

RECOUNT TEACHING SEQUENCE FOR FIRST GRADE

Fall: Model

Focus: Develop ability to recognize key elements of an introduction presented orally.

- Frequent opportunities for students to hear elements of an introduction (when, where, who, what)
- Teacher identifies the elements after read-aloud.
- Students identify elements of an introduction after teacher reads aloud.
- Students and teacher build introduction to a recount of a shared experience or event. Can record on chart paper.

Winter: Guided

Focus: write a strong introduction with the required elements (who, what, where, when).

- Create a cloze writing activity from read aloud, shared experience, or event in which certain elements of introduction (who, what, where, when) are missing. Students provide missing elements in writing.
- Release more and more of responsibility for creating elements of the introduction to students.
- Begin orally telling events in time order.

Spring: Independent

Focus: Extend the writing to include the events in time order and a simple conclusion.

- Write a strong introduction independently using the key elements.
- Write events in time order using pictures or other graphic organizers to scaffold.
- Teach students who are ready, to add details to each event using sensory words.
- Practice writing strong conclusions.

SECOND GRADE FOCUS

Second grade teachers revisit the recount form in the fall to return the student's writing to mastery level. Second graders can extend or expand upon the form by adding more events in order and/or providing further detail and elaboration of each event. As with all teaching, individual differences need to be taken into account.