.

#### **Say to students**

‘ You have just told me that you have drawn Bear and Chook playing at the park. You could write, ‘Bear and Chook are playing.’ We could then work together to add some detail like, ‘They are on the swings.’ ’