



## Story Review 1: Teacher Guide and Notes



The *Burro's Tortillas* lesson is built around two interactive shared readings of the text. The second interactive shared reading is a review of the entire book which focuses on analysis of the text with questions that English proficient students would be expected to answer, and on helping ELLs meet the grade-level skills embodied in the standards.

### Lesson Overview

#### Common Core Objectives

Students will:

- Ask and answer questions about key details in a text. (RL 1.1)
- Retell stories, including key details. (RL 1.2)
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL 1.4)
- 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)
- With prompting and support, read prose of appropriate complexity for Grade 1. (RL 1.10)
- Write narratives in which they recount two or more appropriately sequenced events. (W 1.3)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L 1.2)
- Participate in a shared writing project. (W 1.7)



Teacher Materials	Student Materials
<ul style="list-style-type: none"> <li>• <a href="#">Story Review 1: Teacher's Guide and Notes</a></li> <li>• Chant (<a href="#">PPT</a> / <a href="#">PDF</a>)</li> <li>• Drawing materials</li> <li>• Chart paper and markers</li> <li>• <i>Burro's Tortillas</i></li> </ul>	<ul style="list-style-type: none"> <li>• Picture cards optional)</li> </ul>

## Story Review

### Activity 5A: Review

**Overview:** Teacher guides students in a review of what happened in the final section 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. 20-27). 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 5B: Interactive Reading

**Overview:** Teacher re-reads the entire storybook; students answer 'mainstream' questions that have been scaffolded to their English proficiency level.

**Materials:** *Burro's Tortillas*; Teacher Notes: Interactive Reading (see below)



- Read the story to the students. Use the Teacher Notes as a guide to discussion with the students before and after reading each page. Note that the questions, which are geared to mainstream students, will need scaffolding, including paraphrasing of difficult words.
- Allow students to talk with each other during “Partner Talk” discussions.

## Activity 5C: *Burro’s Tortillas* Chant

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

**Materials:** Chant (PPT or PDF)

- Display the *Burro’s Tortillas* Chant.
- Lead students in the chant (phrases fly in when clicked in the PowerPoint).

## Write to Sources

### Activity 5D: Cooperative Paragraph

**Overview:** Students collaborate with the teacher to create a cooperative paragraph.

- Gather students around a chart board.
- Post the first picture card on the chart board.
- Ask students to give a sentence that describes the picture.
- Write their sentence, making errors in grammar and conventions of English that you have noticed appear in their writing.
- Ask the students to correct the errors.
- Repeat with each picture card until the students have told the entire story.



## Teacher Notes: Interactive Reading

### Page 1

#### Read Aloud



Read the story aloud on page 1.

#### After Reading

#### Comprehension Check

What detail do we know about the burro? (He is little.)

The story begins with ‘once upon a time’. What kinds of stories begin with ‘once upon a time’?

*[If students are familiar the conventions of fairy tales, consider asking them what beginning a story with “Once upon a time” tells them about the story they are about to hear (the opening of the story makes it sound like a fairy tale, or a story with a lesson).]*

### Pages 2-3

#### Read Aloud



Read the story aloud on pages 2-3.

#### After Reading

#### Comprehension Check

Why does the burro want to pick the corn? (to make tortillas)

Which animal is trying not to pick the corn by running away? (the jackrabbit)

#### Partner Talk

Say how you know the jackrabbit is the one who is running away. (The jackrabbit says s/he has to “hop along” and appears to be tiptoeing out of the picture frame.)



## Pages 4-5

### Read Aloud



Read the story aloud on pages 4-5.

### After Reading

#### Comprehension Check

How does the burro feel about picking the corn by himself? (He is sad.)

Look at the picture of the burro carrying the corn.

The book says that the burro picked so much corn that he could hardly carry it home.

“Hardly” means almost or just about not at all.

Remember I showed you that I can hardly lift my desk?

What does it mean that the burro could hardly carry the corn home? (It means it was so heavy he had a very hard time carrying it home.)

## Pages 6-7

### Read Aloud



Read the story aloud on pages 6-7.

### After Reading

#### Comprehension Check

The burro asks his friends a question: Who will help me remove the kernels? What do you think the next step is in making tortillas? (The next step is removing the kernels.)

Last time the burro asked his friends for help they said no. What did they say this time? (Group response: ¡Yo no!)



## Pages 8-9

### Read Aloud



Read the story aloud on pages 8-9.

## Pages 10-11

### Read Aloud



Read the story aloud on pages 10-11.

### After Reading

#### Comprehension Check

The burro's friends once again do not offer to help the burro.

What is the next step? (The next step is grinding the corn into flour.)

The animals say they will not help. What does the burro say to them? (He is going to do it himself.)

#### Partner Talk

How do you think the Burro feels because his friends don't want to help him?

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

## Pages 12-13

### Read Aloud



Read the story aloud on pages 12-13.



## After Reading

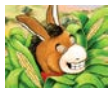
### Comprehension Check

Look at the picture of the burro grinding corn.

What is he using to grind the corn? (He is using a *metate* and a pestle to grind the corn.)

### Pages 14-15

## Read Aloud



Read the story aloud on pages 14-15.

## After Reading

### Comprehension Check

The burro next asks his friends if they want to help him make the *masa*.

What does he say to try and convince them or get them to help? (It is not as difficult as grinding the corn and they can growl or howl or listen while they do it.)

Why does the Burro tell his friends that they can growl or howl or listen while they work? (Those are the reasons they gave for not being able to help with grinding the corn.)

Each of the animals says they cannot help with making the dough because they are tired. How do you know they are tired? (They all yawned; in the picture, they are lying in bed with their eyes closed.)

The way each animal says they are tired is different. How does the bobcat say it? (The bobcat says he wants to take a cat nap.)

A cat nap is a short nap. It is named for the way cats sleep.

How does the coyote say that he is tired? (The coyote says he is “counting sheep.”)

Counting sheep is an expression people use to say they are trying to fall asleep. But coyotes also like to eat sheep, so maybe he is dreaming of eating sheep!



How does the jackrabbit say that he is tired? (“Hare now, gone to siesta.”)

“*Siesta*” is the Spanish word for “nap.”

When he says “Hare now, gone to siesta,” it sounds like “Here now, gone tomorrow,” which is an expression that means that some things don’t last very long.

Rabbits are also called hares and it is the rabbit who is talking.

## Pages 16-17

### Read Aloud



Read the story aloud on pages 16-17.

### After Reading

#### Comprehension Check

**What is the next step in making tortillas?** (The next step is rolling the dough into little balls and pressing them flat in the *tortillera*.)

**What is different in the story this time?** (The difference this time is that the burro did not ask his friends to help him.)

**Give an example of how the burro felt when he saw the flat tortilla. An example is one thing that shows what something else is like. One example that shows how the burro felt is that he was hungry. His mouth was watering. What is another example of how he felt?** (The burro was happy – he smiled.)

## Pages 18-19

### Read Aloud



Read the story aloud on pages 18-19.





## After Reading

### Comprehension Check

Look at the picture. What is the reaction of the burro when his friends once again say that they will not help him? In other words, how does he feel when his friends tell him they will not help? (The burro is frowning and appears to be sad.)

*[Depending on the knowledge base of the students in the class, teachers might want to take a moment to craft a question that asks students to unpack the meaning of one or more of the puns embedded in the responses of the animals (e.g. the bobcat “purring” his answer or the hare/hair connection).]*

## Pages 20-21

### Read Aloud



Read the story aloud on pages 20-21.

## After Reading

### Comprehension Check

What evidence is there in the story that the tortillas smell good? Evidence is something that makes us believe something is true.

What is in the story that makes us believe that the tortillas smell good? (The story says that the tortillas “looked wonderful” but “smelled even better”; in the picture, the animals are happily sniffing the scent coming from the basket of tortillas.)

## Pages 22-23

### Read Aloud



Read the story aloud on pages 22-23.



## After Reading

### Comprehension Check

**How is the burro's request for help different this time?**

He asks the same question, but why is it different this time? (This time there is no work to do.)

**How are his friends' reactions different this time?** (This time, all three animals offer to help.)

### Pages 24-25

## Read Aloud



Read the story aloud on pages 24-25.

## After Reading

### Comprehension Check

**What decision does the burro come to about his friend's offer to help?**

In other words, what does the burro decide to say to his friends this time? (The burro decides that he does not need their help to eat the tortillas.)

**What reasons does the burro give to his friends? Reasons are what you say to explain something.**

**One reason he gives is that they did not help him pick the corn.**

**What other reasons does the burro give?** (He lists each step required to make the tortillas—shelling, boiling, and grinding the corn as well as mixing, shaping, and cooking the dough. For each step, he says that his friends did not help him.)



## Pages 26-27

### Read Aloud



Read the story aloud on pages 26-27.

### After Reading

#### Comprehension Check

Look at the faces of the burro's friends.

**What lesson do you think they learned when they did not get tortillas to eat?** (The lesson is that only people who help make something deserve to enjoy it, and the others do not.)

#### Chant

*Use the Chant PowerPoint for the complete Burro's Tortilla chant. Lead students in the chant (phrases fly in when clicked).*