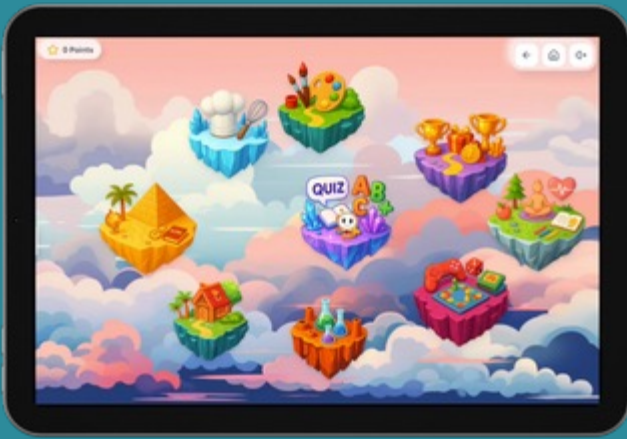


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Recount Writing- Year 2

Table of Contents	
Presentation: Recount Writing- Year 2	
Display: Recount Writing Road Map	
Display: Time Connectives for Recounts	
Activity: Recount Sequence Sort	
Game: Build a Better Recount Sentence	
Activity: Sizzle or Fizzle?	
Worksheet: Recount Structure Detective	
Worksheet: Past Tense Power	
Worksheet: Time Connective Trail	
Worksheet: Vivid Recount Vocabulary	
Worksheet: Build Stronger Recount Sentences	
Worksheet: Edit My Recount	
Worksheet: Snapshot Moment Planner	
Worksheet: My Recount Planner	
Worksheet: Draft My Recount	
Quiz: Recount Writing- Year 2	
Assessment: A Memorable School Day	
Rubric: Recount Writing- Year 2 Rubric	



RECOUNT WRITING

ROAD MAP



1.

ORIENTATION

Who? When? Where?

Introduce the people, time and place.

2.

SEQUENCE OF EVENTS

What happened first, next and then?

Tell the events in the order they happened.



3.

CONCLUSION

How did it end? How did you feel?

Finish with a final comment or reflection.



Write in the past tense. Put events in order.



TIME CONNECTIVES FOR RECOUNTS



TO BEGIN

- Yesterday
- Last weekend
- One morning
- At first

1



2



3

TO CONTINUE

- First
- Next
- Then
- After that
- Later
- Meanwhile

TO END

- Finally
- In the end
- At last



Choose words that make the order clear.

RECOUNT SEQUENCE SORT



Cut out the cards. Read each sentence. Put the recount in order.

A

After that, they took turns flying it.



B

Yesterday, Mia and Noah carried a new kite to the oval.



C

Finally, they packed the kite away and smiled all the way back to class.



D

Next, Noah held the kite while Mia ran with the string.



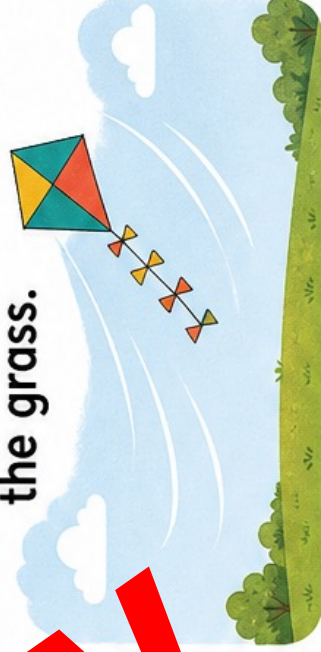
E

First, they found a clear space away from the trees.



F

Then, a gust lifted the kite high above the grass.





RECOUNT SEQUENCE SORT



Place the six cards in order. Explain how you know.

1. ORIENTATION

Who? When? Where?

SEQUENCE OF EVENTS

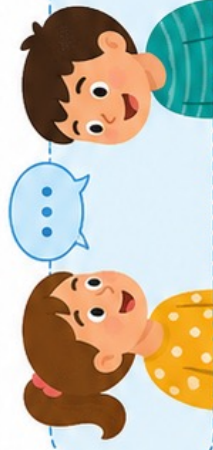
First

Then

After that

3. CONCLUSION

How did it end?



Tell a partner: Which words helped you order the events?



BUILD A BETTER RECOUNT SENTENCE

Choose one card from each group. Read your sentence aloud. Write the improved sentence.

STARTER SENTENCE

WHO OR WHAT?

noun group

WHAT HAPPENED?

past-tense verb group

WHEN OR WHERE?

time or place detail

WHY OR HOW?

extra detail

MY BETTER SENTENCE





BUILD A BETTER RECOUNT SENTENCE - CARDS



WHO OR WHAT?



the excited class

my best friend

the tiny brown puppy

our team

the tired teacher

WHAT HAPPENED?



raced to the gate

laughed together

found a shiny shell

shared a picnic

cheered loudly

WHEN OR WHERE?



last Saturday

after lunch

near the playground

at the beach

during our excursion

WHY OR HOW?



because it was raining

with a huge smile

as quickly as we could

to help our class

before the bell rang

PREVIEW

SIZZLE OR FIZZLE?

Cut out the cards. Sort the recount openings.



A

We went to the beach.



B

Last Sunday, the roaring waves chased us along the sand.



C

I had a good day.



D

Without warning, the classroom lights flickered and went out.



E

We played a game.



F

The final whistle blew as our team raced towards the goal.



G

I saw a dog.



H

A muddy puppy bounded through the gate and shook water everywhere.



SIZZLE OR FIZZLE?

Place each opening in the best group. Explain your choice.

SIZZLE

Hooks the reader and gives useful detail.

FIZZLE

Too plain or missing important detail.

MAKE IT SIZZLE

Choose one fizzle opening. Rewrite it with stronger detail.

★ When?

★ Where?

★ Who?

★ Strong verb?

★ Specific detail?

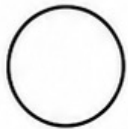
RECOUNT STRUCTURE DETECTIVE



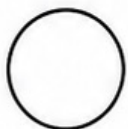
Name: _____

Read the recount. Find its structure and language clues.

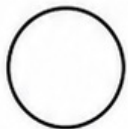
THE COMMUNITY GARDEN



Last Friday, our class visited the community garden.



First, we planted tiny bean seeds in soft soil. Next, we watered each row and made labels. Then, a ladybird landed on my sleeve. After that, we packed away the tools.



Finally, we walked back to class. I felt proud because the garden looked ready to grow.

1. Write O, S or C beside each paragraph.

O = Orientation S = Sequence of Events C = Conclusion

2. Underline the five time connectives.

3. Complete the clues.

Who?

When?

Where?

Final feeling?

RECOUNT STRUCTURE DETECTIVE



Name: ANSWERS

Read the recount. Find its structure and language clues.

THE COMMUNITY GARDEN

O

Last Friday, our class visited the community garden.



S

First, we planted tiny bean seeds in soft soil.
Next, we watered each row and made labels.
Then, a ladybird landed on my sleeve.
After that, we packed away the tools.



C

Finally, we walked back to class. I felt proud because the garden looked ready to grow.

1. Write O, S or C beside each paragraph.

O = Orientation S = Sequence of Events C = Conclusion

2. Underline the five time connectives.

3. Complete the clues.

Who?

our class

When?

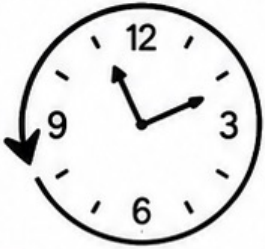
Last Friday

Where?

the community garden

Final feeling?

proud



PAST TENSE POWER

Name: _____



Recounts tell about events that already happened.

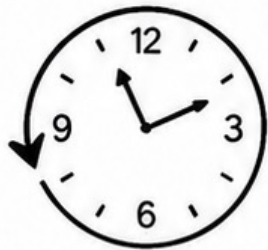
1. Write the past-tense verb.

NOW	PAST
walk	
jump	
play	
carry	
hurry	
go	
see	
find	

2. Choose the correct verb.

- ☐ Yesterday, we (walk / walked) to the library.
- ☐ First, Iva (find / found) a comic.
- ☐ Next, we (sit / sat) on the mat.
- ☐ Then, the teacher (tells / told) a story.
- ☐ Finally, we (go / went) back to class.

3. Write one past-tense sentence about something you did.



PAST TENSE POWER

Name: ANSWERS



Recounts tell about events that already happened.

1. Write the past-tense verb.

NOW	PAST
walk	walked
jump	jumped
play	played
carry	carried
hurry	hurried
go	went
see	saw
find	found

2. Choose the correct verb.

- ☐ Yesterday, we (walk / walked) to the library.
- ☐ First, Iwa (find / found) a comic.
- ☐ Next, we (sit / sat) on the mat.
- ☐ Then, the teacher (tells / told) a story.
- ☐ Finally, we (go / went) back to class.

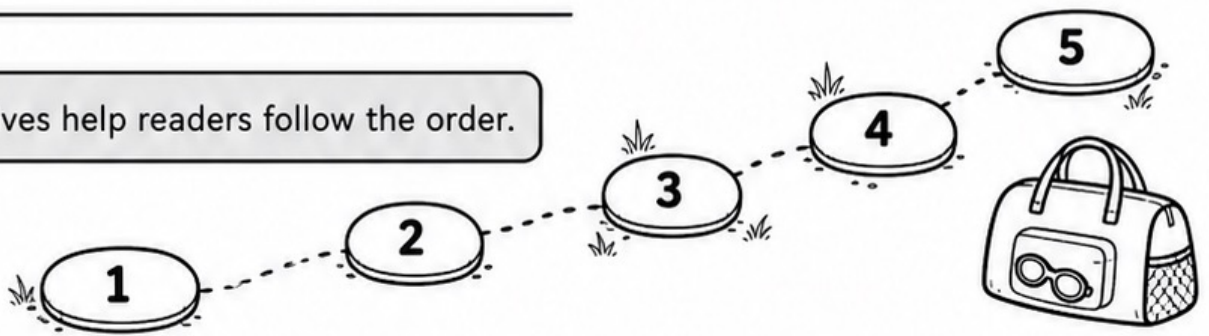
3. Write one past-tense sentence about something you did.

Yesterday, I played soccer with my friends.

TIME CONNECTIVE TRAIL

Name: _____

Time connectives help readers follow the order.



WORD BANK

First Next Then After that Finally

1. Number the events from 1 to 5.

- ☐ We dried off and ate our snacks.
- ☐ We arrived at the swimming pool.
- ☐ We practised kicking with a board.
- ☐ We changed into our swimmers.
- ☐ We waved goodbye to our instructor.

2. Use each word-bank connective once.

_____, we arrived at the swimming pool.

_____, we changed into our swimmers.

_____, we practised kicking with a board.

_____, we dried off and ate our snacks.

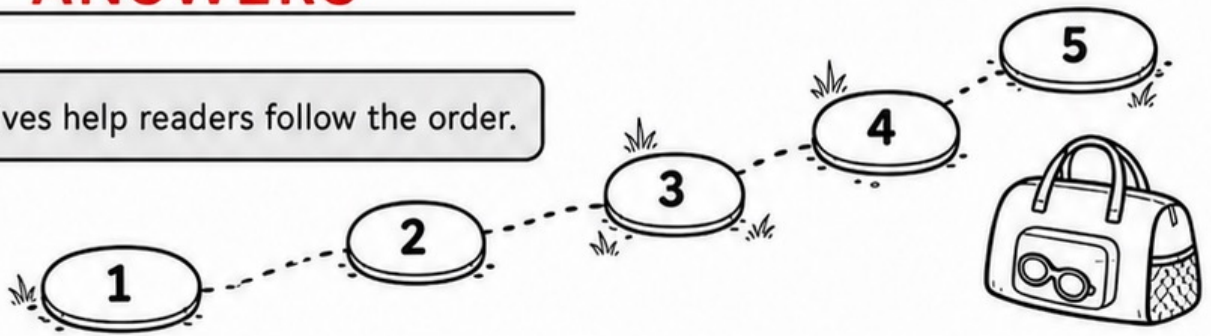
_____, we waved goodbye to our instructor.

3. Write a two-sentence recount using two time connectives.

TIME CONNECTIVE TRAIL

Name: ANSWERS

Time connectives help readers follow the order.



WORD BANK

First Next Then After that Finally

1. Number the events from 1 to 5.

- ④ We dried off and ate our snacks.
- ① We arrived at the swimming pool.
- ③ We practised kicking with a board.
- ② We changed into our swimmers.
- ⑤ We waved goodbye to our instructor.

2. Use each word bank connective once.

First, we arrived at the swimming pool.

Next, we changed into our swimmers.

Then, we practised kicking with a board.

After that, we dried off and ate our snacks.

Finally, we waved goodbye to our instructor.

3. Write a two-sentence recount using two time connectives.

First, I packed my bag. Then, I walked to school.

VIVID RECOUNT VOCABULARY



Name: _____

Precise words help readers picture the event.

1. Choose the precise verb.

Write a word from the word bank in each gap.

hurried whispered spotted received sprinted

1. We _____ to the gate.

2. I _____, 'Look!'

3. Mia _____ the rainbow.

4. Our team _____ a trophy.

5. Sam _____ across the oval.

2. Build a vivid noun group.

Add describing words to each noun.

muddy brown heavy blue narrow winding

1. dog → the _____ dog

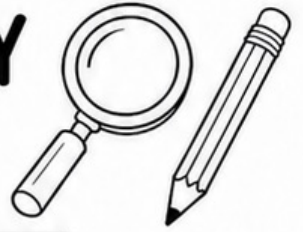
2. bag → the _____ bag

3. path → the _____ path

3. Write one vivid recount sentence.

Use a precise verb and a vivid noun group.

VIVID RECOUNT VOCABULARY



Name: **ANSWERS**

Precise words help readers picture the event.

1. Choose the precise verb.

Write a word from the word bank in each gap.

hurried whispered spotted received sprinted

1. We **hurried** to the gate.
2. I **whispered**, 'Look!'
3. Mia **spotted** the rainbow.
4. Our team **received** a trophy.
5. Sam **sprinted** across the oval.

2. Build a vivid noun group.

Add describing words to each noun.

muddy brown heavy blue narrow winding

1. dog → the **muddy brown** dog
2. bag → the **heavy blue** bag
3. path → the **narrow winding** path

3. Write one vivid recount sentence.

Use a precise verb and a vivid noun group.

The muddy brown dog sprinted along the narrow winding path.

BUILD STRONGER RECOUNT SENTENCES

Name: _____



Strong recount sentences join ideas and add useful details.

1. Join the ideas.

Use each conjunction once.

and but so because

1. I packed my hat. The sun was hot.

2. We reached the park. The gates were locked.

3. Luca found the ball. He kicked it to me.

4. It began to rain. We hurried inside.

2. Add useful details.

Rewrite each sentence using the prompts.

We walked. Add: where and how

I ate. Add: what and when

The dog barked. Add: why and what it saw

3. Write one strong recount sentence.

Use a conjunction and at least two useful details.

BUILD STRONGER RECOUNT SENTENCES

Name: **ANSWERS**



Strong recount sentences join ideas and add useful details.

1. Join the ideas.

Use each conjunction once.

and but so because

1. I packed my hat. The sun was hot.

I packed my hat because the sun was hot.

2. We reached the park. The gates were locked.

We reached the park, but the gates were locked.

3. Luca found the ball. He kicked it to me.

Luca found the ball and kicked it to me.

4. It began to rain. We hurried inside.

It began to rain, so we hurried inside.

2. Add useful details.

Rewrite each sentence using the prompts.

We walked. Add: where and how

We walked quietly to the school hall.

I ate. Add: what and when

At lunchtime, I ate a crunchy red apple.

The dog barked. Add: why and what it saw

The dog barked because it saw a noisy truck.

3. Write one strong recount sentence.

Use a conjunction and at least two useful details.

On Saturday, I hurried to the oval because our game was about to begin.

EDIT MY RECOUNT



Name: _____

CHECK FOR:

☐ capital letters	☐ punctuation	☐ spelling	☐ past tense	☐ time connectives
--	--------------------------------------	-----------------------------------	-------------------------------------	---

1. Be an editing detective.

Find and circle 10 errors.

last Saturday, my familly went to the lake first, we
packed a piknic. Next, my brotner and I paddeld
near the shore. Then a duck splashed us. We
laugh and got very wet finally, we went home.
i felt tired but happy

2. Rewrite the recount correctly.

EDIT MY RECOUNT



Name: **ANSWERS**

CHECK FOR:

- | | | | | |
|--|--------------------------------------|-----------------------------------|-------------------------------------|---|
| ☐ capital letters | ☐ punctuation | ☐ spelling | ☐ past tense | ☐ time connectives |
|--|--------------------------------------|-----------------------------------|-------------------------------------|---|

1. Be an editing detective.

Find and circle 10 errors.

last Saturday, my family went to the lake first, we packed a piknic. Next, my brother and I paddled near the shore. Then, a duck splashed us. We laugh and got very wet finally, we went home. i felt tired but happy.

2. Rewrite the recount correctly.

Last Saturday, my family went to the lake. First, we packed a picnic. Next, my brother and I paddled near the shore. Then, a duck splashed us. We laughed and got very wet. Finally, we went home. I felt tired but happy.

SNAPSHOT MOMENT PLANNER

Name: _____



Zoom in on one important moment from your account.

MY IMPORTANT MOMENT:

WHEN?



WHERE?



WHO WAS THERE?



WHAT DID I SEE?



WHAT DID I HEAR?



HOW DID I FEEL?



WRITE THE SNAPSHOT

Turn your details into 2-3 vivid sentences.

PREVIEW

MY RECOUNT PLANNER



Name: _____

My topic: _____

1. ORIENTATION – SET THE SCENE

Jot down key words.

WHO?

WHEN?

WHERE?

2. SEQUENCE – PUT EVENTS IN ORDER

Plan what happened.

FIRST

NEXT

THEN

AFTER THAT

FINALLY

3. CONCLUSION – WRAP IT UP

WHAT HAPPENED AT THE END?

HOW DID I FEEL?

POWER WORDS

past-tense verbs • time connectives • vivid details

DRAFT MY RECOUNT – PAGE 1

Name: _____ Date: _____

Recount title: _____



Use your planner. Set the scene, then begin your events in order.

PREVIEW

Continue on Page 2.



DRAFT MY RECOUNT – PAGE 2

Name: _____

Recount title: _____

ORIENTATION



SEQUENCE



CONCLUSION

Continue your events, then finish with a clear conclusion.

PREVIEW

MY EDITING CHECK

☐

capital letters

☐

punctuation

☐

spelling

☐

past-tense verbs

☐

time connectives

☐

clear structure

ASSESSMENT: A MEMORABLE SCHOOL DAY

Name: _____

Date: _____



YOUR TASK

Write a personal recount about one memorable day at school.
Tell what happened in order and how you felt.

SHOW WHAT YOU KNOW

- | | | |
|--|---|---|
| ☐ clear orientation | ☐ events in order | ☐ past-tense verbs |
| ☐ time connectives | ☐ complete sentences | ☐ conclusion |

PLAN BEFORE YOU WRITE

ORIENTATION – WHO? WHEN? WHERE?

FIRST

NEXT

THEN

FINALLY

CONCLUSION – WHAT HAPPENED AT THE END? HOW DID YOU FEEL?

Writing page follows.

ASSESSMENT: A MEMORABLE SCHOOL DAY

WRITING PAGE

Name: _____ Date: _____

Recount title: _____

Use your plan. Write in complete sentences and check your work.



PREVIEW

FINAL CHECK

☐

orientation

☐

events in order

☐

past-tense verbs

☐

time connectives

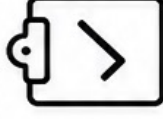
☐

punctuation

☐

conclusion

RECOUNT WRITING- YEAR 2 RUBRIC



Student Name: _____ Class: _____ Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
STRUCTURE	Parts are unclear.	Some events in order.	Orientation, sequence, conclusion.	Clear, linked parts.	Purposeful, polished structure.
EVENT SEQUENCE	Order is unclear.	Some events in order.	Events are logically ordered.	Connectives guide the reader.	Pacing strengthens the recount.
LANGUAGE CHOICES	Few past-tense words.	Some past tense and detail.	Past tense and vivid details.	Precise verbs and noun groups.	Vivid language engages the reader.
SENTENCES	Sentences need support.	Simple sentences mostly complete.	Simple sentences use conjunctions.	Varied sentences support meaning.	Sentence choices create voice.
EDITING	Many errors affect meaning.	Some conventions are correct.	Capitals, punctuation, spelling checked.	Only minor errors remain.	Accurate, polished and independent.

TEACHER NOTES:

Recount Writing - Year 2





Our Learning Goals

We are learning to organise and write a clear report.

Success looks like:

- I set the scene with who, when and where.
- I put events in order.
- I use past-tense verbs, time connectives and vivid details.
- I finish with a clear conclusion and edit my work.





What Is a Recount

A recount retells events that have already happened

It usually:

- tells who was there, when it happened and where
- explains events in the order
- finishes with an ending, feeling or reflection





Three Purposes for Recounts

Personal – something that happened to you.

Factual – a true event, experience or excursion.

Imaginative – a make-up event written like a real experience.

All three use a clear structure and ordered events.





The Recount Road Map

1. ORIENTATION — set the scene.
 2. SEQUENCE — tell events in order.
 3. CONCLUSION — wrap it up.
- Think of writing as middle → ending.





Orientation: Set the Scene

Answer three questions straight away:

- WHO was involved?
- WHEN did it happen?
- WHERE did it happen?



Example: Yesterday, our class visited the school garden.



Sequence: Put Events in Order

Tell one important event at a time

Use time connectives to guide the reader:

First • Next • Then • After that • Finally

Keep every event connected to your topic.





Conclusion: Wrap It Up

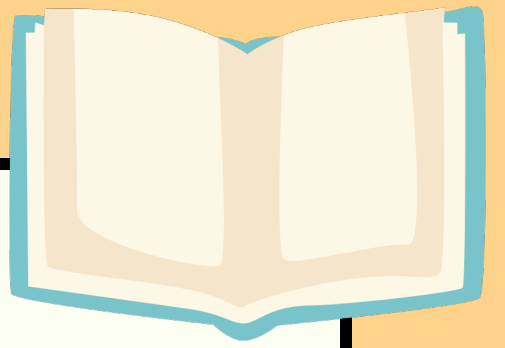
A conclusion tells how the event ended.

It may include:

- what happened at the end
- how you felt
- a short reflection

Example: I felt proud because we worked as a team.





Use Past-Tense Verbs

Recounts usually tell past events.

walk → walked

play → played

see → saw

go → went

have → had



Check that your verbs stay in the past tense.



Guide the Reader with Time Connectives

Time connectives show when each event happened.

First • Next • Then • After that • Later • Finally

Use them to make the order clear.

Do not begin a sentence with the same word.





Add Detail with Groups of Words

Noun groups add detail:

the muddy brown dog • our excited cheer •

Verb groups show action clearly:

was racing • had kicked • were cheering

Showing action helps the reader picture the moment.





Choose Vivid Vocabulary

Replace weak words with precise choices

went → hurried

said → whispered

looked → gazed

ran → sprinted

Use specific words, but keep the meaning true.





Join Ideas in Strong Sentences

Join related ideas with a conjunction.

and — adds an idea

but — shows contrast

so — shows result

because — gives a reason



Example: It began to rain, so we hurried inside.



Model Recount: The Unexpected Rain Shower

Last Tuesday, our class visited the school garden.

First, we planted tiny lettuce seedlings. Next, dark clouds gathered above us. Then, rain splashed onto the path, so we hurried under the verandah.

Finally, we returned and checked our plants. I felt relieved and proud because every seedling was safe.





Find the Features

Orientation: Last Tuesday ... school garden.

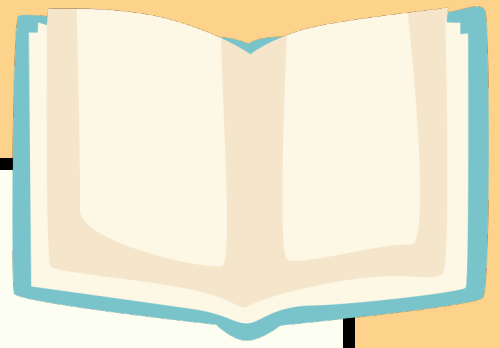
Ordered events: First, Next, Then, Finally

Past tense: visited, planted, gathered, splashed, hurried, returned, checked, felt.

Vivid details: big lettuce seedlings, dark clouds.

Inclusion of the final result and the writer's feelings.





Plan, Draft, Reread and Edit

1. PLAN — gather who, when, where and events.
2. DRAFT — write events in order.
3. REREAD — check that the recount makes sense.
4. EDIT — capital, punctuation, spelling, past tense and time connectives.
5. PUBLISH — make your writing easy to read.





Well Done!



PREVIEW

Recount Writing Quiz

Year 2





Question 1

Which sentence best explains a recount?

- A. It retells events that already happened.
- B. It gives instructions to make something.
- C. It lists facts with a certain order.
- D. It persuades the reader to agree.





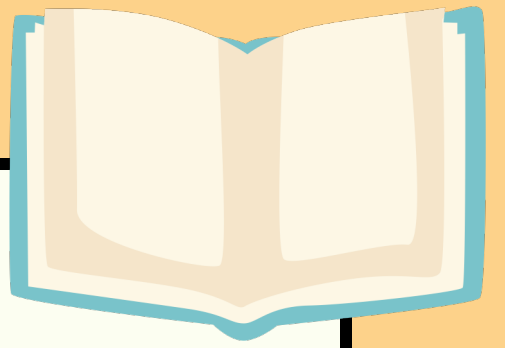
Answer 1

A. It retells events that already happened.

A recount tells real or imagined events in order and uses a clear ending.



Question 2



True or false?

The orientation tells you, where and where.





Answer 2

TRUE

The orientation sets the scene, telling who was involved, when it happened and where it happened.





Question 3

Short answer

Name one time connective that you could guide a reader through a recount.



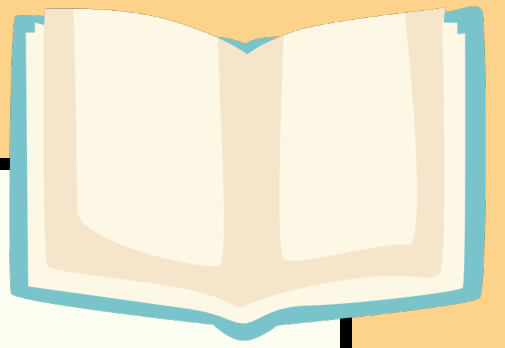


Answer 3

Possible answers include:

First • Next • Then • After that • Later • Finally





Question 4

Choose the correct past-tense verb.

Yesterday, I _____ school.

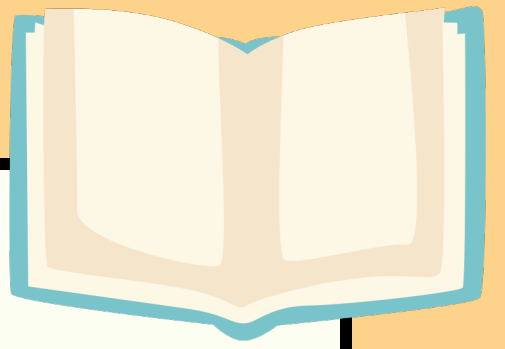
A. walked

B. was

C. was going

was





Answer 4

A. walked

“Walked” shows the action already happened.



Question 5



True or false?

The events in a record may be written in any order.



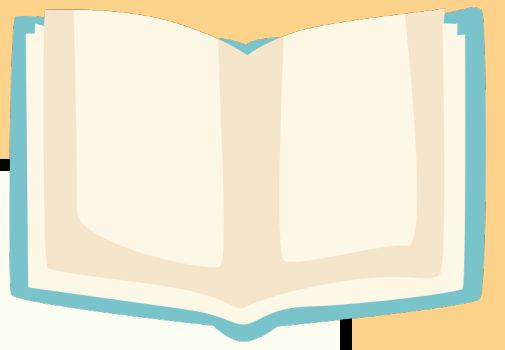


Answer 5

FALSE

Events should follow a clear chronological order so the reader can follow what happened.





Question 6

Which is the strongest noun group?

- A. the dog
- B. the muddy brown dog
- C. dog
- D. a dog





Answer 6

B. the muddy brown dog

The describing words help the reader picture the dog.





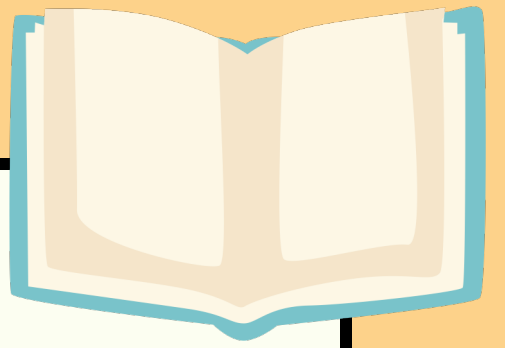
Question 7

Short answer

Name one thing you should check when editing a recount.



Answer 7



Possible answers include:

capital letters • punctuation • spelling • past-tense verbs • time connectives
• clear structure





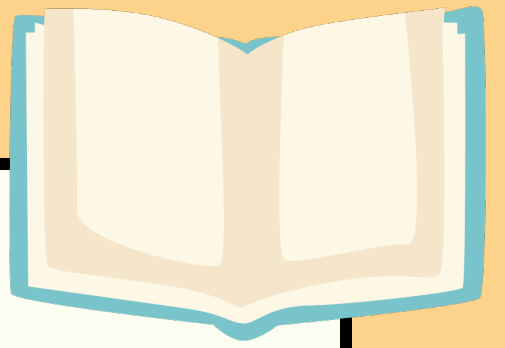
Question 8

Which sentence is the best conclusion?

- A. On Monday at the race.
- B. First, we packed our bags.
- C. I felt proud because our team finished together.
- D. Now, the whole team...



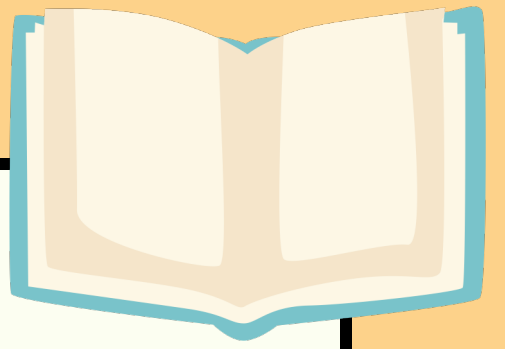
Answer 8



C. I felt proud because our team finished together.

It gives a final result and tells how the writer felt.





Question 9

True or false?

A compound sentence can join related ideas with a conjunction.





Answer 9

TRUE

Words such as and, but, so and because can join related ideas.





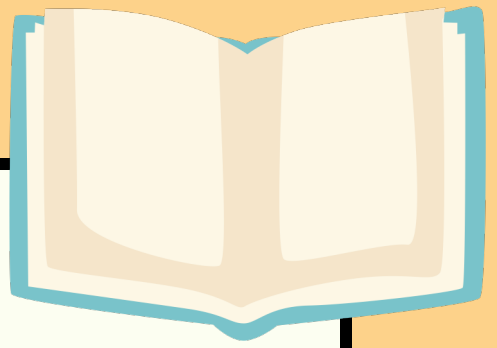
Question 10

Which order shows the correct recall structure?

- A. conclusion → sequence → orientation
- B. sequence → conclusion → orientation
- C. orientation → conclusion → sequence
- D. orientation → sequence → conclusion



Answer 10



D. orientation → sequence → conclusion

Set the scene, tell the events in order, then wrap up the recount.





Well Done!



PREVIEW