

Topic: Character descriptions

Exploring differences between happenings and states

Lesson concepts

- Simple sentences — What is happening? (verbs), Who or what is involved? (noun), surrounding circumstances (adverb)
- _A Word groups — Verbs
- _A Text structures and language features that create texts — Informative texts: appropriate text structures, grammar, word choice, spelling, punctuation, multimodal elements
- _A Constructing texts — Supporting images

Lesson objective/s

- Understand how to create texts about characters using appropriate text structure, grammar, word choice, spelling, punctuation and multimodal elements

Today students will:

- ▶ listen to a re-reading of, or review, a picture book
- ▶ explore differences between words that represent happenings and states
- ▶ write a character description using the planning sheet from the previous lesson.

Resources

Text

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

Digital

Video — Words that represent happenings and states (3:24)

Sheet

Sheet 12 — Planning sheet for Crunch (saved from previous lesson)

Sheet 13 — Description of Crunch

Key terms

text structure, verbs

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

Lesson

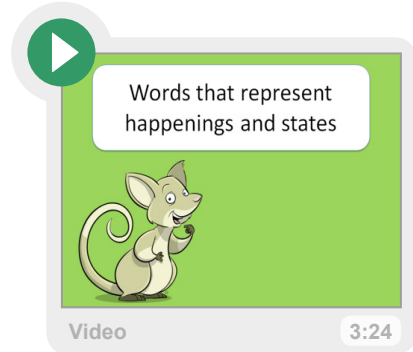
Listen to a re-reading of a picture book and explore differences in words that represent happenings and states

1. Ask students to retell what happened in the plot of *Crunch the crocodile*.
 - a. Re-read *Crunch the crocodile* to check students' retelling of the story.

2. Show students the **Video — Words that represent happenings and states**.

This video explores the differences between words that represent happenings and states. The video:

- explains to students that some words represent happenings or actions. The term for these words is 'verbs'. There are also other types of verbs that represent states
- explains that in the sentence *Crunch is a crocodile*, there isn't a word that represents what's happening. The word *is* represents a state. It is the verb in this sentence that relates or connects the idea that *Crunch is a crocodile*
- identifies examples of words that represent states in other sentences
- shows the way words that represent states can be used in character descriptions to make a link between a character and his/her description.



Write a character description

3. Give students their plan for writing a character description of Crunch on **Sheet 12 — Planning sheet for Crunch** from the previous lesson.

Say to students

- Use the planning sheet to help you organise your sentences. Put your sentences about how Crunch looks and acts first, and finish with sentences about his character traits.

Say to students

- Remember to use sentences with correct punctuation — your sentences need to start with a capital letter and most of your sentences will need a full stop on the end.

Think about your spelling. Think about the sounds that letters and groups of letters make to spell words you are not sure of.

Remember to use unjoined, correct handwriting to form letters.

4. Ask students to write their character description, of approximately four to five sentences, on **Sheet 13 — Description of Crunch**. Support students with writing as needed.
5. Ask students to create a picture to include with the description.

Reading

Daily reading routine

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