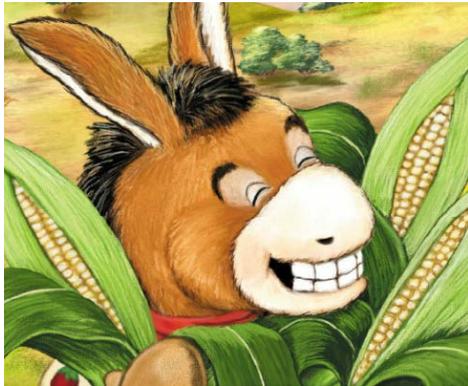




## Teacher's Guide: *Burro's Tortillas* (Grade 1)



This teacher's guide offers an overview of the *Burro's Tortillas* unit for first-grade English language learners (ELLs), as well as a detailed daily guide of materials, activities, lesson objectives, tips for preparation, and the Common Core English Language Arts standards included in each lesson. Also included are optional extension activities and related strategies for ELLs.

The unit is geared towards Spanish-speaking ELLs, but teachers of students speaking other languages may wish to adapt the lessons by connecting to other languages, cultural elements, or stories.

Detailed information about the unit's authors, components, research base, and ideas for differentiation can be found in the [Introduction: \*Burro's Tortillas\*](#) document.

### Teacher Planning

#### Lesson Overview

The *Burro's Tortillas* unit includes the following lessons:

- Introductory Lesson: Before Reading
- Lesson #1: Pages 1-7
- Lesson #2: Pages 8-11
- Lesson #3: Pages 12-19
- Lesson #4: Pages 20-27
- Lesson #5: Story Review 1
- Lesson #6: Story Review 2
- Lesson #7: Writing
- Optional Mini-lesson: Time Words
- Optional Mini-lesson: Homonyms
- Optional Mini-lesson: Making Connections with "The Little Red Hen"





## Activity Overview

The following table summarizes the activities in each lesson. Detailed instructions and corresponding notes for the activities are available in the Teacher’s Guides.

Week 1				
Intro Lesson	Lesson #1	Lesson #2	Lesson #3	Lesson #4
<ul style="list-style-type: none"> <li>• Realia Walk</li> <li>• Book Introduction</li> <li>• Spanish Mini-lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Reading</li> <li>• Chant</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Interactive Reading</li> <li>• Chant</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Interactive Reading</li> <li>• Chant</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Interactive Reading</li> <li>• Chant</li> <li>• Written Summary</li> </ul>
Week 2				
Lesson #5	Lesson #6	Lesson #7	Optional	Optional
<ul style="list-style-type: none"> <li>• Review</li> <li>• Interactive Reading</li> <li>• Chant</li> <li>• Cooperative Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Student Murals</li> <li>• Retelling the Story</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Time Words Mini-lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Homonyms Mini-lesson</li> </ul>

## Lesson Preparation

In preparation for each lesson, teachers are advised to:

- Read through the Common Core State Standards. Think about the students in your class and the support they will need to meet these standards.
- Review the detailed lesson plan in the Teacher Guide, as well as the [Student Charts](#), the Lesson PowerPoint (PPT), and the Teacher Notes (which correspond to the PowerPoints notes) included in the guide. Ensure that all materials have been secured and prepared. Think about your students and plan for how you will group them for collaborative work, taking students’ reading and English language proficiency levels into consideration.
- If using an interactive whiteboard or overhead projector, prepare the display of Teacher PowerPoint slides.



- If using picture cards, prepare cards with illustrations from the book for Lessons 2, 3, and 4. Alternatively, prepare PowerPoint slides with the illustrations that can be displayed while students discuss the story. (Due to copyright restrictions, only the first section of the book can be modeled this way.)

*Note: The PowerPoint presentations are available in both a PowerPoint and PDF format.*

## How to Use the Teacher Notes

Teacher Notes are available in each lesson as part of the Teacher's Guides and include the following components:

- **Teacher Prompts:** These reading notes provide suggested teacher prompts in bold font. **Teachers are not expected to read the notes directly;** rather, the notes serve as a guided model for teachers to ask the questions in their own words. Anticipated student responses are included in parentheses, and instructions are included in italic font.
- **Read-Aloud Cues:** The illustration of the Burro indicates a read-aloud portion of the story.
- **Comprehension Questions:** These questions are meant to develop students' comprehension at the word, phrase, or paragraph level.
- **Vocabulary Words:** Key words are directly instructed using word slides in the related PowerPoints.
- **Partner Talk:** Partner Talk activities are a chance for students to turn and talk with their classmates. Call on one or two students to share their responses. After a student answers a question, you might initiate a choral response and ask all students to repeat this response together.
- **Spelling Practice:** Students spell the word out loud, making important letter-to-sound connections.

*Note: A description of each lesson's activities follows below. Teacher Notes for each lesson are not included in this document.*



## Introductory Lesson: *Burro's Tortillas*

This preview lesson focuses on building background knowledge for the story.

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

### 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

- 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.



## Lesson #1: *Burro's Tortillas*

These activities correspond to the first part of the storybook (**pages 1-7**).

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>• Describe characters in a story, using key details. (RL 1.3)</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 1: Teacher's Guide and Notes</a></li> <li>• Lesson 1 (<a href="#">PPT</a> / <a href="#">PDF</a>)</li> <li>• <i>Burro's Tortillas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Student Chart 1</a></li> </ul>

### 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

- 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.



## Lesson #2: *Burro's Tortillas*

These activities correspond to the second part of the storybook (pages 8-11).

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>• 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 2: Teacher's Guide and Notes</a></li> <li>• Lesson 2 (<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 2</a></li> <li>• Picture cards (<a href="#">PPT</a> / <a href="#">PDF</a>) – optional</li> </ul>

### Story Review

#### Activity 2A: Review

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

**Materials:** *Burro's Tortillas*; materials for drawing



- 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. 1-7). 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 PPT 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 2B: Interactive Reading

**Overview:** Teacher provides direct instruction in highly frequent vocabulary words; teacher reads the second part of the storybook (pp. 8-11).

**Materials:** *Burro's Tortillas*; Lesson 2 (PPT/PDF); Teacher Notes for Lesson 2: Vocabulary and Interactive Reading

- Display Slide #1 to introduce the lesson.
- 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 2C: *Burro's Tortillas* Chant

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

**Materials:** Lesson 2 PPT (cont.)

- Return to PPT Slide #5 for the chant.
- Lead students in the chant (phrases fly in when clicked in the PowerPoint).



## Write to Sources

### Activity 2D: Written Summary

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

**Materials:** Student Chart 2

- Provide students with Student Chart 2
- Guide students in writing sentences that summarize the text and then have them illustrate what they have written in the space provided.



## Lesson #3: *Burro's Tortillas*

These activities correspond to the third part of the storybook (pages 12-19).

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>• Use illustrations and details in a story to describe its characters, setting, or events. (RL 1.7)</li> <li>• Compare and contrast the adventures and experiences of characters. (RL 1.9)</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 3: Teacher's Guide and Notes</a></li> <li>• Lesson 3 (<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 3</a></li> <li>• Picture cards (optional)</li> </ul>

### 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

- 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.



## Lesson #4: *Burro's Tortillas*

These activities correspond to the fourth part of the storybook (pages 20-27).

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

- 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.



## Lesson #5: *Burro's Tortillas* (Story Review 1)

These activities focus on a review of the entire storybook (pages 1-27).

### 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

- [Story Review 1: Teacher's Guide and Notes](#)
- Chant ([PPT](#) / [PDF](#))
- Drawing materials
- Chart paper and markers
- *Burro's Tortillas*

### Student Materials

- Picture cards optional)



## 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

- 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.



## Lesson #6: *Burro's Tortillas* (Story Review 2)

### Common Core Objectives

Students will:

- Retell stories, including key details. (RL 1.2)
- 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)
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL 1.5)

### Materials

- [Story Review 2: Teacher's Guide](#)
- [Vocabulary cards](#)
- Chart paper and markers
- All picture cards (optional)

### Preparation

- [Student Chart: Vocabulary](#)

## Vocabulary Review

### Activity 6A: Review

**Overview:** Teacher guides students in a memory game to review key vocabulary.

**Materials:** Vocabulary cards; Student Chart: Vocabulary

- Provide students with Student Chart: Vocabulary for reference.
- Go through the vocabulary cards one-by-one with students as a quick review.
- Pick four cards and place them against the board or wall, question mark side out, showing each one to students before placing them.
- Choose one student to come up, say a vocabulary word (in English, Spanish or a description of the word).



- Point to the card that they think displays that word. Turn the card over and show it to the students. If the student is correct, display it face out. Otherwise, return it, question mark side out, to its place.
- Repeat with other groups of four words until students have correctly identified all cards and they are face out.

## Illustrate the Story

### Activity 6B: Beginning, Middle, and End Murals

**Overview:** Students work in groups to illustrate all four parts of the story.

**Materials:** Student summaries or picture cards

- Group students into four groups, and assign each group one part of the story.
- Give each group either the summaries that they completed for that part of the story, or the picture cards for that part of the story.
- Provide students with chart paper and markers.
- Have each group decide how to use all the participants to illustrate their part of the story.
- After completing their illustration, have the children stand in front of their mural section and retell their part of the story.

### Activity 6C (Optional): Elbow-to-Elbow, Knee-to-Knee Retelling

**Overview:** If there are sufficient copies of the book, partners can read or look at it (or a section of it) in pairs. If there are not sufficient copies, teachers may wish to use picture cards.

**Materials:** Copies of *Burro's Tortillas* or picture cards

- Pair students and pass out one book or one set of picture cards to each pair.
- Have students sit down elbow-to-elbow, knee-to-knee. Ask them to take turns retelling the story. If students are using books, have them start at the beginning and retell the story, page by page. If they are using picture cards, have them put the cards in the correct order and then tell the story, picture by picture.
- Students who are strong readers can read the story out loud to their partner.



## Lesson #7: *Burro's Tortillas* (Writing)

Common Core Objectives	
Students will: <ul style="list-style-type: none"> <li>Write an opinion piece. (W 1.1)</li> </ul>	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> <li><a href="#">Teacher's Guide: Writing</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Student Chart: Writing</a></li> </ul>

### Write to Sources

#### Activity 7A: Opinion Writing

**Overview:** Students write an opinion and provide reasons from the text.

**Materials:** Student Chart: Writing

- Provide students with Student Chart: Writing
- Ask students, "Do you think friends should help friends?" Tell them to circle their answer at the top of Student Chart: Writing.
- Partner students. With their partners, they should discuss two reasons why friends should help friends. Discuss students' answers as a whole class.
- Instruct them to write their answers in Student Chart: Writing.
- Next, students should choose one example from the story that supports or illustrates why friends should help friends. Discuss students' answers as a whole class.
- Instruct them to draw the example in the box.
- Finally, have students write a sentence that describes their illustration.



## Optional Lesson Plans

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words. (L 1.4)</li> <li>Participate in collaborative conversations with diverse partners. (SL 1.1)</li> </ul>	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> <li><a href="#">Optional Lessons: Teacher’s Guide and Notes</a></li> <li>Time Words Mini-lesson (<a href="#">PPT</a> / <a href="#">PDF</a>)</li> <li>Homonyms Mini-lesson (<a href="#">PPT</a> / <a href="#">PDF</a>)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Student Chart: Making Connections</a></li> </ul>

### Optional Activity A: Time Words Mini-lesson

**Overview:** Teacher provides direct instruction in time words that appear in the text.

**Materials:** Time Words Mini-lesson (PPT or PDF); Teacher Notes: Time Words

- Display Slide #1 to introduce the Time Words Mini-lesson.
- Use Slides #2-6 to provide direct instruction in time words, which are abstract, but which are necessary to reconstruct a story.

*\*Note: If students are unfamiliar with time words like “before,” “first,” and “last,” this lesson works well on Day 2, before the students work on a summary of the text.*



## Optional Activity B: Homonyms Mini-lesson

**Overview:** Teacher provides direct instruction in homonyms that appear in the text.

**Materials:** Homonyms Mini-lesson (PPT or PDF); Teacher Notes: Homonyms

- Display Slide #1 to introduce the Homonyms Mini-lesson.
- Use Slides #2-5 and notes to provide direct instruction in what homonyms are and explanations for those that appear in the text.

## Optional Activity C: Comparison Chart

**Overview:** Students compare and contrast *Burro's Tortillas* and "The Little Red Hen."

**Materials:** "The Little Red Hen;" Student Chart: Making Connections

- Remind students about the story they read previously, "The Little Red Hen."
- Have student pairs talk about things that are the same about the two books and things that are different about the two books. Discuss students' answers as a whole class.
- Instruct students to write their answers in the optional student chart.

*\*Note: This activity is only appropriate if students have already read "The Little Red Hen." Multiple versions of this classic folk tale are available in print and online. Another adaptation of this story is Mañana, Iguana by Ana Whitford Paul.*