**Farmington Area Public Schools**

Literacy Read-Aloud Teaching Texts Mini Lesson Ideas

***First Grade Texts***

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| **Title/Author** | **Reading Mini Lesson Ideas** | **Writing Mini Lesson Ideas** | **Language Mini Lesson Ideas** |
| **Raj the Bookstore Tiger****Paige Keiser** | * Looking at how word choice matters
* See the power of our own thinking when we are reading
* Fluency Practice – Read like you talk
 | * Using personification in writing
 | * Utilizing dialogue
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| **A Sick Day for Amos McGee****Phillip C. Stead** | * Making inferences to predict what happens next
* Discussion of the elements of fantasy
* Making connections with friendships
 |  | * Use of parentheses in writing
* When the use of ellipses is appropriate
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| **Daft Bat****Jeanne Willis** | * Find important moments in the story concerning the character and think deeply about them
* Inferring the meaning of words
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| **Perfect Square****Michael Hall** | * Using visualization to help make predictions
* Inferring word meaning
* Analyze how the character develops over time
* Determining the theme (central message) of the text
 |  | * Verbs
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| **Questions, Questions****Marcus Pfister** | * Readers ask wondering questions to learn new things
* Questioning is part of observation (science connection)
 | * Writing a question
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| **City Dog, Country Frog****Mo Willems** | * Using questions to predict what may happen next
* Making inferences about the characters feelings
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| **The Watcher****Jeanette Winter** | * Making Connections to the character
* Analyzing character traits and evidence from the story that supports that trait
* Inferring word meaning
 | * Research that is needed when writing informational texts
 | * Common and proper nouns
* Verbs
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| **Orange Peel’s Pocket****Rose Lewis** | * Making predictions while reading texts
* Observing how a character develops over time in a story
* Retelling a story with main events in sequence
* Making connections to experiences similar to the main character
* Determining the theme of the text
 | * Writing an all about book – the process of doing research
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| **Interrupting Chicken****David Ezra Stein** | * Bringing in background knowledge – fractured fairytale
 | * Use of speech bubbles
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| **Running Shoes****Frederick Lipp** | * Describe characters, settings, and major events in a story, using key details from the book
* Compare and contrast the experience of the character in the story with another character from another book (possible text The Watcher)
* Asking questions before, during, and after the story to help guide understanding.
* Using text codes to track your thinking as you are reading the story.
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| **Tony Baloney****Pam Munoz Ryan** | * Using details in the story to describe the Tony. What traits would describe him
 | * Writing a small moment story
 | * Ways authors use different sizes of words to convey meaning
* What authors do when they write dialogue.
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| **My Name is Not Isabella****Jennifer Fosberry** | * Identify words and determine why the author chose those words for the story
* Making connections with character traits of the historical people in the book. Bring experiences that are similar to the characters.
 | * Writing using a repetitive pattern to tell the story.
 | * What authors do when they write dialogue.
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