ENGLISH

Lesson 6

Year 1

Topic: Character development

Analysing language

Lesson concepts

- ᵒₐ Word groups — Nouns (including pronouns), verbs, adjectives, adverbs
- ᵒₐ Author and text — Authors create characters through language
- ᵒₐ Text processing strategies — Prediction, monitoring meaning, re-reading
- ᵒₐ Text structures and language features that create texts — Informative texts: appropriate grammar, word choice, spelling, punctuation

Lesson objective/s

- Understand the way authors use language to create characters
- Understand how to create informative texts about characters, using appropriate grammar, word choice, spelling and punctuation

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Today students will:

► use reading knowledge and text processing strategies to work out unknown words

► identify different words that describe a character at the beginning of a story

► write sentences to describe the character at the start of the story, using simple sentences, spelling and punctuation.

Resources

Text

Andreae, G and Parker-Rees, G (illus) 2002, *Giraffes can't dance*, Orchard, London

Digital

Video — Modelled writing (2:03)

Sheet

Sheet 4 — Gerald at the beginning

Key terms

adjectives, adverbs, nouns, punctuation, reading knowledge, scribe, simple sentence, text processing strategies, verbs

For definitions and explanations of terms, please see the Glossary.

Lesson

1. Show students the cover of *Giraffes can't dance* by Giles Andreae and Guy Parker-Rees.

   ### Ask students

   Q. *Can you predict or guess what might happen in this story?*

   Q. *Who do you think the main character will be?*

   a. Accept all answers and make connections to what students can see on the front cover.

   ### Say to students

   ❛ I think this story might be about a giraffe that wants to dance but isn't allowed to. I think this because I can see a giraffe dancing on the cover and the title says 'Giraffes **can't** dance'. ❜

   b. Read the story of *Giraffes can't dance* to students.

   ### Tell students

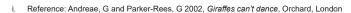   ❛ The words 'Gerald' or 'giraffe' represent names — they are nouns.
   At the beginning of the story, the author has also used words to tell us about Gerald's qualities, happenings or actions, and details of where, when and how. ❜

2. Ask students to look back through the beginning of the book (up to the point where the jungle dance has arrived and the different animals' dancing styles are listed).

   a. Read pages to students if necessary.

   b. Ask students to say any words they hear that tell the reader more about Gerald.

   c. Ask students to decide if the word represents:

qualities	happenings or actions	details of where, when or how

3. Write or scribe these words for students in the appropriate spaces on **Sheet 4 —** Gerald at the beginning. See the example below.

Words that represent:		
qualities	**happenings or actions**	**details of where, when or how**
thin legs	buckled	awfully

   i.

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i.   Reference: Andreae, G and Parker-Rees, G 2002, *Giraffes can't dance*, Orchard, London
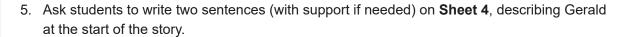
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Ask students

Q. *What do these words tell us about Gerald? What description do they build?*

Write about the main character

4. Show students the **Video — Modelled writing**.

   This video models writing and reinforces that good writers:
   - write in sentences
   - use correct spelling or use spelling strategies to have a go at unknown words
   - use full stops and capital letters for sentences stating facts or ideas
   - make good word choices.

5. Ask students to write two sentences (with support if needed) on **Sheet 4**, describing Gerald at the start of the story.

Reading

Daily reading routine

- Students choose a book to read (either independently or with you).