



Lesson 3: 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.

Part 3 includes **pages 12-19**.

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) • Use illustrations and details in a story to describe its characters, setting, or events. (RL 1.7) • Compare and contrast the adventures and experiences of characters. (RL 1.9) • 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 3: Teacher's Guide and Notes • Lesson 3 (PPT / PDF) • Drawing materials • <i>Burro's Tortillas</i> 	<ul style="list-style-type: none"> • Student Chart 3 • Picture cards (optional)



Story Review

Activity 3A: Review

Overview: Teacher guides students in a review of what happened in the second part of the story.

Materials: *Burro's Tortillas*; drawing materials

- Hand out paper to pairs of students. Explain that they should draw three pictures of events that occurred in the previous reading.
- Slowly turn the pages of the book (pp. 8-11). Have students orally summarize the previous day's reading.
- Allow students time to make changes to their pictures based on the discussion, if necessary.
- **Optional:** Picture cards or a PowerPoint slide showing the illustrations out of order can also be used to supplement students' review. Have students put the pictures in the order that the events occurred in the previous reading and tell the story to their partner.

Interactive Reading

Activity 3B: Interactive Reading

Overview: Teacher provides direct instruction in highly frequent vocabulary words; teacher reads the third part of the storybook (pp. 12-19).

Materials: *Burro's Tortillas*; Lesson 3 (PPT or PDF); Teacher Notes for Lesson 3: Vocabulary and Interactive Reading (see below)

- Display Slide #1 to review the title and author of the story.
- Use the vocabulary on Slides #2-3 to provide direct instruction in highly frequent key words.
- Continued the Interactive Read with the students. Use the Teacher Notes as a guide to discussion with the students before and after reading each page.
- Allow students to talk with each other during "Partner Talk" discussions.



- Return to PPT Slide #5 for review and ask students the text-based higher-order thinking question from the Teacher notes.

Activity 3C: *Burro's Tortillas* Chant

Overview: Students engage in a chant that summarizes the first three parts of the text.

Materials: Lesson 3 PPT (cont.)

- Display Slide #6 for the chant, which builds on the earlier sections of the story.
- Lead students in the chant (phrases fly in when clicked in the PowerPoint).

Write to Sources

Activity 3D: Written Summary

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

Materials: Student Chart 3

- Provide students with Student Chart 3
- 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

Who remembers what this book is called? (It is called *Burro's Tortillas*.)

Who is the author? (Terri Fields)

We are going to read more of this book, but first let's learn some important words.

#2. Already

"Already" means that something happened before. The girl already did her homework. She did her homework before. Now she is playing outside with her friend.

"Already" in Spanish is "*ya*." Let's all say "al-rea-dy" three times. [*The students should repeat the word three times*]

Partner Talk

Name something you already did today. Start your answer with: "I already ..."

Spelling Practice

Let's all name each letter of the word already. (*Group response: a,l,r,e,a,d,y*)

What do these letters spell? (*Group response: already*)

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

[*Model the thumbs up motion.*]

#3. Idea

An idea is a thought in your head. The boy in this picture has an idea.

He is pointing to his head and thinking his idea. He has a thought in his head.

"Idea" in Spanish is "*idea*."

Let's all say i-de-a three times. [*Students repeat.*]

Partner Talk

Name a good idea that you have and say why it's a good idea.

Start your answer with: "My idea is... It is a good idea because..."

Spelling Practice

Let's all name each letter of the word idea. (*Group response: i,d,e,a*)



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

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

[Model the thumbs up motion.]

#4. Burro and His Tortillas

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.)

Let's keep reading about his tortillas! *(Notes continue below)*



Teacher Notes: Interactive Reading

Pages 12-13

Before Reading

Preview

Look at the illustration [point to the picture].

What is the Burro doing now? (He is grinding the corn.)

Can anyone remember the Spanish word for this [point to the metate]? (A metate)

This is the *metate* [point to the metate]. We grind food on the *metate*.

This is a pestle [point to the pestle]. We use the pestle to grind, or smash up, the food.

Read Aloud



Read the story aloud on pages 12-13.

After Reading

Comprehension Check

Show me how the Burro grinds the corn. [Model the motion of grinding corn on a metate]

Pages 14-15

Before Reading

Preview

Burro finished grinding the corn. That means it is done.

Now the Burro will make the *masa*. What is the *masa*? (You get *masa* when you mix the corn flour with water. You use *masa* to make the tortillas. It is dough.)

But first he will ask his friends. What do you think they will say? (Group response: “¡Yo no!”)

Look at the illustration. What are they doing instead? (They are sleeping)



Read Aloud



Read the story aloud on pages 14-15.

After Reading

Comprehension Check

It says that the Burro wants to take a nap, too. Why does he want to take a nap? (He is very tired. He has been working hard.)

Pages 16-17

Before Reading

Preview

Look at the illustration [*point to the picture*].

Point to the *masa*. [*Students should point to the bowl*].

La masa is called dough in English. The burro made dough, then he rolled it into balls.

Point to the balls of dough. [*Students should point to the balls of dough*]

Show me how you would roll up balls of dough. [*Model the motion of rolling a ball of dough*]

Can anyone remember the Spanish word for this [*point to the tortillera*]? (A *tortillera*)

This is the *tortillera* [*point to the tortillera*]. The burro uses the *tortillera* to smash the balls of dough flat.

Read Aloud



Read story aloud on pages 16-17.



After Reading

Comprehension Check

After he shaped the tortillas, it says that Burro looked at the results and smiled.

Results are what you have when you are done doing something.

Why do you think Burro smiled? (He was done shaping the tortillas; he had done a good job)

It says that the Burro's mouth was watering. Sometimes your mouth waters when you think about something good to eat.

Why was the Burro's mouth watering? [*Accept all reasonable answers*]

What does "tortillas muy deliciosas" mean? (It means "very tasty/good/delicious tortillas")

Raise your hand if you think you would like to eat "tortillas muy deliciosas."

What do you think the Burro will have to do next? (He will have to cook the tortillas)

The Burro has to cook the tortillas very soon, or the dough will get hard and dry.

He will cook the tortillas on a griddle. A griddle is a large flat area you cook on.

Pages 18-19

Before Reading

Preview

What will the Burro do next? (He will cook the tortillas.)

Raise your hands if you think his friends will help him. [*Wait for response.*]

Raise your hands if you think his friends will not help him. [*Wait for response.*]



Read Aloud



Read story aloud from pages 18-19.

After Reading

Comprehension Check

Do the other animals want to help the Burro cook the tortillas? (Group response: no)

Altogether, let's say what the animals say to the Burro. (Group response: "¡Yo no!")

Burro says, "Then I will cook them myself."

Can you predict, or guess, what's going to happen in the story next? [*Accept all reasonable answers.*]

Review

Return to the PowerPoint for review (Slide #5) and the Burro's Tortilla chant.

What do the Burro's friends do while he is working? (They play or they sleep.)

Why is the Burro working so hard? What is he trying to accomplish, or do? (He is wants to make tortillas.)

Would the other animals enjoy tortillas? (Group response: Yes)

Why? (Because they are very good, very tasty.)

Partner Talk

What is one thing that is the same about the Burro and his friends? (They would like to eat tortillas)

Partner Talk

What is one thing that is different? (The burro works but his friends do not work.)

Chant

Lead students in the chant (phrases fly in when clicked) on Slide #6.