



EduVision

Year 2 English




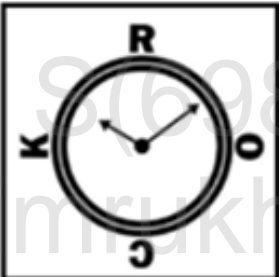


Term 3, Week 6

Student Name: _____

Lesson Focus: Comparing Recounts and Narratives

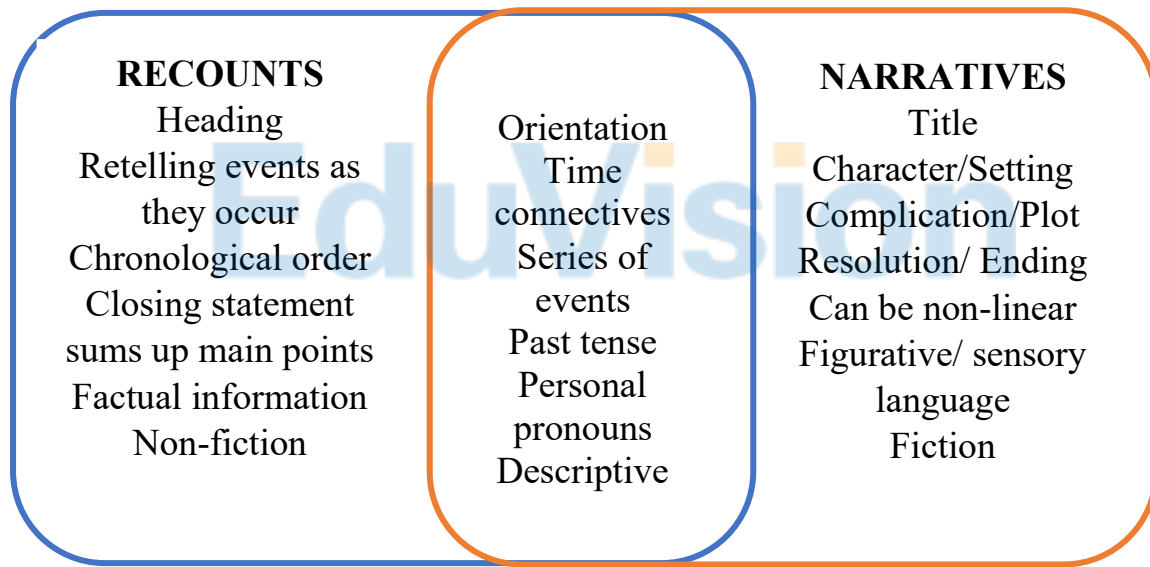
Timed vocabulary warm-up: Rebus puzzles

Directions: You have five minutes to solve as many puzzles as you can.

1. 	2. 	3. 
_____	_____	_____
4. 	5. 	6. 
_____	_____	_____
7. 	8. 	9. 
_____	_____	_____

Skill Focus: How to differentiate between recounts and narratives

It can sometimes be difficult to decide if a text is a recount or a narrative. That is because they can share some of the same structural and textual features. However, there are some obvious differences between them that can help us to differentiate between a recount and a narrative.



Directions: Using your knowledge of recounts and narratives, read the examples and label each accordingly. Write **R** if the example is likely to come from a recount, write **N** if it is likely to come from a narrative.

1. I did some research and discovered that the world's largest plant is an underwater field of sea grass that stretches for 112 miles (180 kilometres) off the west coast of Australia.	
2. She started the newspaper when she was only nine years old. "I never began my newspaper so that people would think I was cute," she said. "I want to be taken seriously. I'm sure other kids do, too."	

<p>3. "What's your name?" "M-Mandy..." "Where did you last see your mother, darling?" "There!" The little girl pointed to a shop across the shopping mall.</p>	
<p>4. Nearly a year after leaving England, Francis Drake found a way to reach the Pacific Ocean, through a passage called the Straits of Magellan. Unfortunately, when they reached the Pacific Ocean the ships found themselves in great danger from a terrible storm. The seas were so fierce that one of the ships was destroyed. After two months the storm came to an end and Drake was able to head northwards along the coast of South America.</p>	
<p>5. They say that moving is like cleaning up the past in order to prepare for the future, but twelve-year old Nic Walker never liked cleaning and he knew that his future was better off where he was. It wasn't his choice, though, so he folded in the flaps of his last cardboard box, ran packing tape over the top, and sealed away the memories of his childhood.</p>	
<p>6. Tomorrow I'll find out the fate of my beloved brothers. They've been off fighting in the war and the last five years have felt like centuries. To this day, Mother insists their beds remain freshly made here at Bollingbrook Plantation, ready for them to return at any minute. I still remember watching through a lens of tears as my brothers swaggered down the lane, having insisted on walking to enlist in our Virginia militia. We haven't received any word of them since Christmas. I pray tomorrow's list won't explain this deafening silence and make it permanent.</p>	

Skill Focus: Reading for understanding

Directions: Read the following texts to determine whether they are a recount or a narrative. Answer the question at the bottom of each text.

1. Young Reporter Tells Her Own Story

When she was 8, Hilde Lysiak started her own newspaper, called the Orange Street News (OSN). Her family lived on Orange Street. Hilde did the writing, her sister Izzy took pictures, and her father helped her organise and print the newspaper.

Hilde wanted to cover stories important to everyone in her town. She got into a habit of going on her bike, looking for news stories. Following the rules her father had taught her, she researched and reported stories in her monthly newspaper. She also started reporting on her own website and on YouTube.

Not everyone was happy about Hilde's reporting, and some people criticised Hilde for "pretending to be a reporter". As time went on, however, and with her father's help, Hilde wrote a series of books for young people, called *Hilde Cracks the Case*. The books are based loosely on news stories that Hilde wrote and have even been turned into a TV show called *Home Before Dark*.

In April 2022, *Hilde on the Record* came out. In it, Hilde tells her own story, both the good and bad parts. She talks honestly about the challenges she faced. Some of those challenges came from other people. But others came from Hilde herself, struggling to figure out who she was as she grew older.

For now, Hilde says she has given up reporting. But she's still just fifteen and has plenty of time to decide what she wants to do with her life. Her efforts have already inspired people around the world.

Which column best describes the text?

RECOUNT	NARRATIVE
Heading Retelling events as they occur Chronological order Closing statement sums up main points Factual information Non-fiction	Title Character/Setting Complication/Plot Resolution/ Ending Can be non-linear Figurative/ sensory language Fiction

2. Wish

I looked down at the paper on my desk. The 'Getting to Know You' paper. At the top, Mrs. Willibey had written 'Charlemagne Reese'. I put a big X over *Charlemagne* and wrote 'Charlie'. My name is Charlie. Charlemagne is a dumb name for a girl and I have told my mama that about a gazillion times.

I looked around me at all the hillbilly kids doing math in their workbooks. My best friend, Alvina, told me they would be hillbilly kids.

"You will hate it in Colby," she said. There's just red dirt roads and hillbilly kids there." She had flipped her silky hair over her shoulders and added, "I bet they eat squirrels."

I glanced at the lunchboxes under the desks around me and wondered if there were any squirrel sandwiches inside them. I looked back down at the paper in front of me. I was supposed to fill in all this stuff so my new teacher could get to know me.

On the line beside *Describe your family*, I wrote, 'Bad'. *What is your favourite subject in school?* 'None'. *List three of your favourite activities.* 'Soccer, ballet and fighting'. Two of those favourite activities were lies but one of them was the truth. I am fond of fighting.

My sister, Jacky, inherited Daddy's inky black hair and I inherited his fiery red temper. If I had a nickel for every time I've heard "The apple don't fall far from the tree," I'd be rich.

Daddy fights so much that everyone calls him Scrappy.

Which column best describes the text?

RECOUNT	NARRATIVE
<p>Heading</p> <p>Retelling events as they occur</p> <p>Chronological order</p> <p>Closing statement sums up main points</p> <p>Factual information</p> <p>Non-fiction</p>	<p>Title</p> <p>Character/Setting</p> <p>Complication/Plot</p> <p>Resolution/ Ending</p> <p>Can be non-linear</p> <p>Figurative/ sensory language</p> <p>Fiction</p>

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3. The Boy Who Biked the World: On the Road to Africa

Tom forced himself to keep smiling as the Chief handed him a bowl of steaming blood and milk. Circled around him, on the hard red earth, in the shade of a thorny African tree, sat ten tall Maasai warriors, dressed in red robes and dangling earrings. In their hands they held long, sharp spears. They were looking at Tom with dark, shining eyes. Tom's blue eyes looked back at them. He was wearing shorts and a t-shirt. His clothes were faded in the African sun and were very dirty. The spears glinted in the hot sunshine.

Tom looked away from the men and down at the carved wooden bowl. The mixture of cow's blood and milk was warm and, as the disgusting smell reached Tom's nose, he had to fight his stomach not to be sick.

"Just pretend it's a strawberry milkshake!" he pleaded silently to his stomach with his smile super-glued to his face. "Just pretend it's a milkshake..."

And with that he gulped down the whole pink bowlful in one go. The men raised their spears in the air and cheered. Tom put down the bowl and wiped his chin.

As the grinning chief patted Tom on the back, Tom sighed with relief. This short ceremony meant that Tom was now welcome in the Maasai village. He would be safe here and everyone would look after him and make him feel welcome.

"That wasn't so bad after all!" he thought to himself. "Still, I should be used to swallowing weird food and drink by now." The welcome ceremony was over. "That's a funny sort of welcome," thought Tom. "Remind me to never be unwelcome here!"

The men stood up and guided Tom back through the village. Their bare arms rippled with muscles. They walked together past huts built with branches, twigs, grass and mud. Chickens scratched the dusty earth, searching for food. Tiny children stared in amazement at Tom, the strange new visitor to their village. The sun beat down. The men were all laughing and chattering about Tom's performance drinking the traditional bowl of milk and blood. Tom could not understand their language but he saw that they were happy.

They led Tom to a flat piece of ground where he could set up his tent for the night. He felt happy. He was tired after another long day's ride. But he had made new friends in this village, and he had a good place to put his tent for the night. Plus, he was having a *real* adventure.

Tom thought of his friends back home, wondering what they were doing right now. What would they think if they knew that Tom had ridden his bicycle all the way to Africa? He didn't think they would believe him. Would you believe that someone could ride their bike all the way to Africa? But it was true, all true. Tom finished putting up his tent and unrolled his sleeping bag.

Then he thought back to how all this began...

Which column best describes the text?

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4. 'Eco-Mermaid' Swims Marathon to Fight Plastic Pollution

On May 7, "eco-mermaid" Merle Liivand broke her own world record for swimming with a single fin. She swam the distance of a full marathon in the rough waters of Biscayne Bay, Florida. She even picked trash out of the water as she swam.

Ms. Liivand was born in Estonia. As a child, she had health problems, and began swimming to help her lungs get stronger. She was soon taking part in open water swimming contests, sometimes even in icy water, and in 2017 and 2019, she represented Estonia at the World Aquatics Championships.

Eleven years ago, Ms. Liivand moved to Miami, Florida, where she continued swimming in the ocean. In one training session, she nearly wound up swallowing some plastic that was floating in the sea. That experience made her think of all the sea animals who faced similar pollution every day. She decided she wanted to work to make people more aware of plastic pollution, which she calls a 'plastic pandemic'.

Thinking about sea creatures gave her the idea of swimming like one. She began swimming with a special single swimming fin attached to both of her feet. This rubbery 'monofin' allows her to swim by kicking both of her legs together.

"Swimming with the monofin without using my arms is similar to how dolphins and marine animals swim," says Ms. Liivand. She believes that swimming with a monofin "sends a bigger message".

Ms. Liivand first set the world record for swimming with a monofin in 2019, when she swam 6.2 miles (10 kilometres) off the coast of California. In 2020, she broke the record again by swimming 12.8 miles (20.6 kilometres), this time in Miami, Florida.

Last year, she set a new Guinness World Record by swimming 18.6 miles (30 kilometres), again in Florida. Even though it took her 9 hours and 19 minutes to set that record, Ms. Liivand says she knew she could go farther.

On May 7, Ms. Liivand broke the record once more, this time swimming the length of a full marathon (which is normally a running race). It took her 11 hours and 54 seconds to swim 26.2 miles (42.2 kilometres). The water was rough, and she ran into a few problems, but she didn't stop. "I got stung by jellyfish," she said, "and kept telling myself that it was not the time to cry."

To keep her energy up, a friend followed her in a kayak and gave her food and water from time to time. Along the way, Ms. Liivand picked up all the trash she found and put it in the kayak. By the end of her marathon, the kayak held three bags full of trash.

"At the end of the day," she says, "this isn't just about a record. It's about helping the community and the world."

Which column best describes the text?

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Skill Focus: Using context clues for vocabulary

Sometimes when reading a text, we can come across unfamiliar words we don't know the meaning of. Learning to read context clues is a strategy that helps readers to figure out the meaning of unknown words by looking at the words around it. By looking at the words or sentences that come before and after the word in question, we can unlock the meaning.

How to read for context clues
1. Look at the unfamiliar word. Does it look like another word you already know?
2. Then read the sentence before and after the word.
3. Connect what you already know with the text.
4. Predict a meaning/ make an educated guess.
5. Confirm or revise your prediction. Reread the sentence using your prediction. Are you satisfied with your prediction or do you need to read further back or forward in the text to see if the author provides more clues?
6. If still unsure, use a resource beyond the text. Try a dictionary or ask someone.

Directions: Use the context clues in the texts to determine the meaning of each word.

1. In the text 'Young Reporter Tells Her Own Story', predict the meaning of the following words:

Habit

- When you learn something new
- When you do something regularly
- When you do something important

Criticised

- a. Reported the news
- b. Found fault
- c. Helped someone

Inspired

- a. Motivated
- b. Gave up
- c. Worked hard

2. In the text 'Wish', predict the meaning of the following words:

Hillbilly

- a. A mountain goat
- b. A clever person
- c. A dumb person

Inherited

- a. Passed down from parent to child
- b. Wanted things to be more alike
- c. Had a temper tantrum

Nickel

- a. An apple
- b. A coin
- c. The name of a tree

3. In the text 'The boy who biked the world: On the road to Africa', predict the meaning of the following words:

Maasai

- a. The name of an African village
- b. An African tree
- c. A tribe of African people

Glinted

- a. Shone brightly
- b. Melted
- c. Absorbed the sunlight

4. In the text “‘Eco-mermaid’ swims marathon to fight plastic pollution’, predict the meaning of the following words:

Pollution

- a. an environment with harmful objects
- b. a boring and unhealthy diet
- c. a difficult and serious problem

Pandemic

- a. a type of plastic
- b. a widespread problem
- c. an unknown species of fish

Skill focus: Writing task

Directions: Read the recount ‘Young Reporter Tells Her Own Story’ on page 5 again. Write a narrative based on this recount. Choose part of the recount that you would like to retell as a narrative. Here are some ideas:

- How did Hilde find her first news story and what happened when it was published? What was the story about? How did she feel when it was published?
- Some people in the town don’t like Hilde’s reporting. Write about one incident when someone was really angry with Hilde for what she reported.
- Write about a time when Hilde felt like giving up. What happened to make her change her mind?
- Hilde wrote a series of books for young people. How did she make this decision? Did she have difficulties writing her books? What happened when she felt discouraged?

Remember that you are writing a narrative, so there must be something interesting, exciting or dramatic that happens in the story. Use the information and techniques learned today to help your writing.

Use the checklist to review and edit your writing.

Writing checklist	
Technique I have written a story that creates interest and excitement. My story has characters. My story has a complication/problem. My story has a resolution/ending. I have used figurative and sensory language. I have used interesting adjectives and verbs.	
Grammar, spelling and punctuation I have included full stops, commas and capital letters. I have used complete sentences that make sense. I have checked for spelling errors.	

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HOMework

1. Writing task
2. Reading comprehension exercise
3. Dictionary definitions activity

2: Reading comprehension

(This is the same text as earlier in the workbook.)

'Eco-Mermaid' Swims Marathon to Fight Plastic Pollution

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1. In paragraph 1, Merle Liivand is described as an 'eco-mermaid'. Which phrase **best** describes 'eco-mermaid'?

- a. Someone who is concerned with helping to save the ocean.
- b. Someone who enjoys swimming like a mermaid.
- c. Someone who likes exploring life under water.

2. In paragraph 3, the text says, 'she wanted to work to make people more aware of plastic pollution'. What made Ms. Liivand want to do this?

- a. She saw many people throwing plastic waste into the sea.
- b. She was shocked at how much plastic she saw when she swam in the sea.
- c. She almost swallowed some plastic that was floating in the sea.

3. In paragraph 4, Ms. Liivand is described as wearing a 'monofin' to allow her to swim by kicking both of her legs together. What do you think 'mono' means?

- a. recycled
- b. single
- c. fish-like
- d. special

4. In what way does swimming with a monofin send a "bigger message"?

- a. It enables her to swim faster.
- b. It makes her look like a mermaid.
- c. It makes her look like a marine animal.
- d. It allows her to use her fin to point out plastic.

5. According to the text, what was the latest Guinness World Record that Ms. Liivand set?

She swam _____ (distance)
in _____ (time).

6. What is the **main** reason that Ms. Liivand doesn't finish her swims in a faster time?

- a. She uses a monofin.
- b. She stops to pick up rubbish.
- c. She stops to eat and drink.
- d. She needs medical attention for jellyfish stings.

7. Based on the description of Ms. Liivand, which best describes her character?

- a. determined
- b. kind
- c. bossy
- d. energetic

8. The overall tone of this article is:

- a. Light-hearted
- b. Aggressive
- c. Despairing
- d. Passionate

3. Dictionary definitions

Directions: Match these words to their dictionary meanings.

Swaggered

To move in small waves

Plantation

A formal religious or public occasion

Militia

A large farm or estate

Rippled

A long-distance running race

Ceremony

To walk with confidence

Marathon

An army or military force

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