**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 |
| **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 |
| **Daft Bat**  **Jeanne Willis** | * Find important moments in the story concerning the character and think deeply about them * Inferring the meaning of words |  |  |
| **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 |
| **Questions, Questions**  **Marcus Pfister** | * Readers ask wondering questions to learn new things * Questioning is part of observation (science connection) | * Writing a question |  |
| **City Dog, Country Frog**  **Mo Willems** | * Using questions to predict what may happen next * Making inferences about the characters feelings |  |  |
| **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 |
| **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 |  |
| **Interrupting Chicken**  **David Ezra Stein** | * Bringing in background knowledge – fractured fairytale | * Use of speech bubbles |  |
| **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. |  |  |
| **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. |
| **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. |