



Read Aloud: *Nana in the City*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Color can carry information.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary			Books
<ul style="list-style-type: none"> • <i>Nana in the City</i> • vocabulary word picture cards 	<p>apartment: a set of rooms where people live</p> <p>booming: growing quickly</p> <p>brave: not afraid</p> <p>bustling: moving quickly</p>	<p>busy: full of activity</p> <p>cape: sleeveless clothing that hangs over the back and shoulders</p> <p>city: a large town</p> <p>extraordinary: really great</p>	<p>nana: grandmother</p> <p>rumble: booming sound</p> <p>scary: causing fear</p>	

First Read

Preparation: *Set up materials*

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

“The title of this book is <i>Nana in the City</i> . The author and the illustrator is Lauren Castillo.”	Show cover.
“The boy visited Nana - his grandmother. Nana lived in an apartment in the city .”	
“The boy thought the busy city was scary .”	
“The city was bustling - lots of people were moving quickly - and booming - it was growing quickly.”	
“The buildings were extraordinary - really great and the subway rumbled .”	
“Nana knitted a red cape . When he wore it, the boy felt brave - not afraid - of the city .”	

Discussion Question(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:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the boy and Nana ride on the subway, Nana knits the boy a cape, the boy becomes brave).

Encourage children to use vocabulary words in context ("rumbling subway", "bustling city", etc.).

Discussion Question(s):

- Why did the boy give Nana his red cape?
- The boy got out of bed at his Nana's apartment. How is this similar to or different from when Jonathan got out of bed in *One Dark Night*?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- The illustrations in the beginning of the story are dark, and then they are more colorful. Why did the illustrator choose to do this?
- How did the illustrator depict the noises in the city?

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 Question(s):

- How do you think the boy will feel when he visits his Nana again? Why?
- How is the way the boy felt about the city similar to or different from the way Matthew and Tilly felt about the city?