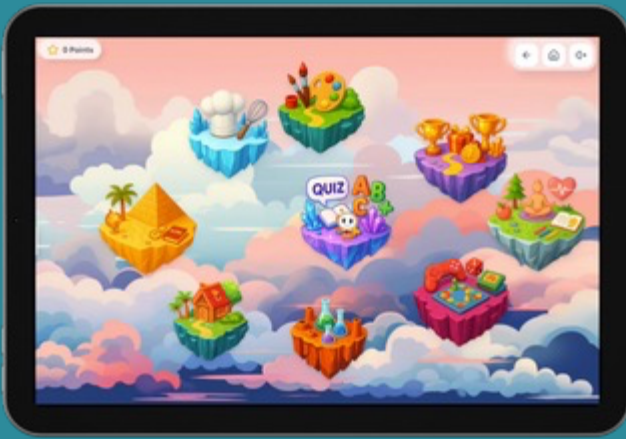


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Factual Recounts, Autobiographies & Sequential Explanations

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INFORMATIVE TEXT TYPES



Factual Recount

– tells what happened
in real events,
in time order.



Autobiography

– tells the writer's
own life story
using **I** and **we**.



Sequential Explanation

– explains how
something happens
step by step.

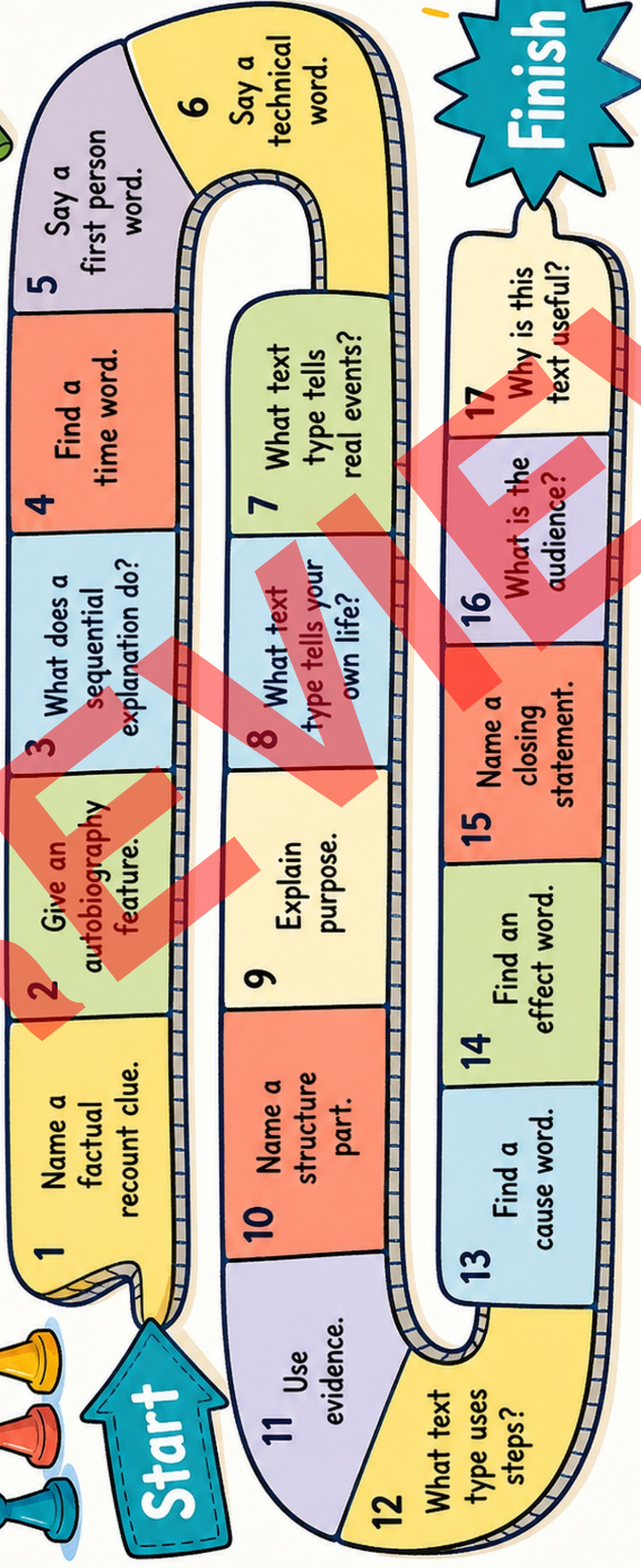
LOOK FOR:

purpose, structure, language features, evidence.

TEXT TYPE TREK



How to play: Roll a die. Move your counter. Read the space and answer. If you explain your evidence, move ahead 1 extra space.



Factual Recount
tells what happened in real events, in time order.



Autobiography
tells the writer's own life story using I and we.



Sequential Explanation
explains how something happens or works step by step.





FEATURE SORT

Cut out the cards. Sort each feature under the best text type.

FACTUAL RECOUNT

AUTOBIOGRAPHY

SEQUENTIAL EXPLANATION



real event



writer's
own life



step-by-step
process



third
person



first
person



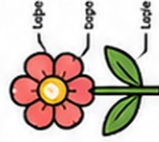
present
tense



past
tense



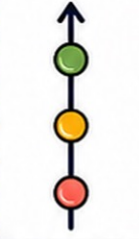
objective
facts



labelled
diagram



reflection
ending



time
order



technical
words



feelings
and opinions



concluding
summary



flow
chart

Name: _____

Date: _____

TEXT TYPE DETECTIVE



Read each mini text. Write the text type and underline one clue.

Word Bank: factual recount | autobiography | sequential explanation

A

Last Friday, our class planted seedlings near the library. First, we loosened the soil. Next, we placed each seedling in a small hole. Finally, we watered the garden bed and returned the tools.

Text type: _____

Clue: _____

B

When I was seven, I moved to a new town. I felt nervous on my first day, but my teacher smiled and helped me find my desk. By the end of the week, I had made two new friends.

Text type: _____

Clue: _____

C

A paper plane flies when air moves around its wings. First, the folded wings push air down. Then the air pushes the plane up. The force helps the plane glide forward.

Text type: _____

Clue: _____



Challenge: Which text uses first person? Explain how you know.

Name: **ANSWERS**

Date: _____

TEXT TYPE DETECTIVE



Read each mini text. Write the text type and underline one clue.

Word Bank: factual recount | autobiography | sequential explanation

A

Last Friday, our class planted seedlings near the library. First, we loosened the soil. Next, we placed each seedling in a small hole. Finally, we watered the garden bed and returned the tools.

Text type: _____

factual recount

Clue: _____

Last Friday / First

B

When I was seven, I moved to a new town. I felt nervous on my first day, but my teacher smiled and helped me find my desk. By the end of the week, I had made two new friends.

Text type: _____

autobiography

Clue: _____

I / my

C

A paper plane flies when air moves around its wings. First, the folded wings push air down. Then the air pushes the plane up. The force helps the plane glide forward.

Text type: _____

sequential explanation

Clue: _____

First / Then



Challenge: Which text uses first person? Explain how you know.

Text B. It uses first person words such as I and my.

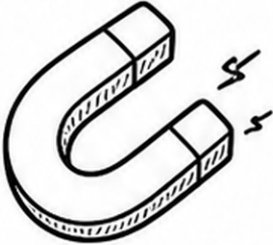
Name: _____

Date: _____

FACTUAL RECOUNT BUILDER



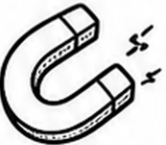
A factual recount tells what happened in a real event, in time order.



Event notes: class science incursion | Wednesday morning |
school hall | students watched a magnet demonstration |
magnets pushed and pulled metal objects |
everyone tested a magnet maze



1. Who was involved? _____



2. What happened? _____



3. When did it happen? _____



4. Where did it happen? _____

Put these events in order. Write 1, 2, 3.

— Everyone tested a magnet maze.

— Students watched a magnet demonstration.

— Magnets pushed and pulled metal objects.



Add time connectives:

First, _____

Next, _____

Finally, _____



Challenge: Write one concluding sentence for this recount.



Name: _____

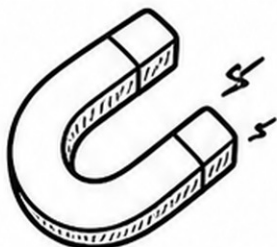
Date: _____

ANSWERS

FACTUAL RECOUNT BUILDER



A factual recount tells what happened in a real event, in time order.



Event notes: class science incursion | Wednesday morning |
school hall | students watched a magnet demonstration |
magnets pushed and pulled metal objects |
everyone tested a magnet maze



1. Who was involved? the students / class



2. What happened? a science incursion about magnets



3. When did it happen? Wednesday morning



4. Where did it happen? the school hall

Put these events in order. Write 1, 2, 3.

3 Everyone tested a magnet maze.

1 Students watched a magnet demonstration.

2 Magnets pushed and pulled metal objects.



Add time connectives:

First, students watched a magnet demonstration

Next, magnets pushed and pulled metal objects

Finally, everyone tested a magnet maze



Challenge: Write one concluding sentence for this recount.

The incursion helped the class understand how magnets work.



Name: _____

Date: _____

AUTOBIOGRAPHY SNAPSHOT



An autobiography is written by the person whose life it describes.
It often uses I, me, my and we.



Read the short memory.

When I was five, I joined my first soccer team. At first, I felt shy because I did not know the other players. After a few games, I learned to pass the ball and cheer for my teammates. I still remember scoring my first goal.



1. Circle two first person words in the memory.
2. Underline one feeling word.
3. What event is being described? _____
4. Is the memory written in time order? yes / no

My autobiography plan:

Important event: _____

When it happened: _____

Where it happened: _____

How I felt: _____

One detail I remember: _____



Name: **ANSWERS**

Date: _____

AUTOBIOGRAPHY SNAPSHOT



An autobiography is written by the person whose life it describes.
It often uses I, me, my and we.



Read the short memory.

When I was five, I joined my first soccer team. At first, I felt shy because I did not know the other players. After a few games, I learned to pass the ball and cheer for my teammates. I still remember scoring my first goal.



1. Circle two first person words in the memory.
2. Underline one feeling word.
3. What event is being described? joining my first soccer team
4. Is the memory written in time order? yes / no

My autobiography plan:

Important event: learning to ride a bike

When it happened: when I was six

Where it happened: at the park

How I felt: proud and excited

One detail I remember: Dad helped me balance at first



Name: _____

Date: _____

SEQUENTIAL EXPLANATION FLOW



A sequential explanation explains how something happens, step by step.



Topic: How popcorn pops

Use the information to complete the flow chart.



Information box:

A popcorn kernel has a tiny amount of water inside it. When the kernel is heated, the water turns to steam. Pressure builds inside the hard shell. Finally, the shell bursts open and the soft starch puffs out.



1. Kernel is heated.



2.



3.



4.

Language features:

Circle two present tense verbs in the information box.

Write one technical word:

Add a labelled diagram:

Draw a kernel before and after it pops.

Before

After



Challenge: Write a concluding sentence that summarises the process.

Name: **ANSWERS**

Date: _____

SEQUENTIAL EXPLANATION FLOW

★ A sequential explanation explains how something happens, step by step. ★

Topic: How popcorn pops

Use the information to complete the flow chart.



Information box:

A popcorn kernel has a tiny amount of water inside it. When the kernel is heated, the water turns to steam. Pressure builds inside the hard shell. Finally, the shell bursts open and the soft starch puffs out.



1. Kernel is heated.

2. Water turns to steam.

3. Pressure builds inside the shell.

4. The shell bursts and starch puffs out.

Language features:

Circle two present tense verbs in the information box.

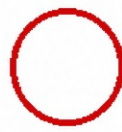
Write one technical word:

kernel

Add a labelled diagram:

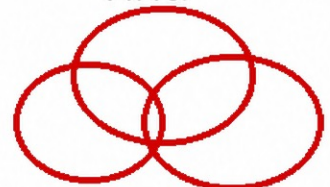
Draw a kernel before and after it pops.

Before



kernel

After



popped kernel

★ **Challenge:** Write a concluding sentence that summarises the process.

Popcorn pops when steam pressure bursts the kernel open.

Name: _____

Date: _____

LANGUAGE FEATURES HUNT



Read each sentence. Tick the best feature.



1. I packed my bag carefully before the excursion.

☐ first person ☐ third person ☐ technical word

2. The tadpole grows legs before it becomes a froglet.

☐ present tense ☐ past tense ☐ opinion

3. Next, the volunteers cleaned the beach and counted the bags.

☐ time connective ☐ first person ☐ diagram

4. The chrysalis protects the caterpillar during metamorphosis.

☐ technical word ☐ feeling word ☐ past tense

5. She placed the trophy on the table after the race.

☐ third person ☐ present tense ☐ first person

Text Type Match:

A text about your own childhood memory: _____

A text about a school event that already happened: _____

A text explaining how rain forms: _____



Challenge: Write one sentence that uses a time connective.

Name: **ANSWERS**

Date: _____

LANGUAGE FEATURES HUNT



Read each sentence. Tick the best feature.



1. I packed my bag carefully before the excursion.



first person



third person



technical word

2. The tadpole grows legs before it becomes a froglet.



present tense



past tense



opinion

3. Next, the volunteers cleaned the beach and counted the bags.



time connective



first person



diagram

4. The chrysalis protects the caterpillar during metamorphosis.



technical word



feeling word



past tense

5. She placed the trophy on the table after the race.



third person



present tense



first person

Text Type Match:

A text about your own childhood memory: _____

A text about a school event that already happened: _____

autobiography

factual recount

A text explaining how rain forms: _____

sequential explanation



Challenge: Write one sentence that uses a time connective.

Next, I checked my plan and added a conclusion.

Name: _____

Date: _____

STRUCTURE SORT



Write **F** for factual recount, **A** for autobiography, or **S** for sequential explanation.

1. Uses a title that may ask a how question. _____
2. Tells events from a real experience in time order. _____
3. Is written by the person whose life is described. _____
4. Often includes a labelled diagram or flow chart. _____
5. Uses I, me, my or we. _____
6. May begin with who, what, when and where. _____
7. Explains a process using steps. _____
8. Often has a reflection about a personal memory. _____

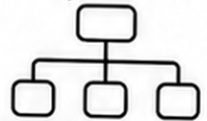
Factual
Recount



Autobiography



Sequential
Explanation



Build the structure:

Choose one text type and tick it.

☐

Factual recount

☐

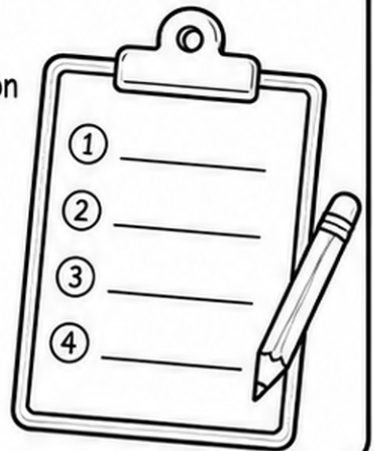
Autobiography

☐

Sequential explanation

Write the structure parts in order.

1. _____
2. _____
3. _____
4. _____



Challenge: Why does structure help a reader?



Name: **ANSWERS**

Date: _____

STRUCTURE SORT



Write **F** for factual recount, **A** for autobiography, or **S** for sequential explanation.

1. Uses a title that may ask a how question. **S**
2. Tells events from a real experience in time order. **F**
3. Is written by the person whose life is described. **A**
4. Often includes a labelled diagram or flow chart. **S**
5. Uses I, me, my or we. **A**
6. May begin with who, what, when and where. **F**
7. Explains a process using steps. **S**
8. Often has a reflection about a personal memory. **A**

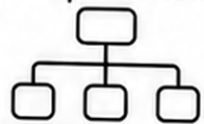
Factual
Recount



Autobiography



Sequential
Explanation



Build the structure:

Choose one text type and tick it.

- ☐ Factual recount ☐ Autobiography ☒ Sequential explanation

Write the structure parts in order.

1. **Title**
2. **General statement**
3. **Steps in order**
4. **Conclusion or diagram**



Challenge: Why does structure help a reader?

Structure helps readers predict what information comes next.



Name: _____

Date: _____

INFORMATIVE TEXT ASSESSMENT



Show what you know about factual recounts, autobiographies and sequential explanations.



Part A: Match the text type to its purpose.

1. Tells the writer's own life story. _____
2. Explains how something happens step by step. _____
3. Tells what happened in a real event, in time order. _____

Part B: Read the writing brief.

Your class watched a worm farm demonstration yesterday in the school garden. Write a factual recount for the school newsletter.

Plan the recount:

Who was involved? _____

When and where? _____

Three events in order:

1. _____
2. _____
3. _____



Part C: Write an opening paragraph for the recount.

Remember to include who, what, when and where.

Name: ANSWERS

Date: _____

INFORMATIVE TEXT ASSESSMENT



Show what you know about factual recounts, autobiographies and sequential explanations.



Part A: Match the text type to its purpose.

1. Tells the writer's own life story. Autobiography
2. Explains how something happens step by step. Sequential explanation
3. Tells what happened in a real event, in time order. Factual recount

Part B: Read the writing brief.

Your class watched a worm farm demonstration yesterday in the school garden. Write a factual recount for the school newsletter.

Plan the recount:

Who was involved? our class

When and where? yesterday in the school garden

Three events in order:

1. We watched the worm farm demonstration.
2. We learned how worms turn scraps into compost.
3. We looked at the worm farm and asked questions.



Part C: Write an opening paragraph for the recount.

Remember to include who, what, when and where.

Yesterday, our class watched a worm farm demonstration
in the school garden. We learned how worms help
turn food scraps into compost for plants.



Informative Texts 2 Rubric



	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 Identifies text purpose	Needs support to identify purpose.	Identifies some purpose with help.	Identifies most purpose accurately.	Explains purpose clearly.	Explains purpose in detail and applies independently.
 Recognises structure	Needs support to recognise structure.	Identifies some parts of structure.	Identifies most parts of structure.	Explains structure clearly and in order.	Explains structure in detail and uses it consistently.
 Uses language features	Uses few language features.	Uses some appropriate features.	Uses most appropriate features.	Uses a range of features effectively.	Uses a wide range of features with precision.
 Creates an informative text	Text is basic and needs support to complete.	Text has some key information and sequence.	Text is clear with key information and sequence.	Text is well organised and easy to understand.	Text is detailed, engaging and highly informative.
 Explains choices with evidence	Needs support to give reasons.	Gives simple reasons with limited evidence.	Gives reasons with some evidence.	Gives clear reasons with relevant evidence.	Gives detailed reasons with strong, relevant evidence.

Informative Texts 2

Factual Recounts, Autobiographies & Sequential Explanations



Informative Texts 2

Quiz

