

Lesson 2: Personal Recounts - Text Structure

Lesson 2 | 60 minutes

A 60 minute lesson in which students will identify and explore the structure of personal recounts.

[View this lesson on worker.teachstarter.com](https://www.workers.teachstarter.com)

Lesson Plan

Tuning In

- As a class, play the *Unscramble the Dragon's Jumble Garden* game on the ABC Splash website. After unscrambling the pictures and adding the appropriate sentences to each, ask the students:
 - What type of text has the dragon created?
 - What is the purpose of the text?
 - Why is it important to put the events that happened in order?

Teacher Instruction

- Discuss the structure of personal recounts, as outlined on slide 7 of the *Introduction to Personal Recounts PowerPoint*. Inform the students that recount structure involves events arranged in order of their occurrence. Refer back to the dragon's personal recount as an example of this.
- Display and discuss the first example text on slides 8-9, then encourage the students to label the second example text on slides 10-11. Ensure that the students understand the information to be included in each section of the text's structure.

Guided/Independent Learning

- Display the personal recount structure activity on slide 13. Provide the students with a copy of

the *Personal Recount Sequencing Activity – Police Car Ride*, the *Personal Recount Sequencing Activity – My Broken Leg* or the *Personal Recount Sequencing Activity – Surprise!* Alternatively, place the students in small groups and provide each group with a different text.

- Allow the students to work on the sorting activity in small groups or individually. Monitor and support the students as required.
- As a class, discuss the correct structure of each personal recount used in the sorting activity. Discuss any techniques used by the students to help them sort the events into the correct order e.g. using time connectives as a sequencing tool.

Wrapping Up

- Select a range of goals for the unit from the *Goals – Writing (Lower)* and discuss these with the students. Allow the students to ask questions about each goal and encourage them to suggest some simple success criteria for each. Display these goals in an obvious place in the classroom for the duration of the unit.

Differentiation

Extending Students

- Encourage more capable students to work individually during the sorting activity (if they wish to do so).

Supporting Students

- Allow less confident students to be supported by peer tutors during the sorting activity, or to work in a smaller group with a teacher or teacher aide.

Suggested Assessment Strategies

- used strategic whole class or individual questioning
- observed student participation during learning activities

Introduction to Personal Recounts Unit Plan

- used strategic whole class or individual questioning
- observed student participation during learning activities
- recorded student progress on a checklist
- annotated student work samples
- collected and reviewed student work samples
- facilitated whole class or peer feedback sessions
- encouraged student self-reflection
- administered formal assessment tasks.

Notes

Teaching Resources

To download the teaching resources that complement this lesson plan, visit [worker.teachstarter.com](https://www.worker.teachstarter.com).