Recounts

LITERACY  The day of Ahmed’s Secret Hurricane
Monday Can I recognise structure of story & how author keeps the reader guessing right to the end?

Applying the principle. Read the whole book. Record the events of the recount. Which tense is it written in? Is this usual for recounts? Change paragraph to past tense.

2nd / 3rd Storey learning
working with independence

What might his secret be? When will it be told? Discuss in pairs, then regroup & record predictions.

2nd Storey learning
deepening the understanding

Look at the cover and title of The Day of Ahmed’s Secret. Discuss the effect the cover illustration & text have on reader.

1st Storey learning
recapping / revising / introducing

Speculate
What is the power of becoming literate, especially in places where schooling is not free and universal?

3rd Storey learning
assessing the learning

Monday Can I recognise structure of story & how author keeps the reader guessing right to the end?
EXCERPT FROM THE DAY OF AHMED’S SECRET

My special colours are part of the city, too. Woven into the harness of my donkey are my own good-luck ones, blue, green and gold.

Hassan hands me a dish of beans and noodles and says, “And how goes the day of my friend the butagaz boy?”

As I eat, Hassan and I laugh together at his jokes and stories. Always when I come home at sundown I tell his stories to my family, but tonight will be different. I will have my secret to tell them. I have been saving it until tonight.
Now someone else comes to Hassan's cart and I wave goodbye. I must hurry now if I am to get all my work finished today.

The first place I go is the home of the old woman. She has been waiting for me.

“Ahmed! Ahmed!” she calls. “Are you bringing me the fuel for my stove?”

The old woman is leaning out of her window. I look up and smile. I am proud that I can carry these big heavy bottles all the way up the steps to the floor where she lives. I am proud that I can do this work to help my family.
Tuesday  Can I re-write narrative recount in 3rd person?

Write a short recount of Ahmed’s day in the third person. Point out that they should use the past tense and the third person (he, him, his). You do not have to include all the events, but should write in paragraphs. Can you include any past perfect verbs?

Volunteers read out your recount. Listen carefully for perfect verbs, raising your hand when you hear one.

Discuss the use of the perfect form of verbs to mark relationships of time and cause. Try to use some perfect verbs in their recount of Ahmed’s day.

What other features do recounts normally have? Look at Advanced recount book.

1st Storey learning recapping/revising/introducing

2nd / 3rd Storey learning working with independence

3rd Storey learning assessing the learning

1st Storey learning Recapping/revising/introducing
THE PERFECT FORM OF VERBS

The perfect form of a verb usually brings the reader’s attention to the consequences of a prior (previous) event; e.g. he has gone to deliver the bottles implies that he is still away (when we arrive), in contrast with he went to deliver the bottles (which happened sometime in the past before we arrive). Had gone to deliver the bottles takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text.

Form the perfect tense by:
turning the verb into its past participle inflection, e.g. walked, taken (as opposed to its present participle, e.g. walking, taking);

adding a form of the verb have before it.

Further examples of the perfect form of verbs (which are present perfect and which are past perfect forms):

My father has described the old buildings to me. / My father had described the old buildings to me.
Hassan has called to me in the street. / Hasan had called to me in the street.

The sand had blown into the streets from the desert. / The sand has blown into the streets from the desert.

The camels had crossed the desert many times. / The camels have crossed the desert many times.

Ahmed has learnt how to write his name. / Ahmed had learnt how to write his name.
I make more stops, and now I am hungry again. I look for the bright red and yellow cart where I can buy my lunch, and I find it in its usual place near the old building.

I buy my beans and rice, and sit in the shade of the old wall.

My father has told me the wall is a thousand years old, and even our great-great-grandfathers were not yet born when it was built. There are many old buildings, many old walls like the one I lean against, in this city.
I close my eyes and have my quiet time, the time my father says I must have each day. “If there are no quiet spaces in your head, it fills with noise,” he has told me.

He has shown me how to find my way in the city, and he has taken me to each place where I now have to bring the heavy bottles.
Wednesday  Can I place adverbials in different positions in a sentence?

**1st Storey learning**
recapping / revising / introducing

**2nd Storey learning**
deepening the understanding

**3rd Storey learning**
assessing the learning

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**Challenge:** write some sentences of your own about Ahmed or one of the other characters in the book, which contain an adverbial. Can you position one adverbial at the beginning of a sentence, one at the end of another sentence and one in the middle of a third?

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**Can you find an example a sentence with more than one adverbial (remember an adverb can act as an adverbial)?**

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**Revise the meaning of adverbial as a phrase which acts like an adverb to modify a verb or a clause.**

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**Look at examples in text of The Day of Ahmed’s Secret.**
EXAMPLES OF ADVERBIALS

I have been saving it until tonight.

The old woman is leaning out of her window.

I am proud that I can carry these big heavy bottles all the way up the steps to the floor where she lives.

I find it in its usual place near the old building.

I buy my beans and rice, and sit in the shade of the old wall.
COPY THESE SENTENCES AND UNDERLINE THE ADVERBIALS.

I lean against the wall and I think of these things and of my secret, but I must finish my work before I go home.

On the way to my next stop I see the boy who carries bread.

Tonight I will tell it to my family, but now I have work to do in my city.

From a window a girl lowers a basket to him on a rope, and he puts some bread in the basket.
Thursday Can I recognise different homophones and use a dictionary?

Look list of homophones & discuss in particular the words ending in -ce & -se. Work in pairs to pick three pairs of words from the list & write a sentence for each which shows its meaning.

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Listen to the dictated sentences and decide which homophone has been used.

3rd Storey learning assessing the learning

Use dictionary to define the examples you have given.

2nd Storey learning deepening the understanding

Look at example from text of desert/dessert. Quickly generate lists of other homophones.

1st Storey learning recapping / revising / introducing

Work in pairs to pick three pairs of words from the list & write a sentence for each which shows its meaning.

Listen to the dictated sentences and decide which homophone has been used.
Friday Write a recount in 1st person using time connectives.?

Put yourself into Ahmed’s shoes and write a recount in the first person of what happened when he proudly told his family his secret. Use some quotations or direct speech and should try to use at least 3 time connectives.

2nd / 3rd Storey learning
working with independence

Imagine
What have you told your family recently. What did your family say? How did they react?

2nd Storey learning
deepening the understanding

3rd Storey learning
assessing the learning

How would he have been feeling when he told his family the secret?

1st Storey learning
recapping / revising / introducing

Share some of our recounts. Which features have been used? How could they have been improved?
TIME CONNECTIVES

lastly finally then next after

afterwards before in the end

meanwhile previously when

whenever while straightaway since

soon next time later on suddenly

subsequently eventually initially
Monday Can I summarise a recount text?

Look at the blurb of Hurricane by David Weisner. Make predictions … were your predictions correct?

Read up to where the boys first climb onto the fallen tree. They were imagining the tree as a jungle – what else could the tree become in their imaginations? Discuss in pairs & then share ideas with class.

Discuss how to précis a text, e.g. picking out the key words, characters, settings and events, and leaving out descriptive details. Summarise Hurricane using the past tense. It will be a short recount. What features of recounts will they include?

Read the short summary of the book found under the publishing details opposite the title page. How does your summary compare?
Tuesday. Can I appreciate the importance of illustrations in a recount?

1st Storey learning
recapping / revising / introducing

2nd Storey learning
deepening the understanding

2nd / 3rd Storey learning
working with independence

Look at one or more personal or impersonal written recounts about the effects of storms (plan resources) to groups to read. Chn should look for features of recounts and tick any they see on a checklist.

Discuss how the writer finishes many pages with a ‘cliff hanger’, e.g. will George & David find the cat? What will they see when they wake in the morning? This makes the reader want to turn the page and carry on reading.

Read the book again this time sharing the illustrations. What features of recounts did you spot while you were listening?
"I'm the landlady of the Cove House Inn in Chiswell and we were hit by a series of massive waves last Wednesday. It was very, very scary - very rough. The waves must have been about 100ft high and came crashing through at about 10:30 in the morning. I got caught in an earlier wave and was washed down the slope to the road, there was no way anyone in their right mind would go out in that weather.
"Downstairs wasn't too bad as we had shutters on the windows. But the waves penetrated the second and third floor windows and flooded the bedrooms, with water pouring through the ceilings into the pub.
"It was over in a couple of hours but it poured and poured with rain for two days solid. We had to shut the pub for a few days but it is open again now. It's still blustering out there though - we've boarded up every window, it's like living in a prison because you can't see out.
"We are waiting for insurers but I reckon we are looking at about £10,000 to £15,000 worth of damage. David Cameron came to the pub yesterday and said there would be unlimited funding.
"The pub is right on the seafront but I've never seen anything like it in the three years I've been a landlady here. I think there was horrendous weather in 1979 and then the pub was shut for about three months."
Wednesday Can I write sentences which require commas for clarity?

**Apply a principle**

- Work in pairs to write some sentences about Hurricane using commas. Will you write a complex sentence with a subordinate clause that needs a comma before or after it? Will you write a list? Will your sentence have a fronted adverbial?

**1st Storey learning**
recapping / revising / introducing

**2nd Storey learning**
deepening the understanding

Model writing a sentence containing a comma, e.g. George would like to fly in a weather plane, but David wasn’t sure he wanted to. OR The boys saw leaves, twigs, berries and pieces of rubbish blowing in the wind. OR Later that night, before they had eaten, the lights went out

**2nd / 3rd Storey learning**
working with independence

**3rd Storey learning**
assessing the learning

Share one of your sentences. Indicate the presence of a comma by drawing a large one in the air. Others give a thumbs up or thumbs down to show its accuracy.

**Look at the examples of sentences requiring commas from both books. What purpose do they serve?**

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USE OF COMMAS

“Maybe the eye is passing over us,” George said. “I’d like to be in one of those weather planes, the ones that fly into the eye of the hurricane where it’s all calm and peaceful.”

“Yeah,” David said, though he wasn’t so certain he’d like flying into a hurricane. “I wonder where the birds are now, and the squirrels.”

“I bet the squirrels are holed up in their trees, but I’ve read about birds being blown thousands and thousands of miles, maybe even clear across the Atlantic,” George said.
USE OF COMMAS

David and George spent the rest of the day sitting under the surviving elm, watching the men haul away their tree. In the late afternoon the sky grew dark, and thunder rumbled in the distance.

*****

It felt safe with everybody together, even though there were creaks and groans and sometimes great roaring sounds coming from outside.

*****

All over the world, people know of our city, he tells me, and they speak its name: Cairo.

*****

Like me, he has many stops to make each day, but he is not strong enough to do what I do.
Thursday  Can I use role play to try out various ideas for a sequel?

Note down some ideas for your sequel (the continuation of the story). If there is time you can begin writing.

You will have plenty of time tomorrow to write your sequel. Who will volunteer to explain what yours is going to be about?

In small groups (maximum 4 – George, David, mum & dad) act out what happens next in Hurricane. Look at the starter ideas.

Will the tree fall?
Sort the pro and cons of the tree falling.

2nd Storey learning  recapping / revising / introducing

3rd Storey learning  assessing the learning

2nd Storey learning  deepening the understanding

2nd / 3rd Storey learning  working with independence
“Look George, the tree is still standing even though the winds seemed even stronger than last time!”

“There’s a tiny squirrel/bird on the lawn – do you think it’s fallen from the tree?” replied George.

“Oh, poor thing – how can we get it back to its parents?”

...
“Gosh,” cried George, looking out of their bedroom window, “the other elm has fallen!”

At that point mum came in to see if they were awake, and said, “Sorry boys, no hot breakfast this morning, because the power is off again.”

…
David woke up with a start. “What’s happening?” he said listening to the strange noises outside. The wind was still howling and throwing leaves and twigs against the window. He pulled the curtains aside and looked out. “George, wake up, the other tree has fallen!”

George leapt out of bed and joined David at the window. “Oh good, another tree to play on,” he said excitedly. “What will it be today? Could it be a time machine?”

...
The storm was really fierce, so David and George had to play inside and they were bored. George had his nose pressed up to the window, watching the rain hammer down. Hannibal the cat was pacing around as he didn’t like being cooped up all day either.

“Let’s pretend the sofa is the elm tree,” David said suddenly. “What shall we make it into today?”

“That’s a great idea,” said dad who was trying to do some work at home.
Friday Can I use past tense, perfect verbs, adverbials & commas in my writing?

Re-read it to check for consistent use of verb tense (past, unless direct speech). Then proof-read for spelling and punctuation errors.

Have you used any adverbials? Have you used commas to clarify your writing? Have you included a verb in the perfect form? Have you used dialogue?

Write a recount in the third person. We already know the characters & the setting, so it’s just the events you need to invent?

Re-cap briefly on the features of recounts & the grammar we have been looking at over these two weeks

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Use Inference and deduction skills.
### Three Storey Intellect – Learning Linked to Tools

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