Lesson 3: Personal Recounts - Language Features

Lesson 3 | 60 minutes

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

View this lesson on worker.teachstarter.com

Lesson Plan

Tuning In

- Watch the *Recount Text About a Birthday Party* video on YouTube. After watching, ask the students:

  - What type of text is this?

  - What did the author do at the birthday party?

  - How did the author feel about the party?

- As a class, identify the orientation, series of events and concluding sentence of the text from the video.

Teacher Instruction

- Discuss the language features of personal recounts, as outlined on slide 14-15 of the *Introduction to Personal Recounts PowerPoint*. Rewatch the video from the tuning in activity and ask the students to identify some examples of these language features used in the clip (there are several examples to choose from).

- As a class, identify the personal pronouns, past tense action verbs, emotive words, descriptive words and time connectives in the text on slide 16. Display and discuss the answers on slide 17.

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Guided/Independent Learning

• Revisit the texts used in the sequencing activity in the previous lesson. In small groups or individually, colour code the text that they sequenced according to its language features (personal pronouns, past tense action verbs, emotive words, descriptive words and time connectives). Encourage the students to find at least one example of each language feature. Monitor and support the students as required.

• Discuss the examples of each language feature located in the sequencing texts. These could be recorded on separate pieces of poster paper and displayed around the classroom. Encourage the students to suggest additional examples of each language feature to add to the posters.

Wrapping Up

• Explain to the students that, later in the unit, they will be writing a personal recount about a special event that has happened in their own lives recently. Ask the students to bring in a photograph (before the next lesson) of a special event they feel they would like to write about.

Differentiation

Extending Students

• Encourage more capable students to find more than one example of each language feature for the colour coding activity.

Supporting Students

• Allow students with lower literacy levels to focus on one or two language features only during the colour coding activity.

Suggested Assessment Strategies

☐ used strategic whole class or individual questioning

☐ observed student participation during learning activities

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☐   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

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Teaching Resources

To download the teaching resources that complement this lesson plan, visit worker.teachstarter.com.

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