

Year 7/8 Recount Writing

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Word Level Learning	Sentence Level Learning	Structure Level Learning
<p>Students will need to understand the following:</p> <ul style="list-style-type: none">• Adjectives and adverbs• Hardworking verbs (understanding shades of meaning)• Coordinating conjunctions (FANBOYS)• Subordinating conjunctions	<p>Students need to understand the following:</p> <ul style="list-style-type: none">• Prepositional phrases to show the setting.• Adverbial phrases to show time• Include a range of simple, compound and complex sentences to add interest and vary the rhythm of your language.• Use simple sentences to convey ideas: My pulse raced. My throat tightened.• Use complex sentences to describe the timing of events: Moments later, as we cruised along, a sudden flash of blue lights in the rearview mirror shattered the calm.• Use compound sentences to show connected ideas: My heart thudded, and a chill crept up my spine.• Avoiding fragments and run-ons• Appositives to provide information about a character or setting: Mrs Maloney, Patrick's wife,• Developing kernel sentences to develop ideas (who, what, when, where, why, how)• Types of sentences - declarative, imperative, interrogative, exclamatory	<p>Students need to be explicitly taught:</p> <ol style="list-style-type: none">1. An orientation (first paragraph) that tells us who, what, when and where2. Events told in the order in which they happened - Chronological3. Understand how to describe using who, what, when, where, why, how, adjectives, and sensory details.4. Understand how to plan and organise ideas using a graphic organiser.5. Understand how to use a structure to organise ideas.6. Understand the rules of paragraphing.7. Use of past tense verbs.8. Use of first and third person.9. Both passive and active voice can be used.10. Use transition words and phrases to sequence and connect main events in the story: It all started when; The first sign of trouble was; After some time; First; Next; Then; Later that day.11. Incorporate language features.

Schedule






This is a rough outline to show how this might be covered.

Lesson	Learning Objectives/Teaching notes	Resources	Starter and Homework/Hei Mahi/ General suggestions/ Further resources.
Term ... Week ...			
L1:	<ul style="list-style-type: none"> Identify what a recount is with students drawing on their prior knowledge and making connections to previous learning as much as possible. Review the typical structure and style of recount writing to see what they missed and tick off what they already knew. Introduce students to the five types of recount writing (Teacher notes below): <ul style="list-style-type: none"> PERSONAL RECOUNT: A Personal Recount text retells an activity in which the writer has been personally involved. Personal recounts often build an intimate relationship between the writer and the reader. Some common types of personal recounts include anecdotes, diary & journal entries, personal letters, etc. PROCEDURAL RECOUNT: A Procedural Recount records the steps in an investigation or experiment, thereby providing the basis for reported results or findings. A procedural 	<div>L1 Yr 7/8 Recount W...</div> <div>Types of Recount -...</div>	<p>NOTES AT THE MOMENT:</p> <p>NEED TO ADD WALTS TO EACH LESSON SLIDE</p>


	<p>recount records events such as a science experiment or cooking experiences retold like seen on a blog.</p> <ul style="list-style-type: none"> ○ FACTUAL / NEWSPAPER RECOUNT / HISTORICAL RECOUNT: Factual Recounts report the particulars of an incident by reconstructing factual information, e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts. A factual recount is an objective recount of an actual event by someone not personally involved in the situation. Its purpose is either to inform, entertain or both. ○ LITERARY RECOUNT: A Literary Recount retells a series of events for the purpose of entertainment. A literary recount is like a factual recount in many regards. Both provide details about what happened, including who was involved, when and where the event occurred, and what may have resulted. A literary recount can be about real or fictional events and characters. ○ IMAGINATIVE RECOUNT: Applies factual knowledge to an imaginary role to interpret and recount events, e.g. A Day in the Life of a Kiwi Soldier, How I manned the first mission to the Moon. An imaginative recount is retelling events, usually in the first person. This style of recount allows for embellishment beyond facts and events- perfect for creative writing. <ul style="list-style-type: none"> ● Students explore a few of the recount types and complete activities to reinforce their learning. ● Recap what has been learnt at the end. Great chance to formatively assess the learning from the lesson. 		
L2:	<ul style="list-style-type: none"> ● Remind students that for their next piece of writing, they will be working towards a literary recount. In order to recount an event from a story they will need to first practice their reading skills to make sure they know the story. ● Remind students that the first thing they do when 	<div>L2 SIC Recount Writ...</div> <div>PDF smart_ice_cream...</div> <div>Smart Ice Cream -...</div>	

	<p>reading is to predict what they think the text will be about and the style based on the title, the author and the genre/type of writing.</p> <ul style="list-style-type: none"> • Get students to revisit their reading skills – predict what the story will be about based on the title, style, genre and author. <ul style="list-style-type: none"> ◦ <i>Predicting before reading makes students think about the type of text.</i> <ul style="list-style-type: none"> ■ <i>what sort of things might you find in a short story?</i> ■ <i>How does the title help you?</i> ■ <i>Does the author give you clues about what it is about or what the style might be?</i> ◦ <i>Drawing on their prior knowledge prepares them to understand what they are reading better.</i> 		
L3:	<ul style="list-style-type: none"> • Remind students of the story of Smart Ice Cream by Paul Jennings, and ask them to reflect on what they predicted it would be about and whether their predictions were true or not. Do the same for the style based on their knowledge of Paul Jennings if they have any – ask what they might have predicted if it was David Wallimas or Roald Dahl. • Students refresh their understanding of who, what, where, why, when, and how by writing their orientation as a class. The teacher to model from a photo of a hitchhiker and then students to write their own. • Students refresh their understanding of inferring by using how ideas are hinted at in pictures – <ul style="list-style-type: none"> ◦ What is the girl feeling? How do you know? ◦ Why is she feeling that way? How do you know? 	<div> L3 SIC Recount Writ...</div> <div> Picture inference w...</div> <div> smart_ice_cream...</div> <div> Smart Ice Cream -...</div>	

	<ul style="list-style-type: none"> ○ Who is the man? ○ Where are they? ○ Does the title give you any clues about this image? ○ What are the characters thinking? Draw thought bubbles to accompany the picture. <ul style="list-style-type: none"> ● The class rereads Smart Ice Cream as shared reading and then the teacher refers to their understanding of inference. ● Students develop their ability to infer by answering questions about the short story. ● Check understanding by using the thumbs approach; 👍 Thumbs up - I've got it!, 🙌 waving hand - I got it but not confident (kind of), 👎 thumbs down. 		
L4:	<ul style="list-style-type: none"> ● Refresh learning of inferring in reading. ● The teacher to get students to summarise what happened in the story of Smart Ice Cream and remind students that they are going to write a literary recount. ● Refresh/recap prepositional phrases - a great way to build and elaborate our sentences to give more detail - especially when including it in the orientation of recounts. ● Pop posters up on the wall and/or provide them as learning mats and put them up on the screen for students and get them to use this to show and say a prepositional phrase (Gets students moving while learning) - E.g. <i>Mrs O'Dowda is dancing on the table!</i> ● The teacher shows them a literary recount example and they read it as a class and answer some questions 	<div>📄 L4 SIC Recount Wri...</div> <div>☰ Preposition/prepos...</div> <div>☰ Literary recount - S...</div>	Preposition poster/learning mat


	<p>about the recount.</p> <ul style="list-style-type: none"> Recap at the end with a prepositional phrase game - <ul style="list-style-type: none"> Complete the actions which have prepositional phrases as the teacher calls them out. Can you identify the part of the sentence which is the prepositional phrase? Teacher - the first person to do it ask them to tell you which part is the prepositional phrase, then the last person etc. <ol style="list-style-type: none"> Walk around the table. Stand beside the chair. Place your hand on the desk. Sit under the ceiling. Point toward the door. 		
L5:	<ul style="list-style-type: none"> Remind students of the structure of a recount. Refresh their memory of the story by listing the events in order Reread just the section when the narrator breaks into the ice cream van on the Gist worksheet - this is a great literacy activity (summarising key facts is a great skill) and it also helps them pull out the key facts ready for writing their recount. Recap the skills refreshed or gained today; revised recount structure and practised summarising key facts. 	<div> L5 SIC Recount Wri...</div> <div> The GIST - Smart Ic...</div>	
L6:	<ul style="list-style-type: none"> Get students to talk about how they had to summarise the story last lesson. Ask them what was difficult and how they selected what was the gist to get them thinking about the process. 	<div> L6 SIC Recount Wri...</div> <div> Recount Graphic O...</div>	<div> RECOUNT Mats 7-8.pdf</div>

	<ul style="list-style-type: none"> • Ask students if they can tell you what they know about the structure of a recount and record it on the board without using their notes. • Check what they had with the structure and see how much of it they remembered as a class. • Remind students of the writing task they will be working towards of recounting when the narrator broke into Mr Peppi's ice cream van. Tell them there is a slight twist where they must pretend to be either be the narrator or tell the narrator's version from a third person. • Get students to share the different things that happen when the narrator breaks in using their GIST sheets - the teacher could write them randomly on the board and not in any particular order. • Students use the Recount Graphic Organiser sheet and record all of their details ready to write the next lesson. • Check understanding of how to use a Graphic Organiser by using the thumbs approach; 👍 Thumbs up - I've got it!, 🙌 waving hand - I got it but not confident (kind of), 👎 thumbs down. 		
L7	<ul style="list-style-type: none"> • Go over last lessons focus of ordering ideas using a graphic organiser and talk about how a graphic organiser is an important part of planning for our writing. • Provide students with a WALT - <ul style="list-style-type: none"> ○ Learn what a Kernel sentence is. ○ Learn how to develop Kernel sentences. ○ Learn how to use Kernel sentences in the orientation of my Police Arrive recount. • Go over Kernel sentences using the PPT and then 	📄 L7 SIC Recount Writ...	

	<p>provide students with the colour coded sentences cut up enlarged in groups and get them to move the parts and order around. Get students to decide on the best order to make their sentence - encouraging them to find that starting with time makes the most sense.</p> <ul style="list-style-type: none"> • While students are writing their recounts using their graphic organisers provide them with two learning mats - the double sided Recount Mat and the Sentence Styles Mat (used across multiple writing styles) 		
L8	<ul style="list-style-type: none"> • Recap last lessons use of the graphic organiser to write an orientation • Provide students with a WALT - <ul style="list-style-type: none"> ◦ Write a recount using key events from the story ◦ Structure our writing using a graphic organiser • Recap structure of recount writing using a matching activity • Explore how paragraphs are used in recount writing (Orientation, events in chronological order, conclusion) • Students to number their paragraphs in their own graphic organiser • Students to complete writing recount and self check using checklist on slide 8 • Explore what an effective conclusion should include • Look at an example of an effective conclusion in recount writing • Students write/edit their own conclusion to finalise their recount writing 	<div>  L8 SIC Recount Wri... </div>	

Assessment Resources:

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 6 Principles of the Hochman Method.pdf