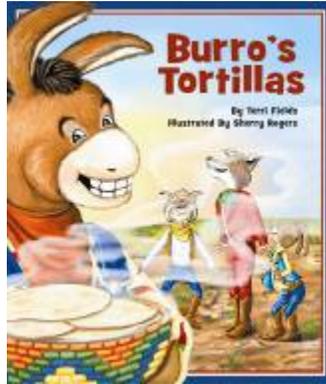


Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

Suggestion when reading aloud: pause long enough for (and encourage) children to say the “yo no” at the appropriate time. This leads to involvement and anticipation. If reading with a child on lap or using a white board in a classroom, point to the words as they say it.

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Do animals really wear clothes like they are humans?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject, in this case how plants are turned into food.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are tortillas?			Text Illustration Info in FCM Other
What plant is used to make tortillas?			Text Illustration Info in FCM Other
We eat this plant many different ways. How do you think the plant is prepared to make tortillas?			Text Illustration Info in FCM Other
Is there just one type of corn or are there several?			Text Illustration Info in FCM Other
What culture (what part of the world) do you think gave us tortillas?			Text Illustration Info in FCM Other
What are some other foods that we eat that come from the same plant?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Can you think of another title for the book?
- Have you ever read the story of the *Little Red Hen*? If so, how is this story alike and how is it different?
- Do you think everything in the story could be true? *Do animals really talk to each other or have human traits?*
- If the author used talking animal or gave the animals human traits, could the story have been told differently? How?
- Did the author use puns or any play on words? Can you think of any others?
- Write a different ending to the story

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- Count how many times the animals say “*yo no.*”
- Pause during second readings and ask the child(ren) if they remember what happens next.

Comprehension Questions

- What animal is the main character of the story?
- What animals are his friends?
- What plant did Burro use to make tortillas?
- What were some of the things that Burro had to do to the corn to make tortillas?
- Who helped Burro?
- What were the other animals doing that they thought was more important than helping?
- What would have happened if the burro gave up and took a nap with his friends?
- Did the other animals want to eat the tortillas?

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What do children already know activity conclusion

- Do the children have any more questions about corn or how tortillas are made? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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Burro's Tortillas

Suggested vocabulary list

Nouns

burro
bobcat
coyote
jackrabbit
corn
kernels
tortillas
flour
metate
pestle
masa
dough
tortillera
griddle
popcorn
corn-on-the-cob
cornbread
cereal
fritters
chips
Mexico
Central America

verbs

grow
pick
carry
remove
boil
rinse
dry
grind
flatten
cook
smell
taste
eat
shell

adjectives

white
ripe
delicious
corn
yellow
blue
little

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Burro's Tortillas

Silly sentence structure activity How to make tortillas

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Plant the white _____ and let it _____.

noun

verb

Pick the corn when _____ and remove the _____
from the _____.

adjective

noun

noun

_____ the kernels with lime then rinse and set aside to
_____.

verb

verb

When dry, _____ the corn into _____.

verb

noun

Use the _____ to make the _____.

noun

noun

Roll the dough into _____ balls and flatten.

adjective

_____ the dough on a _____ and then
_____!

verb

noun

verb

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Burro's Tortillas

Sequence sentence strips—How to make tortillas

Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.



Corn is planted and grows



Corn is ready to be picked



Pick Corn



Remove kernels from cobs



**Boil corn kernels with lime, rinse,
and dry**



**Grind the corn into flour with a
mortar & pestle**



**Make the flour into *masa*
(dough)**



Roll dough into little balls



Flatten balls in a *tortillera* (tortilla press)



Cook *tortillas* on a hot griddle



EAT!

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Birthday party invitations

This language arts activity will use *Burro's Tortillas* to reinforce writing skills, detail the important parts of an invitation, provide application of comprehended material, and help teach use of interrogative pronouns.

1. Put these interrogative pronouns on the board. *Who, What, When, Where, Why*. Ask students which one Burro often uses in this book. (Who) Have students give you some examples from the book.
2. Ask students if they've ever been to a birthday party. Tell them that people often give invitations so their guests will know about the party. Tell them you're going to show them a pretend invitation.

**The Cat in the Hat
is having
a birthday party!**

And YOU are invited!

Place: Our school playground
Time: Right after school is out
Date: Tomorrow

I hope you'll be there!

3. Leave the interrogative pronouns on the board. See if students can ask a question about the invitation using each one of them.
 - **Who** is this about? (Cat in the Hat and you)
 - **What** is it about? (It's an invitation.)
 - **Where** is it happening? (On the school playground)
 - **When** is it happening? (Tomorrow)
 - **Why** is it happening? (To celebrate Cat in the Hat's birthday)
4. Put students in groups of three. Assign each group a different set of pages from *Burro's Tortillas*. Ask the group, "If Burro hadn't seen his friends, he might have sent them an invitation asking them for their help. Can you make an invitation for Burro to send to his friends?"
5. Then ask each group to complete who, what, where, when, why questions for the invitation they have made.
6. Put the completed invitations and interrogative pronoun questions on the bulletin board.

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Burro's Tortillas

Word Search

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Published by Sylvan Dell Publishing June 2007

Written by Terri Fields

Art Copyrighted by Sherry L. Rogers

J A C K R A B B I T
 Z B O R W B S I W O
 G E Y T H A T U H R
 O T O I I S G O I T
 B M T L K K R L T I
 O G E L J E I H E L
 B U R R O T D T J L
 C M B A C K D C K A
 A J A E B O L A B S
 T M E T A T E A B S

Find these hidden words:

- burro
- back
- tortillas
- white
- griddle
- jackrabbbit
- metate
- bobcat
- coyote
- basket



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Burro's Tortillas

Crossword Puzzle

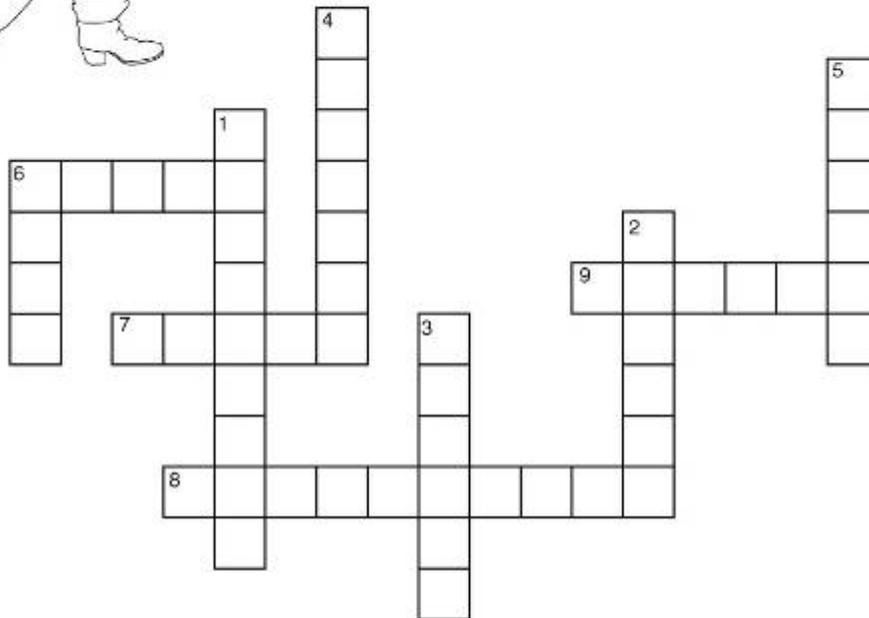
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Down

- 1) When Burro saw the tall corn in the field he thought _____!
- 2) Who said "I'm catching a little cat nap?"
- 3) Burro stood over the _____ and ground the corn.
- 4) Burro put each flat circle on the _____, and turned it over and over until it was fully cooked.
- 5) What did the burro put the freshly cooked tortillas in?
- 6) Burro carried the corn home on his _____.

Across

- 6) Who picked the corn?
- 7) What color was the corn?
- 8) Who said "I'm too busy being all ears."
- 9) Who said "Their scent is super."



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Science

Food and nutrition related

- Discuss that all animals (including humans) must eat for energy and to survive
- Basic discussion about how humans plant and grow food
- Have they ever seen corn growing? *Have an ear of corn (stalk even better) to look at and discuss the different parts of the plant*
- If possible, visit a farm to see corn growing in the field. Some farms have corn mazes to go through (see learning links for corn maze directory).
- If it is fall and Indian corn is available, use it as an opportunity to talk about colors and comparing different types of corn (just like there are different types of cats and dogs, there are different types of corn: sweet (corn-on-the-cob), white (used for tortillas), hard or popcorn, or Indian corn like blue corn.
- Have a variety of corn-related food to sample: tortillas, popcorn, corn chips, corn flake cereal flakes, etc.

What they really eat

The four animal characters in the book have human traits (talking, wearing clothes, preparing & cooking food, etc). Animals don't really do these things.

Which of the animals in the book are really herbivores (plant eaters), carnivores (meat eaters), or omnivores (eat plants and meat)?

- Wild burros eat plants and vegetation.
- Bobcats eat meat from animals like rats, mice, rabbits, and squirrels.
- Like bobcats, coyotes eat meat from animals like insects, rats, mice, prairie dogs and sometimes even goats or deer. They will also sometimes eat fruits like watermelon!
- Jackrabbits eat grasses, weeds, bark, & twigs.

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Science journal

Have children draw a picture to define the vocabulary word or concept

An ear of corn

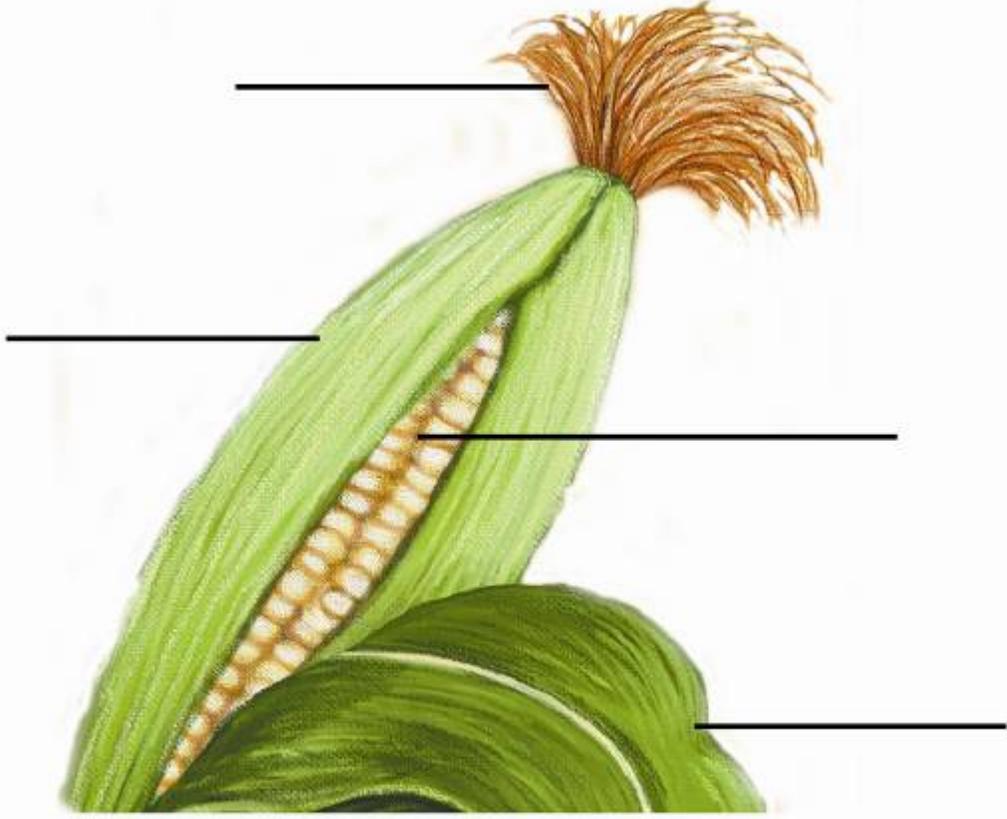
A tool that Burro used to make tortillas

Something else made from corn

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Identify the body parts

Use the word bank, below to identify the parts of the corn]



- leaf
- kernels
- silks
- husk

What part of the corn do you eat? _____

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Math

Counting

This is a great fall activity with younger children. Any dried Indian corn will do but a stalk of multi-colored corn will also allow for a great discussion of the parts of the plant.

- Have children remove the dried corn kernels from the cob and split kernels between children (paper plates work well so they can lay them out).
- Sort by color (if using multi-colored corn)
- Looking at each other's plates; which child looks like they have the most or least?
- Have children count their kernels.
- Have children use tally marks as they count their corn (optional)
- Who does have the most and the least?
- Graph results, optional

Recipe measurements

The recipe in the book helps us to make 8 tortillas. Fill in the chart to see how to make more or less tortillas.

# tortillas	4	8	12	16
maseca		1 cup		
oil, optional		1 Tbs.		
water	1/3 cup & 1 Tbs.	¾ cup	1 cup & 2 Tbs.	

Some helpful measurement equivalents:

3 tsp. equal 1 Tbs.

4 Tbs. equal ¼ cup

2 Tbs. equals 1/8 cup

How many ¼ cups in a cup? _____

How many ¼ cups in a ½ cup? _____

Make the tortillas as described in the book and have children measure ingredients

- ask children what shape tortillas are
- do they have to be round?
- When making tortillas, have children roll the dough (or cut after rolling) into different shapes (triangles, squares, or rectangles)

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The plants we eat

Ask children to cut out pictures of foods that come from plants (fruits, vegetables, grains, beans & legumes, nuts, etc.).

Sort the pictures into food groups (see above).

Graph pictures directly onto a large poster board or the results of the sorting onto the graph found below.

15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	Fruits	Vegetables	Grains	Beans/ Legumes	Nuts	Oils	Other

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Research and geography

People in the area that we now know as Mexico and Central America have been growing corn for over 5,000 years! They created corn by breeding two different types of plants.

Not surprisingly, most of the ethnic or cultural food from this area relies on corn in some way. Tortillas were used like “plates” to hold food as they ate it (tacos, etc.). Tamales are cooked in corn husks.

Find and color Mexico and Central America on the map below:



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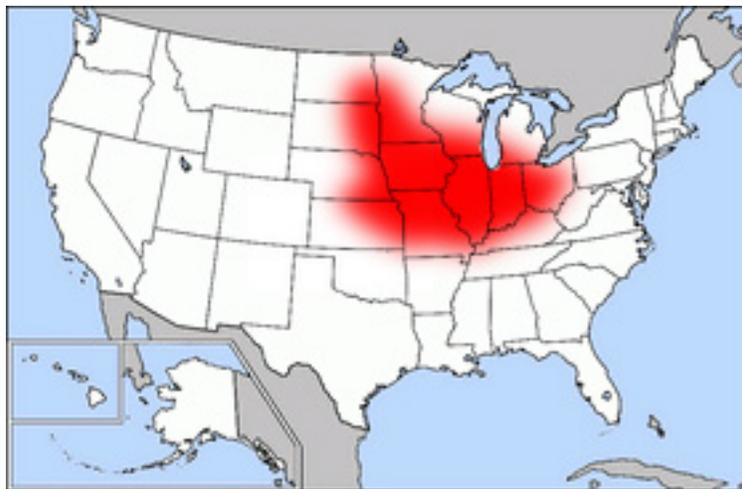
By the time the Europeans arrived in the New World, corn was being planted, grown, and used as a major food staple by Native Americans in what is now the US, Canada, Caribbean, and South America.

The “three sisters” (corn, beans, & squash) were a traditional food all over the area. The Europeans had never seen corn before but it soon became part of the early settlers’ diets and was carried back to the Old World too.

How do you think corn got to what is now the east coast US from Mexico?

Some corn dishes developed regionally, for example flapjacks in New England and cornbread and hushpuppies in the Southeast. Why would corn-based foods in what is now New England be different from what was made in what is now Mexico?

Today, corn is growing all over the world. The US is the largest grower of corn and about half of the US-grown corn comes from US “Corn Belt,” show on the map below. Do you live in the corn belt?



Map from: http://en.wikipedia.org/wiki/Corn_Belt#Corn_Belt

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Character

self discipline, hard work, and perseverance:

- *In this story, Burro kept working. Do you think he wanted to play and take a nap like his friends?*
- *Looking at the pictures of Burro working, do you think Burro was having as much fun as his friends?*
- *Do you think it was easy for Burro to keep working even though his friends were playing?*

responsibility: Do what you are supposed to do even if your friends don't

- *Do you think Burro was being responsible by working while his friends played or slept? What other behavior choices could Burro have made?*
- *What would have happened if Burro decided to play and sleep instead of work?*

be accountable for your choices:

- *Did Burro receive the rewards for his hard work?*
- *Did bobcat, coyote, and jackrabbit earn the rewards of hard work? Why or why not?*
- *Do you think Burro should have shared the tortillas with his friends? Why or why not?*

personal connection:

- *What would happen if your mom or dad (or another loving adult in your life) decided they didn't feel like making you dinner but watched TV instead?*
- *How would you feel? Would you get hungry?*
- *Do you think they always want to make you dinner or food?*
- *What are some things that you can do to help at home or at school?*
- *Which of the animals would you want as a friend?*

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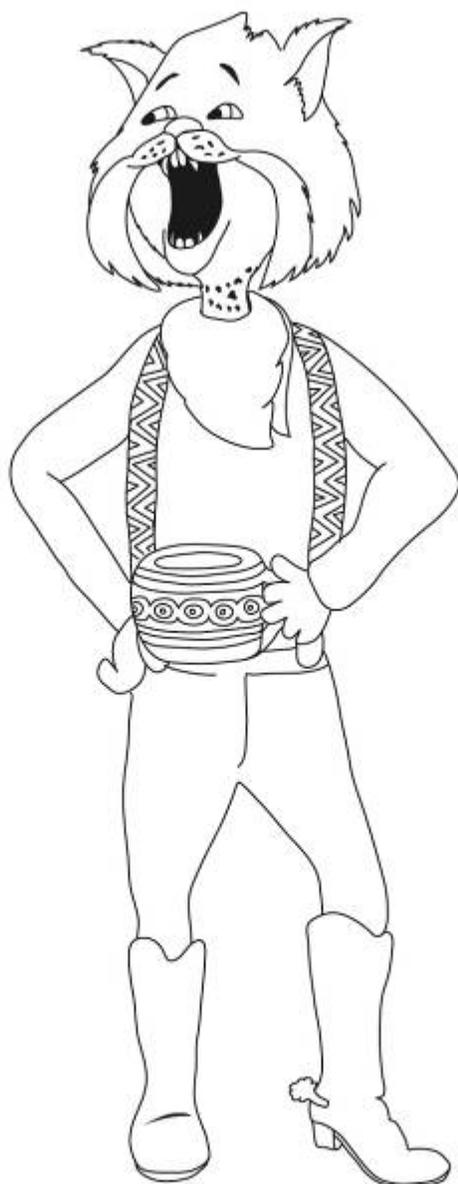
Coloring pages craft

Use the included pages as a coloring activity.

Cut out animals and make into puppet (glue onto lunch bag or popsicle stick) and act out the story

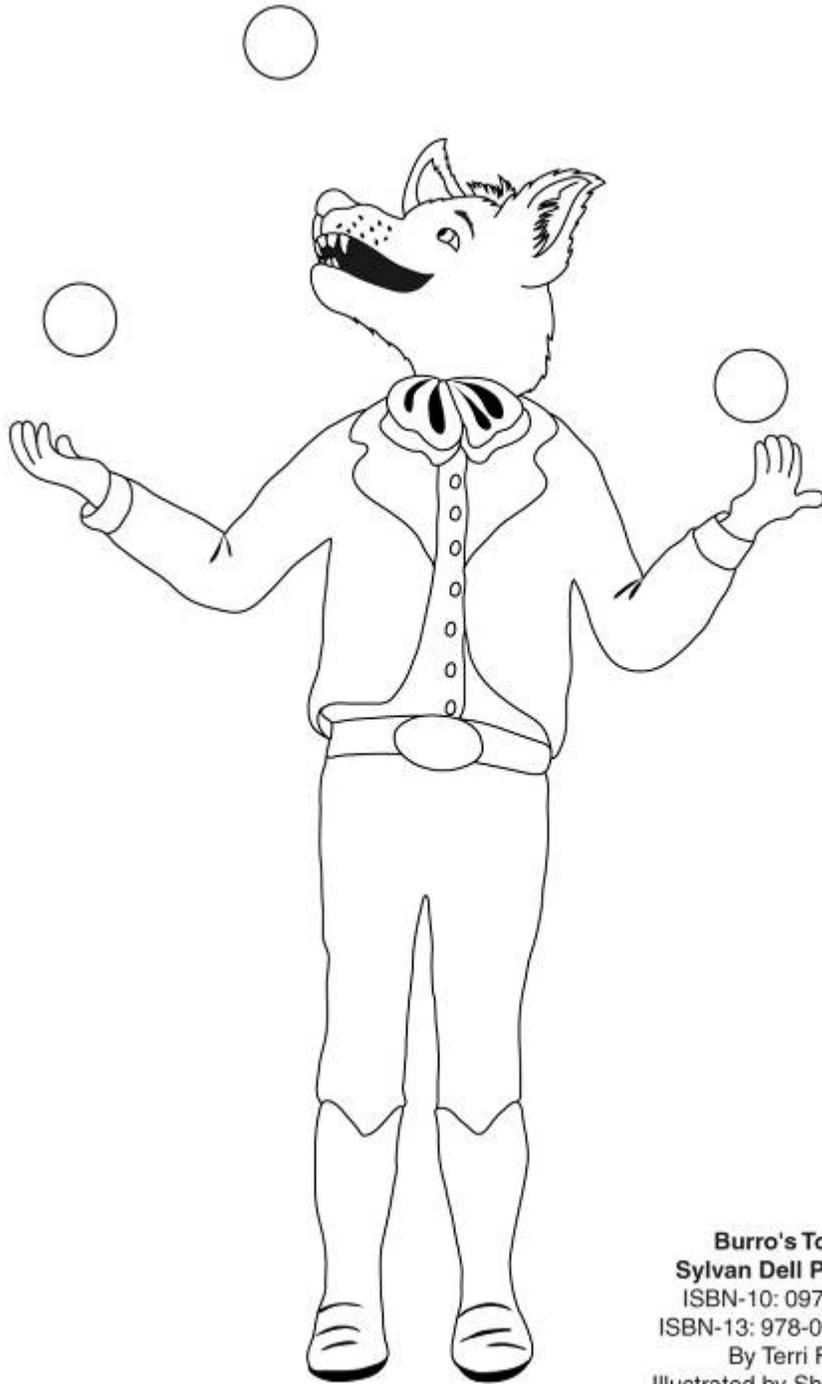


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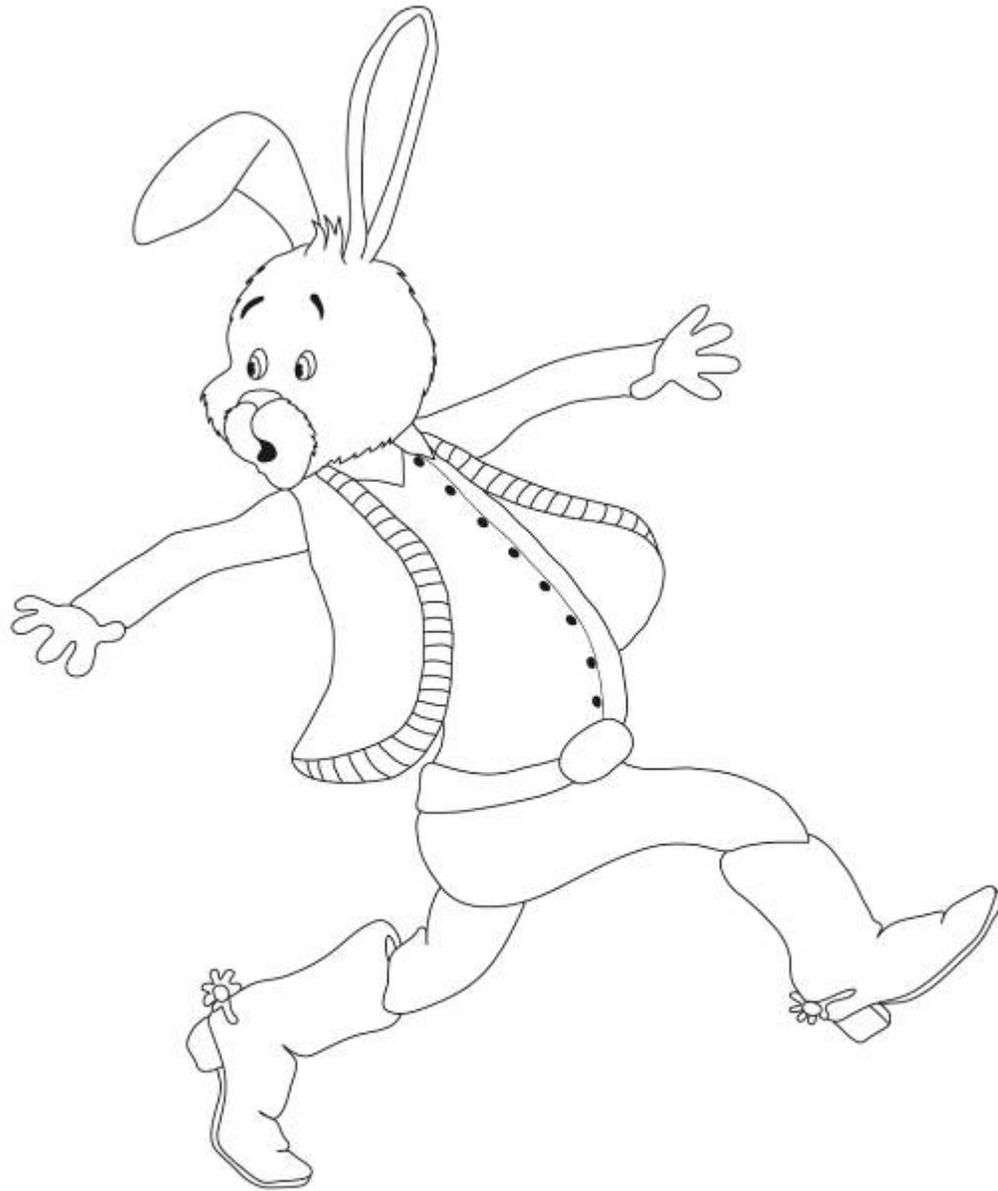
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