



EduVision

Year 2 English

Term 3, Week 5

Student Name: _____

Lesson Focus: **Recounts**

Skill Focus: **Understanding recounts**



A recount is the retelling or the recounting of an event or experience, usually based on something that has happened to you and/or other people. We use recounts to describe things that have already happened.

There are many different types of recounts in writing including:

- Personal recounts (something you have personally experienced)
- Historical recounts (something that happened to many people; usually a significant event in history)
- Factual recounts (the recounting of an event, such as an experiment or an incident)
- Biographies and autobiographies (the retelling of the events in someone's life).

Within each recount type, there are various ways to record a recount. For example, recounts can be written as a diary entry, a letter to someone, a newspaper article, a police report, a science experiment, a historical recount or even a book about someone's life.

Now, let's put this knowledge into practice ...

Directions: Using the previous information, match the headings to the correct recount type.

**Dear
Diary**

Police Report

**Newspaper
Article**

***Captain
Cook's
Landing at
Botany Bay***

Science Experiment

**A letter to
Grandma**

**REMEMBERING
JIM**

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Skill Focus: Structure of a recount

Recounts usually follow a similar format or structure in writing. This helps us to distinguish them from other text types. To write a recount, we need to include:

Title/ Heading	Tells the reader what the text will be about.
Orientation	Provides a setting and a background for the reader. Includes <i>who, what, when, where</i> and/or <i>why</i> .
What happened/ Body	Tells the reader what happened. This is the bulk of the recount. Written in time-ordered sequence of events as they occurred and is written in the past tense.
A closing statement/ Conclusion	Sums up the text and gives some concluding comments about the events.

Let's look at an example of the structure of a personal recount:

The Waterpark

← **Title/Heading**

Well, that was one of the best days ever! Today, I went to an amazing waterpark on a school excursion and we stayed in the swimming pools for almost the entire day. I was super excited about the trip and when we arrived, I wasn't disappointed. The park was massive with slides and flumes everywhere you looked.

← **Orientation**

The first thing we did when we arrived was to get changed into our swimmers and head to the pool. My friend and I raced to the biggest flume ride called the 'Master Blaster'. I was a little nervous about going on it because I hadn't been on anything like it before but I felt

← **What happened/ Body**

glad to be on the same rubber ring as my friend. The ride was amazingly fast and it spun us around and around. It felt like we were travelling to the centre of the Earth. We loved it so much that we kept going back to the top until we had ridden on it five times in a row.

Next, we wanted to try another flume ride – the one that you had to ride on your own by sitting in a yellow ring. By the time we did this I was feeling confident about the flumes but as I sat at the top I didn't feel secure in the ring. Before I knew it I was shooting down the slide and slipping off the ring at the same time. Then, as the slide turned a sharp corner, the ring slipped out from under me and I bashed my head on the side of the tube! I managed to grab the ring but I couldn't get on it again and after a couple of dodgy corners, I was glad to see the daylight of the plunge pool at the bottom.

← **Time-ordered sequence of events**

Fortunately, the lifeguard had seen the incident on his monitor and got me some ice for my head. I sat for a while watching the others come down the flumes. It put me off riding on them for a while but after about thirty minutes, the lifeguard said I was good to go back out again.

← **Past tense**

I can't wait to go back but if I do, I must remember two key things that will happen to you if you stay in a swimming pool all day. First, your hands will get very wrinkled like an old person's and second, you will be very tired at the end of the day. I am.

← **A closing statement/conclusion**

Skill Focus: Time-ordered connectives

Time-ordered connectives are words or short phrases that join sentences together to indicate when something has happened and are usually written in the order in which they occurred.

Some examples of time connectives include:

Before	Meanwhile	Next	Earlier	Last week
First	Eventually	Then	Yesterday	Last month
During	Soon	Just then	Today	In 2020
Later	Lastly	Shortly after	Tomorrow	On 1 March

Directions: Reread the text and underline the time-ordered connectives in the text. Can you find the additional connective phrase in the text, not listed in the above table?

Directions: Read the following cloze passage recount and choose the appropriate time-ordered connective to fill in the blanks. **Hint: Read through the whole passage before adding the connectives.**

just before	later that day	the next day
after	eventually	last week
halfway through	shortly after	later that evening

My holiday

_____, my family and I set off on a three-hour journey to Mooloolaba. We went to visit my Auntie Sue and Uncle Paul, who had just had a baby.

_____ our journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch. I chose a sausage roll and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house _____ 1 pm. As Dad parked the car, I felt like I could burst with excitement as I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times. I was the first to have a cuddle with Eva. She felt so tiny and warm.

_____ meeting Eva, we had to unpack.

_____, Uncle Paul told us that he'd booked a table at a fancy new seafood restaurant on the waterfront. I had fish and chips and ate every last piece as it was delicious.

_____, Mum and Dad took us to the beach. We paddled in the water and built a few sandcastles. _____ that, we had chocolate ice-cream and buried Mum's legs in the sand so that she couldn't move.

_____, I fell asleep watching a DVD.

_____, it was time to go. It felt hard to say goodbye. As we drove away in the car, I waved goodbye to Eva. The beach, the weather, the food and, most of all, being with my family, had made it the best holiday ever.

Now, let's look at an example of a historical recount:

Moon Landing

On July 16, 1969, Neil Armstrong, Edwin 'Buzz' Aldrin and Michael Collins blasted off in the Apollo 11 vehicle towards the Moon. Four days later, at 4.17 pm US Eastern Daylight Time, the *Eagle* lunar landing module, guided manually by Neil Armstrong touched down on a plain near the southwestern edge of the Sea of Tranquility.

At 10:56 pm EDT on July 20, 1969, Armstrong stepped from the *Eagle* onto the Moon's dusty surface with the words, "That's one small step for man, one giant leap for mankind."

During that time, Armstrong and Aldrin left the module for more than two hours in which they deployed scientific instruments, collected surface samples and took numerous photographs.

On July 21, after 21 hours and 36 minutes on the Moon, they lifted off to rendezvous with Collins and begin the voyage back to Earth. After splashdown in the Pacific at 12:51 pm EDT on July 24, the three astronauts spent 18 days in quarantine to guard against possible contamination by lunar microbes.

During the days that followed, and during a tour of 21 nations, they were hailed for their part in the opening of a new era in human exploration of the universe.

Directions: Fill in the structural elements of the historical recount using the prompts in the table below.

Past tense	Time-ordered sequence of events	A closing statement/conclusion	Title/Heading	Orientation
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Directions: The following vocabulary words are from the text. Match the word to its correct meaning. **Hint: Locate each word in the text. Reread the sentence to help you determine the meaning of the word.**

module	a meeting at an agreed time and place
deployed	move equipment into place
rendezvous	made unsafe by exposure to dangerous substances
quarantine	a micro-organism causing disease or illness
contamination	a long and distinct period in history
microbe	a detachable, self-contained unit of a spacecraft
era	a period of isolation to prevent infection of others

Skill Focus: Past tense verbs

In recount writing, we use past tense verbs because the event or experience is in the past and has already happened. When writing a sentence with more than one verb, it is important to remember to write each verb in its past tense form. This can be easy to forget to do.

Directions: Let's look at some sentences where there are two or more verbs. If the sentence is incorrect, circle the incorrect verb.

I walked to the shop with my mum and I buy some milk and cookies.	Incorrect
I walked to the shop and I brought some milk and cookies.	Correct
We went for a swim in the water and afterwards, we will build some sandcastles.	Incorrect
We went for a swim in the water and afterwards, we built some sandcastles.	Correct

Directions: The following recount was written in a rush and has some verb tense errors. Find the errors and change them to their past tense form. Remember to check all verbs in each sentence.

Dear Diary,

Yesterday is my first day at my new school. I am so excited to start. My first lesson was literacy and we are learning about biographies.

Next, it is assembly and the principal, Mrs. Clements tells everyone about the school fair and how we can buy raffle tickets to win a gigantic prize.

After assembly, it was breaktime. One of the teachers, Mr Mills, asks Louis and Peter to show me around the playground. The boys show me the basketball courts and the school vegetable garden, where they even have some chickens.

Next, it was the class spelling test but my teacher, Miss Brookes, says I don't have to do it. Yay.

Later in the afternoon, we do science and learn about the life cycle of frogs. Eww! Although it is a bit gross, it's also fun.

I really enjoy my first day at my new school. I hope tomorrow is just as fun.

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Skill focus: Writing task

Directions: You are to write a diary recount about a day at school.

First, plan your recount. Use the table to order the events in your recount. Write the time in column 1 and the event in column 2.

Next, think about what time-ordered connectives you can use in your diary recount. Write some ideas in column 3.

Before submitting your diary recount, check it for good sentence structure, descriptive language, correct spelling and punctuation. Remember to include time-ordered connectives and past tense in your writing. Use your checklist to help your writing.

Writing checklist	
Technique <ul style="list-style-type: none"> • I have started with 'Dear Diary' or something similar. • I have included a setting and background. • I have included <i>who, what, where</i> and <i>why</i>. • I have included a time-ordered series of events. • I have used time-ordered connectives. • I have written my recount in past tense. • I have included descriptive words in my writing. 	
Grammar, spelling and punctuation <ul style="list-style-type: none"> • I have included full stops, commas and capital letters. • I have used complete sentences that make sense. • I have checked for spelling errors. 	



HOMEWORK

1. Writing task
2. Reading comprehension exercise
3. Time connectives word search

2: Reading comprehension

Directions: Read the text and answer the questions.

Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story because nobody has ever heard my side of the story.

I'm the wolf. Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet.

Hey, it's not my fault if wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would probably think you were Big and Bad, too.

But like I was saying, the whole Big Bad Wolf thing is all wrong. The real story is about a sneeze and a cup of sugar. THIS IS THE REAL STORY.

Way back in Once Upon a Time, I was making a birthday cake for my dear old granny. I had a terrible sneezing cold and I ran out of sugar. So I walked down the street to ask my neighbour for a cup of sugar. Now this neighbour was a pig. And he wasn't too bright. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw? So of course the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake. That's when my nose started to itch. I felt a sneeze coming on. Well, I huffed. And I snuffed. And I sneezed a great sneeze. And you know what? That whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig—dead as a doornail. He

had been home the whole time. It seemed a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a big cheeseburger just lying there.

I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbour's house. This neighbour was the First Little Pig's brother. He was a little smarter, but not much. He had built his house of sticks. I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back, "Go away, Wolf. You can't come in. I'm shaving the hairs on my chinny chin chin." I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed. And I tried to cover my mouth, but I sneezed a great sneeze. And you're not going to believe it, but this guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig—dead as a doornail. Wolf's honour. Now you know how food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake. So I went to the next house. This guy was the First and Second Little Pigs' brother. He must have been the brains of the family. He had built his house of bricks. I knocked on the brick house. No answer. I called, "Mr. Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sack full of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig! I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed. And I snuffed. And I sneezed once again. Then the Third Little Pig yelled, "And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a little crazy. When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest, as they say, is history. The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting. So they jazzed up the story with all that "Huff and

puff and blow your house down.” And they made me the Big Bad Wolf. That’s it. The real story. I was framed.

But maybe you could loan me a cup of sugar?

1. This text is written as a:

- a. Personal recount
- b. Factual recount
- c. Historical recount
- d. Biography

2. What well-known fairy tale is this text from?

3. From whose perspective is the text written?

4. In what tense is the text written?

- a. Past
- b. Present
- c. Future

5. What is the *setting* of the text?

6. According to the text, what was the wolf really doing at the three little pigs houses?

7. According to the wolf, how did the first and second little pigs houses fall down?

8. Reread this section of text.

‘And you’re not going to believe it, but this guy’s house fell down just like his brother’s. When the dust cleared, there was the Second Little Pig—dead as a doornail. Wolf’s honour. Now you know how food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again.’

Underline the phrase or sentence that shows us the wolf wants us to believe his side of the story.

9.1 According to the wolf, who ‘framed’ him?

- a. The third little pig
- b. The cops
- c. The news reporters

9.2 How was he framed?

- a. They made the houses easy to knock over.
- b. They waited with cameras to catch him eating the first two pigs.
- c. They couldn’t be bothered to catch the one who actually killed the pigs, so they accused him.
- d. They changed the story to make it seem like he purposely went after the pigs.

10. Which word best describes this story?

- a. exciting
- b. amusing
- c. confusing

3. Time connectives word search

Directions: Find the time connectives in the puzzle.

O K L X M E A N W H I L E L G X N
 M S R A J L A T E R N G G W Y Z N
 F K P S Z Y B Q B R B D H D N I R
 A T B U H M Q J H T O M O R R O W
 C O H D Y N Z R W C W L D O R Q Z
 X D Z D W E T T E O A F T E R F X
 S A D E U X R V Y I C V J N X E T
 X Y U N Z T P F C X X I T L G A H
 F M R L I M Y L A S T L Y P A R E
 B O I Y E N U O N C L L Q F O L N
 X N N R V R X V Z W X H I U D I B
 M I G G N U O O J D N K J B F E E
 O O D Q C E V E N T U A L L Y R F
 G F K F K P I D Q V M Q H L S E O
 L G H J D A I H N D Y L K J B L R
 G C P L H F X O T T S O O N Y T E
 X R E Y E S T E R D A Y O S D D R

tomorrow	yesterday	today	earlier
then	next	lastly	soon
later	during	after	before
eventually	meanwhile	suddenly	