



Manaiakalani

Class OnAir



Episode Title: Recount Writing Year 5 and 6 Camp

Teacher: Kelsey Parrant

School: Pt England School

Year Level: 5

Lesson Topic: Write a recount about year 5 and 6 camp.

Learning Intention: WALT: structure a recount using detailed and descriptive language.

Links with the
[New Zealand Curriculum](#)

Purposes and audiences:

- Constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form.

Language Features:

- Uses oral, written, and visual language features to create meaning and effect and engage interest.

Key
[Competencies](#)

Managing self: Students need to manage themselves using their chromebooks to brainstorm ideas using jam board. They also need to manage themselves in a whole class and group setting. Students also needed to manage their time in the classroom to make sure that their recount task was completed and posted on their blog by the end of the week.

Thinking: Students need to think about their experiences at year 5 and 6 camp and express these ideas in their writing. They needed to think about each of the activities that they participated in. Students needed to think about the purpose of their writing and add descriptive and detailed language.

Participating and contributing: Students needed to participate in a whole class writing session and to contribute their thoughts and ideas with the rest of the class. They also needed to participate in group brainstorming using a shared jam board and continue their ideas. Students also needed to participate and continue their introductions with the whole class and in their smaller writing groups.

Relating to others: Students needed to relate their own camp experiences to others in the class and see how the different experiences may have made their camp different to others. Students also needed to think about the people that had made camp possible for them and add this into their recount writing.

Prior Knowledge

Students needed to use their prior knowledge of attending year 5 and 6 camp as well as how to structure a recount. We had been looking at descriptive language and adding detail to our writing so students needed to use this prior knowledge and include this into their recount.

Lesson Sequence

Before the Session

Introduction

1. Watch the camp highlights video with the class to recall the activities that were completed at year 5 and 6 camp.
2. Discuss the learning intention with the class and what we will be

	completing in writing this week. Linking back to our year 5 and 6 camp experiences. 3. Watch the recount video on the key things that need to be included in the recount that we will be writing for the week.
During the Session	Introduction: As a class we will brainstorm ideas for the introduction using a jam board while having class discussions. • Who - Year 5 and 6 students, me, team 4, room 10. • What - Year 5 and 6 Camp. • Where - At Pt England School on the top field. • When - Week 5, Wednesday 8th March to Friday 10th March 2023. • How - Camping in tents on the field, completing activities at school. • Why - For team building, to have fun and to learn new skills. After we have brainstormed these ideas for the introduction students will then go off and work independently at their tables to complete their introduction. (Teacher will work with a group during this time to help structure an introduction). Once students have had the chance to write their introduction they will then be able to share these with their small group to help with proofreading as well as the whole class. Body paragraphs & brainstorming: Once we have worked on the introduction we will discuss the body paragraphs of the recount. We will use a jam board to brainstorm ideas for each of the camp activities. • Camp cooking • Hall activities • Killer Zone • Movie night • Kayaking • Cyclo-ball • Slip and slide • Camp concert • Panmure pools Students will complete this brainstorm in their groups sharing ideas and then writing these into the jam board as they go. Regroup the students and discuss each of the key activities and the content of the brainstorm. Students will then work independently on each of their paragraphs and I will see a group during this time. Conclusion Whole class discussion on how to create a conclusion. Discuss that there is no new information to be added into the conclusion and this is a part where the students can reflect on their camp experiences.
After the Session	Students will need to work independently to write their recount. They will need to see their teacher when their writing group is called upon to work on writing structure and descriptive language. Students will need to complete their recount and post this on their blogs.
Learn Create Share Breakdown	
Learn	How to create a recount about year 5 and 6 camp adding descriptive and detailed language to add effect. Students will also learn the purpose and

	audience for their writing as they will need to think about this.
Create	Create a brainstorm using a jam board about their camp experiences. Create a recount about their time at year 5 and 6 camp.
Share	Share this with others in the class by reading aloud and also sharing this on their personal blog.
Resources Used	Writing Task Jam Board Brainstorm Spelling words Spelling Task Recount Video
Reflection	
Reflection on Lesson Sequence	I think that this lesson went really well. The students were engaged with the task and really enjoyed recounting their experiences for camp. Using a jam board to brainstorm ideas was really useful as the students were able to go away and brainstorm in groups writing down their own ideas. We were then able to come back down as a group and look through all of these together. This was my first time using a jam board with the class and I think it went really well. It is definitely something that I will continue to use for my brainstorming as it is something that the students can continue to refer back to while they are writing. I wasn't really sure how it was going to go and I think that I did have too much content on the jam board for the students which is something that I will continue to work on. It was great to see that the students were engaged with the brainstorm rather than just talking about it as a group. I really enjoyed the students being able to share their introductions with each other as it gave some of those students who didn't know what to write some ideas. I did have a few students who didn't go to the year 5 and 6 camp and I was really lucky my release teacher created a game for the students to play so they could write a recount about that instead. This was really helpful as it meant that all of the students were able to create a recount of some description by the end of the week. Overall I think this was a really successful lesson and I learnt a lot of new things along the way as well. I feel that I could have talked less to the whole class when setting out the instructions and focus this direction when working with smaller groups. The way we brainstormed this week was really good as it allowed the students to continue this process while they were working independently. This has also made me reflect on the way in which I set up my writing tasks. I think rather than having a brainstorming part in the doc I will use the jam board as a place for brainstorming and have the doc just for the writing itself. I have found that my students get confused with how to share a doc on their blog so by just having the writing they will hopefully be able to copy and paste this over easier. I thought that this was a really great lesson and I got lots of writing out of some of the students. This has also highlighted some areas that we will need to work on when looking at recount writing in the future and also how to better plan and teach writing in my class this year.
Next Steps	- Continue to use jam boards more effectively with brainstorming so that

	students can continue to refer back to this. - Focus on the structure of paragraphs and why this is important. - Strengthening introductions and conclusions. - Proofreading to check that it makes sense and well as to edit students own work.
--	---