

Writing lesson

Recounting a class game

Based on an idea from Jo Cornwell and Christine Khan at Henderson Valley Primary (Auckland)



Lesson introduction

1. Motivation

Play an outdoor class game that the students enjoy. Take photos or a video to record some of the events.

Share the video/ images and discuss events in the game that would be exciting to read about in a recount.

Teacher or students record descriptive notes.

Share an exemplar and photo – older students could read [‘Capture the flag’](#)

Younger students – teacher could write an exemplar if appropriate

Note: *This could be shared before or after the students play the game.*

Ask the students: *‘What do you notice about this recount?’*







Possible features to notice (These will inform your criteria):

- Interesting actions *‘I tore across the field’*
- Dialogue to develop excitement *‘Traitor!’*
- Variety of sentence starters *‘Cautiously, As, By now,’*
- Descriptive verbs *‘over-stepping, whipped, lunged’*

Extension

- Variety of sentence lengths *‘That was it.’*
- Deliberate use of repetition *‘lies, lies, lies!’*

3. Possible criteria — unpack with the students and record visually

Early writers	Fluent writers
<ul style="list-style-type: none">• Include exciting actions • Use 4 wow words 	<ul style="list-style-type: none">• Include exciting actions • Use 4 descriptive verbs 
 Challenge: use dialogue “ ____ ,” ____ .	 Challenge: vary sentence starters

Modelled/shared writing

Compose and write one or two sentences for the recount. Use ‘think alouds’ and engage the students using ‘think, pair, share’.

5. Independent writing

Students write their recounts.

6. Self-check (Model this first if the students are not familiar with proofreading.)
Students proofread their writing and check for some mistakes.

Examples of self-check:

Read your writing in a quiet voice.

Can you spot 3 mistakes.

Read your writing in a quiet voice.

Check your punctuation.

7. Partner-check (Model this first if the students are not familiar with 'partner-checking'.)
Students read their writing to a partner.

Examples of partner-checks

I like ... because ...

Choose your favourite exciting action.

My favourite action is ...

Find two 'wow' words.

8. Wrap-up

Project one of the student's recounts onto a screen/board (ask permission first).

1. Give the author feedback: *I like ... because ...*
2. Identify wow words / descriptive verbs in the projected writing.
3. Students share their writing with a partner and highlight wow words / descriptive verbs in their writing.
4. Identify and improve one word in the projected writing.
5. Students work with a partner and improve one word in their own writing.
6. Share examples of words students have improved.

Publishing idea

Students select their best sentence and publish using the Super sentence book template

<https://www.thewritingbook.com/resources/>