

# THE DAY IT SNOWED TORTILLAS

## LANGUAGE ARTS BY ANGELICA OROZCO

### Introduction

As part of our unit, the students will be reading different tales from the book, "*The Day It Snowed Tortillas*." After reading "*The Day It Snowed Tortillas*," the students will identify the main idea, characters, setting, and put the story in sequence order.

### Outcomes

1. Upon completion of this lesson, the students will put in sequential order the relevant events in the tale "*The Day It Snowed Tortillas*."

### Standard

1. Language arts standards and performance objective (grades 1-3):
  - Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature.

### Resources And Materials

- Book: *The Day It Snowed Tortillas* by Joe Hayes
- Chart paper
- Long rectangular pieces of butcher paper
- Scrap paper
- Scissors
- Crayons
- Markers
- Glue
- An example of what is expected of the final project.

### Preparation

Before this lesson have a good sample of a finished project. Show the sample to students when you are giving instructions. After instructions, ask students to create their own illustration.

## Process

1. Give each student a copy of the book entitled, "*The Day it Snowed Tortillas.*"
2. Sit in a circle in the reading area for easier monitoring of who's reading and who's not. The teacher will read aloud and students will follow along. As you read, ask questions for understanding and to clarify new vocabulary to limited English speakers. Some questions might be as follows: Who is the story about? Was he good at his work? Did he go to college? How do you know that? What does the word "clever" mean? What was the bag full of? What did the wife tell the husband to do with the gold? What would you do?
3. After we finish reading the story, the students will summarize the story and the teacher will write what the students say on the chart paper. When this is completed, the teacher will ask the students to review the summary and indicate verbally whether the summarized statements are significant events in the story.
4. Teacher will ask students if they like to play with puzzles. Motivate students by saying that they are going to be forming a puzzle with the story.
5. Instruct students that in order for them to form the puzzle correctly they will need to know what happened in the beginning, middle, and end of the story.
6. Form groups of four and go over rules when working in a cooperative group.
7. Students need to put the sentences that are listed on the chart in sequential order, leaving a 7 inches space between sentences so that latter they are able to illustrate their sentence.
8. After 25 minutes tell students that they have 5 more minutes to finish coloring their last illustration. When this time is up and students are cleaning, gather their "puzzles" and staple them on the wall for everyone to see.

## Assessment

Observe students' participation while reading and then later while doing the project as a cooperative group. All students must be involved either by writing, drawing and/or coloring. All final projects should be 100% accurate, in the sequential order, and pictures should relate to their sentences. I will have a clipboard and check-off student participation.

## Extensions / Modifications

- For lower grades...
  - Have students draw pictures in sequential order and/or have the sentences typed and cut and allow students to place them in sequential order.
  - Teacher reads story aloud and students only listen.
  - Act out story in a skit or puppet show instead of requiring any writing or

illustration assignments.

**Multiple Intelligences:**

- Spatial
- Kinesthetic
- Visual
- Verbal/Linguistic
- Interpersonal