



Lesson 1: Teacher Guide and Notes



The *Burro's Tortillas* lesson is built around two interactive shared readings of the text between the teacher and students. The first interactive shared reading focuses on helping students understand the text and is divided into four parts. It also includes embedded vocabulary instruction. Part 1 includes **pages 1-7**.

Lesson Overview

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none">• Ask and answer questions about key details in a text. (RL 1.1)• Retell stories, including key details. (RL 1.2)• Describe characters in a story, using key details. (RL 1.3)• Use illustrations and details in a story to describe its characters, setting, or events. (RL 1.7)• Participate in collaborative conversations with diverse partners. (SL 1.1)• Add drawings or other visual displays to descriptions. (SL 1.5)• Determine or clarify the meaning of unknown words. (L 1.4)• Write narratives in which they recount two or more appropriately sequenced events. (W 1.3)	
Teacher Materials	Student Materials
<ul style="list-style-type: none">• Lesson 1: Teacher's Guide and Notes• Lesson 1 (PPT / PDF)• <i>Burro's Tortillas</i>	<ul style="list-style-type: none">• Student Chart 1



Interactive Reading

Activity 1A: Interactive Reading

Overview: The teacher provides direct instruction in highly frequent vocabulary words; the teacher reads the first part of the storybook (pp. 1-7); students orally summarize text.

Materials: *Burro's Tortillas*; Lesson 1 (PPT or PDF); Teacher Notes for Lesson 1: Vocabulary and Interactive Reading (see below)

- Display Slide #1 to introduce the lesson.
- Use the vocabulary on Slides #2-4 to provide direct instruction in highly frequent key words.
- Begin the Interactive Reading, either using the book or a PowerPoint of the story if you have prepared one. Use the Teacher Notes as a guide to discussion with the students before and after reading each page. Take care not to add stereotypical speech patterns as you read each of the characters' parts.
- Allow students to talk with each other during "Partner Talk" discussions.
- Return to PPT Slide #6 for review and ask students the text-based higher-order thinking question from the Teacher Notes.

Activity 1B: *Burro's Tortillas* Chant

Overview: Students engage in a chant that summarizes Lesson 1 of the text.

Materials: Lesson 1 PPT (cont.)

- Display Slide #7 for the chant.
- Lead students in the chant (phrases fly in when clicked in the PowerPoint).

Write to Sources

Activity 1C: Written Summary

Overview: Students write a brief summary of the first part of the text and illustrate it.

Materials: Student Chart 1



- Provide students with the Student Chart.
- Guide students in writing sentences that summarize the text and then have them illustrate what they have written in the space provided.



Teacher Notes: Vocabulary

#1. Introduction

Today we are going to read a book called *Burro's Tortillas* by Terri Fields. What does the cover show? What do you think the book is about by looking at the cover? Does the title tell you what the book will be about?

[Call on a few students and accept all answers]

This is the Burro [point to the Burro], and these are his tortillas [point to the tortillas].

Who remembers what a tortilla is? (A tortilla is a type of flat bread.)

We're going to read this book today, but first we're going to learn some new words.

Slide #2. Wonderful

"Wonderful" means something that is really great. The girl has a wonderful apple. It is beautiful, round, and red. In the book we are going to read there is "wonderful corn" which will be used to make tortillas.

"Wonderful" in Spanish is "*maravilloso*."

Let's all say "won-der-ful" three times.

[The students should repeat the word three times.]

Partner Talk

Name something wonderful and say why it is wonderful. Start your answer with: "A ... is wonderful because ..."

Spelling Practice

Let's all name each letter of the word wonderful. (Group response: w, o, n, d, e, r, f, u, l)

What do these letters spell? (Group response: wonderful)

As we read, I want you to listen for the word wonderful. If you hear it, give a thumbs up! [Model the thumbs up motion.]



#3. Again

Now let's talk about the word "again." If you do something again, you do it one more time. The boy had so much fun on the park ride, he came back again with his friends.

He will do the ride one more time. In the book we will read, the Burro will talk to his friends again.

"Again" in Spanish is "*otra vez*". Let's all say a-gain three times. [*Students repeat.*]

Partner Talk

Name something that you want to do again and say why you want to do it again. Start your answer with: "I want to ... again because..."

Spelling Practice

Let's all name each letter of the word again. (Group response: a,g,a,i,n)

What do these letters spell? (Group response: again)

As we read, I want you to listen for the word again. If you hear it, give a thumbs up! [*Model the thumbs up motion.*]

#4. Job

A job is some work that you have to do. The children in these pictures are doing jobs around the house to help their parents. They are doing work. Getting corn ready to make tortillas is a job, too.

Can you name the jobs that these children are doing? (Yard work, dishes, laundry, taking out garbage)

"Job" in Spanish is "*tarea*."

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

Partner Talk

Name a job that you do. Start your answer with: "A job that I do is..."



Spelling Practice

Let's all name each letter of the word **job**. (Group response: j,o,b)

What do these letters spell? (Group response: job)

As we read, I want you to listen for the word **job**. If you hear it, give a thumbs up!

[*Model the thumbs up motion.*]

Now we are ready to read *Burro's Tortillas*. [Notes continued below]



Teacher Notes: Interactive Reading

Before Reading

Preview

This story takes place once upon a time. “Once upon a time” means something that happened in the past. The story happened in the past.

Partner Talk

Tell your partner something that happened to you in the past.

Preview (continued)

Here is the little burro [*point to the burro*]. He is holding some corn [*point to the corn*]. Corn is something we can eat. Now let’s see what the burro is doing.

Page 1

Read Aloud



Read story aloud on page 1.

After Reading

Comprehension Check

What did the Burro see? (Tall corn, that the corn had grown tall)

“Right away” means “quickly.” What did he think right away? (Tortillas!)

Pages 2-3

Preview

Look at these pages. Here’s the burro. Here are his friends. There’s a bobcat. There’s a coyote. There’s a jackrabbit. [*Point to each animal as you say its name.*]

Let’s see what they are doing now.



Read Aloud



Read story aloud on pages 2-3.

After Reading

Comprehension Check

Who can remember the Spanish words we learned?

What does the Burro mean when he says, “*Mis amigos – vengan aquí*”? (My friends, come here)

Who are the Burro’s friends? (Bobcat, coyote, and jackrabbit)

“Immediately” means “right way.” It says his friends came immediately when he called. Did they come quickly or slowly? (Quickly)

What does the Burro ask his friends to do? (Pick the corn)

What do the Burro’s friends mean when they say, “*¡Yo no!*”? (It means “not me!”)

Do his friends want to help? (No)

Pages 4-5

Before Reading

Preview

The Burro’s friends don’t want to help him. How is he feeling? [*Accept all reasonable answers.*]

How do you know? [*Accept all reasonable answers.*]

Read Aloud



Read story aloud on pages 4-5.



After Reading

Comprehension Check

Who helped the Burro pick the corn? (No one. He picked the corn himself.)

Show me how you would pick corn. [*Model the motion of picking corn.*]

“Hardly” means “almost” or “just about not at all.” I can hardly lift my desk.

[*Demonstrate.*]

That means I can only lift it a little.

Partner Talk

What is something that you can hardly do?

Comprehension Check (continued)

The story says the Burro could hardly carry all that corn. Does that mean it was easy to carry or hard to carry? (It was hard to carry.)

Why was the corn hard to carry? (Accept all reasonable answers)

Pages 6-7

Before Reading

Preview

The burro picked all that corn. Now he has to remove the kernels. When you remove something, you take it off. Kernels are the little pieces of the corn. What do you think it means to remove the kernels? (Take the pieces of corn off)

Now show me how to remove kernels. [*Model the motion of removing kernels from corn.*]

Do you think his friends will want to help him? (Group response: No)

Read Aloud



Read story aloud on pages 6-7.



After Reading

Comprehension Check

The Burro gathered his friends. That means he brought them all together. Why did he gather his friends? (He gathered his friends to ask them for help.)

First the Burro picked the corn. Now he has to remove the kernels.

Review

[Return to the PowerPoint for review (Slide #6) and the Burro's Tortilla chant.]

Today we met Burro, who wants to make tortillas with all of that wonderful corn. What do we know about Burro? (He likes tortillas, he wants his friends to help him, he works hard, etc.)

Burro's friends are Bobcat, Coyote, and Jackrabbit. What do we know about his friends? (They don't want to help Burro)

Partner Talk

Can you remember a time when you wanted your friends to help you and they wouldn't? What did that feel like?

Chant

Lead students in the chant on Slide #7 (phrases fly in when clicked).