

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 W.



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: *complex* (n.), *innovations* (n.), *landmark* (n.), *prominent* (adj.), *silhouette* (n.), *skeleton* (n.)

Enrichment: *behemoth* (n.), *dwarfed* (v.), *ingenious* (adj.), *panoramic* (adj.), *perimeter* (n.), *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. 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*. Explain that a skyline is the outline of a city against the sky. 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*. Explain that describing historical events in sequence often reveals cause-and-effect relationships. Point out that a timeline is a helpful tool when reading nonfiction texts about historical events. Draw a timeline on the board and ask students to identify

Guiding the Reading (cont.)

features of a timeline, how it is organized and how to record details on it. Ask students to explain to a partner why events listed on the far left side of the timeline are the oldest events and events on the far right are the most current.

- Have students read the section “Growing the Big Apple.” Have students create a timeline of the events listed in this section, including the information from the chart on page 7. Ask students to compare their timeline to a partner’s. Invite volunteers to fill out the timeline on the board with the information from their own timelines. Review the sequence of events as a class.

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.
- Review the section “Growing the Big Apple” with students. Have students turn to a partner and identify the main idea and supporting details of this section. Remind students to include transition words such as *first*, *next*, *then*, *after*, *during*, *in*, *finally*, and so on. Have students work with a partner to create a written summary of this section. Invite students to share their summaries with the class. Discuss with students whether each summary includes the main idea, supporting details, and transition words.

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 was the effect of New York City becoming the most densely populated city in the world by 1925?* (level 2) pages 5–6
- *What innovations were used to build the World Trade Center towers?* (level 2) pages 11–12
- *How did the attacks on New York City on September 11, 2001, change the skyline?* (level 2) pages 14–15
- *What kinds of innovations promoted the growth of New York City’s skyline over time?* (level 3) multiple pages
- *In what ways has the New York skyline changed slowly? In what ways has it changed rapidly?* (level 2) multiple pages
- *What event from the book do you think had the biggest impact on the New York City 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 with a partner to create captions for the cover and title page photographs. Invite them to share their captions with the rest of the class.

Skill Review

- Draw a new timeline on the board. Have students reread the section “Building an Empire.” Have students discuss with a 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 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 wanted it to be the tallest building in the world, so after construction he smuggled a spire to the top of the structure. In 1930, it became the tallest building in the world, standing over 1,000

Guiding the Reading (cont.)

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.

- Have students reread the section titled "Two Giants Rise, Then Fall." Have students create a timeline of events presented in this section. Then have students work with a partner to create a written summary of the section, referring to their timeline as necessary. Invite students to share their 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 with a partner and then share details with the rest of the class. Have students create a written summary of the entire book 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*.

- Have students discuss with a partner adjectives that would describe a city, such as *congested, eventful, fashionable, exhilarating, dynamic, fascinating*, and so on. Have students record on a blank sheet of paper three sentences that use adjectives and describe a city. Have students exchange papers with a partner. Ask them to underline the adjective in each sentence and circle the modified noun.
- **Check for understanding:** Have students reread the section titled "Two Giant Rise, Then Fall." Have them circle each adjective and underline the modified noun or pronoun. Have students compare their work with a partner's and discuss whether each adjective 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 *bypassing* on the board. Ask students which two words were joined together to make the word *bypassing* (*by* and *passing*). 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*. Point out other types of compound words such as hyphenated and open compound words. Explain to students that a closed compound word consists of two words that are not separated by a space or a hyphen. Remind students that the definitions of the two separate words can help them determine the meaning of the bigger word.
- Have students independently reread the introduction and highlight all compound words (*outline, skyline, fingerprints, however, sometimes*). Then call on students to identify each smaller word within a compound and provide a definition. Have students work with a partner to use the compound words in oral sentences.
- **Check for understanding:** Ask students to locate all of the closed compound words in the section "Building an Empire." Have them list the compound words on a separate piece of paper and discuss the meaning of each word. Invite students to share their work with a partner. Then have them write complete sentences using each compound word.
- **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.