# Nana Hannah’s Piano

*by Barbara Bottner*

*Illustrated by Diana Cain Bluthenthal*

## Level 6, Book 1, Lesson 1a

### Revisiting (5 minutes)

**Group Conference** Briefly discuss with students the books they have been reading independently. **Prompts:** *Who or what is your book about? Tell about your favorite part so far.*

**Note:** For this first book, the Revisiting activity each day is a group discussion of independently read books outside of this program (See pages T16 and T39 for guidelines on group conferences and independent reading.) For subsequent books, Revisiting segments often have students rereading previously read SOAR TO SUCCESS books while the teacher coaches or takes a retelling protocol or an oral reading check. (See pages T45-T53 for information on these options.)

### Reviewing (5 minutes)

**Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. Remind students that they took turns using the strategies during the introductory lesson. Call on volunteers to tell how they used each strategy. Tell students they will all take turns using these strategies again to help them read *Nana Hannah’s Piano.*

### Rehearsing (5-10 minutes)

**Introduce the Book** Show the book cover and read aloud the title, author and illustrator. Point to Nana Hannah and her grandson on the cover. Explain that “Nana” is an affectionate substitute for the word “Grandmother.” Show students the inside title page where Nana Hannah and her grandson bow to each other. Ask for suggestions about why they bow. Use the following model to predict what the book is about, based on the title and cover art.

**Teacher Model**

- **Predict** *When I PREDICT, I use what I have read or clues from the pictures to help me figure out what I will learn or what will happen in the book. The book title and the cover art help me predict that Sonny and Nana Hannah will be involved together somehow, perhaps playing her piano.*

**Students Predict** Have students predict what will happen in this book, based on the cover. Write their predictions on chart paper.

**Key Vocabulary**

*musician, practice, hopeless, quitters*

**Guided Preview/Vocabulary pages 4-7**

Use the following preview points. Emphasize key vocabulary words (boldfaced) and point to them as you speak. Tell students you are using words that will help them read the story by themselves.
<table>
<thead>
<tr>
<th>Pages 4-5: Here is Sonny. He says, “I’m not a musician.” Who do you think is the woman on the bench? What practice do you think Sonny’s missing? Look at the clock for clues. Pages 6-7: Check out Sonny’s expression. The piano teacher’s put her hand to her forehead in disgust. She tells Sonny he’s hopeless. He begs his mother to let him stop his lessons. She answers that they don’t have quitters in their family.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and Reciprocal Teaching (10-15 minutes)</strong></td>
</tr>
<tr>
<td><strong>Purpose-Setting/Predict</strong> Remind students of the predictions they made about what would happen in <em>Nana Hannah’s Piano</em>. Students will check predictions after they read.</td>
</tr>
<tr>
<td><strong>Silent Reading or Group Read-Aloud</strong> Students read pages 4-7 silently or, for this first book, listen to the section in a read-aloud. Remind them that after they read, you and they will model using strategies and take turns being the teacher.</td>
</tr>
<tr>
<td><strong>Check Predictions</strong> Call on students to reread and discuss the predictions you listed on chart paper during Rehearsing. Were their predictions accurate?</td>
</tr>
</tbody>
</table>

**Note:** Make a card of each of the Strategy Prompts (SG pp. 89-91), using a different color card for each strategy. Keep them handy so that students can use them regulary to model for one another. |

**Reciprocal Teaching**

Call students' attention to strategies listed on *Reciprocal Teaching* Posters 2 and 3. Remind students of the way they used and shared strategies during the introductory lesson. |

**Teacher and Students Model Using Strategies** Call on students to take turns modeling the strategies using the Strategy Prompts (Student Guide pp. 89-91). |

**Teacher Models** (each to be followed by student modeling)

**Note:** **SUMMARIZE** should be modeled first, then other strategies should be modeled in any order. |

**SUMMARIZE** When I **SUMMARIZE**, I tell in my own words the important things about the story--the characters, the setting, and the important events that have happened. The characters are Sonny, his piano teacher and his mother. The setting is Sonny’s house. Sonny has terrible piano lesson. He begs his mother to let him quit. She refuses. Have some students model SUMMARIZE. |

**Note:** Call on students to model after each teacher model. Make models increasingly strong as you progress through the book. Use the suggested Teacher Models as you coach. |

**CLARIFY/PHONICS** When I come to a word I don’t know, first I try to find familiar chunks I do know. To figure out this word (point to the word **practice** in the first line of page 4), I divide the word into the chunks between the consonants **prac** and **tice**. I’ll sound the letters out. It must be **prac**-. The other chunk, -t-I-c-e, might have the long or short I sound. I’ll try the long I sound---that doesn’t make sense. Now I’ll try the short I sound. That sounds right. Now I’ll read the sentence: “After school, when I want to be at softball practice…” That makes sense now. Have some students model CLARIFY/PHONICS. |

**QUESTION** When I **QUESTION**, I ask something that can be answered now that we have read this section. It helps me understand the most important parts of the story. For example, Why does Sonny say “I’m an infielder without an infield.”? |

**PREDICT** When I **PREDICT**, I think about what might happen later. Then I read to find out. I **PREDICT** that Sonny will figure out a way to play softball. Have some students model PREDICT. |
| Responding/Reflecting (5 minutes) | **Story Map** Display Story Map Poster 4 and explain that it can help students understand the different parts of a story. Have students tell what they know so far about the setting, the characters, and the events.  
Model adding information to the **Setting** and **Characters** boxes on the Story Map poster.  
Model adding information to the **Problem** box; for example: *I know that Sonny feels terrible about his piano lessons and his teacher. So the problem I will write is: Sonny’s mother wants Sonny to learn to play the piano, but Sonny just wants to be an infielder.*  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond</strong> Discuss Reflection #1 on Student Guide page 5 with students, and then have them write and share their own responses: <em>How do you think Sonny felt after his piano teacher told him he was hopeless? Explain.</em></td>
<td><strong>Strategies Discussion</strong> Students briefly discuss how using the strategies helped them read the first section of <em>Nana Hannah’s Piano.</em> <strong>Prompt:</strong> <em>Did anyone use CLARIFY? How did it help you?</em></td>
</tr>
</tbody>
</table>