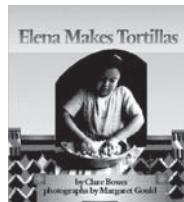


Elena Makes Tortillas

by Clare Bowes
photographs by Margaret Gould



Book Summary

Elena Makes Tortillas is a simple procedural book about making tortillas.

Features of the Book

- Two levels of text – body text and typical recipe language.
- Consistent placement of text.
- The high-frequency words – “Some,” “it,” and “to.”
- The exclamation points on page 12.
- The use of illustrations and photographs.
- The range of simple verbs – “press,” “pat,” “cook,” and “roll.”
- The recipe on the inside back cover.

Purpose

Elena Makes Tortillas can be used in a guided reading setting to introduce the following skills and strategies:

- practicing pointing one-to-one as each word is read;
- using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words;
- encouraging reading using expression to increase understanding;
- recording the main points from the story.

Introducing the text

Look at the cover together.

- *What do you think this girl could be doing?*

Read the title and cover text to the group.

Let the children talk about their own experiences of eating tortillas and other Mexican food.

- *Who has eaten tortillas? Do you know how to make them?*
- *What do you eat with them?*

Make a list of cooking ingredients that the children know. Make sure that “flour” (masa harina) and “water” are included.

Reading the text

- Practicing pointing one-to-one as each word is read.
- Using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words.
- Encouraging reading using expression to increase understanding.

Look at the title page.

- *What is Elena doing now?*
- *Why do you think she is doing that?*

Pages 2 and 3

- *What is Elena using?*
- *Can you tell what she is pouring into the bowl?*

Pages 4 to 11 – Discuss the next steps in the tortilla making on each page. Mime the actions as you go.

Page 12 – Now it’s time to eat!

- *How do Elena and her mother feel?*

Point out the recipe. We will find out about this later.

Children now read the book independently.

Revisiting the text

Discuss the steps in making another recipe the children are familiar with and record them together on the board.

Following Up

- Recording the main points from the story.

► Rewrite the text together in the form of a story map. The children could work in pairs to illustrate the steps.

■ **Complete the blackline master opposite.**