



**FLASH
CARDS**
FOR ALL
57 BOOKS
IN SERIES!

**Instructional
Standards
Inside**



Illustration © 2016 Ethan Long from *Pug*

I LIKE TO READ® BOOKS

CELEBRATING **5** YEARS OF PICTURE BOOKS FOR EMERGING READERS

- short texts
- familiar vocabulary
- repetition to reinforce learning
- illustrations that are designed to be a part of the learning experience

"I was so happy to see that Holiday House has entered the early-reader market with a new series. . . . Each one makes the hard work of learning to read enough fun to encourage children at this crucial developmental moment to try another one."

—Vicky Smith, Children's and YA Editor at *Kirkus Reviews*

ACTIVITY KIT

www.HOLIDAYHOUSE.COM / I-LIKE-TO-READ /    



HOLIDAY HOUSE is proud to publish the innovative and award-winning **I LIKE TO READ®** books, just right for the emergent reader in your home or classroom. These books have been evaluated and assigned Guided Reading Levels based on the Fountas and Pinnell system.

This kit includes reproducible flash cards, activity sheets, sticker sheets, and more to help extend the reading experience for your child.

- Copy onto card stock and cut out the flash cards featuring all sight, decodable, and story words from *See Me Run* by Paul Meisel. For more flash card sets for the books in the **I LIKE TO READ®** series, visit www.holidayhouse.com.
- Copy onto sticker sheets and distribute the colorful **I LIKE TO READ®** stickers featuring barnyard animals from *Pig Has a Plan* by Ethan Long.
- Print the book level stickers for use in your classroom or library.
- Photocopy and distribute the activity sheets and share with your children.



- Have children keep track of the **I LIKE TO READ®** books they have read with the handy checklist.
- Use the leveled list of **I LIKE TO READ®** books in choosing the most appropriate books for your child's needs.

Illustration © 2016
Joe Cepeda from Up



INSTRUCTIONAL STANDARDS

Instructional standards are designed to offer educators a clear understanding of the knowledge and skills that students are expected to learn.

Holiday House books have always been aligned with the Standards. Now we are offering educators suggestions for connecting various books with Reading Literature, Reading Informational Texts, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten: Phonics and Word Recognition

- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
- K.RF.3b Associate the long and short sounds with common spellings for the five major vowels.
- K.RF.3c Read common high-frequency words by sight.
- K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Kindergarten: Fluency

- K.RF.4 Read emergent-reader texts with purpose and understanding.

Grade 1: Print Concepts

- 1.RF.1 Demonstrate understanding of the organization and basic features of print.
- 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Grade 1: Phonics and Word Recognition

- 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.
- 1.RF.3b Decode regularly spelled one-syllable words.
- 1.RF.3c Know final -e and common vowel team conventions for representing long-vowel sounds.
- 1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

Grade 1: Fluency

- 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 1.RF.4a Read grade-level text with purpose and understanding.
- 1.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



READING STANDARDS FOR LITERATURE

Kindergarten: Key Ideas and Details

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

Kindergarten: Craft and Structure

- K.RL.4 Ask and answer questions about unknown words in a text.
- K.RL.5 Recognize common types of texts (e.g., storybooks, poems).
- K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each.

Kindergarten: Integration of Knowledge and Ideas

- K.RL.7 With prompting and support, describe the relationship between illustrations and the story.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Kindergarten: Range of Reading and Level of Text Complexity

- K.RL.10 Actively engage in group reading activities with purpose and understanding.

Grade 1: Key Ideas and Details

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.

Grade 1: Craft and Structure

- 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.6 Identify who is telling the story at various points in a text.

Grade 1: Integration of Knowledge and Ideas

- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

Grade 2: Key Ideas and Details

- 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how*.
- 2.RL.2 Recount stories and determine their central message, lesson, or moral.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.

Grade 2: Craft and Structure

- 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.RL.5 Describe the overall structure of a story.
- 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grade 2: Integration of Knowledge and Ideas

- 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

a



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again



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all



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and



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bath



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big



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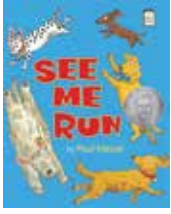
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me



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run



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see



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splash-splash



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splat-splat



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stop



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them



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this



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we



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what



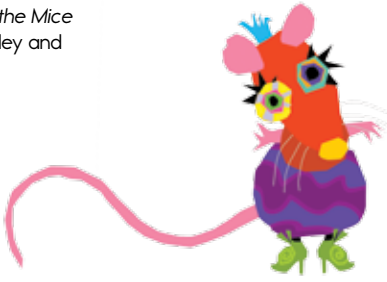
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will



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From *The Lion and the Mice*
by Rebecca Emberley and
Ed Emberley



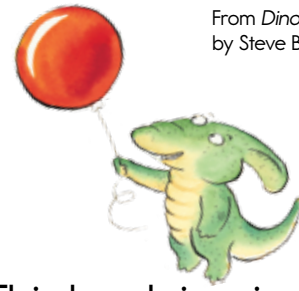
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From *Dinosaurs Don't, Dinosaurs Do*
by Steve Björkman



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From *See Me Run*
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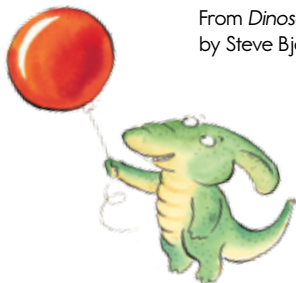
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From *The Lion and the Mice*
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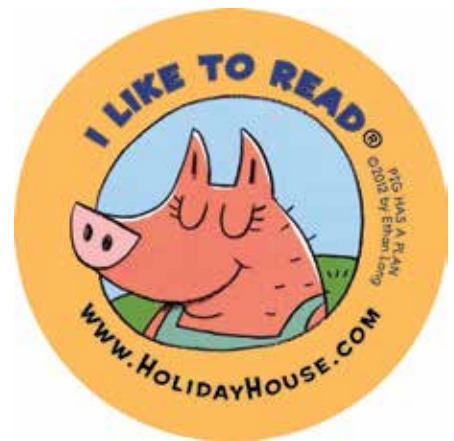
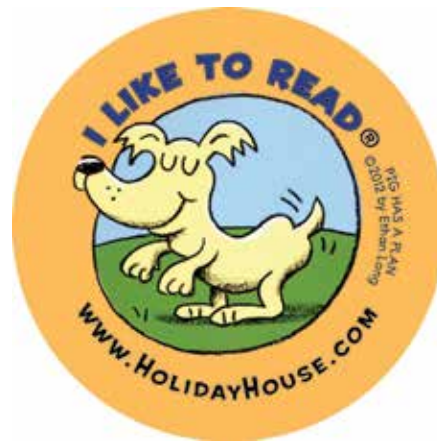
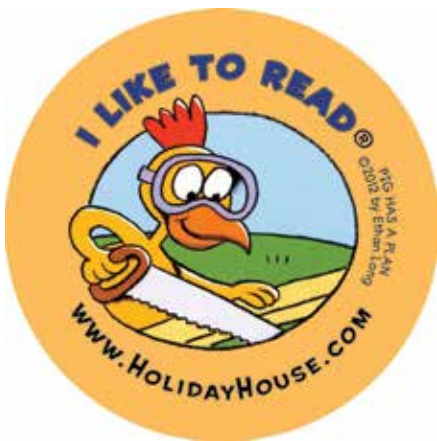
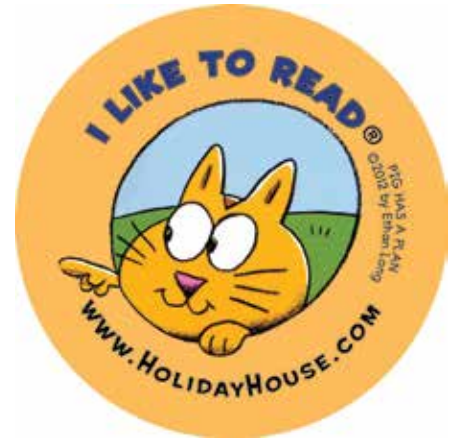
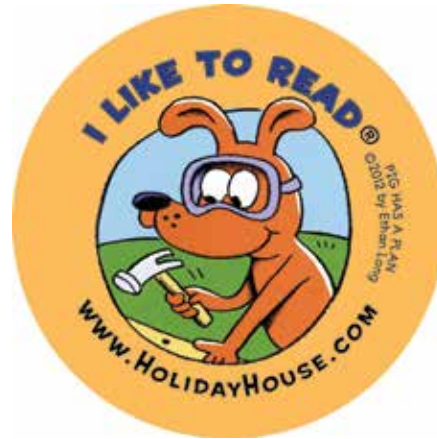
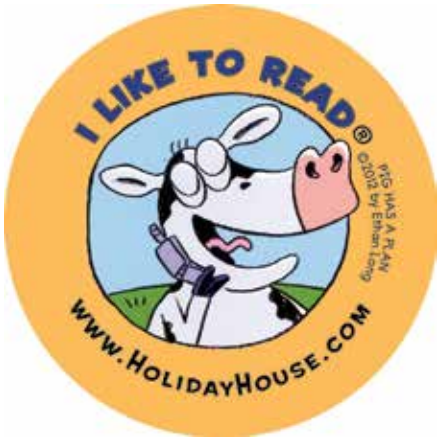
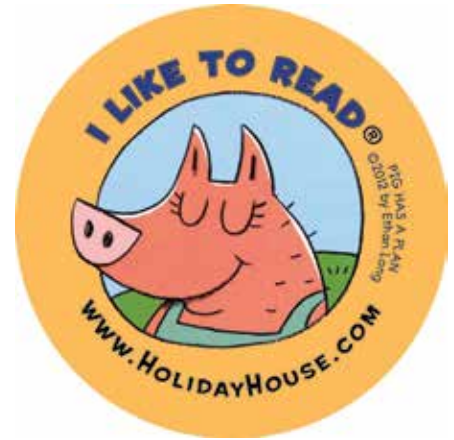
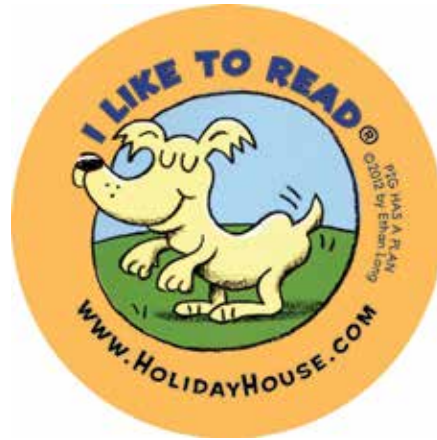
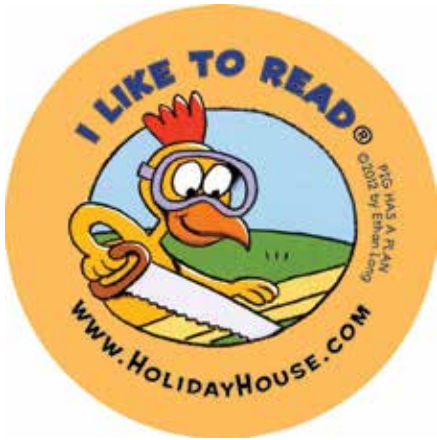
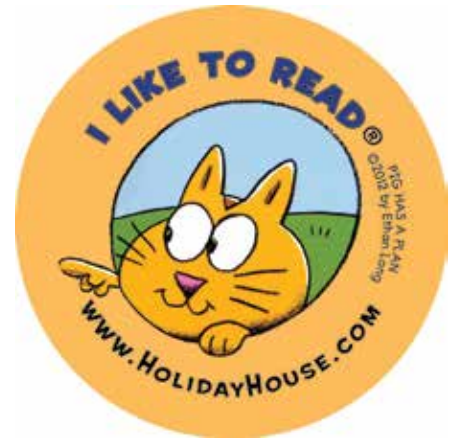
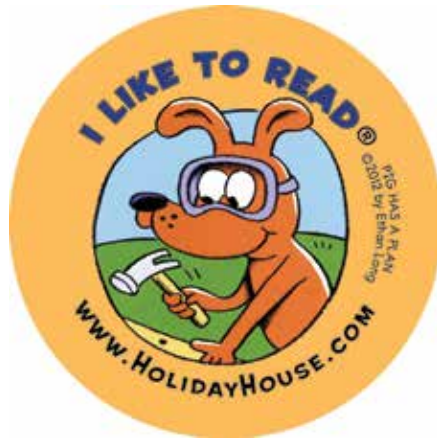
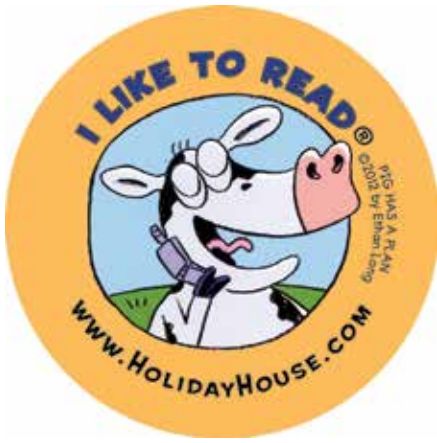


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Directions:
 With the help of an adult, carefully cut out the crow and the two wings and attach with a paper fastener.

Crow made a stick friend and a snow friend, and you can make a friend, too!

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HC: 978-0-8234-3297-4 / PB: 978-0-8234-3420-6

Crow Made a Friend by Margaret Peot

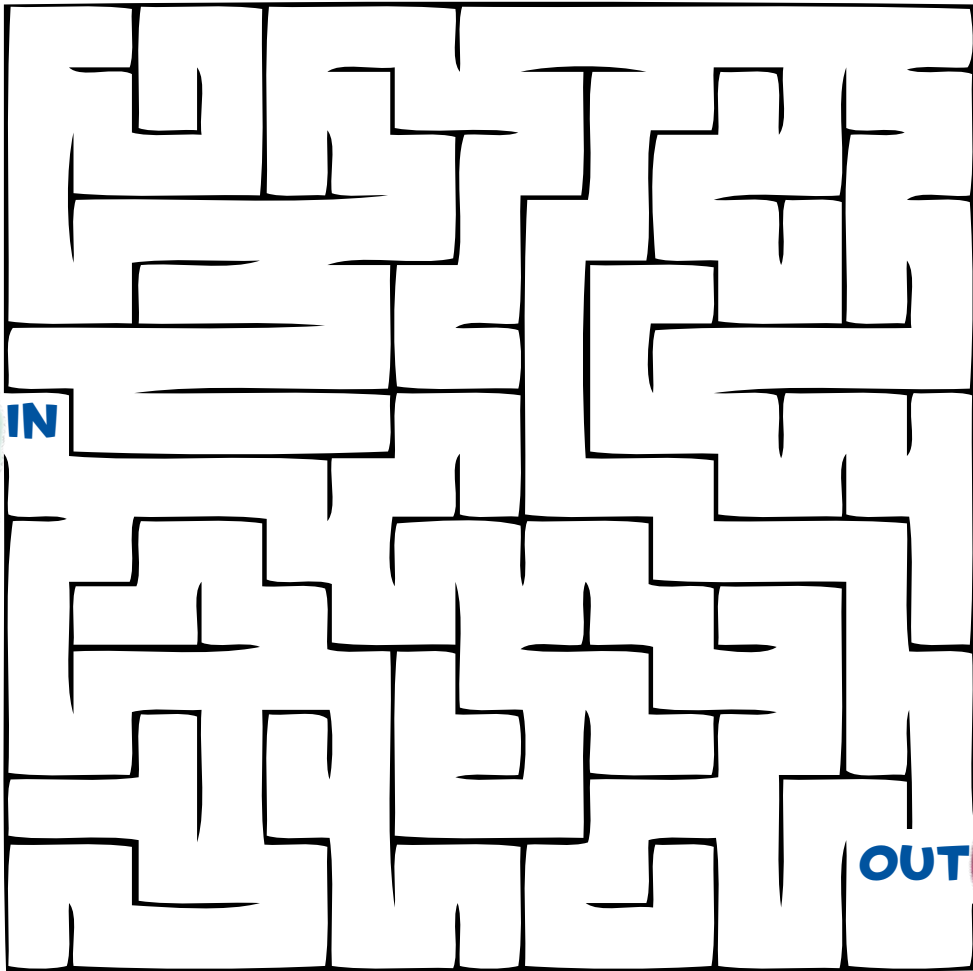


NAME: _____

THE FLY FLEW IN

BY DAVID CATROW

The fly in the story flew in, and on, and out.
Help the fly get to the lollipop.



Illustrations © 2012 by David Catrow



HC: 978-0-8234-2418-4 / PB: 978-0-8234-2909-7
E-book available

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REPRODUCIBLE

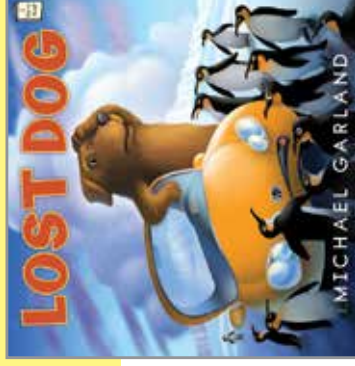
Adult: Read the book aloud. Ask the child to cut out pictures and place them in the same order as the story. Have your child retell the story.

REPRODUCIBLE



LOST DOG

An I Like to Read Book, Level C
by Michael Garland



HC: 978-0-8231-3429-9 / PB: 978-0-8231-3430-5
Ages 4-8 • E-book available
Illustrations © 2015 by Michael Garland

NAME: _____
Grade: _____

Where Did Pete Go?



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This activity meets standards in Reading Literature: RL.K-12.3. May be reproduced at no charge.

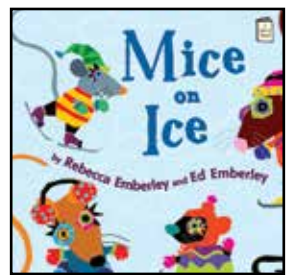
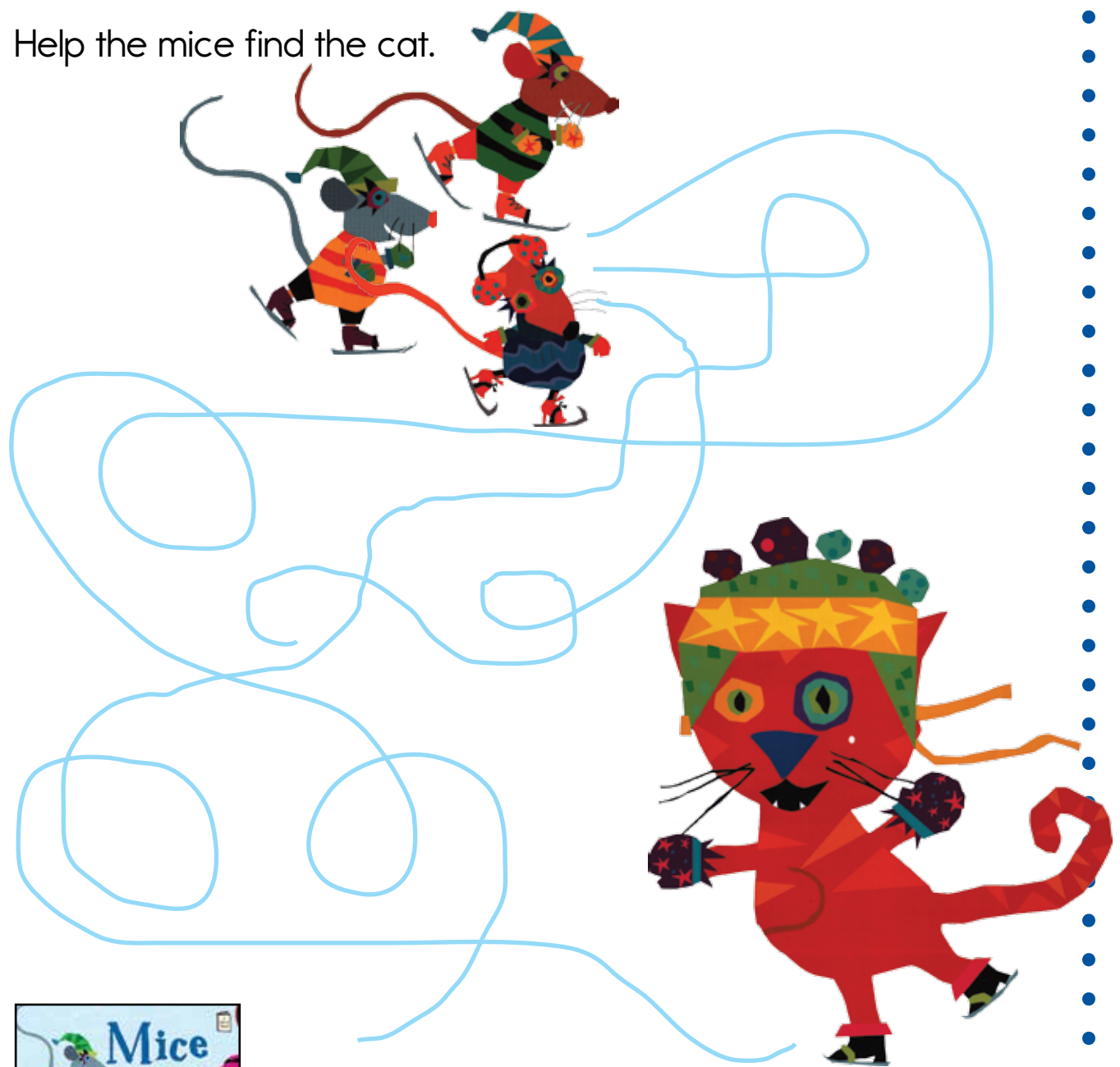


NAME: _____ Grade: _____

MICE ON ICE

BY REBECCA EMBERLEY AND ED EMBERLEY

Help the mice find the cat.



HC: 978-0-8234-2576-1 / PB: 978-0-8234-2908-0
E-book available

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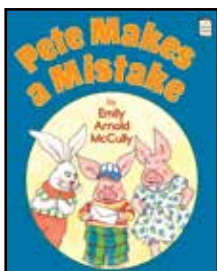
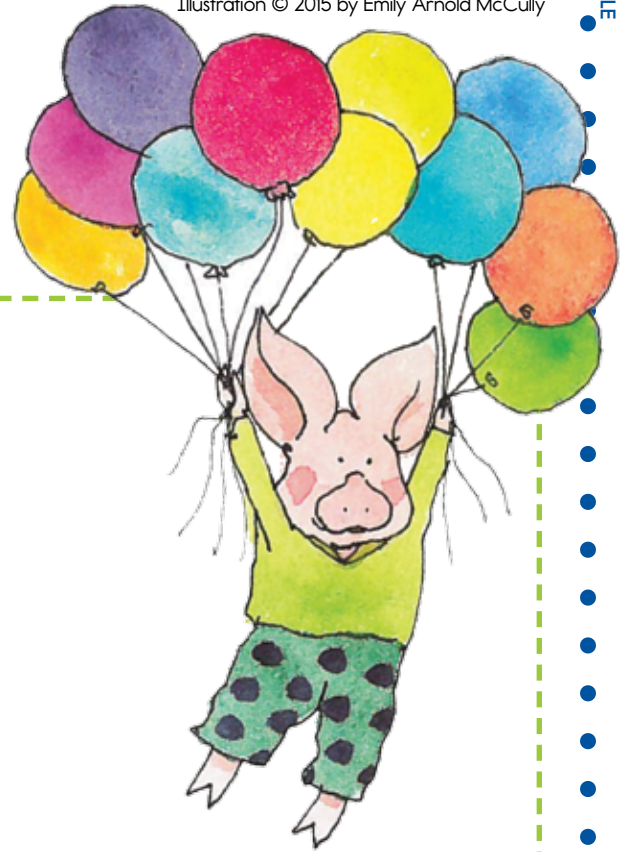
Grade: _____

Illustration © 2015 by Emily Arnold McCully

IT'S ROSE'S BIRTHDAY!

Draw a present you would like to give Rose.

A large rectangular area with a dashed green border, intended for drawing a present.



PETE MAKES A MISTAKE *An I Like to Read® Book, Level E* by Emily Arnold McCully

This activity meets the Common Core State Standards in Writing: WK-1.6 and Speaking & Listening: SL.K-1.5. For more I Like to Read® books, visit your local library or bookstore.

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HC: 978-0-8234-3387-2 / PB: 978-0-8234-3422-0
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NAME: _____

I LIKE TO READ AND I LIKE THESE BOOKS!



Illustration © 2015 by
Betsy Lewin from *Good Night, Knight*

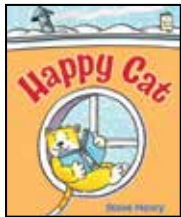
Check off each book that you read.

- 3, 2, 1, GO!**
by Emily Arnold McCully
- ANIMALS WORK**
by Ted Lewin
- BAD DOG**
by David McPhail
- BIG CAT**
by Ethan Long
- THE BIG FIB**
by Tim Hamilton
- BOY, BIRD, AND DOG**
by David McPhail
- CAN YOU SEE ME?**
by Ted Lewin
- CAR GOES FAR**
by Michael Garland
- CAT GOT A LOT**
by Steve Henry
- COME BACK, BEN**
by Ann Hassett & John Hassett
- THE COWBOY**
by Hildegard Müller
- CROW MADE A FRIEND**
by Margaret Peot
- DINOSAURS DON'T,
DINOSAURS DO**
by Steve Björkman
- DREW THE SCREW**
by Mattia Cerato
- ED AND KIP**
by Kay Chorao
- THE END OF THE RAINBOW**
by Liza Donnelly
- FIREMAN FRED**
by Lynn Rowe Reed
- FISH HAD A WISH**
by Michael Garland
- FIX THIS MESS!**
by Tedd Arnold
- THE FLY FLEW IN**
by David Catrow
- GOOD NIGHT, KNIGHT**
by Betsy Lewin
- GRACE**
by Kate Parkinson
- HAPPY CAT**
by Steve Henry
- HIDING DINOSAURS**
by Dan Moynihan
- I HAVE A GARDEN**
by Bob Barner
- I SAID, "BED!"**
by Bruce Degen
- I SEE AND SEE**
by Ted Lewin
- I WILL TRY**
by Marilyn Janovitz
- LATE NATE IN A RACE**
by Emily Arnold McCully
- THE LION AND THE MICE**
by Rebecca Emberley & Ed Emberley
- LITTLE DUCKS GO**
by Emily Arnold McCully
- LOOK!**
by Ted Lewin
- LOOK OUT, MOUSE!**
by Steve Björkman
- LOST DOG**
by Michael Garland
- ME TOO!**
by Valeri Gorbachev
- MICE ON ICE**
by Rebecca Emberley & Ed Emberley
- MOE IS BEST**
by Richard Torrey
- NATE LIKES TO SKATE**
by Bruce Degen
- A NIGHT AT THE ZOO**
by Kathy Caple
- NOT ME!**
by Valeri Gorbachev
- PANTS FOR CHUCK**
by Pat Schories
- PETE LIKES BUNNY**
by Emily Arnold McCully
- PETE MAKES A MISTAKE**
by Emily Arnold McCully
- PETE WON'T EAT**
by Emily Arnold McCully
- PIE FOR CHUCK**
by Pat Schories
- PIG HAS A PLAN**
by Ethan Long
- PIG IS BIG ON BOOKS**
by Douglas Florian
- PING WANTS TO PLAY**
by Adam Gudeon
- PUG**
by Ethan Long
- SAM AND THE BIG KIDS**
by Emily Arnold McCully
- SEE ME DIG**
by Paul Meisel
- SEE ME RUN**
by Paul Meisel
- SICK DAY**
by David McPhail
- SNOW JOKE**
by Bruce Degen
- UP**
by Joe Cepeda
- WHAT AM I? WHERE AM I?**
by Ted Lewin
- YOU CAN DO IT**
by Betsy Lewin



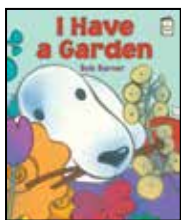
HOLIDAY HOUSE PRESENTS I LIKE TO READ® BOOKS

LEVEL A



BIG CAT

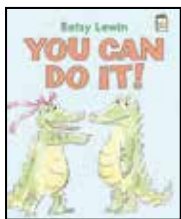
by Ethan Long
978-0-8234-3538-8
PB: 978-0-8234-3539-5



LEVEL B

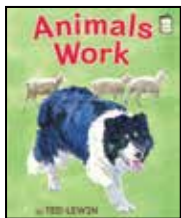
HAPPY CAT

by Steve Henry
978-0-8234-2659-1
PB: 978-0-8234-3177-9



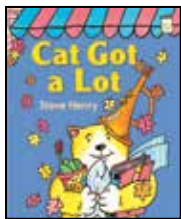
I HAVE A GARDEN

by Bob Barner
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PB: 978-0-8234-3056-7



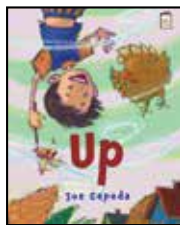
I SEE AND SEE

by Ted Lewin
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PB: 978-0-8234-3545-6



PIG HAS A PLAN

by Ethan Long
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PB: 978-0-8234-2911-0



UP*

by Joe Cepeda
978-0-8234-3655-2
PB: 978-0-8234-3689-7

YOU CAN DO IT!

by Betsy Lewin
978-0-8234-2522-8
PB: 978-0-8234-3055-0

LEVEL C

ANIMALS WORK

by Ted Lewin
978-0-8234-3040-6
PB: 978-0-8234-3454-1

BAD DOG

by David McPhail
978-0-8234-2852-6
PB: 978-0-8234-3298-1

CAN YOU SEE ME?

by Ted Lewin
978-0-8234-2940-0
PB: 978-0-8234-3299-8

CAT GOT A LOT

by Steve Henry
978-0-8234-3385-8
PB: 978-0-8234-3419-0

THE FLY FLEW IN

by David Catrow
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PB: 978-0-8234-2909-7

LITTLE DUCKS GO

by Emily Arnold McCully
978-0-8234-2941-7
PB: 978-0-8234-3300-1

LOST DOG

by Michael Garland
978-0-8234-3429-9
PB: 978-0-8234-3430-5

ME TOO!

by Valeri Gorbachev
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PB: 978-0-8234-3179-3

MICE ON ICE

by Rebecca Emberley
and Ed Emberley
978-0-8234-2576-1
PB: 978-0-8234-2908-0

PIE FOR CHUCK

by Pat Schories
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PUG*

by Ethan Long
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PB: 978-0-8234-3688-0

WHAT AM I? WHERE AM I?

by Ted Lewin
978-0-8234-2856-4
PB: 978-0-8234-3180-9

LEVEL D

CAR GOES FAR

by Michael Garland
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COME BACK, BEN

by Ann Hassett and
John Hassett
978-0-8234-2599-0
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CROW MADE A FRIEND

by Margaret Peot
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ED AND KIP

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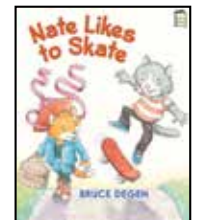
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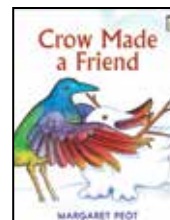
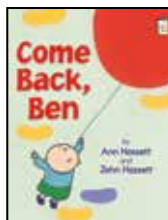
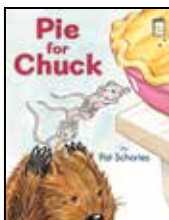
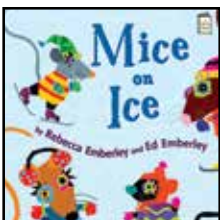
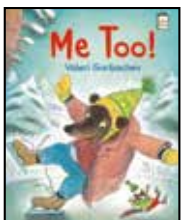
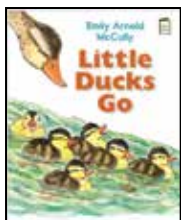
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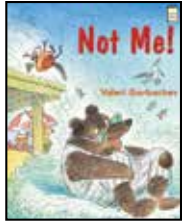
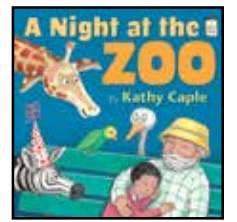
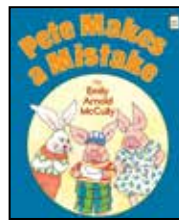
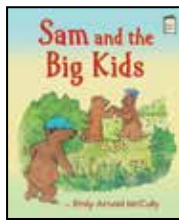
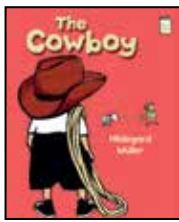
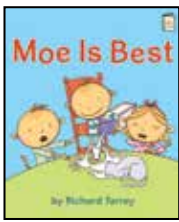
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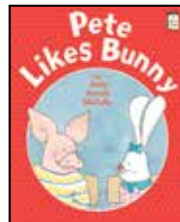
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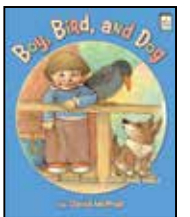
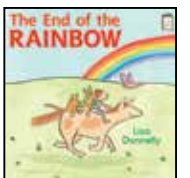
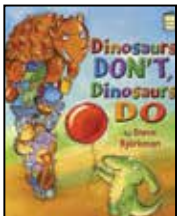
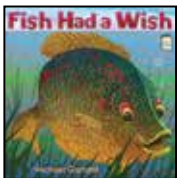
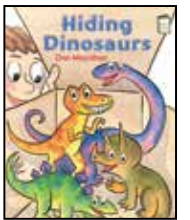
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