

CONTENTS

	Page
Introduction & Overview	3
Using the Program	5
Standards Correlations	10
Lessons & Activities	11
Fiction	
Sailor's Surprise	12
Pirate Treasure	16
Follow the Sun	20
The Mermaid	24
The Treasure Map	28
Loading the Ship	32
Where is the Treasure?	36
Treasure Chest	40
The Secret Hiding Spot	44
What the Captain Saw	48
Nonfiction	
Pirate Alphabet	52
Pirates	55
Readers' Theater	
Crew Overboard	58
Class Tracking Sheet	61
Literacy Centers	
Contents	62
About Literacy Centers	63
Centers Tracking Sheet	64
Teacher Pages & Student Activities	65
Using the Interactive Whiteboard Activities	94

INTRODUCTION & OVERVIEW

Welcome to Pirate Cove, where you'll meet Captain Red Beard, Lizzie the first mate, Bones the sea dog, Fingers the parrot, and the rest of the salty, sea-loving crew aboard their ship, The Black Beast. They sail the seas in search of sea monsters, mermaids, buried treasure, and sometimes each other!

WHAT IS **STORYLANDS—ADVENTURES IN READING**?

This is a supplemental literacy resource focusing on the needs of students in the early years of school. There are three kits in the Storylands program. They are written at different levels to help meet the needs of emergent, early, and early-fluent readers. The reading levels range from 1 to 20, and each of the fiction, nonfiction, and readers' theater titles are assigned levels to help you identify books that are appropriate for each student. Because the books center around a single theme, all students can enjoy and share the same adventures, regardless of their individual reading abilities.

Storylands—Adventures in Reading is the heart of the reading experience, with an exciting land full of vibrant characters. It is about bringing the joy, the excitement, and the fun back into reading, with great stories that are richly illustrated.

The fiction titles in the Pirate Cove series are brought to life by extraordinary artists. The vivid illustrations and wonderful stories work together to make reading an engaging experience.

Get to know the characters and follow their adventures through stories that invite children to wonder, giggle, learn, and truly experience the imaginative and real worlds through reading.



WHAT IS INCLUDED IN **STORYLANDS—ADVENTURES IN READING**?

This box contains a total of 78 full-color readers (6 copies each of 10 fiction titles, 6 copies of 2 nonfiction titles, and 6 copies of a readers' theater title), a 96-page Teacher Resource book (complete with two CD-ROMs of printable materials and interactive whiteboard activities), and Literacy Centers. An online website provides read-aloud access to the fiction titles as well as motivating games and activities. More detailed information about each of the components and how to use them can be found on pages 5–8.

HOW DOES **STORYLANDS—ADVENTURES IN READING** HELP CHILDREN LEARN TO READ?

The stories, lessons, and activities provide a coherent, meaningful, whole-class experience for the integrated development of core reading skills. The building blocks of reading instruction are embedded in a real reading experience that motivates students to succeed and makes them want to read more.

A key to reading success is the amount of time spent reading — the more you read, the more you improve. Good readers read every day. Reinforcements for frequent reading are motivation and engagement, which are the focus of this supplemental resource.

GETTING THE MOST OUT OF LEVELED READERS

Young children have a rich fantasy life. It's a natural part of the way they play and experience life — from dressing up and make-believe play with toys and friends to getting caught up in stories from books, TV, and movies.

When children come to school, they encounter a wide variety of books — both fiction and nonfiction. Many leveled, reading schemes focus on familiar, everyday topics as they are known experiences. But reading these books solely may give children a sense that reading only describes what they already know — the familiar. In addition to books on everyday life, children also love to explore unusual places, objects, and creatures.

INTRODUCTION & OVERVIEW

Storylands—Adventures in Reading targets areas of special interest to children in order to promote high levels of active engagement. The exploration of fantasy, role play, and storytelling is brought to life with the Pirate Cove fiction readers.

We are mindful of the fact that most of the text we read is nonfiction. In *Storylands—Adventures in Reading*, nonfiction readers, lessons, and activities have been included, as well. These connect the pirate theme to the real world, as children learn, read, and write about boats and ships, treasure, and more.

Research on comprehension has shown that when children are interested in what they read, comprehension improves. Think of the child who is fascinated with dinosaurs. He or she is drawn to books about dinosaurs at higher reading levels because of this interest.

As educators, it is important to provide quality reading sources that are appropriately leveled and of high interest to children. In this supplemental program, we have included fiction, nonfiction, and readers' theater books, literacy centers, online readers, and interactive experiences. These components, used along with your existing core reading program, will help reinforce reading skills while keeping children actively engaged and motivated to read.

HOW DOES *STORYLANDS—ADVENTURES IN READING* ADDRESS THE BUILDING BLOCKS OF READING INSTRUCTION?

The building blocks of reading instruction are:

- phonemic awareness and phonics
- vocabulary and word study
- fluency
- meaning and comprehension

1. PHONEMIC AWARENESS AND PHONICS

Phonemic awareness — the ability to hear sounds in words and phonics, and map them to written words — is a skill that all children need. Instruction is most effective in the first two years of school. But phonics instruction is not an entire reading program for beginning readers. Building phonic knowledge, word families, and spelling patterns is an integrated part of many of the lessons provided.

2. VOCABULARY AND WORD STUDY

Vocabulary development is reinforced most when it is part of a unit of work where students are likely to meet the new words a number of times. Pirate Cove introduces a wide vocabulary of new content words that are repeated in different books, stories, and nonfiction titles. This helps young students develop their vocabulary, as they integrate these new words into their speaking, writing, and ideas. Entering a *Storylands—Adventures in Reading* world creates a place for children's imaginations to grow and thrive as they imagine other places and new possibilities.

3. FLUENCY

Re-reading is a strategic way to improve fluency and increase enjoyment, and the books in this series are designed to be read more than once. The stories are strong, humorous, and the illustrations are superb, so children will want to return to the books time and again.

Improving fluency is particularly important for young children just learning to read or readers beginning to read English. Those students who expend so much effort decoding words letter by letter decrease their understanding of the material because their attention and energy is not focused on finding meaning and sense in the text.

Oral reading in the form of readers' theater also strengthens decoding skills. It connects spoken and written language. It boosts comprehension, and it provides accurate, informal assessment of reading development. It is an educational tool for reading authentic literature in repeated practice readings that are multiple and purposeful. The readers' theater books at emergent, early, and early-fluent levels are powerful tools for building fluency, as students re-read texts in a motivating, fun group activity.

4. MEANING AND COMPREHENSION

Getting meaning from text is a key reading skill. With the variety of titles provided in this program, children quickly develop a bank of background knowledge about the land and its characters. The beauty of continuing characters means that children can identify with the characters and deepen their understanding. The characters and their relationships will become part of the community of your classroom.



Sailor's Surprise

Book 1, Level 1

Before you read

Questions to Ask

Look at the cover. What do you see?

What letters/words do you recognize?

As I read the title, point to the words.

Read the title.

How many times can you find the letter **s**?

Point to every capital **S**. Point to every lowercase **s**.

What is a surprise?

Who is a sailor?

Why do you think this book is called **Sailor's Surprise**?

Find the apostrophe.

Things to do

What Is a Pirate?

Read a narrative about a pirate. Then talk about other fictitious books, films, and television programs that contain pirates. Trace around a student's body on a large sheet of butcher paper. Ask students what needs to be added to turn the outline into a pirate. Provide markers and allow students to create pirates.

Here Is a _____.

On a white board write "Here is a book." and draw a book. Read the words to students and have them read the words aloud as you point to each one. Next, erase the word "book" and have students choose another object. After students have drawn the picture, help them to write the word at the end of the sentence on their own paper. Encourage invented spelling if they are unsure. Have students read the new sentence. Show them how the first three words stay the same. Erase the object and make some more sentences.

While you're reading

Prompts to Remember

Does that word make sense?

Can you find a clue in the picture?

Have you seen the word before? on another page? in our classroom?

Does it look like another word you know?

What sounds do the letters make?

Can you chunk some of the sounds together?

Try reading the sentence/page again.

After you read

Questions to Ask

Talk about the earring on page 3. What words would you use to describe it?

What two smaller words are pushed together to make the word **earring**?

Why might the pirate need an eye patch?

Why might the pirate have a scar?

What does **toothless** mean on page 10?

Describe the pirate on page 15.

Find the exclamation mark on page 14.

What would you say to the pirate if you met him?

What might he say to you?

Things to do

Pirates (page 13)

Show students **Activity 1**. Each student cuts out the words at the bottom of the page and places them in the correct order to make a sentence. Remind students that each sentence starts with a capital letter and ends with a period. Each student pastes the sentence onto the page. Challenge advanced students to label parts of the pirate.

Paint a Pirate

On a huge sheet of paper, draw a rough sketch of the pirate on page 15 in the book. Students sit around the edge with palettes of paint. They paint different sections. Before cutting out and displaying the pirate, add sentences like "Here is a/an _____." to various parts.

Here It Is (page 14)

Show students **Activity 2**. They read the sentences. Then they draw a picture to match each one. Encourage students to match the words to those in the book, to help them figure out what they say.





Sailor's Surprise

Name _____

Date _____

ACTIVITY 1

Pirates

Cut out the words.

Paste them in the right order
on the line.



is

Here

.

pirate

a



Sailor's Surprise

Name _____

Date _____

ACTIVITY 2

Here It Is

Read each sentence. Draw a picture to match.

Here is an earring.

Here is an eye patch.

Here is a scar.

Here is a sword.

Here is a scarf.

Here is a pirate!