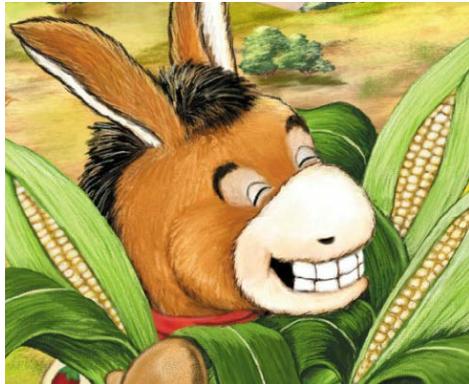




Before Reading: Teacher Guide and Notes



Burro's Tortillas includes several key words in Spanish that are important to understanding the text. Therefore, the lesson includes a mini-lesson to introduce students to the Spanish words. As each word is introduced, students are asked if anyone knows what it means, giving ELLs from Spanish-speaking backgrounds another opportunity to be “experts” among their peers.

In addition, this lesson includes a “realia” walk focused on the central activity to the *Burro's Tortillas*, making tortillas. Students become familiar with this activity by participating in a “realia” walk featuring objects (or photos) from the text, in which they walk around the room and tell each other what each object is used for and their experience with the object.

In the case of ELLs from backgrounds in which tortillas are important part of the culinary culture, students will have an opportunity to become “experts” as they explain the objects to their peers.

Lesson Overview

Common Core Objectives	
Students will: <ul style="list-style-type: none"> • Use illustrations to describe the story’s characters, setting, or events. (RL 1.7) • Participate in collaborative conversations with diverse partners. (SL 1.1) 	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Introductory Lesson: Teacher’s Guide and Notes • Spanish Mini-lesson (PPT / PDF) • Realia display 	<ul style="list-style-type: none"> • Student Chart: Spanish Vocabulary



Activity A: Realia Walk

Overview: Teacher displays “realia” (real objects or photos) throughout classroom; students walk around in groups and talk about their previous experiences with the objects.

Materials: Realia display and objects/photos

- **Preparation:** Before students enter the room, display the realia. Realia should include corn kernels, a *metate* (grinding stone), *masa* (dough), a *tortillera* (a tortilla press), a *comal* (griddle), and *tortillas* (photographs can be displayed in lieu of real objects if necessary).
- Explain to students that they are going to walk around the room and tell each other what each object is used for and their experience with the object.
- Put students in groups of three and have the groups walk around the classroom, talking about their experience with the realia or making predictions for how it is used.

**Note: In grouping students, try to ensure that at least one student in the group has previous experience with making tortillas (or observing tortillas being made). This student can be the expert for the activity.*

Activity B: Book Introduction

Overview: Teacher shares the cover of the book with students and asks them to describe it and make predictions about the story.

Materials: Spanish Mini-lesson (PPT or PDF); Teacher Notes: Spanish Mini-lesson (see page 4)

- Display Slide #1 with the book cover.
- Ask students questions that help them describe the cover and make predictions about the story.

Activity C: Spanish Mini-Lesson

Overview: Students learn the Spanish vocabulary words that appear in the book; students with first-language Spanish knowledge are encouraged to describe the words.

Materials: Spanish Mini-lesson and Teacher Notes (cont.); Student Chart: Spanish Vocabulary

- Display Slides #2-7 with Spanish vocabulary words.



- Provide students with the Student Chart. As they learn the words, they should draw a picture of the nouns in their chart.
- Engage students in conversations about the words based on the notes in the Teacher's Guide.
- Encourage Spanish-speaking students to share their knowledge about the words.



Teacher Notes: Spanish Mini-lesson

Spanish Vocabulary Words

1. Introduction

Tomorrow we are going to read a book called *Burro's Tortillas* by Terri Fields. This book has many words in Spanish.

[Ask students questions that help them describe the cover and make predictions about the story.]

We're going to talk about the meanings of these words, and then you can help me find them when we read the book tomorrow.

2. Amigos

Does anyone know what "*amigos*" means? (Friends)

"*Amigos*" is the Spanish word for "friends," just like the children in this picture.

Let's all say "*amigos*" three times. [Students repeat "*amigos*" three times.]

Partner Talk

Why do you like your best *amigo*?

3. Tortillas

Does anyone know what "*tortillas*" means? (A type of food, like bread)

Tortillas are like very thin pieces of bread. Show me how thin you think *tortillas* are.

[Model the action by placing your forefinger and thumb very close together.]

Now let's say *tortillas* three times. [Students repeat.]

Raise your hand if you think you'd like to eat *tortillas*.

4. Metate, la masa, and tortillera

Does anyone know what "*metate*" means? (Grinding stone)

How about "*la masa*"? (Dough)



Does anyone know what “*tortillera*” means? (It’s used to flatten dough for *tortillas*.)

The burro in the story really wants to eat some *tortillas*. But he will have to make them first. We need three things to make *tortillas*.

First, we need a *metate*. Let’s say “*me-ta-te*” three times. [Students repeat.]

We use a *metate* to make flour out of corn for the *tortillas*.

Next, we mix the corn flour with water and it makes *la masa*. Now let’s say “*la masa*” three times. [Students repeat.]

Remember how thin *tortillas* are? Show me.

[Model the action by placing your forefinger and thumb very close together.]

Finally, we make them that thin with a *tortillera*. Let’s all say “*tor-ti-lle-ra*” three times. [Students repeat.]

The *tortillera* presses, or smashes, the *masa* flat. Everyone clap their hands together three times to show how the *masa* is pressed flat.

[Lead the students in three horizontal claps to mimic pressing a tortilla]

When the *masa* is flat, we cook it and eat yummy *tortillas*!

5. “*Vengan aquí*”

There are some other Spanish words in this book, like “*Vengan aquí*.” Does anyone know what “*Vengan aquí*” means? (Come here!)

“*Vengan aquí*” means “come here.” Someone told these dogs “*vengan aquí*,” and here they come! Let’s say “*ven-gan a-quí*” three times. [Students repeat.]

Partner Talk

What would you do if I said “*vengan aquí*”? (We would come to you.)

6. ¡*Yo no!*

Does anyone know what ¡*Yo no!* means? (Not me!)



This little girl doesn't want to do something. She says, "¡Yo no!" – "not me!" Let's say "¡Yo no!" three times. *[Students repeat.]*

Partner Talk

Tell your partner something you don't like doing.

7. *Muy delicioso*

Does anyone know what "*muy delicioso*" means? (Very delicious)

This ice cream is *muy delicioso*. It is very good to eat. Let's say *muy de-li-cio-so* three times.

Partner Talk

Tell your partner a food that you think is *muy delicioso*.

Now that you understand these Spanish words, we are ready to start reading the book!