



Topic: Character descriptions

Planning for writing

Lesson concepts

- Word groups — Nouns (including pronouns), verbs, adjectives, adverbs
- Author and text — Authors create characters through language
- Features of literary texts — Plot
- Purpose and context — Conversation and discussions: active listening, showing interest, contributing ideas, asking questions
- Comprehension strategies — Building literal and inferred meaning: context, language features

Lesson objective/s

- Understand how to use context and language features to build literal and inferred meaning about characters

Today students will:

- ▶ listen to a reading of a picture book
- ▶ make literal and inferred meaning about the characters and events in the picture book and engage in conversations appropriately
- ▶ fill in a planning sheet to organise ideas about a character.

Resources

Text

Croser, J 1986, *Crunch the crocodile*, Ashton Scholastic, Sydney, Australia

Sheet

Sheet 12 — Planning sheet for Crunch (save)

Key terms

active listening, inference, literal meaning

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

Lesson

Listen to a reading of a picture book

1. Show students the cover of *Crunch the crocodile*.

Ask students

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

2. 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 crocodile that is mean. Look at that picture — he doesn’t look friendly! ’

3. Read the story to students.

Recognise literal and inferred meaning

4. Remind students about appropriate ways to engage in conversations.

Say to students

‘ When people have conversations it is important to actively listen, show interest in what the other person is saying, contribute (share) your ideas and opinions, and ask questions. ’

5. Discuss Crunch’s qualities, actions and traits, and the way these changed from the beginning to the end of the story.

Ask students

Q. *What was Crunch like at the start of the story? How do you know?*

Q. *What events at the start of the story helped let you know that Crunch was mean and nasty?*

Q. *What was Crunch like at the end of the story? How do you know?*

Q. *What made Crunch change?*

Plan for writing

6. Ask students to record their ideas about Crunch the crocodile at the end of the story on **Sheet 12** — [Planning sheet for Crunch](#), or scribe words and ideas for students. Save this sheet to use in the next lesson.

Reading

Daily reading routine

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