

# 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:

- S** practicing pointing one-to-one as each word is read;
- S** using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words;
- S** encouraging reading using expression to increase understanding;
- S** 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

- S** Practicing pointing one-to-one as each word is read.
- S** Using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words.
- S** 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

**S** 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.

**B** Complete the blackline master opposite.