**Farmington Area Public Schools**

Literacy Read-Aloud Teaching Texts Mini Lesson Ideas

***Second Grade Texts***

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| **Title/Author** | **Reading Mini Lesson Ideas** | **Writing Mini Lesson Ideas** | **Language Mini Lesson Ideas** |
| **The Sandwich Shop**  **Kelly DiPucchio** | * Using descriptive words to help create a picture in the mind of the reader. * Recognize how some stories have conflict resolution situations in them. |  | * Use of dialogue in texts. |
| **Cloudette**  **Tom Lichtenheld** | * Determine the central message, lesson or moral of the text. * Using sequencing of events to retell a story. * Examine cause and effect relationships. | * Discuss the placement of text by authors. * Use of speech bubbles in texts | * Use of quotation marks in dialogue. |
| **A Night on the Range**  **Aaron Frisch** | * Determine significant events in the story. * Retell the story including key details and determine the theme of the story. * Analyze the qualities of descriptive texts | * Example of All About Books – “What I know about…” | * Using interesting words helps the reader get into the story. |
| **The Honeybee Man**  **Lela Nargi and Kyrsten Brooker** |  |  |  |
| **You’re Finally Here!**  **Melanie Watt** | * Use of expression in text. Read with expression to help with understanding of the text. |  | * Use of punctuation * Use of dialogue |
| **The End**  **David LaRochelle and Richard Egielski** | * Observing cause and effect relationships. * Determining the meaning of words in texts * Qualities of fairytales | * Example of descriptive writing * Mapping out a story |  |
| **Olivia’s Birds Saving the Gulf**  **Olivia Bouler** | * Identify Non Fiction text features and how they help you better understand the story. | * Authentic example of an All About Book |  |
| **Goal!**  **Mina Javaherbin** | * Making inferences * Determining theme of the text * Compare and contrast the characters or events in the story. * Retelling stories, including key details. * Synthesizing - use my background knowledge, illustrations, and the text to make meaning. * Making connections between what you read and experiences you have |  |  |
| **Testing the Ice**  **Sharon Robinson** | * Qualities of biographical texts. * Compare and contrast with another book that shows bravery (ex. – Brave Irene) | * Use of real life experiences to help tell a story. |  |
| **Four Feet, Two Sandals**  **Karen Lynn Williams and Khadra Mohammed** | * Using evidence from the story to determine the theme of the text. * Acknowledging the different perspectives or points of view of the characters * Determining the theme of the text (friendship and teamwork). Compare and contrast with texts with similar themes. |  |  |
| **Getting Through Thursday**  **Melrose Cooper** | * Determining cause and effect relationships in the text. * Retelling stories including characters, settings, and major events in the story. |  |  |
| **The Goblin and the Empty Chair**  **Leo and Diane Dillon** | * Readers visualize by creating a picture in their mind as they are reading. * Readers use clues from the text to predict what has happened. * Retelling stories including characters, settings, and major events in the story. * Readers make connections between different things they listen to and read. * Readers use clues from the text to infer the meaning of words. |  |  |
| **Sand Straight, Ella Kate**  **Kate Klise and M. Sarah Klise** | * Comparing character traits with characters from other stories. * Readers make connections with other texts they have read before. * Looking at the traits of biographical texts. * Developing character maps analyzing character traits and the evidence to support them. * Using strategies to determine word meaning. |  | * Use of figurative language |