

# Purpose: To describe a character



# We are learning to:

describe a character's looks,  
characteristics and actions.

Think, pair, share: What do you know about the wolf from *Little Red Riding Hood*?





## **Red Riding Hood**

In the corner of the woods is a quaint, little stone cottage where Red Riding Hood lives with her dear mother.

Red Riding Hood's warm, brown eyes can be seen peering out from under the red hood of her bright red cape. Her blonde, soft curls frame her friendly face.

Little Red Riding Hood is a kind and thoughtful person. Her mother often describes her as a helpful and well-behaved girl, who is trustworthy and responsible. Every Sunday, Red Riding Hood loves to visit her grandmother, who lives on the other side of the woods.

Everyone who lives nearby knows Red Riding Hood, as she is an adventurous girl who enjoys chatting while on her outings to her grandmother's. She is often seen skipping and running through the forest and stopping to watch the forest animals.

Red Riding Hood's mother always instructs her to go straight to her grandmother's house and not to stop in the woods. However, the little girl is easily distracted by the forest animals.

**Text organisation**



Analyse the exemplar. Look at how the text is organised (left) and the word choices (right)

**Word choices**

**Title: Who Red Riding Hood**

Paragraph 1:  
Where she lives

In the corner of the woods is a quaint, little stone cottage where Red Riding Hood lives with her dear mother.

Adjectives

Paragraph 2:  
looks

Red Riding Hood’s warm, brown eyes can be seen peering out from under the red hood of her bright red cape. Her blonde, soft curls frame her friendly face.

Descriptive verb; adjectives  
Friendly – clue about her character

Paragraph 3:  
Characteristics

Little Red Riding Hood is a kind and thoughtful person. Her mother often describes her as a helpful and well-behaved girl, who is trustworthy and responsible. Every Sunday, Red Riding Hood loves to visit her grandmother, who lives on the other side of the woods.

Actions to show characteristics

Paragraph 4:  
Actions

Everyone who lives nearby knows Red Riding Hood, as she is an adventurous girl who enjoys chatting while on her outings to her grandmother’s. She is often seen skipping and running through the forest and stopping to watch the forest animals.

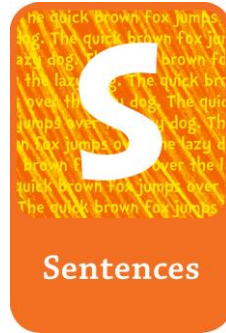
Complex sentence (as)  
Descriptive verbs

Conclusion

Red Riding Hood’s mother always instructs her to go straight to her grandmother’s house and not to stop in the woods. However, the little girl is easily distracted by the forest animals.

Action and observation

# Criteria – what will we include in our writing?

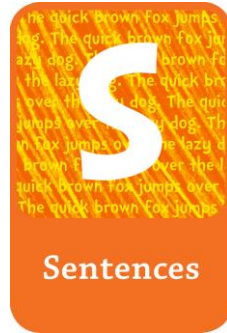


Note: See next slide for an example



**Checklist:**

# Criteria – what will we include in our writing?



Sample criteria for the lesson

## Checklist

- Organise ideas into paragraphs (looks, characteristics, actions)
- Use descriptive words (verbs and adjectives)



# Generating ideas for writing



What does the  
wolf look like?  
What are his  
characteristics?  
What are his  
actions?



# Organising ideas for writing – use descriptive language



Looks



Actions



Organising Ideas

Characteristics



## Think, pair, share

### Modelled and shared writing (script for teacher)

## Think alouds

Think, pair, share:  
What have I  
described so far?  
Have I used any  
descriptive  
vocabulary?

Think, pair, share:  
Compose the  
next sentence  
about his ears.

Never be fooled by the wicked wolf's smile, as behind that smile is a set of sharp teeth. If you look into his dark eyes, you can see he is planning his next evil trick.

I might start by describing the wolf's smile and sharp teeth – I think I will say the smile is wicked so that you know straight away that he is evil.

Next I will describe his evil eyes. I might say: 'If you look into his eyes, you can see he is planning evil tricks.' I could add the adjective 'dark' to describe his eyes.

# Self-check



**Read your writing in a quiet voice**

Does it make sense?

Check your full stops.

Read your writing and tap the table when you hear the end of the idea. Check you have included a full stop.

# Partner-check

Read your writing to your partner.

Your partner says what they like about your description:

‘I like...because...’

## Check that you have:

- one paragraph about the wolf's looks
- one paragraph about the wolf's characteristics
- one paragraph about the wolf's actions?

If you have missed a paragraph, add the double sloping line //.

# Lesson Wrap-up

**Review a piece of writing as a class, and then students review their writing in pairs.**

## *1. Respond as a reader*

Tell the author what you like about their writing and why.

## *2. Find the successes*

Identify descriptive vocabulary.

Tell the author why you like this vocabulary.

## *3. Could you improve or add two descriptive words to your own writing?*