**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 |  |  |
| **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 |  |  |
| **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 |
| **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. |  |
| **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 |  |
| **All the Way to America**  **Dan Yaccarino** | * Making connections to family traditions * Comparing and contrasting other cultures to their own |  |  |
| **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) |  |  |
| **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 |  |  |
| **Silent Music**  **James Rumford** | * Cultural diversity | * Making connections with cursive writing * Qualities of a personal narrative and a writer’s notebook |  |
| **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 |
| **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 |  |
| **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. |  |  |
| **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. |  |  |