

Recount Writing Teacher

Questions and Ideas

1. Read or orally tell a recount to the class. Ask them what they noticed about it. Discuss the concept of recount and discuss the features it has—sequence of events, tells about an event, past tense, told in first or third person...
2. Read a news story to the class. Ask them to identify the important information: who, when, where, why, what, how. Ask them if it has a catch beginning? Ask them how they felt about the news article.
3. Brainstorm an imaginary trip to the zoo. Let students volunteer information that happens next.....the recount will be a cooperative class effort. (Who can give me an opening sentence? Who can tell me what happened next, after that, and then.....how can we conclude it? What will we say about how we felt about the trip to the zoo?)
4. Have students write a recount about their first day of school starting with the night before.
5. Write the following on the chart paper or the board:
First, secondly, thirdly, afterwards, then, eventually, finally.
From there, select any event and brainstorm a recount on it together as a class using the words you've written on the board.
3. Brainstorm all the types of recounts there are. (newspaper article, television interviews, YouTube events and interviews, speeches, eyewitness accounts, journals, historical events and happenings, some letters, diaries...)
4. Brainstorm a timeline of the school year so far to help with sequencing.
5. Have students brainstorm connecting words: first, then, after, next, afterwards, finally, the next day, after that, subsequently, later, a few hours after....
6. Brainstorm all the feelings word the author could be feeling. (*angered, saddened, frightened, happily, miserably, confused, intrigued...*)
7. Practicing using sequencing words in pairs or with the large group: Today I.....An hour ago we.....Last night I.....Last week I.....Last year I.....5 minutes ago we.....
8. Look through the classroom materials to find as many examples of recount as you can. (*reports, news, journals, books with recounts, eyewitness accounts...*)
9. Review with students: how to write sentences and paragraphs, sequencing of events, awareness of audience/reader, action words, linking verbs.
10. Brainstorm events and opening sentences with the class. For example: what would a good opening sentence be for 'The First Day of School', The day I got grounded, When I went to the circus.
11. Discuss the 3 types of recounts—personal, factual and imaginative.
12. Practice recounting events that have happened in the classroom or the school...assemblies, book fairs, lessons, gym classes etc.
13. Remind students of the traits of good writing and have them tell you what they are. (*organization, ideas, voice, word choice, sentence structure, conventions and awareness of audience.*)