



## Lesson 4: 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 4 includes **pages 20-27**.

### Lesson Overview

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. (RL 1.1)</li> <li>• Retell stories, including key details. (RL 1.2)</li> <li>• Demonstrate understanding of the central message or lesson. (RL 1.2)</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events. (RL 1.7)</li> <li>• Participate in collaborative conversations with diverse partners. (SL 1.1)</li> <li>• Add drawings or other visual displays to descriptions. (SL 1.5)</li> <li>• Determine or clarify the meaning of unknown words. (L 1.4)</li> <li>• Write narratives in which they recount two or more appropriately sequenced events. (W 1.3)</li> </ul>	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> <li>• <a href="#">Lesson 4 Teacher's Guide and Notes</a></li> <li>• Lesson 4 (<a href="#">PPT</a> / <a href="#">PDF</a>)</li> <li>• Drawing materials</li> <li>• <i>Burro's Tortillas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Student Chart 4</a></li> <li>• Picture cards (optional)</li> </ul>



## Story Review

### Activity 4A: Review

**Overview:** Teacher guides students in a review of what happened in the third 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. 12-19). 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 4B: Interactive Reading

**Overview:** Teacher provides direct instruction in highly frequent vocabulary words; teacher reads the final part of the storybook (pp. 20-27).

**Materials:** *Burro's Tortillas*; Lesson 4 (PPT or PDF); Teacher Notes for Lesson 4: Vocabulary and Interactive Reading (see below)

- Display Slide #1 to introduce the final section of the book.
- Use the vocabulary on Slides #2-3 to provide direct instruction in highly frequent key words.
- Continue the Interactive Reading of the story to 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.

## Activity 4C: *Burro’s Tortillas* Chant

**Overview:** Students engage in a chant that summarizes the entire story.

**Materials:** Lesson 4 PPT (cont.)

- Display PPT Slide #5 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 4D: Written Summary

**Overview:** Students write a brief summary of the final section of the story and illustrate it.

**Materials:** Student Chart 4

- Provide students with Student Chart 4
- 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

We are going to finish this book today -- but first we are going to learn a new word.

### #2. Fully

“Fully” means all the way. First the meat was raw or not cooked, but now it is fully cooked. It is cooked all the way.

In the book, Burro will fully cook the tortillas. They will be cooked all the way.

“Fully” in Spanish is “*completamente*.”

Let’s all say **ful-ly** three times. [*The students should repeat the word three times.*]

### #3. Fully (continued)

#### Partner Talk

Here’s another picture. This suitcase is fully packed. What does that mean?

#### Spelling Practice

Let’s all name each letter of the word “fully.” (Group response: f,u,l,l,y)

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

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

[*Model the thumbs up motion.*]

### #4. Read Aloud

Now we are going to finish the book.



## Teacher Notes: Interactive Reading

### Before Reading

#### Preview

Look at the illustration. The Burro is cooking the tortillas on a griddle [point to the griddle].

### Pages 20-21

### Read Aloud



Read the story aloud on page 20.

### After Reading

#### Comprehension Check

It says the Burro put each flat circle on the griddle. What are the flat circles? (Tortillas)

What do you think those tortillas smelled like? [Accept all reasonable answers]

Show me how you would smell the tortillas. [Model the motion of sniffing the air.]

### Page 21

### Read Aloud



Read the story aloud on page 21.

### After Reading

#### Comprehension Check

Did the Burro have to gather his friends after he cooked the tortillas? (Group response: No)



## Partner Talk

Why didn't the Burro have to gather his friends? (They could smell the delicious tortillas so they were there already.)

## Pages 22-23

### Before Reading

#### Preview

The tortillas are freshly made. That means they were made just a minute ago.

### Read Aloud



Read story aloud on pages 22-23.

### After Reading

#### Comprehension Check

Did the Burro's friends say "¡Yo no!" this time? [*Group response: No*]

No. This time they said "yo", which means "me"! They want to help. What do they want to help the Burro do? (They want to help the Burro eat the tortillas)

#### Partner Talk

Why are the Burro's friends willing to help now? (They will not have to work.)

## Pages 24-25

### Before Reading

#### Preview

What was the Burro thinking about? [*Accept all reasonable answers*]

### Read Aloud



Read story aloud on pages 24-25.



## After Reading

### Comprehension Check

It says that the Burro was going to share the tortillas. That means he was going to give some to his friends.

But he paused and thought. To pause is to stop for a moment. He stopped what he was doing to think.

The Burro's friends did not help him do any of the work. Does he need help eating them? (Group response: No)

### Pages 26-27

## Read Aloud



Read story aloud on pages 26-27.

## After Reading

### Comprehension Check

Burro ate all of those tortillas. He didn't share with his friends. Show how the Burro ate the tortillas. [*Model the motion of eating.*]

### Partner Talk

Why didn't the Burro share the tortillas with his friends? (The Burro worked very hard, but his friends did not help with any of the work. He does not feel that they have earned any tasty tortillas.)

What would happen if Burro let his friends join him in eating the tortillas? [*Accept all reasonable answers.*]

## Chant

Return to PPT Slide #5 for the Burro's Tortilla chant. Lead students in the chant (phrases fly in when clicked).