

Lesson 1:

Watch clip of a young girl decorating the grave of her mother. In your writing you will be retelling the story.

<https://www.literacyshed.com/day-of-the-dead.html>

LI: To build ideas for a retell I P G A	Assessment		
	Pupil	Parent	Teacher
SC: Recognise the different settings in the story			
SC: Recognise the main characters			
SC: I can create a word bank to include Spanish vocabulary e.g. flores – flowers grave -tumba ofrenda - offering dulces – candles cementerio- cemetery mama- mum esqueletos– skeletons pan de muertos - Day of the Dead bread cultura – culture madre-mother Dia de los Muertos- Day of the dead			
Task: Create a word bank to be used in your narrative. Make sure you include phrases with Spanish vocabulary . La niña-the girl Le mujer –the woman la flor azul- the blue flower la mujer esqueleto-the skelton woman Use https://www.duolingo.com/skill/es/Intro/1			

Lesson 2

Watch the video again.

<https://www.literacyshed.com/day-of-the-dead.html>

Make notes about the main character and the settings you will use in your retell.

LI: To plan a retell I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can sequence events in a chronological order			
SC: I can retell the story with my family.			
SC: I can use emotive language e.g. Vulnerable, atrocious, miracle, damaging, sad, harsh, tragic, panic, agony, happy, etc...			
SC: I can use setting shifts- cemetery, grave, party etc....			
SC: I have included Spanish phrases . Decore la tumba- I decorated the grave yo era feliz- I was happy me vieron esqueletos- I saw skeletons			

Lesson 3:

Now write the retell of the story in the girl's point of view and remember to include the Spanish vocabulary you have learnt this week. Use examples from the success criteria (SC) to help you with your writing.

<u>To write a retell</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can retell the story in the girl's point of view			
SC: I can use <u>Spanish vocabulary</u> in my writing e.g. Flores, ofrenda ,dulces, cementerio ,mama, calaca pan de muertos			
SC: I can use consistent tense throughout-past/present			
SC: I can use short, sharp sentences. , E.g. <u>Here and there, the gravestones leaned together like old friends.</u> <u>There was no noise except the leaves rustling in the wind.</u>			
SC: I can use expanded noun phrases with <u>Spanish vocabulary</u> . The <u>sun casting shadows</u> on <u>worn grey piedras</u> (stones), filtered through <u>el árbol verde</u> (the <u>green tree</u>) leaves and <u>flores amarillas brillantes</u> (bright yellow flowers) pushed up through <u>the thick grass</u> . As I was walking around alone in el <u>cementerio</u> (the graveyard), feeling eerily uncomfortable, <u>the gentle breeze</u> travelled through my physical being leaving me feeling as cold as the ice.			

Lesson 4:

Edit your work and make any necessary amendments. Read it aloud and highlight omissions or errors. Find a family member and read it to them looking for punctuation and spelling errors.

Publishing ideas

- Record your voice reading the story .
- Use a large piece of paper and colour pens to publish your work-use colour to distinguish between characters and setting shifts.
- Write your edited story using the using eligible joined handwriting.

<u>To edit and publish a retell</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: Re-read own writing and check for sense and cohesion.			
SC: Check and improve punctuation and spelling.			
SC: assess effectiveness of your writing			
Use a thesaurus for synonyms and antonyms and dictionary for spellings and meanings.			

