

Topic: Personal recounts

Sequencing a recount 1

Lesson concepts

- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Sounds of language — Syllables, phonemes
- Creating literary texts — Retelling familiar literary texts: use of images
- Purpose and context — Listen and respond orally: informal situations, classroom situations

Today students will:

- ▶ understand how to use familiar and new vocabulary to talk about topics
- ▶ understand how to use images and spoken words to retell an event
- ▶ understand how to listen to and respond to others.

Resources

Text

Children's storybook from home

Optional texts

Millard, K 2007, *Quincy and Oscar*, HarperCollinsPublishers, Australia

McG, S 2005, *Evie's mad hair day*, Templar Publishing, United Kingdom

Sullivan, R and Huxley D 2008, *Tom Tom*, Working Title Press, Adelaide

Digital

eBook — *Going to school*

Learning object — Jack and Jill

Find and prepare

Sheet — This is the way we ...
(from Lesson 3)

Sheet — Photos: Going to school

Sheet — Jack and Jill

Sheet — Alphabet chart (from Lesson 1)

Scrapbook, pencils or crayons

Lesson

Recall events from the students' day

- Have students listen to and sing along to a song about a daily routine (for example: *Here we go round the mulberry bush*).
- Use the **Sheet — This is the way we ...** to help students add verses and sing about five or six daily activities in order. For example: get out of bed, have my breakfast, go to school, do my lesson, have lunch, play outside, have a bath, have dinner, go to bed.

Focus questions

- Q: *What do you do **first** in the morning?*
- Q: *What do you do **before** you have lunch?*
- Q: *What do you do **next**?*
- Q: *What do you do **after** lunch?*
- Q: *What happens **then**?*

View and discuss the photos for the recount

- Ask students to look at the photos cut from the **Sheet** — [Photos: Going to school](#).
- Explain to students that the photos will be used to tell a recount.
- Remind students that a recount is a story about something that has happened to them or someone else.
- Ask students what they think the recount will be about (for example: a girl going to school).
- Remind students that a recount will only make sense if you say what happened in the right order.
- Ask students to point to the photo that shows what happened first in this recount (for example: the girl leaving the house).

Focus question

- Q: *Why do you think this photo would be at the **beginning** of the recount?*
- A. For example: The girl is leaving the house to go to school, that is the first thing she did.

- Ask students to point to the photo that shows what happened last in this recount (for example: the girl in the classroom).

Focus question

Q: *Why do you think this photo would be at the **end** of the recount?*

A. For example: The girl is at school.

- Have students select the other photos one at a time and ask questions to help students talk about what is happening in each photo.

Focus questions

Q: *Where is the girl in the photos going?*

A. For example: She is going to school.

Q: *How do you know that?*

A. For example: She is wearing a school uniform and carrying a school bag.

Q: *How does she get to school?*

A. She walks.

Q: *What does she take with her?*

A. For example: She takes a doll and her backpack.

Q: *Who goes with her to school?*

A. For example: Her mum walks to school with her.

Q: *What does she see on the way to school?*

A. For example: She sees a bridge, another school girl, a big tree.

Q: *What does she do to stay safe on her way to school?*

A. For example: She holds hands to cross the street, wears a hat.

Q: *When you go to school do you do any of the things the girl in the story does?*

Order the photos

- Explain to students that they will place all the photos in order so that they tell a story that makes sense.
- Have students place the photos in order as you ask the following questions.

Focus questions

- Q: *What happens first?*
A. The girl walks through the door of her house.
- Q: *Where does the recount begin?*
A. At her house.
- Q: *What happens next?*
A. She goes along the path.
- Q: *What are the next things that happen?*
A. She goes through the gate, down the street.
- Q: *Which photos show that?*
- Q: *What happens after that?*
A. She goes past the big tree, across the bridge.
- Q: *Which photos show that?*
- Q: *What happens just before the end?*
A. She walks through the door.
- Q: *Which photo shows that?*
- Q: *What happens at the end?*
A. She is in school.
- Q: *Why is this photo here rather than here?*
- Q: *How do we know the photos are in the correct order?*
- Q: *Does the recount make sense?*

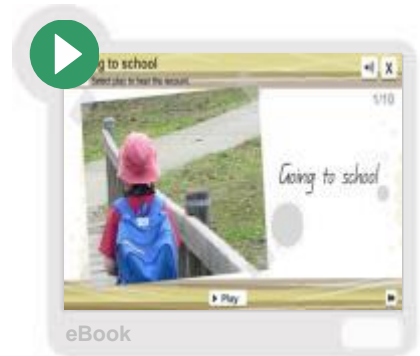
Model retelling the recount

- Have students listen and look at the photos while you retell the recount that matches the photos.
- Have students check that the order of the photos matches the recount.
- The retelling should introduce the girl and the setting in the beginning, use time/order words and sequence each event and have a clear ending.

Say to students

‘ This morning, Sorrel left home and went to school. First, she went down the stairs and along the path. Then, she went through the gate and down the street. Next, she went past the big tree, over the bridge and across the road. Finally, she went through the door and into the classroom. ’

- Identify the time order words used in the oral recount.
- When students are happy with the order of the photos, have them attach the photos into their scrapbook in the correct order.
- Identify the directionality of the photos in the student's scrapbook.
- Discuss possible options for a title of the recount.
- Write the title of the recount, 'Going to school', at the top of the scrapbook page. Write today's date on the scrapbook page.
- Identify the capital letters used in the title.
- Have students view and discuss the photo recount using the **eBook** — **Going to school**.



Focus questions

Q: *How is the video like your photo recount?*

A. It shows the same girl going to school.

Q. *Are your pictures in the same order as in the video?*



- Show students the **Sheet** — [Jack and Jill](#).
- Help students to say the rhyme and follow the words on the sheet.



- Provide students with **Sheet** — **Alphabet chart**.
- Talk about words that start with the letter 'j'.

Say to students

Let's read through the rhyme again and see if we can find a word that starts with the letter 'j' (for example: 'Jack').

Look at the shape my mouth is making as I make the /j/ sound. Copy me and make the /j/ sound in your mouth.

The word 'Jack' starts with the letter 'j'. Let me show you how to write an uppercase 'J' and a lowercase 'j'.

Why is 'Jack' written with an uppercase 'J' in the rhyme?

Let's find the letter 'j' on the **Sheet** — **Alphabet chart**.

Use your 'finding fingers' and find another word in the rhyme that has the letter 'j' or 'J' at the start.

- Have students listen to **Learning object** — **Jack and Jill** and follow the words on the **Sheet** — **Jack and Jill**.

