

# Recount Writing

ROSIE'S CALF CLUB

## ESSENTIAL QUESTION

# How can I write about something that has happened in the past?

### WHAT ARE WE LEARNING?

- How to use sequential words to order my writing
- How to put my actions into a logical order
- How to use a recount to tell my audience about something I have done

### TRY THIS WITH

- Years 1-4
- Students who have an interest in the way things are ordered
- Students who love learning in a real life context

## FIND

- Copy
- Compare
- How
- Find
- Explain
- Report

Introduce the idea of recount writing.  
 Discuss what students think this type of writing is used for.  
 Explore exemplars of recount writing to find out the requirements of this text type  
 Find examples of sequential words (and for older students phrases).  
 Discuss how sequential words and phrases order our writing.  
 Find examples online of different sequences (making toast, getting ready in the morning) and capture using Evernote.  
 Complete shared writing of a recount using shared experiences of a common activity.

## APPLY

- Arrange
- Simplify
- Breakdown
- Build
- Invent
- Focus

Introduce students to Rosie's Calf Club game.  
 Explore the game, read the 'About' section on the site.  
 Discuss the 'About' section: do students think there is enough information? Can they follow the process clearly? Any suggestions should be collated for feedback at a later stage.  
 Look at introductory screens and discuss the login process.  
 Show students how to take a 'screenshot' of the different screens in the game.  
 Throughout the daily activities, students choose a variety of aspects from each stage of the game to screenshot.

## PRODUCE

- Prioritise
- Prove
- Combine
- Modify
- Add to
- Devise

Explain the recount challenge to the students – they will play the game and present a recount of their 12 day experience.  
 Give students direction as to how you want them to record and present their final recount.  
 Students recount the process of looking after their calf in as much detail as possible. They could include receiving the 'Rosie Mail' tips, leading practice and getting their virtual ribbons.  
 Older students can include more detail and more advanced sequential words and phrases.  
 Younger students can find simple pictures such as a 'screenshot' of their calf and write a simple sentence about it.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Referring to the requirements of a recount identified in the pre lesson lead up (past tense, sequential words, in order etc.)
- Referring to any other agreed criteria that involves the ICT component or completion of the challenge

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Coherence High expectations	Innovation, inquiry and curiosity Integrity Excellence	Thinking Using signs, symbols and texts Relating to others	English Social Studies	Sequence Meanwhile Eventually Secondly	Rosie's Calf Club Game