

## Strategy Based Mini-Lesson

S-Skills or Strategies

M-Management

L-Literary Analysis

Explicit Lesson Focus:

Type of Mini-Lesson

S M C

Student Learner Expectations:

### Materials

#### Direct Explanation

Explain what the strategy is and why and when to use it.

#### Model or Demonstrate

Explain how to use the strategy.

#### Guided Practice

Scaffold the use of the strategy.

#### Apply the Process

Use the strategy.

## Strategy Based Mini-Lesson

**S**-skills and strategies      **M**-management      **L**-literary analysis

**Explicit Lesson Focus:** Using Graphic Organizers for Ideas and Details

**Type of Mini-Lesson**

**S   M   L**

**Student Learner Expectation:**

**R.9.2.9.** Determine a text’s main idea and how those ideas are supported with details.

<p><b>Materials</b></p>	<p><i>Images Magazine</i>, Volume 4, Number 1, “Nature”                  Ideas/Details transparency                  Ideas/Details recording sheet for each student</p>
<p><b>Direct Explanation</b>                  Explain what the strategy is and why and when to use it.</p>	<p><i>When we are reading non-fiction, it is necessary to find the important ideas within segments or paragraphs. Then we need to find the supporting details so that we can better understand what we are reading about. I think it is important even for third graders to learn how to find the main idea and the details that support the main idea as they read. This will help you to remember what is important in what you’ve read.</i></p>
<p><b>Model or Demonstrate</b>                  Explain how to use the strategy.</p>	<p><i>I am going to model for you how to think about what is important and show you how to take notes as you read.</i></p> <p><b>Before:</b> Activate Background Knowledge about the Southwest. Preview the beginning portion of the text using captions and pictures. Determine the purpose for reading based on title and headings. (How do plants and animals survive in the Southwest desert?)</p>
<p><b>Guided Practice</b>                  Scaffold the use of the strategy.</p>	<p><b>During:</b> Begin reading pp. 22-24, thinking aloud and using the transparency of the Ideas/Details graphic organizer. Demonstrate how to read the first paragraph and think aloud how to determine the main idea. Share with students how to fill out the graphic organizer by writing down the main idea of that paragraph. The topic is <i>Desert Tortoise</i> and the topic sentence is: <i>The desert tortoise is an animal that survives in the desert climate.</i> Then, think aloud how the desert tortoise survives and show students how to fill in the details side. Be sure to demonstrate how each section should only contain words and phrases as opposed to complete sentences. For example, details for the desert tortoise: <i>stores water in its shell, uses the water later when there is no rain.</i> Repeat this process with the next paragraph for demonstration.</p>
<p><b>Apply the Process</b>                  Use the strategy.</p>	<p>Pass out graphic organizers for students. Have students practice by reading the next paragraph aloud to them. Stop to discuss with the group what the main idea of the third paragraph is. Conduct whole group discussion as to what the supporting details are and have them fill in the details on their graphic organizer. Repeat this collaborative process until they have completed all but one idea/details section.</p> <p>Have students fill out the fourth Idea/Detail section of the graphic organizer with an animal of choice from the remainder of the article as you read aloud.</p>

## Strategy Based Mini-Lesson

<b>Explicit Lesson Focus:</b> Summarizing	<b>Type of Mini-Lesson</b> <b>S</b> <b>M</b> <b>L</b>
<b>Student Learner Expectation:</b> <b>R.9.2.12.</b> Summarize major points of a text	
<b>Materials</b>	Completed graphic organizer for the “In the Desert” article Chart paper or a transparency for a ‘write-aloud’
<b>Direct Explanation</b> Explain what the strategy is and why and when to use it.	<p><i>A summary helps us to tell about the important information we have read and we tell it in our own words in writing or speaking. In summarizing, we only tell the important part. This helps us to weed out anything else that is not important. This will help us remember just what is most important about a topic.</i></p> <p><i>We will use our Ideas/Detail graphic organizer about the Living Desert to help us summarize what we have read.</i></p>
<b>Model or Demonstrate</b> Show to use the strategy.	<p><i>First, we take an important idea and write a topic sentence using our own words. The teacher will model writing aloud using chart paper or onto a transparency. <u>A desert tortoise survives the hot and dry climate of the Southwestern desert in several ways.</u></i></p> <p><i>Then, we choose one detail to elaborate on our important idea. <u>One way the tortoise survives is by storing water and fat from fruit in its hard shell.</u> Continue to model, <u>The tortoise then can use those stored supplies when there is no food or water available.</u></i></p>
<b>Guided Practice</b> Scaffold the use of the strategy.	<p>Continue this same procedure yet encourage participation and suggestions from the students as they share their important ideas and details from their own graphic organizers.</p> <p>(To ensure a successful lesson, it is best if the graphic organizers have been previewed by the teacher prior to the lesson.)</p>
<b>Apply the Process</b> Use the strategy.	<p>Students will practice the strategy using their own Ideas/Details graphic organizer from previous lesson. They will use the Important Idea and Details they generated independently to write their summary.</p>

## Strategy Based Mini-Lesson

**S-skills and strategies**

**M-management**

**L-literary analysis**

**Explicit Lesson Focus:** Answering Questions      Type of Mini-Lesson

**S    M    L**

**Student Learner Expectation:**

**R.9.2.5.** Locate information within the text to answer literal and inferential questions

**Materials**

Passage from *The Skirt* by Gary Soto  
*Put Reading First*, p. 52

**Direct Explanation**

Explain what the strategy is and why and when to use it.

*Good readers ask themselves questions as they read. Some answers are found in the text, and some answers come from the reader's prior knowledge. By asking questions and thinking about the answer, the reader becomes aware of whether they understand what they are reading or not. Listen as I reread this passage from The Skirt for the purpose of answering questions about the text.*

**Model or demonstrate**

Show how to use the strategy.

***“After stepping off the bus, Miata Ramirez turned around and gasped, ‘Ay!’ The school bus lurched, coughed a puff of stinky exhaust, and made a wide turn at the corner. The driver strained as he worked the steering wheel like the horns of a bull.***

***Miata yelled for the driver to stop. She started running after the bus. Her hair whipped against her shoulders. A large book bag tugged at her arm with each running step, and bead earrings jingled as they banged against her neck.***

***‘My skirt!’ She cried loudly. ‘Stop!’”***

*I put a sticky note here, asking myself, “Did Miata try to get the driver to stop?” When I look back at the text I see the words **“Miata yelled for the driver to stop.”** The answer to my question is **yes** and it's right there in the text.*

*Another sticky note has the question “Why did Miata want the driver to stop?” The text tells me that as Miata runs after the bus, she yells **“My skirt! Stop!”** Now I understand that she remembers that she has left her skirt on the bus. To answer this question I have to get information from different parts of the text.*

**Guided Practice**

Scaffold the use of the strategy.

*Another question is “Was the skirt important to Miata?” I know Miata is trying to get the driver to stop. I don't think she would have been running after the bus if she didn't want it back. This is a “think” question because I can't locate the answer in the book. I have to “think” about what I read and what I already know to come up with the answer. If the skirt weren't important, she wouldn't have tried to get it back.*

**Apply the Process**

Use the strategy.

Use another portion of the text to guide students to answer questions.

*As you are reading during independent reading time, and have questions about your text, go back and look in your text for the answer. If the answer isn't in the text, think about what you already know to help you answer your questions. As your questions are answered, you will understand the story better, and if they are not answered, you will need to try something else.*

Adapted from *Put Reading First*

## Strategy Based Mini-Lesson

**S-skills and strategies**

**M-management**

**L-literary analysis**

**Explicit Lesson Focus:** Generating Questions

**Type of Mini-Lesson**

S   M   L

**Student Learner Expectation:**

**R.9.2.6.** Ask others questions that seek elaboration and justification.

**Materials**

*Images Magazine, Volume 4 No. 1 “In the Desert”*  
chart paper for anchor chart  
sticky notes for teacher and students

**Direct Explanation**

Explain what the strategy is and why and when to use it.

*When we are reading, we sometimes have questions about what we’ve read. The kind of thinking that you have to do to come up with really good questions helps you combine what you’ve read with what you already know. It also helps you understand and remember what you have read. There are two types of questions that I want you to learn how to write. Thin questions can be answered by finding specific facts or information in what you have read. They have short answers and don’t require you to use what you already know. Thick questions require you to connect information in the text with things you already know. This kind of thinking helps you understand more of what you’ve read.*

**Model or Demonstrate**

Show how to use the strategy.

*In our **Images** magazine, there is a small inset about Camels on page 29 that I will use to model for you how to generate questions and determine if they are thick or thin questions. I have already read this selection and have my questions recorded on sticky notes.*

Read the inset about Camels on p. 29 and share questions below:

- When did the Army import camels to the United States?
- I wondered what the author meant when she said Camels were often called ships of the desert?
- I was also wondering why the Army needed camels for desert duty?

**Guided Practice**

Scaffold the use of the strategy.

*The first question helps me remember an important fact. The answer is stated in the text and the answer is a short answer, 1856. Because of this, I know it is a thin question, which helps me to remember an important fact. For my second question, I used my prior knowledge and what I read in the text in the first and second sentences to come up with my answer. Therefore, I know this is a thick question because I know that a ship carries heavy loads and the author referred to the camel as a ship. For my last question, I had to use my prior knowledge about the Army and the desert. I had to put that prior knowledge with the text and decide that the Army trains their soldiers in all types of climates such as a desert. The Army must have wanted their soldiers to use camels to carry their supplies in the desert.*

**Apply the Process**

Use the strategy.

Give students a sticky note and reread the passage for them to generate a question they may have. Discuss two to three of their questions and discuss with the group if their question is a thin question that will help them to remember facts or if it is a thick question that requires the use of prior knowledge and context clues.

*As you are reading today, I want you to generate at least one question to share with the class during our share time.*