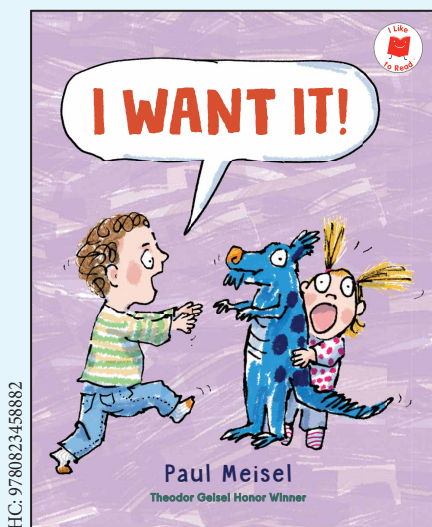


# HOLIDAY HOUSE | LESSON PLAN



An **I Like To Read**® Book

## *I Want It!*

by Paul Meisel

★“A firecracker of a story. . . . Widely accessible.”  
—*Booklist* (starred review)

A girl wants to play with her brother's toys — and she won't give up!  
From two-time Theodor Seuss Geisel Honoree Paul Meisel, this story is perfect for kindergarteners and first graders to read on their own.

Interest Level: **Preschool–3**  
Age: **4–8 years**

### INSTRUCTIONAL STANDARDS

**Reading Literature:** RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10

**Reading Foundational Skills:** R.F.K.1A-D, RF.K.2D, RF.K.3A-D, RF.K.4A

**Writing:** W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.8

**Speaking and Listening:** SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

**Language:** L.K.1A-F, L.K.2A-D, L.K.5A-C, L.K.6

### LEARNING OBJECTIVES

Students will:

- Identify new vocabulary words
- Learn about letter sounds
- Improve reading fluency
- Sequence events
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about key details in the story

### BEFORE READING

1. Read the title to the students.
  - Have the students read the title aloud as you point to the words. What does the title tell us about the book we are going to read?
2. Discuss the cover illustration. Where do you think the story takes place?
3. Discuss the role of the author and illustrator. Why is there only one name?
4. What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain.
5. What do you think this story is about? Do you think this book is based on a real situation?
6. Have students predict what this story will be about.
  - Who are the characters? Why is the blue dragon important? What do their expressions tell us?
7. On chart paper, or a whiteboard, write the title *I Want It!* Take a picture walk through the book and have a “book talk.” Have the students say every time they see the title *I Want It!*



# HOLIDAY HOUSE | LESSON PLAN

## DURING READING

1. Model and encourage conversations about the text.
2. First reading: Teacher reads aloud to the group as the students point to the words as they read.
3. Second reading: Students read softly in unison with the teacher.
4. Third reading: Students read independently and point to the words silently.

### Ask and answer questions:

1. How do the illustrations help you understand what is happening in the story? As you read and look at the pictures, check your predictions about the story. Ask focus questions. Invite students to say where they found their answers in the text and read aloud to confirm.
  - Who is this story about? Are the two kids the same age? Are they friends, or do you think they're siblings?
  - Where does this story take place?
  - Why are all the words in speech bubbles? Do you notice some words are bigger than others and some are in bold type? What does that mean?
  - How do the characters feel throughout the story? Do they change? Why does the boy get mad? What did the girl do? Why did the girl get upset? Point to the different expressions and ask students what they think.
  - Who is having fun in the story at the beginning of the book? Who isn't having fun? How do you know the girl is really upset? How do they find a solution so that they both have fun? Has this ever happened to you?
2. Discuss the meaning of the text.
  - What is the problem?
  - What do you think the kids each want to do?
  - What advice would you give them?
  - Explain something that you learned from the illustrations that the words did not tell you.

## AFTER READING

1. Have the students retell the story in their own words.
2. How did the kids feel when the book started? How did that change? Do you think they came up with a good solution to the problem? Do you think it's hard to share?
3. Have students share their favorite parts from the book. Encourage them to listen and respond to each other's thinking.
4. Review the parts of a book (front and back covers, title page).
5. Review the vocabulary words and have the students write them.

## ABOUT THE AUTHOR

**Paul Meisel**, who holds a master's degree in graphic design from Yale University, has received two Theodor Seuss Geisel Honor Awards as well as American Library Association Notable Awards for *See Me Run* and *I See a Cat*, both I Like to Read® books. *My Awesome Summer* by P. Mantis was honored by the American Association for the Advancement of Science for Excellence in Science Books, and *The Schmutzy Family*, written by Marilyn Rosenberg, was a National Jewish Book Award Finalist.





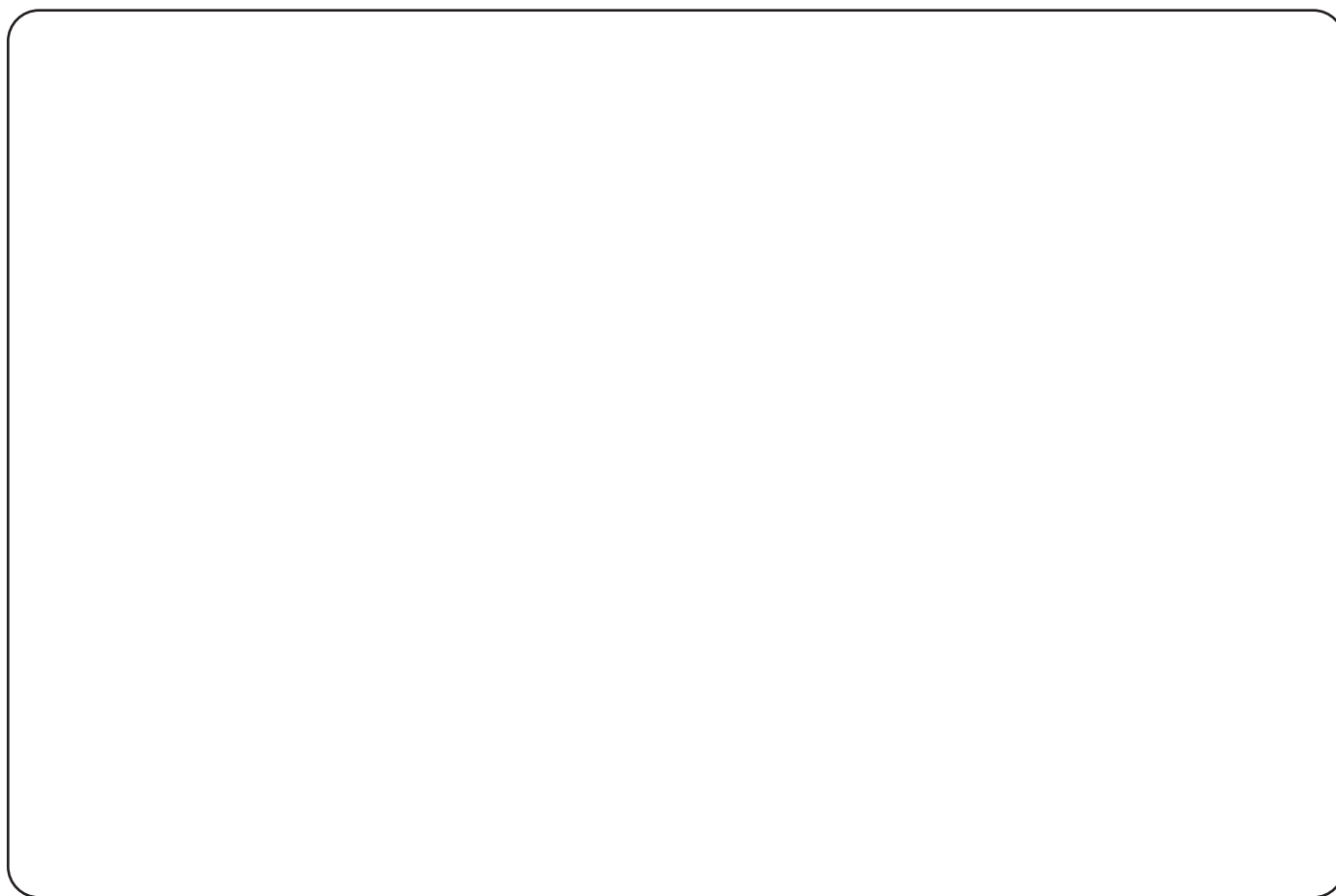
# HOLIDAY HOUSE | LESSON PLAN

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ART ACTIVITY

Write about and illustrate yourself playing with one of the characters. Make speech bubbles with words to show what each character you have drawn is saying or feeling.



## PLAY A GAME

- Hand out a set of the *I Want It!* flash cards for each student.
- Say the words together.
- Have the students find that word from their flash card set.

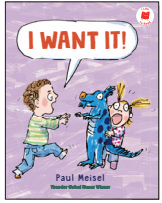


*I Want It!*  
by Paul Meisel

For more **I Like to Read**® books,  
visit your local library or bookstore.

**HOLIDAY HOUSE**  
HolidayHouse.com/ILikeToRead

# beep



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



Cut Here

# can



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# come



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# fly



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# go



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# goal



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# help



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# here



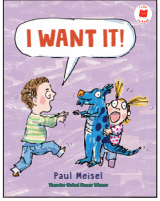
*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# I

# it

Cut Here



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)

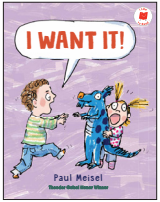


*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# let's

# look



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# mine

# okay



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# out

# play



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)

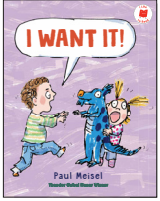


*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



Cut Here

# roar



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# sniff



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# want



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# we



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



# what



*I Want It!*  
by Paul Meisel  
[HolidayHouse.com/ILiketoRead](http://HolidayHouse.com/ILiketoRead)



For flash cards for more **I Like to Read**® books, visit our website  
[www.holidayhouse.com/downloadable-materials/?type=flash](http://www.holidayhouse.com/downloadable-materials/?type=flash)