



## Lesson 2: 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 2 includes **pages 8-11**.

### Lesson Overview

| <b>Common Core Objectives</b>   |   |
|---|---|
| <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> |   |
| <b>Teacher Materials</b>  | <b>Student Materials</b>  |
| <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="#">PDE</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 (see below)

- 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.



## Teacher Notes: Vocabulary

### #1. Introduction

We are going to read the next part of this book today, but first we are going to learn a few new words.

### #2. Ready

“Ready” means that something is done or that it can be used. Look at the picture. The cookies are ready or done cooking, and the girl is going to eat one. In the book, the

Burro’s corn will be ready to grind into flour.

“Ready” in Spanish is “*listo*.”

Let’s all say “rea-dy” three times. [*The students should repeat the word three times*]

#### Partner Talk

How do you know if something is ready to eat? Start your answer with: “I know ... is ready to eat when...”

### Spelling Practice

Let’s all name each letter of the word ready. (Group response: r,e,a,d,y)

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

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

[*Model the thumbs up motion.*]

### #3. Gather

When you gather something, you bring it all together. [*Make the motion of gathering something to you with sweeping arms.*]

Look at the illustration, or picture. This girl gathers shells on the beach. She picks them up and brings them together in her hands. In the book we are reading, the Burro gathers kernels of corn.



“Gather” in Spanish is “reunir.”

Let’s all say “ga-ther” three times. [*Students repeat.*]

 **Partner Talk**

What other things can you gather? Start your answer with: “I can gather...”

**Spelling Practice**

Let’s all name each letter of the word **gather**. (Group response: g,a,t,h,e,r)

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

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

[*Model the thumbs up motion.*]

Now we are ready to read *Burro’s Tortillas*.



## Teacher Notes: Interactive Reading

### Page 8

#### Read Aloud



Read story aloud on page 8.

#### After Reading

##### Comprehension Check

It says that the Burro removed the kernels from the cobs. Look at the picture. What do you think a cob is? (Part of the corn with the kernels on it)

### Page 9

#### Read Aloud



Read story aloud on page 9.

#### After Reading

##### Comprehension Check

It says that the Burro gathered the kernels. He brought them all together. Everyone show me how to gather the kernels.

*[Model the motion of sweeping something towards you with your arms.]*

Then, he boiled the kernels. That means he cooked them in very hot water.

Next, he rinsed them, which means he washed them off.

Finally, he set them aside to dry. That means he put them in a safe place to dry off.

Everyone show me how you would set the kernels aside. *[Model the motion of putting something aside.]*



## Pages 10-11

### Before Reading

#### Preview

The Burro has done a lot of work, but it's not over yet.

He still has to grind the corn. That means that he will smash it into very tiny pieces.

“Still” means he hasn't done it yet. When he grinds the corn, it will turn into flour.

### Read Aloud



Read story aloud on pages 10-11.

### After Reading

#### Comprehension Check

Do the other animals want to help the Burro grind the corn? (Group response: No)

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

#### Partner Talk

What does “¡Yo no!” mean? (Not me)

#### Comprehension Check (continued)

When the Burro hears this, he sighs, like this. [*Demonstrate a sigh.*]

The other animals do not want to help the Burro. But he is *stubborn*. If you are stubborn, you never give up.

Is the Burro going to give up? (Group response: No)

#### Partner Talk

What is the Burro going to do next? How do you know? (He will grind the corn himself; he says he will grind it)



## Comprehension Check (continued)

**What would you do at this time?** [*Accept all reasonable answers.*]

## Review

*Return to the PowerPoint for review and the Burro's Tortilla chant.*

## Chant

*Lead students in the chant (phrases fly in when clicked) on Slide #5.*