




Topic: Character development

Reading meaningfully

Lesson concepts

-  Punctuation — Full stops, exclamation marks, question marks
-  Author and text — Authors create characters through language and images
-  Comprehension strategies — Building literal and inferred meaning: context, language features

Lesson objective/s

- Understand how to read fluently and with phrasing
- Recognise inferred meaning about characters and use this to enhance understanding of characters

Today students will:

- ▶ read with fluency, phrasing and intonation, using directionality and punctuation
- ▶ use comprehension strategies to build inferred meaning about characters
- ▶ write sentences about a character, using inferences made.

Resources

Text

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

Digital

Video — Reading meaningfully (4:26)

Sheet

Sheet 7 — Making inferences about Gerald

Key terms

comprehension strategies, directionality, fluency, inference, intonation, phrasing

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

1. Show students the **Video — Reading meaningfully**.

This video:

- explains and demonstrates the importance of reading with phrasing and fluency
- reinforces the importance of directionality in reading
- demonstrates phrasing by practising reading words in chunks
- explains and models the use of intonation using punctuation.



Recognise inferred meaning

2. Read Questions 1 and 2 on **Sheet 7 — [Making inferences about Gerald](#)** to students.

Say to students

‘ The answers to these questions are not right there in the book. You will need to think about what is in the book and also think in your head about what the author means. This means that you will need to infer to answer these questions about Gerald. ’

a. Model answering question 1.

Say to students

‘ When Gerald went to the Jungle Dance, he swallowed bravely before going on the dance floor. The author is trying to tell me that Gerald was a nervous character. As soon as the animals laughed at Gerald, he sneaked off the dance floor. I can make the inference (in my head) that Gerald was not a very confident character — he did not believe in himself. ’

b. Ask students to answer Questions 1 and 2 on **Sheet 7**.

Note

The focus of this activity is comprehension, not writing. Students have an opportunity to continue practising their writing in the closing of the lesson. Scribbling or writing answers for students would be appropriate.

Use inferences to enhance character descriptions

3. Ask students to complete Question 3 on **Sheet 7** by writing two sentences about Gerald.

Say to students

‘ When you write your sentences, think about the inferences you just made. Use these inferences to write some interesting things about Gerald that you might not have thought of in the other lessons. ’

Reading

Daily reading routine

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