# Nana Hannah’s Piano by Barbara Bottner
Illustrated by Diana Cain Bluthenthal

## Level 6, Book 1, Lesson 1b

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<th>Activity</th>
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<td><strong>Revisiting</strong> (5 minutes)</td>
<td><strong>Group Conference</strong> Students discuss the books they have been reading independently. <strong>Prompt:</strong> Let’s look at the books you are reading. How are they alike or different from one another?</td>
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| **Reviewing** (5 minutes) | **Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. For each strategy, ask a volunteer to tell quickly how it is useful.  
**Teacher Models Summarize Help** students use Story Map Poster 4 to summarize what has happened in the story so far. |
| **Rehearsing** (5-10 minutes) | **Teacher Model**  
- **Predict** When I PREDICT, I use clues from the pictures or what I have read to help me figure out what will happen next. After reading pages 4-7, I predict that this part will be about Sonny trying different ways to quit his piano lessons.  

**Students Predict** Have students predict what will happen in this section, based on the pages they have already read. Record predictions on chart paper for later use.  

**Key Vocabulary**  
*understands, tango*  
Use the following preview points, emphasizing boldfaced words as words that will help them read the story by themselves. Point to the words as you speak.  

**Note:** After previewing the book, hand out a copy to each student.  
- pages 8-9 Here is Nana Hannah, who lives next door. Sonny has brought her potato dumplings before she goes to her *tango* class at the Rhapsody Ballroom. Sonny thinks she’s the only person who *understands* him. She says Sonny will be great at whatever he does.  
- Pages 10-11 Nana Hannah has twisted her ankle. Now Sonny’s staying with Nana Hannah for a whole week. What unusual thing is he holding? Why do you think he brought the roses?  

**Reading and Reciprocal Teaching** (10-15 minutes)  
**Reciprocal Teaching Strategies Remind** students to use Posters 2 and 3 as they read.  
**Purpose Setting/Predict Remind** students of the predictions they made about what would happen in this section of Nana Hannah’s Piano. Students will check predictions after they read.  
**Silent Reading or Group Read-Aloud** Students read pages 8-11 silently or listen to a read-aloud. Remind them that after they read, you and they will model using strategies and take turns being the teacher.  
**Check Predictions** After reading, students reread the predictions you listed on chart paper during Rehearsing and discuss which ones were accurate.  

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### 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 and the first lesson of *Nana Hannah’s Piano*.

**Teacher and Students Model Using Strategies Call** on students to take turns modeling the strategies. Remind students to use their Strategy Prompts (Student Guide pp. 89-91) to help them model.

#### 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 events in the story. In this part, the characters are Sonny and Nana Hannah. The setting is his grandmother’s house. Sonny visits his Nana Hannah. She makes him feel better by saying he will be great at anything he does. The next Friday she twists her ankle, and Sonny comes for a week to help her.

Have some students model **SUMMARIZE**.

**Note:** **Use the suggested Teacher Models as needed.**

**CLARIFY/PHONICS** When I need to **CLARIFY** a word I don’t recognize, I know I can look for familiar chunks to help me figure it out. To figure out this word (point to *dumplings* on the third line on page 8), I separate the ending –s. Then I see that dump- and –ing are chunks I already know. When I put the parts all together I get dump-i-ing-s, dumplings. I read the first part of the sentence, “On Fridays I bring her potato dumplings …” Sonny has a bowl in the picture on page 8 so it must be something to eat made from potatoes.

Have some students model **CLARIFY/PHONICS**.

**QUESTION** When I question, I ask something that could be answered as I read or after I have read. I’ll ask: What did Sonny’s grandmother tell him when he came to visit? Have some students model **QUESTION**.

**PREDICT** When I predict, I use clues from what I’ve already read and from what I see in the pictures. I **PREDICT** that Nana Hannah will find a way to solve Sonny’s problem. Have some students model **PREDICT**.

#### Responding/Reflecting (5 minutes)

**Story Map** Ask students to help you add any new information to the Story Map poster (Poster 4).

Model adding information to the **Setting** and **Characters** boxes on the Story Map poster.

**Respond** Discuss the following **Reflection Question** with students, and then have them tell or write their own responses on a separate sheet of paper or on Student Guide p.5: How do you think it made Sonny feel when Nana Hannah told him he would be great at whatever he did?  

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