ENGLISH

Lessons 13–14

Year 4

Topic: Language in literary recounts

Writing a recount in the first person

Today you will:

- understand how to add supporting details to write a recount of events from a character's perspective.

Resources

Text

Lane, K 2007, *Eliza Bird, child convict*, Rigby Harcourt Education, Port Melbourne, Victoria. (Or search online to find a read aloud version of the book.)

Digital

Video — *The storm*: cohesive devices (4:19)

Find and prepare

Sheet 7 — *The storm*

Sheet 6 — Recount by a convict girl

Exercise book

Key terms

adverbs and adverb groups, cohesive devices, direct speech, nouns, noun groups, opinion, perspective, prepositions, prepositional phrases, pronouns, reported speech, text connectives, verbs, verb groups

For definitions and explanations of terms, please see the Glossary.

Lesson

Note

This lesson is completed over two sessions.



In this lesson, you will examine a recount from another young convict girl, Maggie, who is being transported to Australia.

Examine an event written from a child's perspective

Recounts set in the past are often told from a first-person perspective.

They use cohesive devices to help the text flow.

1. View the **Video — *The storm*: cohesive devices**.



   This video explains how cohesive devices are used in most texts, including recounts set in the past. Types of cohesive devices are:

   - **text connectives**

     Text connectives create links between sentences and link sections of text providing sequences through time.

     For example, *however*, *the next day*, *suddenly.*

   - **pronoun references**

     Pronouns link to something previously mentioned. This is known as the pronoun reference.

     For example, *The convict girl waved goodbye to her friend.*

     Her is the pronoun and the convict girl is the pronoun reference.

2. Complete **Sheet 7 —** *The storm*.

Now you will be looking at the profile of a 10-year-old convict girl, making notes about her and writing a recount from her perspective. Before writing a recount, it is important to have a clear idea about the person from whose perspective you will be writing.



3. Look at **Sheet 6 —** Recount by a convict girl. Read the profile at the top of the sheet and answer the questions to develop a clear picture of what the girl is like.

Department of Education and Training
C2C Independent Learning Materials

Queensland Government

4. Using the notes you made on **Sheet 6**, think about:
   - real events this recount might be based on
   - whose perspective is shown in the recount notes
   - similarities with this recount and others that you have read
   - the convict girl's experiences or things that happened to her.



Look at the notes you made about the convict girl and think about details you could add to make the recount more interesting.

Write notes to add information and supporting details

5. Write some language features in the following table to make your recount more interesting.

first-person pronouns	
language of opinion	
thinking and feeling verbs	
nouns and noun groups to describe the setting and other characters	
adverbs, adverb groups and prepositional phrases to provide details about events	

direct speech and reported speech	
text connectives	
language from the time (1788)	

Rewrite a personal recount from the child's perspective

6. Use your notes to write a recount from the convict girl's perspective. Write one or two paragraphs on **Sheet 6**.

Share recounts

7. Share your recount with another person.
8. Reflect on what you have learned in the lesson. In your exercise book, record descriptive words or phrases you encountered that may help you with your recount writing in the future.

Reading

Remember to complete your daily reading. You can read when you first wake up, during free time or at bedtime. You can read texts of any type but you might like to read some recounts set in the past as you complete this unit.

At the end of your daily reading time, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.

Department of Education and Training
C2C Independent Learning Materials
Queensland Government