

Big Moon Tortilla

Author	Sue Wahlund
Grade Level	1
Duration	2-4 class periods

National Standards	AZ Standards	Arizona Social Science Standards
GEOGRAPHY Element 2: Places and Regions 4. The physical and human characteristics of places.	ELA Reading Key Ideas and Details 1.RL.1 Ask and answer questions about key details in a text. 1.RL.3 Describe characters, settings, and key events in a story. Writing Production and Distribution of Writing 1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Language Conventions of Standard English 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	The use of geographic representations and tools helps individuals understand their world. 1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

Overview

Understanding your physical and cultural environment is a process that will continue throughout life. The process can easily begin with first grades, using children's literature as a springboard, to learn about themselves.

Purpose

In this lesson, will learn about the physical features of the Arizona Desert and cultural features such as family traditions through reading and doing activities based on the book, *Big Moon Tortilla*.

Materials

- *Big Moon Tortilla* by Joy Cowley

- Projection device
- Chart paper or white board
- Arizona's Indian Reservations
https://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf
- Template for student book: "In the desert I see a _____"
- Template for title page of student book
- Big Moon Tortilla Homework Assignment
- Menu Page worksheet
- Templates for Problem Solving Wheel
- Card stock
- Animal Artwork for Problem Solving Wheel
- Brads, scissors, and coloring tools
- Scoring Guide

Objectives

1. The student will be able to identify physical features in the Arizona desert.
2. The student will be able to compare the family tradition in the story with his or her own family traditions.
3. The student will be able to solve a problem using the information in the story.

Procedures

Background knowledge needed for this lesson: Students should be familiar with some physical features of the Arizona desert. Suggestions for books include: Don't Call Me Pig by Conrad Storar, Cactus Hotel by Brenda Z. Guiberson, Around One Cactus by Anthony D. Fredericks, The Seed and the Giant Saguaro by Jennifer Ward, and C is for Coyote by Andrea Helman.

SESSION ONE

1. Discuss the setting of the story *Big Moon Tortilla* by using a KWL chart. The story takes place in the southern Arizona desert on the Tohono O'odham reservation.
2. Project the Arizona's Indian Reservations map https://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf to identify and locate where the Tohono O'odham tribe lives.
3. On chart paper or on the whiteboard, have students describe physical features (natural not man-made) of the Arizona desert including animals, plants, and climate.
4. Discuss some key vocabulary before reading the story. Vocabulary words could include: tortillas, mountain lion, eagle, desert, and healing. Project images if desired. Add vocabulary words to the word wall.
5. Project the illustrations and read story to students and ask students if they can add anything to the brainstorming chart concerning the physical features of the Arizona desert.
6. End the session by having students pick a physical feature from the chart and explain what it is to the class.

SESSION TWO

1. Reread the story *Big Moon Tortilla* or show the YouTube video *Big Moon Tortilla* (7.27 min) <https://www.youtube.com/watch?v=Jvjd6jkyEbM/>
Add any additional desert features to the brainstorming chart.
2. Explain to students that they will be writing their own Arizona desert book using physical features from the brainstorming chart. Model a page with the students before distributing their individual papers.

- Example: In the Arizona desert I see a cactus. On the extra lines write--Cactus do not need much water so they can live in the desert. Then draw in the blank space, a cactus with a desert landscape surrounding it.
4. Distribute 3 to 5 pages to each student. Add the title page and staple book.
 5. End the session by discussing Marta's special food--tortillas. Introduce the concept of a special food being associated with a "family tradition" (i.e. turkey on Thanksgiving, homemade decorated sugar cookies for Christmas, special dinner for a birthday, etc.).
 6. Distribute the Big Moon Tortilla Homework Assignment. Model the homework assignment with students using the story Big Moon Tortilla. Explain that students will have more information than the story since the story only gives limited information.

Example

Name of Food: Tortillas
 Who is there? Marta, grandmother
 What is the food like? Tortillas are made of ground corn that is rolled (or patted) into a thin round shape.
 When is it eaten? anytime, after school
 Where do you eat it? Marta's home
 Why is this food important? What is the tradition? Marta's grandmother was making these because tortillas are a special snack for Marta
 How is this food made? Did this food/recipe originate in another country or area of the U.S? Tortillas originated in Mexico and then share a recipe.

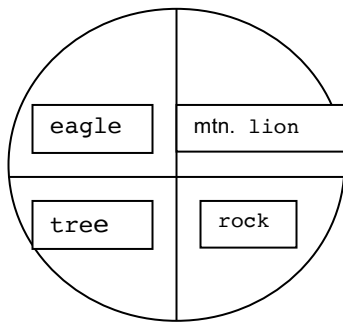
SESSION THREE

1. As a class, share what food(s) are special to their families based on the homework assignment. List these foods on the board or on chart paper.
2. Explain to students that they are putting together a "Class Menu Book" using the homework assignments.
3. Each student will complete a Menu Page using the information from the homework assignment. After completing the written portions of the page, students will draw/color a picture related to the family tradition.
4. End the class by students sharing their completed Menu Page with the class before the pages are compiled into the class book.

SESSION FOUR

1. Reread *Big Moon Tortilla* paying close attention to Marta's problem and her solution for solving the problem.

2. Identify the problem and discuss the possible solutions to the problem. Also explain that Marta's grandmother uses a special "healing song/story" to help Marta solve her problem. This healing song/story is based on an old Native American saying. See author's note at the end of the book.
3. On chart paper write down the problem. Problem: Marta's homework is ruined, and her glasses are broken.
4. Discuss each possible solution and write them on the chart paper. Write the solutions in 4 sections in a divided circle to model the follow-up activity. "What would Marta do if she solved this problem like a rock?" Or "If Marta was like a rock, what would she do?" Go through each of the 4 solutions with the class. Discuss Marta's choice (an eagle) and how that solution solved Marta's problem.



5. Distribute the top and bottom of the Problem Solving wheel. Directions for the Wheel:
 - Write the four words on the lines (eagle, rock, tree, mountain lion) on the bottom portion.
 - Illustrate each of the 4 sections, using the artwork provided (coloring & gluing them on the wheel).
 - Decorate or just write the title on the top of the Problem Solving Wheel.
 - Cut out both circles and put the top and bottom together with a brad.
6. Students will choose which of the 4 options they would have picked for Marta. Students can write down their choices, share them orally with the class, or share them with a partner. Encourage students to explain their choices.

Assessment

ELA

The Problem Solving Wheel can be graded for completeness (5 points) and orally telling which solution they selected and why (5 points). Mastery will be considered at least 7 of the 10 points possible.

The Menu Page can be graded for neatness, spelling, and creativity (5 points each). Mastery will be considered a score of 12 points of the 15 points possible.

ELA and Geography

The Arizona Desert Book can be assessed for complete sentences, correct spelling of common words, illustrations of desert features, neatness, and creativity (5 points each). Mastery will be considered a score of 20 points of the 25 points possible.

Extensions

The pages of the "In the desert I see" book could be made into a counting book: In the Arizona desert I see one eagle, In the Arizona desert I see two saguaro cacti, etc.

Students will discuss school or class problems and try to solve them using the Problem Solving Wheel.

Sources

Book: Big Moon Tortilla by Joy Cowley. Boyds Mills Press, Honesdale, PA. 1998
ISBN 978-1-59078-037-4

Suggested Books

Around One Cactus by Anthony D. Fredericks. Dawn Publications, Nevada City, CA
2003 ISBN 1-58469-052-6

C is for Coyote by Andrea Helman. Rising Moon, Flagstaff, AZ 2002 ISBN 0-87358-798-7

Cactus Hotel by Brenda Z. Guiberson. Henry Holt & Co., New York, NY 1991 ISBN 978-0-8050-2960-4

Don't Call Me Pig! By Conrad J. Storad. Resort Gifts Unlimited, Inc., Tempe, AZ 1999 ISBN 1-891795-01-5

The Seed and the Giant Saguaro by Jennifer Ward. Rising Moon, Flagstaff, AZ 2003 ISBN 0-87358-845-2

Graphics (artwork/drawings) for the Problem Solving Wheel by Diane Fales. Permission granted for classroom use