

Unit 4

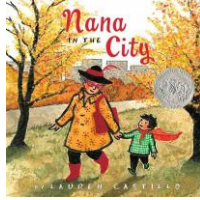


Week 2

## ***Nana in The City Read Aloud***

### **Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



### **Materials:**

- *Nana in the City*

### **Vocabulary:**

- apartment
- booming – growing quickly
- brave – not afraid
- bustling – moving quickly
- busy – full of activity
- cape
- city – a large town
- extraordinary –really great
- nana – grandmother
- rumble
- scary – causing fear

### **First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking..."

"I have a new story to read today and the title is *Nana in The City*. The author, the person who wrote the words, is Lauren Castillo and she is also the illustrator, the person drawing the pictures."

"Here we see a boy wearing a red cape walking hand-in-hand with his grandmother, his Nana, in the city she lives in. The boy likes to visit his nana, but the city scares him. Let's read and see if he is still afraid after his visit."

"**Bustling, booming, and extraordinary**--really great."

"Nana likes how big the city is and how fast everything is moving in the city."

"At night the room **rumbles**-- makes low sounds-- and **shakes**"

"Nana had knitted him a cape made with red yarn."

*Show cover, pointing to the title, author, and illustrator's names.*

*Introduce the main character and the story problem, using the illustrations on the cover.*

*pgs. 7-8 Point to sledgehammer and whistle.*

*pgs. 9-10 Point to graffiti and dog.*

*pgs. 13-14*

*Comprehension aside/Vocab support*

*Gesture.*

*p. 17 Read, followed by comprehension aside.*

*pgs. 24-25 Point to musical instruments and boom box.*

### **Discussion Questions(s):**

- Why did the \_\_\_\_\_(subway, music, etc.) scare the boy?
- Do you think this was the first time the boy visited his Nana in the city? Why or why not?

### **Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We read this book yesterday (or last week or a few days ago) and I know you remember it...”

“We remember that, at first, the boy was scared of all the unfamiliar things he saw and heard when he visited his grandmother in the city. The next day Nana showed him that the city wasn’t so scary at all. Let’s read the story again.”

“In big cities you can get on a subway train. This train goes through a tunnel under the ground and stops at different places in the city. I don’t think that the boy lives in a city himself because he looks scared to go down the stairs to the subway.”

“The boy is covering his ears with his hands to block the loud noises from the jackhammer, whistle and traffic. I can see by looking at his face that he doesn’t like the loud city noises.”

“The boy holds on tight to his grandma. I think the stranger, the dogs, and all the unfamiliar things you can see in a city like the smoke stack and murals—pictures on the walls—scare him.”

“The boy can’t imagine why his grandmother likes living in this scary city.”

“The boy can’t fall asleep because the city is still noisy at night. The subway trains and traffic even

*Take the responses the children give you and read and underline the title again.*

*pgs. 9-10 Re-orient children to the book.*

*pgs. 3-4 Point to the subway sign.*

*pgs. 7-8 Read, followed by comprehension aside.*

*pgs. 9-10 Read, followed by comprehension aside.*

*pgs. 11-12 Read, followed by comprehension aside.*

*pgs. 15-16 Read, followed by comprehension aside.*

make the apartment shake a bit. I think Nana looks concerned because her grandson is afraid.”

“We know that Nana has an idea here. She is knitting a cape for the boy to help him feel brave.”

“The city is busy, but it doesn’t look like the boy is scared anymore. He isn’t holding on to his grandmother but is running ahead.”

*p. 18 Comprehension aside.*

*pgs. 25-26*

*p. 33 Point to the boy in the apartment.*

### **Discussion Questions(s):**

- Do you think that Nana needed the red cape that the boy gave to her when he left? Why?
- The boy was no longer afraid when he left the city. Why?

### **Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

We have read this book twice and today we are going to talk about and tell the story together. If you know what is happening as we turn the pages, you can call out and tell us.”

*Hold up the book and show the cover. Underline and state the title.*

*Use phrases such as “We remember....” or “What is happening here?” as you point to the action on the pages.*

*Comments will be mostly in response to what children say.*

<p>“We remember...”</p> <p>“What is happening here?”</p> <p>“How do you think the boy is feeling here?” What makes you think that?”</p> <p>“And here.....”</p> <p>“Why do you think that the boy thinks that the city is not a good place to live for his Nana?”</p> <p>“But Nana...”</p> <p>“We remember....”</p> <p>“What is the boy feeling when he is wearing his red cape?”</p> <p>“And then....”</p> <p>“What is happening here?”</p> <p>“What is the boy thinking?”</p> <p>“And then...”</p>	<p><i>pgs. 1-2 Read.</i></p> <p><i>pgs. 3-4</i></p> <p><i>pgs. 5-6</i></p> <p><i>pgs. 7-8</i></p> <p><i>pgs. 9-10</i></p> <p><i>pgs. 11-12</i></p> <p><i>pgs. 13-14</i></p> <p><i>pgs. 15-20</i></p> <p><i>pgs. 21-22</i></p> <p><i>pgs. 23-24</i></p> <p><i>pgs. 25-26 Read.</i></p> <p><i>pgs. 27-32</i></p> <p><i>pgs. 33-34</i></p> <p><i>pgs. 35-36</i></p>
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**Discussion Questions(s):**

- In the Lion and The Little Red Bird, the lion had painted a mural and in the city there were pictures painted on the walls as well. How were these paintings different?

- We read a few books about children visiting their grandparents. Do you think the grandmother in *Thunder cake* lived in a city? Why (not)? How about the grandparents in *The Hello Goodbye Window*?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Questions(s):**

- Do you think that the boy would like to live in the city? Why (not)?
- The girl in *Thunder cake* was afraid just like the boy in this story. What else was similar in both stories?

<b>Suggested Transition Activity</b> First Read	<b>Literacy/Language Skills</b> Supported
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<p>Say: "I'm going to say a sound that might be anywhere in your name. For example, if I say, "/uh/" Marcia and Luca will go..., because they had /uh/ in their names: Marcia, Luca...."</p>	<p><b>Direct</b> -Phoneme segmentation</p> <p><b>Indirect</b> -Vocabulary support (positional words)</p>
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<b>Suggested Transition Activity</b> <b>Second Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I'm going to dismiss you by colors of objects in <i>Nana in The City</i>."</p> <ul style="list-style-type: none"> <li>- "If you are wearing something red like the boy's cape that made him feel brave, you may..."</li> <li>- "If you are wearing something black like the subway sign, you may..."</li> <li>- "If you are wearing something red and white striped like the smoke stack, you may...."</li> </ul>	<p><b>Direct</b> -Vocabulary support</p>

<b>Suggested Transition Activity</b> <b>Third Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I'm going to dismiss you by beginning sounds in your name."</p> <ul style="list-style-type: none"> <li>- "If your name begins with the /c/ like cape you may ...."</li> <li>- "If your name begins with /b/ like booming, you may..."</li> <li>- "If your name begins with /r/ like rumble, you may..."</li> </ul>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- Beginning sounds</li> <li>- Vocabulary support</li> </ul>

<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "Today, I will change the beginning sound in your name to /m/. For example, I would say Ms. Labby's name as Ms. Mabby. If your names begins with the /m/ sound already, I will change it to /t/."</p>	<p><b>Direct:</b> Phoneme substitution</p>