



Lesson 7

# Year 1

## **Topic: Character development**

## **Examining character development**

#### **Lesson concepts**

- Simple sentences What is happening? (verbs), Who or what is involved? (noun), surrounding circumstances (adverb)
- 🦠 Word groups Nouns (including pronouns), verbs, adjectives, adverbs
- Author and text Authors create characters through language
- Text structures and language features that create texts Informative texts: appropriate grammar, word choice, spelling, punctuation

#### Lesson objective/s

- Understand how authors create and develop characters using language
- Understand how to create informative texts about characters, using appropriate grammar, word choice and punctuation

#### Today students will:

- review or re-read a picture book
- ▶ identify different words that describe a character at the end of a story and examine the way the words tell the reader how the character has changed
- ▶ write sentences to describe the character at the end of the story, using simple text structure, words from the story, simple sentences, spelling and punctuation.

### Resources

#### **Text**

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

#### **Digital**

Video — Writing a character description (3:36)

#### **Sheet**

Sheet 5 — Gerald at the end

## Key terms

adjectives, adverbs, nouns, punctuation, scribe, simple sentence, text, text structure, verbs

For definitions and explanations of terms, please see the <u>Glossary</u>.

## Lesson

### Listen to a re-reading of a picture book

- 1. Re-read Giraffes can't dance to students.
  - a. Ask students to retell what happened in the plot of *Giraffes can't dance*. For example:

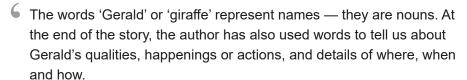
Gerald thought he was clumsy. He was too nervous to dance.

The other animals teased him.

The cricket helped Gerald believe that he could dance. Gerald danced beautifully.

## Analyse character development by exploring language

## Say to students



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- 2. Ask students to look back through the end of the book. (Start from where the cricket begins playing his violin.)
  - 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
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3. Write or scribe these words for students in the appropriate spaces on **Sheet 5** — <u>Gerald at the end</u>. See the example below:

Words that represent:		
qualities	happenings or actions	details of where, when or how
amazing	swaying	up in the air

i. Reference: Andreae, G and Parker-Rees, G (illus) 2002, Giraffes can't dance, Orchard, London



# Ask students

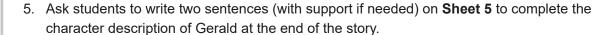
- Q. What do these words tell us about Gerald? What description do they build?
- Q. The author uses different words at the beginning and the end of the story. Why do you think he does this?

#### Write about the main character

4. Show students the Video — Writing a character description.

This video models writing and reinforces that good writers:

- use simple text structures to organise ideas
- write using simple 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.



## Reading

### Daily reading routine

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

