

**Suggested Teaching Components**

- Develop awareness of and skill in appropriate intonation, stress, rhythm, phonological features etc.
- Listen and respond to events from a simple recount
- Give a simple recount
- Follow the text structure and language features of a simple recount

**Suggested Themes, Topics and/or Experiences**

Many curriculum areas, field trips, family, shopping, festivals/holidays, letters, journal, my life, local environment, time, dates, seasons, experiments, living things, sporting events, accidents and sicknesses, art/craft activities

**Suggested Assessment Tasks**

(could also be some of the sample strategies)

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Tell a simple recount, e.g. My morning, My weekend, An accident
- Complete simple cloze activities

**Sample Strategies****Teacher directed**

- Introduce time words and past tense verbs using calendars, clocks etc. to illustrate change from present to past tense
- Go for a walk, stop after each event and say what happened
- Elicit events from an excursion and model recount structure
- Create a board game based on an excursion
- Tell a recount using sequenced pictures
- Use picture supported recount to introduce the language used to sequence events

**Joint/guided**

- Identify pictures corresponding to action verbs
- Sequence pictures from an oral recount
- Label picture sequences with time markers
- Question students about the time events occurred to cue retelling of events
- Ask a partner questions about a recount

**Independent**

- Listen to a recount and number pictures accordingly
- Answer comprehension questions relating to people, events etc.
- Retell events from a trip in correct sequence, using photos/verb list as a cue
- Tell class about weekend activities
- Listen to recount and complete simple cloze activities
- Identify similarities and differences between two versions of the same event.
- Predict the next event or sequence of events from any context