

Topic: Character development

Examining character development

Lesson concepts

- Simple sentences — What is happening? (verbs), Who or what is involved? (noun), surrounding circumstances (adverb)
- _A Word groups — Nouns (including pronouns), verbs, adjectives, adverbs
- _A Author and text — Authors create characters through language
- _A 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 [Glossary](#).

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

“ The words ‘Gerald’ or ‘giraffe’ represent names — they are nouns. At the end 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 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
------------------	------------------------------	--------------------------------------

3. Write or scribe these words for students in the appropriate spaces on **Sheet 5 — [Gerald at the end](#)**. 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.

5. Ask students to write two sentences (with support if needed) on **Sheet 5** to complete the character description of Gerald at the end of the story.



Reading

Daily reading routine

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