



TOPIC: RECOUNT OF MULTICULTURAL EVENT

Curriculum area/s: English

Title: *Writing – Recount*

Year level(s): 2/3

Strands

- Language – Text structure and organisation
- Language – Expressing and developing ideas
- Literature – Creating literature
- Literacy – Creating texts

Understanding Goals

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (Eg. tense and types of sentences) (ACELA1478)
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)
- Recognise high frequency sight words (ACELA1486)
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
- Write using joined letters that are clearly formed and consistent in size (ACELY1684)

Possible links to other curriculum areas

- Mathematics – Number - Word, number and combined problems involving all four operations
- Performing Arts – Incursions or excursions to view multicultural dances, plays or performances
- Writing – Invitation to a multicultural luncheon and dress-up day.
- T&E – Design a new uniform for a sporting team with which a country is recognised for. Eg. England—Football (Soccer).
- For more suggestions see the ‘Around the World’ Curriculum Plan on the Smarty Plants website.

ACTIVITY LESSON PLAN

1. Using the shared and guided reading and writing sessions, expose the children to a variety of examples of Recounts. As a whole class, look at the Recount framework as suggested below.
2. The children will then be ready to follow the framework to contribute to a class recount about the Multicultural Luncheon and Dress-up Day. Following the framework, model writing the recount as a whole class.
3. At the end of the draft, re-read as a class while editing. Model all of the editing strategies including adding and deleting words, spell check, paragraphing, punctuation.
4. Allow the children to independently write a recount. Some children may only be illustrating their recount whilst others may be completing it independently.
5. Share the completed published pieces and even include them in the school newsletter or send them to the local community newspaper with an attached photograph of the day to promote the class activity.

MODIFICATIONS FOR OTHER YEAR LEVELS:

For older year groups, the students could be given a more open-ended task requiring them to select an appropriate writing format (assuming they had been exposed to a selection such as Recount, Narrative, Exposition or Report).

RECOUNT FRAMEWORK

Title

Opening statement (*When, who, what, where and why*)

Event 1

Event 2

Event 3

Conclusion (*Ending statement*)

THE SIX STEPS OF EDITING

1. Read through your work carefully.
2. Check to see if your writing follows the framework you are supposed to be using (eg narrative, report).
3. Using a 'green' pencil, use the EDITING SYMBOLS chart to check through your writing. (*These symbols may be decided within your school*).
4. Write the corrections that you know you can fix yourself.
5. Ask a friend to check your writing. Maybe they can help with some corrections too.
6. Show the teacher your writing to conference with them.

EDITING SYMBOLS

sentence

You need to check your spelling using your Desktop Dictionary.

sentence ✓
sentence

Your spelling is now correct.

V

You need to fill a missing word.

//

You need to start a new line or paragraph.

yesterday

You are missing a capital letter.

○

You are missing a full stop, question mark or exclamation mark.

is/was

Check that you have chosen the correct word.

S?

You need to check this sentence because it doesn't make sense the way you have written it.