

Try this with:

- Levels 1 - 3

Learning areas:

- English
- Social Studies
- Science

Key words and phrases:

- Recount
- Sequence
- Rearing
- Order
- Leading

Sequential words and phrases:

- First
- After that
- Before
- Finally
- Secondly
- Meanwhile
- Next
- Eventually
- Then
- After a while

Key competencies:

- Thinking
- Using signs, symbols and texts

Resources required:

Rosie's Calf Club game



- www.rosiesworld.co.nz
- www.godairyeducation.co.nz

Values:

- Innovation, inquiry and curiosity
- Integrity

Principles:

- Coherence
- High expectations

Essential question

How can I write about something that has happened in the past?

What are we learning?

- How to use sequential words to order my writing.
- How to put my actions into a logical order.
- How to use a recount to tell my audience about something I have done.

Motivation

Pre Lesson: Explore exemplars of recount writing to find out the requirements of this text type. Find examples of sequential words (and for older students phrases). Discuss how sequential words and phrases order our writing. Complete shared writing of recounts using shared experiences.

- Introduce students to Rosie's Calf Club game.
- Explore the game. Look at introductory screens and discuss the login process.
- Show students how to take a 'screenshot' of the different screens in the game.
- Explain the challenge to the students.
- Give students direction as to how you want them to record and present their final recount.

The challenge

- Students play Rosie's Calf Club.
- Throughout the game students choose a variety of aspects from each stage of the game to screenshot.
- These images can then be used to form the basis of a recount.
- Students recount the process of looking after their calf in as much detail as possible. They could include receiving the 'Rosie Mail' tips, leading practice and getting their virtual ribbons.
- Older students can include more detail and more advanced sequential words and phrases.
- Younger students can find simple pictures such as a 'screenshot' of their calf and write a simple sentence about it. Teachers could give them the sequential word as a sentence starter.

Success criteria

Students can check they have completed the challenge successfully by:

- Referring to the requirements of a recount identified in the pre lesson lead up (past tense, sequential words, in order etc.)
- Referring to any other agreed criteria that involves the ICT component or completion of the challenge.

Criteria could include:

- Does the recount have sequential words?
- Are the pictures and sentences in order?
- Is the recount completed according to instructions?
- For the younger students, could they make a sentence that goes with the picture?
- For the older students, did they choose relevant parts of the game to screenshot?

Assessment

Assessment (either teacher, peer or self) should be against the recount requirements and any agreed success criteria.

