

Term: Weeks: 2 Year Level: 1 Learning Area: English - Writing Topic: Recount				
WEEK / LESSON	Australian Curriculum (Content description)	ASSESSMENT (WHAT & HOW)	LEARNING EXPERIENCE including PROVISIONS FOR LEARNER DIVERSITY and KEY QUESTIONS	RESOURCES
Lesson 1	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences. Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	<i>Observational assessment.</i> When I ask specific students to come up and assist with the visual sequence of the story I will tick or cross if they were able to correctly sequence a specific aspect of the story. The TA will take <i>running records</i> on a specific five children and record what and how they recount the events of the text.	Using the story <i>Wilfred Gordon Macdonald Partridge</i> by Mem Fox as a starting point, I will read the book sounding out and blending phonemes (modelled reading) as this is a concept I want children to think about when writing. Once we have read the book on the whiteboard we will have a discussion about the book. I will have images of the events in the text on the white board, not in sequential order. With the children, we will discuss who the characters are and what the story is about. I will ask students to assist me and together we will put the story in sequence.	<i>Wilfred Gordon Macdonald Partridge</i> by Mem Fox Laminated photos from the text to use in recounting the events within the story. Blue tack. Assessment checklist and paper for running records.
Lesson 2	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands.	Whilst I am discussing the text with the children the TA will take running records of a <i>different</i> five students assessing how they orally recount in the W.W.W.W.W.H	Re read <i>Wilfred Gordon Macdonald Partridge</i> by Mem Fox. I will ask structured questions and ask students to recount the events of the text. Who were the main characters? What happened in the story? When did Miss Nancy get her memory back? Why do you think Wilfred helped Miss Nancy get her memory back? How did Wilfred help Miss Nancy get her memory back? These questions will allow children to get used to the format used in recounts (who, what, when, where, why how). I will use modelled writing to recount the events of the story. I will write a recount on the board in the format of: who, what, when, where, why and how. I will model the use of full stops and sounding out techniques throughout the modelled writing experience. I will use think aloud statements to give children an insight into what I am thinking when writing the recount.	<i>Wilfred Gordon Macdonald Partridge</i> by Mem Fox. White board and whiteboard markers. Paper for the

Lesson 3	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.	formation. Checklist: which students identify full stop position. <i>Observational assessment.</i> The TA will assess the final five students with running records assessing how they recount in the W.W.W.W.W.H formation.	I will have a recount written on the whiteboard (see below for example): <i>Yesterday afternoon I got home from school. I had been outside all day and was very hot so I wanted to go for a swim. I went to the pool and saw Tintin running out of his cage. I ran and picked up Tintin and put him in his cage. I went for a swim and then inside to play before dinner.</i> Students will work with me to analyse the recount and find the: who, what, when, where and why. The following concepts will be taught to the children: - When you are writing about something that has happened to you (recount), you use first person, therefore you use words such as I or we. - When writing a recount text you often mention time, i.e. yesterday, in the morning, after lunch. - Re introduce and develop the concepts of who, what, when, where, why and how through the analysis of the recount.	running records assessment. White board. Text recount written on the whiteboard. Visual cues of who, what, when, where, why, how, around the whiteboard. Paper for the running records assessment.
Lesson 4	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.	I will have a checklist and assess all students' ability to demonstrate active listening. On another column in the	Planned would be a visit from a family member of someone in the class. The family member or members will come in a discuss an interesting memory from a time in their life. Students will be provided with the opportunity ask questions and will be guided into using the: who, what, when, where, why and how format. Whilst the guest/s is speaking I will be taking photos for tomorrows photostory. I will also copy some of the images that the guest/s may has brought to use in tomorrow's photo story. After the guest/s has told their memory, I will write on the whiteboard with <i>students helping</i>, a recount of _____memory. Who, What, When, Where, Why, How format structure.	Photos Camera. Class list with a column for active listening and another column to assess the recount.

Lesson 5 Fri	Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the circumstances surrounding the situation. Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.	checklist I will also note the students who are involved in the sharing modelled writing on the board when we, as a class, write a recount of _____ visit.	I will leave the recount structure on the board for tomorrow's lesson. <u>Photostory</u> I will have images on the whiteboard of our guest/s speaker from yesterday. Images that correspond to the story she was recounting will also be displayed. We will have a class discussion about yesterday's events: - Who came in yesterday? - What memory was he/she telling us about? - When did the experience occur? - Where did the memory occur? - How did he/she feel? - Why was this a happy/sad memory? * students will be encouraged to generate W.W.W.W.W.H questions themselves.	
Lesson 6	Create short imaginative and information texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	I will take a photo of the completed photo story and recount after the lesson and annotate it. (This photo can also be put on our parent wall.)	Students will come up to the whiteboard and move the pictures around until we have arranged the images in the correct order that shows a visual recount of our guests visit. We (as a class) will write up a small recount of our guests visit on the interactive whiteboard. Emphasising on the language features: first person, past tense (as it occurred yesterday). Lesson objectives: Students will use gross motor skills to toss a parachute up and down. Students are able to put a recount into the W.W.W.W.W.H format. We will go outside for 10 minutes and use the PE parachute to throw beanbags up and down in the air. Students will participate in various activities with the parachute. We will come back inside and students will sit near the interactive whiteboard. On the whiteboard I will have jumbled sentences that recount the activity we did outside and on the other side of the interactive whiteboard will be the words: who, what, when, where, why and how.	Photos from the day prior yesterday. Blue tack. Visual cues of who, what, when, where, why, how, around the whiteboard.

Lesson 7	Make short presentations using some introduced text structures and language, for example opening statements Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	I will have the First Steps observational table and assess the students who are able to recount the W.W.W.W.W.H Format. I will also note the mistakes children make so I am able to see areas of confusion.	<i>This morning/ before recess/ our class went outside. We all sat / around the parachute / ready for Miss Jones./ We used our arms and hands/ to move the parachute up and down / and the balls inside were flying everywhere.</i> Students will re arrange the words so the sentences make sense. Next, with my guidance, students will organise the recount in the W.W.W.W.W.H format by dragging the sentences next to the correct heading. The activity can be extended by adding to the recount if children have and more ideas. Once the sentences are put together we will read the recount aloud as a class. - Ask different students to come up and point to the full stops. - Why are the full stops there? Students will bring in a memory bag. The day prior, students would have been asked to bring a paper bag home and inside it put an item that is linked to one of their favourite memories or stories. I would have used the children's knowledge of the book <i>Wilfred Gordon Macdonald Partridge</i> in giving ideas to children about memories "who remembers what memories Wilfred Gordon found in his house...the shoe-box of shells he had found long one summer." Students will sit at their desks. One at a time each child will come up to the front of the class and say what their item looks like, feels like and move it around so the class can hear what it sounds like. Students in the class will be asked to try and guess what the item is in the bag. Next the student will orally recount the memory associated with the item. Who gave it to them, when they got it, where they got it, why the item is apart of their favourite memory, how they felt when they got it.	Parachute. Bean bags. Sentences pre set on the interactive whiteboard. Who, what, when, where, why and how words pre set on the whiteboard.
Lesson 8	Make short presentations using some introduced text structures and language, for example opening statements	I will have created an observational checklist with children's name down the left hand side and the	Lesson objectives: Make short presentations of recount using text structures and language. Create a story map of a memory using images and some key words. <u>Sticky memory</u> Students will be given sticky notes. Students will use the item they brought in yesterday to prompt them in	Paper bag Letter to parents (attachment 1) Observational checklist.

Lesson 9	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	objectives (as seen to the left) that I will be assessing. As children are speaking I will tick if they have met the objective or cross if they are still developing. Once children have orally recounted their memory to their peers I will ask them to bring their sticky memory to me. I will assess if students were able to meet the objective of creating a story map of a memory using images and some key words. I will make a note on students maps who need to see me during tomorrows	drawing various images to recount their favourite memory that is associated to the object they brought in. Students will be given six sticky notes and use the W.W.W.W.W.H format to illustrate their recount. Student can move the sticky notes around if they need to change their story or the sequence of their story. I will direct students to place their sticky notes onto the paper to create the story map draft. Students will share and compare their draft maps with others and refine as needed. Students will next add key words or phrases to their maps. Students will have time to recount their memory orally to peers. Lesson objectives: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. Use the elements of who, what, when, where, why and how to write a recount of their favourite memory. Students will be told that they are going to be using their visual story map from yesterday to create a draft of their favourite memory. Students will follow the, who, what, when, where, why and how structure to apply the knowledge they have learnt about writing a recount to write about their favourite memory. Students will write their drafts on a sheet that I have created that has who, what, when, where, why and how titles. Students who have a please see me on their story maps will see me or the TA and we will go over their recount and I will provide more guidance. After students have had silent time to construct their recount they will be given time to go over their recount. They will swap their recount with the person next to them and students will be encouraged to give oral feedback to their partner.	6 coloured sticky notes per child. Students must have their memory bag. A4 paper.
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Lesson 10	Construct texts using software including word processing programs.	drafting lesson and I will verbally go over their draft with them discuss the recount. I will collect up all students work and on a checklist assess if they were able to write down their recount. I will also make notes on the spelling of words and experimentation with full stops to see if there has been any improvement since Sample 1.	We will go to the computer labs and students will type up their <i>favourite memory</i> recounts. Students will not include the titles who, what, when, where, why and how in their recounts. Students would have created a time capsule in an art lesson at the beginning of the week. Students will put their memory in their time capsule and ensure that their name is written clearly on the capsule. We will bury their memory somewhere appropriate and near the class. At the end of the year we will create a map in maths to where their memory is and the steps they need to take to find it and students will dig up their favourite memory.	Visual cues of who, what, when, where, why, how, around the classroom. Student's sticky memory work from yesterday. Who, what, when, where, why, how sheet. Computer lab.
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