

Focus Question:

How has New York City's skyline changed?

Book Summary

Text Type: Nonfiction/Informational

New York City is a major world hub with an unmistakable yet evolving skyline. Yet this thriving city wasn't always a towering metropolis. *A New Skyline* details the history and evolution of New York City's skyline. The book can also be used to teach students how to effectively sequence events and the proper use of adjectives.

The book and lesson are also available for levels T and Z.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine a sequence of events
- ☐ Describe information provided by captions
- ☐ Recognize and use adjectives
- ☐ Identify and use compound words

Materials

- ☐ Book: *A New Skyline* (copy for each student)
- ☐ Sequence events, adjectives, compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *architects* (n.), *complex* (n.), *iconic* (adj.), *innovations* (n.), *landmark* (n.), *skeleton* (n.)

Enrichment: *behemoth* (n.), *dwarfed* (v.), *panoramic* (adj.), *perimeter* (n.), *prominent* (adj.), *vertically* (adv.)

- **Academic vocabulary:** *area* (n.), *constructed* (v.), *design* (n.), *expand* (v.), *structures* (n.), *support* (v.)

Guiding the Reading

Before Reading

Build Background

- Display on the board a map of the world. Invite students to share the names of major cities around the world and locate them on the map. Then display a map of the United States and have students name major cities in the United States and locate them on the map. Point to New York City and invite students to share their knowledge or experiences of the city.
- Write the word *skyline* on the board and have students read it aloud. Have students share what they know about the word *skyline*. Display an image of New York City's skyline and the skyline of another major city in the United States. Have students work with a partner to compare and contrast the images. Discuss with students how a city's skyline can reflect its history.

Introduce the Book

- Give students their copy of *A New Skyline*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill:

Sequence events

- Review with students that events from history are told in order from beginning to end, or in *sequence*. Point out that a timeline is a helpful tool when reading nonfiction texts about historical events. Draw a timeline on the board and demonstrate how a timeline is organized and how to record information on it.
- Have students review with a partner the chart on page 7. Use the information from the chart to model for students how to start a timeline. Have students copy

Guiding the Reading (cont.)

the timeline on a separate sheet of paper and work with a partner to add details to it. Invite volunteers to come and add details to the timeline on the board.

Introduce the Reading Strategy: **Summarize**

- Remind students that engaged readers summarize as they read. Review with students that a summary of a nonfiction book includes the main idea and the supporting details. Explain that a summary may be created for the entire book or for each section of the book.
- Refer to the timeline created from the information included on page 7 and model how to create a summary. Explain to students that when creating a summary, either written or oral, transition words such as the following are often used to organize information: *first, next, then, after, during, in, and finally*. Have students listen for transitional words as you recite the summary of the timeline, and then call on students to identify transition words they heard.
- Have students work with a partner to reread the section "Growing the Big Apple." Provide students with a blank sheet of paper to create a timeline with details from the section. Then have students create an oral summary, referring to the timeline for guidance. Remind them that a summary should include the main idea and supporting details as well as transition words. Have students share their summaries with the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about New York City's changing skyline. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding

with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are city skylines similar to fingerprints? How are they different?* (level 1) page 4
- *What caused New York City to become the most densely populated city in the world by 1925?* (level 1) page 5
- *What kinds of structural innovations were used to build the World Trade Center towers?* (level 2) pages 11–12
- *How did the use of sky lobbies change New York's skyline?* (level 2) pages 11–12
- *How did the attacks on New York City on September 11, 2001, change the skyline?* (level 2) pages 13–15
- *In what ways has the New York City skyline changed slowly? In what ways has it changed quickly?* (level 2) multiple pages
- *What would you change about New York City's skyline? Why?* (level 3) multiple pages

Text Features: **Captions**

Explain that captions are the sections of text that accompany photographs and illustrations and help the reader understand them. Have students turn to page 5 and read the caption. Ask students the following questions: *How does this caption help you understand the photograph? Does the caption provide information about how New York City's skyline has changed over time? Why did the author choose to include a caption with this photograph?* Invite students to share their responses with the class. Have them work in small groups to read other captions in the text and discuss why the author included this information. Then have student groups create a caption for the cover photograph.

Skill Review

- Draw a new timeline on the board. Have students read to a partner the section "Building an Empire." Have students discuss with their partner the proper sequence of events. Then invite volunteers to come to the board and add appropriate details to the timeline.
- Model using a sequence of events to create a summary. **Think-aloud:** *Now that I have the events organized on a timeline, I will refer to these events and the main idea of the section to create a summary. A summary for this section might be the following:* During the 1920s, two of New York City's best-known structures were built. In 1928, construction began on the Chrysler Building. The builder of wanted it to be the tallest building in the world, so after construction he smuggled a spire to the top. In 1930, it became the tallest building in the world, standing over 1,000 feet tall. Meanwhile, another skyscraper was being built just blocks away. This new building, the Empire State Building, took the title for world's tallest building in 1931. Over time it has become a symbol of New York City and one of the Seven Wonders of the Modern World.

Guiding the Reading (cont.)

- Have students reread the section titled “Two Giants Rise, Then Fall.” Have students work with a partner to create a timeline of the sequence of events presented in this section. Then have partners refer to this timeline and write a summary of the section. Remind students that a summary typically begins with the main idea and is followed by the most important details. Invite students to share their timeline and summary with the class.
- Model how to complete the [sequence events worksheet](#). Have students fill it in as they read.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: **Sequence events**

Review the sequence events worksheet that students completed. Have students share and discuss their work in groups, and then with the rest of the class. Then have students work in groups to create an oral summary of the entire book and a written summary of the last two sections, referring to the information on their worksheet.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students’ responses should include the following details: *New York City’s skyline has changed by growing upward, with skyscrapers soaring into the sky and new buildings coming and going. Sometimes the change is rapid and sometimes slow, but New York’s skyline continues to evolve.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: **Adjectives**

- Review with students that *adjectives are words that describe nouns and pronouns*. An adjective tells which one, how many, or what kind. Explain that the noun being described by the adjective is called a *modified noun*.
- Write the following sentence on the board and have students read it aloud: *All the city’s new residents needed places to live.* Have students turn to a partner

and identify the adjective in the sentence and the modified noun. Invite volunteers to come to the board and underline the adjective (*new*) and circle the modified noun (*residents*). Discuss with students how the adjective *new* describes the residents.

- Have students discuss with a partner adjectives that would describe a city, such as *crowded, busy, contemporary, exhilarating, dynamic, fascinating*, and so on. Have each set of students write two original sentences that use adjectives to describe a city, and invite volunteers to record their sentences on the board. Call on students to underline the adjective and circle the modified noun in each.
- **Check for understanding:** Have students reread the section titled “Growing the Big Apple.” Have them circle each adjective and underline the noun or pronoun it modifies. Have students share their responses with the class and for each adjective discuss whether it tells which one, how many, or what kind.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *brehtaking* on the board. Ask students which two words were joined together to make the word *brehtaking* (*breath* and *taking*). Explain that this word is called a closed compound word and that a *compound word* contains *two words that join together to create a new meaning*. Remind students that the definitions of the two separate words can help them figure out the meaning of the bigger word.
- Have students reread the section “Twin Giants Rise, Then Fall.” Then have them work with a partner to locate and highlight all the compound words. Have students record on a blank sheet of paper the two words contained in each compound. Have students discuss with their partner a definition for each compound word and then use the compound words in complete sentences.
- **Check for understanding:** Have students locate and highlight the compound words in the section “Growing the Big Apple.” Have them list the compound words on a separate piece of paper. Ask students to work with a partner to use each compound word in a complete sentence. Call on students to share a sentence with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, have students share their responses.

Connections

- See the back of the book for cross-curricular extension ideas.