



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 220

Book Summary

Nami has a problem: She must make the perfect gift for each person in her family. It is her family tradition. She cannot think of the perfect gift for Aunt Hoshi. What will she make for her aunt? *Nami's Gifts* provides the opportunity to introduce the story elements of problem and solution to emergent readers. Pictures support the text.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember story events
- Identify problem and solution
- Discriminate final consonant blend /st/
- Identify final consonant blend *st*
- Identify and use past-tense verbs
- Recognize and write the high-frequency word *them*

Materials

Green text indicates resources available on the website

- Book—*Nami's Gifts* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, consonant blend *st*, past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *here, know, next, made, put, saw, then, went, were*
- Content words: *clues, collects, gift, tradition*

Before Reading

Build Background

- Ask students whether they have ever made and given gifts to family members. Discuss the types of gifts students have made and the people to whom they have given them.
- Ask students whether they have ever had trouble deciding what type of gift to give someone. Discuss what they did to find the right gift.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Nami's Gifts*. (Accept any answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain that good readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or the events on a television show.
- Model retelling a familiar story in detail, such as *Little Red Riding Hood*.
Think-aloud: *In Little Red Riding Hood, Little Red Riding Hood finds out that her grandmother is not feeling well, so she decides to go visit her. First, she packs a basket full of food and begins her trip down the path through the woods. Next, she stops to pick some flowers for her grandmother. A wolf sees her and stops to talk with her. When Little Red Riding Hood says that she is on her way to visit her grandmother, the wolf leaves her to go to the grandmother's house. Then, the wolf swallows the grandmother and waits to swallow Little Red Riding Hood.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 6, 9, 12, and 15. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain that most stories have common parts. Most stories have a *problem* that the main character needs to solve or fix by finding a *solution*.
- Model how to identify a problem and solution using a familiar story.
Think-aloud: *In the story Little Red Riding Hood, Little Red Riding Hood could not escape the wolf at her grandmother's house. This was a problem for her because the wolf was able to swallow her up. However, when a woodsman saw the wolf in the grandmother's house, he knew something was wrong. He rescued Little Red Riding Hood and her grandmother from the wolf.*
- Have students think of familiar stories to share. Discuss the problems and solutions of other familiar stories.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter in the story. For example, while looking at the picture on page 4, you might say: *It looks as though Nami might make some special gifts for everyone. It is a family tradition for each person to make gifts for other family members.*
- Remind students to look at the pictures and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *plants* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Grandma Kato watering her flowers. When I look at the first part of the word, it starts with /p/. However, the word flowers starts with the /f/ sound, so this can't be the word. I know that some people call flowers plants. The word plants starts with the /p/ sound. The sentence makes sense with this word. The word must be plants.*

Set the Purpose

- Have students read to identify Nami's problem and how she solves it. Remind them to stop reading at the end of each page with a sticky note to retell quickly in their mind the details of the story so far.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6 and then stop to think about what has happened so far in the story. Encourage students who finish before others to reread the text.
- Model retelling and identifying the problem and solution.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that Nami had the job of making special gifts for everyone in her family according to their tradition. Her problem was finding the perfect gift for each person. She made a flowerpot for Grandma Kato and sugar cookies for Grandpa Kato. So far, Nami has chosen things that her family loves. I can keep reading to find out the solution to Nami's problem.
- Introduce the [problem-and-solution worksheet](#). Have students write information they know so far about the problem and solution on their worksheet.
- **Check for understanding:** Have students read to the end of page 9. Have them retell what they have read and write any additional problem and solution information on their worksheet.
- Have students read the remainder of the book. Remind them to retell what they have read so far and think about the problem and solution to help them understand information as they read.



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 the discussion that follows.

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.

Reflect on the Reading Strategy

- Retell in detail the events of the story after Nami decided to look for clues.
Think-aloud: Nami saw her aunt's baseball key ring. Then she noticed her aunt's socks with tiny baseball players on them. Finally, she saw her aunt reading a book about baseball. Then Nami knew exactly what to do. The family began to open their gifts, and they all smiled when they opened the gift made just for them. Aunt Hoshi jumped up and said "Let's play ball!" Then the family took Aunt Hoshi's baseball and bat to the basement. They played ball late into the night.
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the problem and solution in the story.
- **Independent practice:** Have students complete the problem-and-solution worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In the story, Nami has a problem. She must choose the perfect gift for each member of her family. She thinks about the things that each family member loves and then makes a gift for them. She uses clues about her family members to choose the perfect gifts. Now that you know this information, why is it important to think about what people like when choosing gifts for them?

Build Skills

Phonological Awareness: Discriminate final consonant blend /st/

- Say the word *first* aloud to students, emphasizing the final /st/ sound. Have students say the words aloud and then say the /st/ sound.
- Read page 13 aloud to students. Have them give the thumbs-up signal when they hear a word that ends with the /st/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word ends with the /st/ sound: *just, fast, best, clay, plants, rest*.

Phonics: Final consonant blend st

- Write the words *first, mast, and post* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /st/ sound in the words *first, mast, and post*.
- **Check for understanding:** Write the following words that end with the /st/ sound on the board, leaving off the final blend: *rust, chest, last, boast*. Say each word, one at a time, and have volunteers come to the board and add the final *st* blend in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant-blend-st worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Past-tense verbs

- Have students turn to page 13. Read the sentences aloud with students. Point to the word *smiled*. Explain that the word *smiled* is a verb and that it refers to an action that happened in the past.
- Invite students to tell the present-tense form of the word (*smile*). Point out the *-ed* ending on the word *smile*. Explain that the *ed* letter combination on the end of a verb tells readers that the action happened in the past.
- Have students reread page 13. Point to the word *opened*. Invite students to tell the present-tense form of the word (*open*).
- **Check for understanding:** Write the words *jump, like, and love* on the board. Have students write each word in its past tense on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word them

- Tell students they are going to learn a word that they will often see in books they read. Write the word *them* on the board and read the word aloud. Have students read the word with you.
- Have students write the word on a sheet of paper. Encourage them to practice writing the word several more times on the paper.
- Read page 11 aloud to students. Point to the picture of the socks. Ask students to identify how many socks are in the picture (two). Point to the word *them* in the sentence. Explain that the word *them* is used to refer to more than one person or thing.
- **Check for understanding:** Have students use the word *them* in oral sentences to identify two or more things in the classroom.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students retell the story to someone at home. Remind them to focus on the problem and solution in the retelling.

Extend the Reading

Realistic Fiction Writing Connection

Have students draw a picture of a gift they would like to give and the person to whom they would like to give it. Have them write sentences to tell about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Discuss the family traditions that students have around the holidays. Provide Internet and other resources about the holiday traditions of countries around the world and discuss them with students.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently retell the story during discussion to understand text
- accurately identify problem and solution during discussion and on a worksheet
- accurately discriminate the final consonant blend /st/ sound during discussion
- correctly identify and write the letter symbols that stand for the consonant blend /st/ sound during discussion and on a worksheet
- accurately identify and understand the use of past-tense verbs during discussion and on a worksheet
- accurately recognize, read, write, and use the high-frequency word *them* during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)