

Tortilla
Lesson Plan

Lesson Title: Learning to Sequence

Objectives: The student will –

1. organize story elements in chronological sequence
2. retell the order of events by referring to the words and illustrations
3. arrange the stages of plant growth in chronological order.

Materials:

1. eBook; *Tortilla*
2. eBook *Tortilla* Quiz (online or printable versions)
3. mystery box/or feely bag filled with corn kernel seeds
4. story sequencing sentences (for older students) (printable)
5. story sequencing pictures (for younger students) (printable)
6. sentence strips or long sheets of paper
7. Masa Sequencing Mini Book
8. Corn Clues Worksheet (for older students) (printable)
9. glue, scissors, crayons and stapler (teacher supervision)
10. corn kernel seeds, a plant sprout, an ear of corn, corn meal, and tortillas (great props for full sensory learning)

1. **Engage:** Hold up mystery bag filled with corn kernel seeds for all the students to see. Tell the students there is something mysterious inside it. Have each student, without looking inside the bag, reach his/her hand inside the mystery bag, feel the object and make a guess as what it could be. As the students are feeling the object with their hand, ask them to describe how it feels, such as “Is it soft, hard, rough, smooth, wet, dry, big, little?”
2. After each student had a turn feeling the mystery bag’s contents and sharing their guesses, reveal to them what’s inside it. Tell the students they are going to learn how corn kernel seeds grow and become something yummy to eat.
3. Discuss the key vocabulary words before students view eBook, *Tortilla*. (farmer, planted, sprout, masa, corn, ground and tortilla)
4. The students will view eBook; *Tortilla*.
5. **Discovery Teach:** (You will need the *Tortilla* Story Sequencing Pictures for the younger students. You will need the *Tortilla* Story Sequencing Sentences for the older students.)
6. Ask the students to recall the steps, in order, of the seeds becoming a tortilla.
7. Shuffle the Story Sequencing Pictures or Story Sentences; make sure they’re out of order. Prop the pictures side by side on the board. Ask the students if the pictures are in the correct order. Call on students to put the pictures in order. Repeat until all of the students have had a chance putting the pictures in proper sequence.
8. Ask the students why the sequence of planting corn would be important. Ask, “Would the farmer be able to grow corn if he planted the planted the tortilla instead of seeds? What would happen if the farmer watered ground masa? Let the students explain why sequencing is important and what would happen if the steps were done out of order.
9. **Sensory Learning:** (You will need the learning props; a bowl of corn kernel seeds, a plant sprout, an ear of corn, a bowl of masa and a plate of tortillas.)

10. Place the learning props on a table for the students to see, touch, smell, and taste. Ask the student to name the items. Ask the students which item occurs first, second, third, fourth and fifth. Have the students take turns arranging the props on the table in sequence. Let the students eat a tortilla. **Note: Make sure the students know they are only allowed to eat the tortillas.**

11. **Independent Practice #1: Tortilla Sequence Pictures** - Each student will need a Tortilla Sequencing Pictures worksheet (or the Tortilla Sequencing Sentences for the older students), a sentence strip, scissors and glue. Directions: the students will cut out the sequencing pictures, or sequencing sentences, and glue them in the correct order onto a sentence strip.

12. **Independent Practice #2: Masa Mini Book** - Each student will need a Masa Sequencing Mini Book, crayons, a pencil, scissors and a stapler under teacher supervision. Directions: the students will create their own corn sequencing mini book by cutting out the pages, arranging the pages in proper sequence, writing the vocabulary word and coloring the pictures. The teacher will staple the mini books together when the student has the pages in correct sequence.

13. **Independent Practice #3: Corn Clues Worksheet** –Each student will need the Corn Clues Worksheet. Directions: The student will draw a line from the sentence clue in Column A to the correct word in Column B.

14. **Independent Practice #4: Tortilla Quiz** (online or printable versions) the students will be quizzed on the story's events, sequencing and key vocabulary words.

15. **Closure:** Ask the students what they learned about corn today. Ask the students to retell the steps of a corn kernel seed becoming a tortilla. Ask the students why correct sequencing is an important part in growing corn? Keep the corn seeds, the sprout, the masa, the ear of corn and tortillas on the table so the students can continue to explore and investigate them.

(SCROLL DOWN FOR QUIZ KEY)

Tortilla Quiz
Teacher's Answer Key

1. How do farmers help the community?
 - a. they heal us when we are sick
 - b. they keep our neighbors safe
 - c. they deliver our mail
 - d. they grow crops for us to eat**

2. What kind of vegetable did the farmer in the story grow?
 - a. potatoes
 - b. carrots
 - c. cucumbers
 - d. corn**

3. What did the farmer do first to grow corn?
 - a. grow a sprout
 - b. plant a seed**
 - c. grind the corn
 - d. eat a tortilla

4. What grew from the sprout?
 - a. corn**
 - b. chicken
 - c. rice
 - d. beans

5. What is masa?
 - a. ground up seeds
 - b. ground up sprouts
 - c. ground up corn**
 - d. ground up tortillas

6. In the story, what delicious food was made from the masa?
 - a. popcorn
 - b. corn muffins
 - c. cookies
 - d. tortillas**

7. What is the main ingredient in tortillas?
 - a. macaroni
 - b. masa**
 - c. milk
 - d. mustard

8. Who were the main characters in the story?
- a. a fisherman, a father and a son
 - b. a firefighter, a father and a daughter
 - c. a farmer, a mother and a daughter**
 - d. a forester, a mother and a son
9. Who made the tortillas?
- a. the father
 - b. the mother**
 - c. the farmer
 - d. the girl
10. At the end of the story, who ate the tortilla?
- a. the father
 - b. the mother
 - c. the farmer
 - d. the girl**