






Topic: Personal recounts

Retelling an experience

Lesson concepts

-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Author and context — Authors tell stories that are similar or different to students' own experiences
-  Creating literary texts — Retelling familiar literary texts: use of illustrations, images
-  Short presentations — Oral delivery

Today students will:

- ▶ understand that authors tell stories that may be similar to or different or from students' own stories
- ▶ understand how to represent the sounds of spoken words with written letters
- ▶ understand how to use spoken words and images to retell a story to peers.

Resources

Digital

eBook — *Going swimming*

Find and prepare

Sheet — Retelling planner: Going swimming

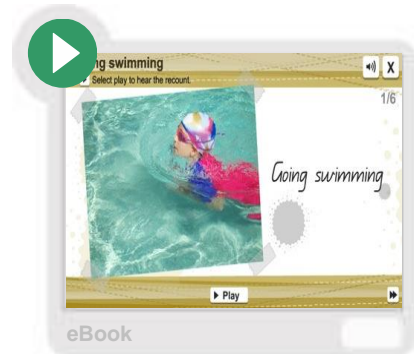
Sheet — My retelling planner

Scrapbook, pencils or crayons

Lesson

Share a story that recounts events

- Have students view the eBook — **Going swimming**.



- Explain to students that this story is the recount a little girl made about going swimming.
- Have students view the eBook and listen to the reading of the text on each slide.
- Ask questions to help students talk about:
 - who is involved
 - where or when it happened
 - the sequence of events.

Focus questions

- Q: *Who is telling the recount?*
 A: A girl named Abbey
- Q: *What is the recount about?*
- Q: *Where did the story happen?*
- Q: *What did Abbey do first?*
- Q: *What did she do next?*
- Q: *What did she do after that?*
- Q: *What did she say about her experience?*

- Talk about personal connections to the story.

Focus questions

- Q: *Have you ever been to a swimming pool?*
- Q: *What did you do while you were there?*
- Q: *What did you think about going to the pool?*

- Identify the time/order words that were used and how they helped to order the events in the story.
- Explain who the little girl would tell about going to the swimming pool.

Say to students

‘ Her mum or dad may have wanted to hear about what she did at the pool.
Her Grandma was interested to hear about what she did at the pool.
Her friends like going to the pool as well and wanted to know what she did there. ’

- Explain to students that today they will think of an experience they have had, plan a recount and share their recount with a group of peers.

View a model of a retell planner and retell events

- Explain that before Abbey told her recount, she made a plan so that she wouldn't forget anything when she told the recount.
- Show students **Sheet** — [Retelling planner: Going swimming](#).
- Look at each row on the planning sheet and read the headings.
- Explain to students what type of information the little girl put in each space and what she said about going swimming.



Say to students

‘ In the first box she talked about when the experience happened and who it is about. She said, ‘I went to the swimming pool on Monday.’
In the next two boxes she said what she did while she was at the swimming pool. She said, ‘First, I jumped up and down in the water,’ and ‘Next, I went diving for rings.’
In the fifth box she said what happened in the end. She said, ‘Finally, I swam across the pool.’
In the last row she said how she felt about going swimming.
She said, ‘I like going swimming.’ ’

- Show students where the title of the recount and the name of the author are written.
- Demonstrate a complete retelling of the story using the **Sheet** — [My retelling planner](#).



Plan an oral recount of a personal experience using words and pictures

- Explain to students that they will plan a recount of an experience they have had during a Prep day.
- Talk about why students would want to share this experience with someone and who that person might be.

Say to students

‘ Dad/Mum likes to know about what you did at Prep.
Grandma/Grandad is interested to hear about your Prep day.
Your classmates might like to know what you did at Prep. ’

- Select an experience the student has had or think of some main events that occur during the Prep day. For example: I played a fishing game on Thursday. Last week I painted a picture about my family. After breakfast this morning I fed the chooks.
- Help students clarify who was involved in the experience, what were the main events and how they felt about the experience.

Focus questions

Q: *Who was there at the beginning?*
Q: *Where were you?*
Q: *When did it happen?*
Q: *What happened first? Next? After that?*
Q: *What feelings did you have throughout the experience?*
Q: *What happened at the end?*

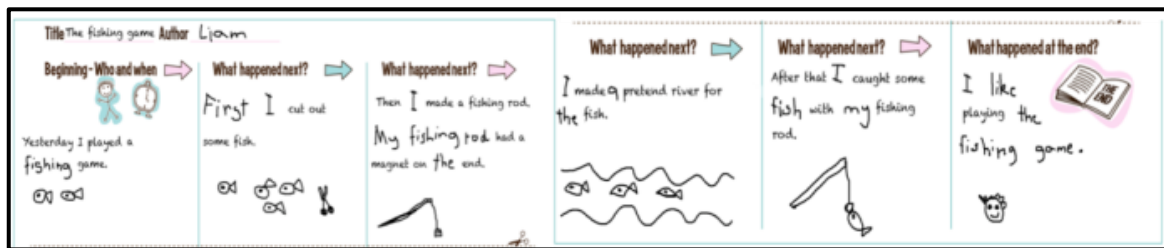


- Look at each part of the **Sheet — My retelling planner**, read the headings and explain to students what type of information would go in each space.

Say to students

‘ In the first space you will say when the experience happened and who it is about.
In the next four spaces you will say, in order, what happened during the experience. In the last space you will say what happened in the end. ’

- Explain to students that they can draw pictures in each box to show what happened at the beginning, during and at the end of the experience. For example:



- When the drawings are finished, assist students to write a sentence in each box to help explain about the event. Include:
 - time/order words to help sequence the recount (for example: in the morning, first, next, after, at the end, in the afternoon)
 - who was involved and what happened
 - how they felt (what they liked, didn't like).
- Decide on a title for the recount that gives the audience some clues as to what their recount is about. For example: The fishing game; Feeding the chooks.
- Draw students' attention to the letters and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.
- Help students to use their completed retell planner to recount the experience.

Say to students

At the start of this recount, you need to tell when the experience happened and who is involved, for example: Yesterday I played a fishing game.

Next you would say what you did first and what happened during the experience. You need to use words like 'first' or 'then' or 'at the beginning', for example: First I cut out some fish. Then I made a fishing rod. It had a magnet on the end.

Then you will say what happens at the end or after the experience. You will use words like, 'in the end', 'after that', for example: After that I caught some fish with my fishing rod.

You will then say something about how you felt during the experience, for example: I like playing the fishing game.

- Have students practise saying their recount using their retell planner to remind them of the events and their order.
- Remind students to:
 - begin the recount with who, when, where
 - speak appropriately for the audience
 - say the information clearly and look at the audience
 - use expression in their voice
 - use time/order words.

Retell a personal experience to an audience

- When students are ready, record or present their recount to a small audience of peers.
- Remind students to:
 - begin with who, when, where
 - speak appropriately for the audience
 - say the information clearly and look at the audience
 - use expression in your voice
 - use time or order words.
- Ask questions to prompt students, if necessary, during the talk.



- Attach the completed **Sheet — My retelling planner** into the student's scrapbook and write today's date on the page.