



## Optional Lessons: Teacher Guide and Notes



The *Burro's Tortillas* lesson includes mini-lessons on time words and homonyms. Examples of all key words and phrases are included with student-friendly visuals and definitions. These also reinforce the use of sequence words in the written summaries for each part of the story.

### Lesson Overview

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 (see below)



- 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 (see below)

- 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.*



## Teacher Notes: Time Words

### #1. When

Today we are going to learn some words that tell us about *when* something happens.

#### Partner Talk

Why do you think the boy is holding a clock?

The boy is looking at the time. The words we are going to learn tell us if something happened at an earlier time or a later time than something else.

### #2. Before

Before means that something happens earlier than something else. Here is a chick [*point to the chick*] before it grew into a chicken [*Point to the chicken*].

Before in Spanish is *antes de*.

### #3. Before (continued)

Here are some pumpkins [*point to the pumpkins*] before they are carved into jack o' lanterns [*point to the jack o' lanterns*].

Let's all say before three times.

#### Partner Talk

What do you do before school every day? Start your answer with: "Before school, I ..."

### Spelling Practice

Let's all name each letter of the word before. [*Group response: b,e,f,o,r,e*]

What do these letters spell? [*Group response: before*]



## #4. First

Now let's learn some other words that tell us when something happens. If we say something happens **first**, it happens before everything else. First the dog is in the bathtub, then he gets dried, and last he is all clean and pretty.

Who can tell me which picture happened first?

### Partner Talk

How can you tell that picture happened first. Start with: "I know that picture happened first because...."

### Spelling Practice

Let's all name each letter of the word before. [Group response: *f,i,r,s,t*]

What do these letters spell? [Group response: *first*]

## #5. Last

Another word is last. If we say something happens last, it happens after everything else. First the girl has a whole banana; then she eats some of it; last is it all eaten.

Who can tell me which picture happened last?

### Partner Talk

Say how you can tell that picture happened last. Start with: "I know that picture happened last because...."

### Spelling Practice

Let's all name each letter of the word before. [Group response: *l,a,s,t*]

What do these letters spell? [Group response: *last*]

## #6. Soon

Soon means that something will happen in a short time. Look at the boy. He is running to school, because school will start soon.

Soon in Spanish is *pronto*.



Let's all say soon three times.

 **Partner Talk**

What will you be doing soon? Start your answer with: "Soon, I will..."

Let's all name each letter of the word before. [*Group response: s,o,o,n*]

What do these letters spell? [*Group response: soon*]



## Teacher Notes: Homonyms

### #1. Introduction

Sometimes words sound the same and look the same, but they have different meanings.

### #2. Break

What happened to the pencil? (It's broken; somebody broke it)

You can break a pencil. Show me with your hands how you would break it. [*Model motion of breaking a pencil.*] Break means making something come apart into pieces.

#### Partner Talk

Name something else you can break.

These girls are tired. They are taking a break. Break can also mean a short time when you stop and rest.

#### Partner Talk

When do you like to take a break?

You can break something, like a pencil. You can also take a break when you are tired. These words sound the same, but they have different meanings.

#### Partner Talk

Say how these two words are different. (They mean different things.)

#### Partner Talk

Say how these two words are the same. (They sound the same.)

### #3. Hare/Hair

Hare and hair sound the same, but they have different meanings. This is hair. Touch your hair. Say hair three times.

Look at the second illustration. This is a hare. Hare is another word for rabbit. Say hare three times.

#### Partner Talk



**In the story, the jackrabbit says he is having a bad hare day. Why is this funny?**

(Because he is a hare, and he's really talking about his hair.)

**Hair and hare sound the same, but they have different meanings.**

 **Partner Talk**

**Say how these two words are different.** (They mean different things.)

**Say how these two words are the same.** (They sound the same.)

**#4. Ground**

**In the first illustration, the corn is ground into flour. Ground means it was smashed into small pieces.**

**In the second illustration, the ground means the land.**

**Ground and ground are two more words that sound and look the same, but they have different meanings.**

 **Partner Talk**

**Say how these two words are different.** (They mean different things.)

**Say how these two words are the same.** (They sound the same.)

**#5: Ear**

**Both of these illustrations show the word ear. Touch your ear. That is one kind of ear.**

**We can also say ear of corn. It means piece of corn. Ear and ear look the same and they sound the same, but they have different meanings.**

 **Partner Talk**

**Say how these two words are different.** (They mean different things.)

**Say how these two words are the same.** (They sound the same.)