

The  
Early Years Count  
**Literacy**  
Connection



## A Gift For Nana

Written and illustrated by  
Lane Smith

*Preschool edition*

### Overview of Book

Rabbit is looking for the perfect gift for his Nana. What could it be? Crow has an idea but it means Rabbit will have to take a little journey...

Genre: Picture/fiction

### Vocabulary

Books are a rich source of words new to children. Here are some words from *A Gift For Nana* to introduce in your classroom:

quest	temper
worthy	echo
creatures	crescent

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional Development Item D (Emotions)

Language, Literacy and Communication Item Q (*Book enjoyment and knowledge*)

Creative Arts Item X (*Art*)

Social Studies Item FF (*Knowledge of self and others*)

### Reading Tips

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Show the children the cover and notice the word in red. Wonder aloud, "I wonder why the word "gift" is a different color." As you begin, the words "perfect gift" are always in red and always in italics. Ask the children if they have ideas about that. Use a special tone when reading it. Show them the different sized text. Explain that the BOOK is TELLING you to read LOUDER! Ask what children think words like "quest" or "echo" mean. Make predictions throughout about what the "perfect gift" might be.

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Go on a *quest* at **Outside Time**. Ask the children what their goal is so they know when the quest has been a success.

Prepare a variety of supplies and materials for **Small Group Time**. See what “perfect gift” the children will create.

Make cards with crow, rabbit (young and old), volcano, moon, big fish, “stickler” and boat for the children to choose and imitate or move like at **Large Group Time**.

### Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Add new and extra materials in the **Art Area** to support creations of “perfect gifts”.

Add books to the **Book Area** that extend children’s interest. Titles could include, “Little Beaver and the Echo” by Amy MacDonald and “We’re Going On A Bear Hunt” by Michael Rosen.

Add backpacks to the **House Area** for children to pack for a *quest* or a *journey* during Work Time.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *A Gift For Nana*:

Why do you think the moon got quiet when Rabbit compared the moon’s smile with the sun’s smile?

If you could take a quest or go on a journey, where would you go and what would you do?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
**The Family Connection:**

website—  
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### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *A Gift For Nana* with their child. Here’s a sample message you can send:

While reading this book with your child, linger on pages to talk about all that is happening. Rabbit is thinking about his Nana and is willing to take a “quest” for the perfect gift. Talk about how it makes us feel to think of others, especially those we love. Ask your child questions and have conversations about how they are thinking. For example, the volcano in the story represents “temper”. How do you help your child when they feel this powerful but important emotion? What does Rabbit mean when he says, “Oh, (Nana) has (temper) but I don’t see it much.” This story can be revisited many times for many purposes. Encourage your child to help read the red/italic words, “perfect gift” each time.