

Guided Reading with

# MUD TORTILLAS

Guided Reading: J

DRA: 18 Intervention: 18

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illustrated by Michael Ramirez

**Overview:** See what kind of mischief two Latina sisters get into when they decide to make their own tortillas—out of mud!

24 pages, 277 words + Glossary

**Genre:** Realistic Fiction

**Focus:**

- understanding the author’s message
- connecting personal experiences / background knowledge with a story
- reading and following a conversation
- using a glossary
- following a longer, more complex story

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures
- sequential events

**Phonics:**

- /ou/ vowel sound

**High-frequency Words:**

*two, and, to, in, their, of, the, day, as, they, did, one, were, make(-ing), would, but, how, will, we, some, them, find, all, that, not, I, of, said, water, then, a, she, had, on, when, her, no, way, this, is, it, if, you, so, was, out, with, for, then*

**Common Core Standards**

- R.1, R.2, R.4, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1, W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

**ELL/ESL**

*Tortillas de barro*      See back page

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Who knows what tortillas are? Tell me what you know about tortillas.
- What kinds of things do you like to pretend?
- Have you ever tried to cook something? What did you cook? How did it taste?

### 2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title. Read: “*Mud Tortillas.*” Make sure children understand what tortillas are.
- Turn to page 24 of the book and show children the pictures and glossary entries. Point out the pronunciation keys and definitions.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to think about what might happen when the girls make their own tortillas.
- Have children suggest some words they



might read in the story.

- Give children the book and have them look through the pictures. Ask them to find some hints about what happens in the story.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about what they know about pretend playing with a friend, sister, or brother. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form. Quotation marks indicate what the characters say in conversation.
- Text placement and the amount of text on each page vary.
- The story events are sequential and extend over several pages.

- The illustrations support and extend the story, but most of the meaning is contained in the text.
- A glossary on page 24 is provided as an aid to word pronunciation and meaning.
- There is a message/lesson embedded in the story.

**Guided Reading Note:** Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

1. **Set a purpose by telling children to read about two sisters who like to pretend.**
2. **Have children read the story silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages,



check for understanding with simple questions such as: "What is the story about?" or "Tell me how the story begins." Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

### 3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and the glossary to gain meaning?
- How are they dealing with the conversations in the text?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?

4. **As children read, note what they are doing.** Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

### 5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a sentence or story. Explore the message/lesson the author was trying to convey.
- Model asking questions or making "I wonder..." statements to extend comprehension.



- Determine whether or not children used the glossary on page 24. Explore how this information helps readers understand the story. Review using the glossary as an aid to word pronunciation and meaning.
- Review using punctuation marks to guide the meaning-making process. Talk about the use of quotation marks to indicate dialogue, and the role commas, question marks, and exclamation points as clues to reading with expression.
- Work with words from the story with the /ou/ vowel sound spelled “ou” and “ow”: outside, flour, how. Explore other words with this sound in initial, medial, and final positions.
- Point out the following compound words: **backyard**, **everything**, **cardboard**. Review how compound words are formed and how this is sometimes a clue to their meanings.
- Explore the meaning and use of the following expressions: **not to worry**, **just pretend**, **no way**, **playing a dirty trick**.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit MUD TORTILLAS to make inferences about the sisters’ relationship.

### After the First Reading

**1. Have children compare and confirm their predictions with what actually happened in the story.**

**2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.

**3. Connect the story to children’s own experiences with playing pretend or playing in the mud.**

**4. Have children take turns reading aloud the conversations on pages 7, 13, and 19.** Encourage children to make their reading sound like talking.

**5. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the story.**

**6. Elicit children’s thoughts about the ending of the story.** Do they agree with the aunties’ punishment? Why or why not? If not, what would they have done?

**7. What can children learn from this story?** Discuss the lesson/message in the story.

### Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment.** Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.



- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Art:** Give children several different shades of brown crayons, pencils, or paint. Ask them to create a "mud" building, animal, or other item. Let them experiment with colors in just the brown family to suggest mud.

Create a small area outside for children to make mud tortillas (or mud pies and so on) and other mud sculptures. (You may wish to encourage children to bring in an old shirt or have aprons available for them to wear!)

**Music:** Tell children that some people use a rolling pin or special press to make tortillas, but others pat out tortillas with their hands. Give children some clay or play-dough to pat into tortillas. Then challenge children to make up rhythms that would be good for helping people make a lot of tortillas quickly. Have them clap out their rhythms first, then repeat the rhythms while patting out their tortillas.

**Science:** Investigate the way water changes solids. Tortilla dough is made when cornmeal is mixed with water. The cornmeal does not dissolve in the water. Instead, it absorbs the water. Gather together other substances to experiment with, such as salt, pepper, sugar, flour, ketchup, and instant oatmeal. Ask children to predict whether each substance will dissolve in water or absorb water. Then let them experiment and compare the results with their predictions.

Read aloud the book *MUD WALK* by Joy Cowley. Help children learn more about what mud is, what it feels like, and that in order to have mud outside we need a water source like rain or a stream. Follow the lesson plan about mud from Learn NC:

<http://www.learnnc.org/lp/pages/4002>

**Math:** If facilities and adequate supervision are available, have children make their own tortillas. (See <http://www.texascooking.com/recipes/Corntortillas.htm> for a recipe.) Let children help with measuring ingredients and rolling the dough. At snack time, serve the tortillas plain or with a selection of fillings.

Give children a circle of light brown paper or a tortilla to have a discussion about fractions. Have children fold the paper or tortilla in half to make two halves. Talk about how two halves equal one whole piece. Then have children break the two halves into halves again so that they have quarter pieces. Talk about how the quarter pieces equal a whole. Continue this with eighths. For each stage, write what is happening and what is true into math statements. For example, when looking



at quarters, you could write on the white board:  $1/4 = 1/4$

$$1/4 + 1/4 + 1/4 + 1/4 = 1$$

$$1/4 < 1/2 < 1$$

$$1 > 1/2 > 1/4$$

**Social Studies:** Read *THE TORTILLA FACTORY* by Gary Paulsen. This book tells how corn is harvested and made into tortillas. Compare how the aunties in *MUD TORTILLAS* make tortillas with the way tortillas are made in the factory. Elicit children's ideas about the advantages and disadvantages of each way of making tortillas.

You may also wish to read *EVERYBODY BAKES BREAD* by Norah Dooley, in which a young girl samples seven different kinds of bread from around the world. Have children compare tortillas to the breads in the story.

**Writing:** If you have not made tortillas with children, have them sample some ready-made tortillas (white flour, yellow corn, wheat flour, white corn, spinach, and so on). Have children describe the touch, smell, look and taste of them. Then have children write taste-tester reviews, describing the tortilla and their opinions of it. You may wish to show children examples of food reviews before they write.

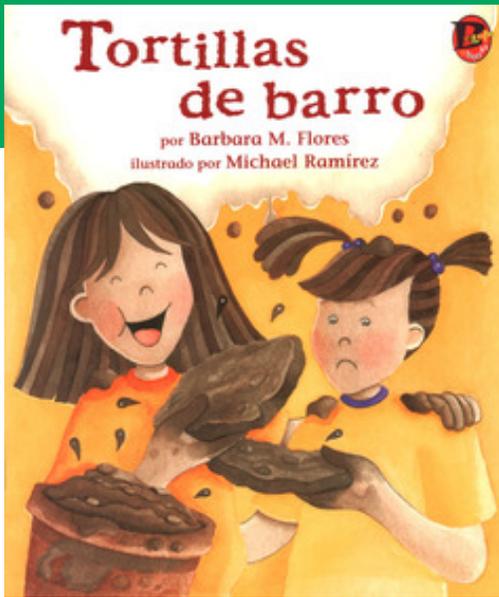
Have children describe a time they got into trouble. What happened? Why did they get into trouble? What lesson did they learn from the experience? What advice do they have for someone who might get in trouble?

As a whole group, create a Venn diagram for

children to compare tortillas and mud tortillas. Then have children write a paragraph describing and comparing tortillas and mud tortillas.

### Shared Reading with Lap Book:

<https://www.leeandlow.com/images/pdfs/lap-books.pdf>



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*EDL/DRA: 18*  
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Guided Reading with

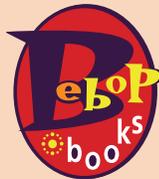
# TORTILLAS DE BARRO

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, and confidence. This is a time for growing independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

The Spanish edition has many familiar words. The story is written in narrative style. If children do not know some of the words, present them with synonyms, to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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