**Farmington Area Public Schools**

Literacy Read-Aloud Teaching Texts Mini Lesson Ideas

***Third Grade Texts***

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| **Title/Author** | **Reading Mini Lesson Ideas** | **Writing Mini Lesson Ideas** | **Language Mini Lesson Ideas** |
| **She Loved Baseball: The Effa Manley Story****Audrey Vernick** | * Recognizing character traits and providing evidence from the story to defend.
* Synthesizing - determining the important information to help me understand the big picture of what I’m listening to or reading
* Qualities of historical fiction
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| **Energy Island****Allan Drummond** | * Understanding how to use reading skills in nonfiction texts
* Current events
* Text to World Connections – What can we do to be global citizens?
* Social Studies connections – Communities
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| **The Big Wish****Carolyn Conahan** | * Determine a theme of a story from details in the text; summarize the text.
 | * Writing using lists
 | * Comma usage
* Dialogue usage
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| **Dave the Potter****Laban Carrick Hill** | * Using clues from the text to infer the meaning of unknown words and concepts.
* Asking questions before, during, and after I read or discussing a text to help better understand what I am learning.
* Using visualizing to gain a deeper understanding of the story.
 | * Using interesting language to engage the reader.
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| **The Junkyard Wonders****Patricia Polacco** | * Analyzing character traits and providing evidence to support trait.
* Comparing and contrasting strengths and weaknesses of the characters
 | * Qualities of personal narrative texts
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| **All the Way to America****Dan Yaccarino** | * Making connections to family traditions
* Comparing and contrasting other cultures to their own
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| **Nasreen’s Secret School****Jeanette Winter** | * Compare and contrast experiences with the character and the Civil Rights movement.
* Discuss a theme from the story (ex. How cultural changed happen over time or Equal Rights)
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| **Pemba Sherpa****Olga Cossi** | * Using inferential thinking skills to make predictions before, during, and after reading the text.
* Analyze characters and how they evolved through a story.
* Using Synthesizing skills to determine important information
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| **Silent Music****James Rumford** | * Cultural diversity
 | * Making connections with cursive writing
* Qualities of a personal narrative and a writer’s notebook
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| **Twilight Comes Twice****Ralph Fletcher** | * Determining the theme of the text and providing supporting evidence
 | * Using interesting vocabulary in writing
* Importance of description and detail in writing
 | * Importance of word choic
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| **Giant Steps to Change the World****Spike Lee and Tonya Lewis Lee** | * Provides a platform for computer research and timelines for social studies
* Determine the main idea of a person from the book and explain how it is supported by key details; summarize the text.
* Qualities of a biography
 | * Writing informational texts with important facts
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| **The Way to Start a Day****Byrd Baylor** | * Structural elements
* Point of View
* Qualities of poetry/drama
* Compare and contrast the themes, settings, and plots of texts.
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| **New York’s Bravest****Mary Pope Osborne** | * Analyzing character development through the story
* Explain how specific aspects of text and illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)
* Using inferring strategies to make predictions.
* Synthesize information from the text to create own point of view.
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