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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 each of 2 nonfiction titles, 6 copies each of a readers' theater title), a 96-page Teacher's Guide (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.



Look Out

Book 11, Level 6

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 words are in the title?
 Which word has a double letter?
 What sound does the double **o** make?
 What do you see when you look out of the classroom?
 your bedroom? the car window?
 What tools or instruments help people to see long distances?
 What instrument do the pirates use?

Things to do

All Aboard

Arrange the students' chairs in a rough boat shape. Students sit in the chairs and imagine that they are on a pirate ship. Take the role of the Captain and say things like: *We're sailing down the corridor and out past the tree. Now we're sailing through the gate and past the phone booth on the corner.* Encourage students to join in and say what they are sailing past. Praise students who use their imaginations. Emphasize the word *past*.

Quotation Marks

Ask two students to volunteer to have a chat. They say hello to each other and then, for example, ask each other what they played at lunch time. Keep the chat short and explain to students that if you are writing a conversation there is a special way to show which words are spoken. On a whiteboard, record the conversation between the students but leave out the quotation marks. For example:

Hello said Narelle.
 Hi said RJ.
 What did you play at lunch today? asked Narelle.
 I played basketball said RJ.

Show students how to add quotation marks to show which parts of the text are spoken. Have students use whiteboard markers to add in the quotation marks. Then erase them and allow other students to have a turn.

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

A compound word is two smaller words joined together.
 Find compound words on pages 2 and 8.
 What word describes the mermaids on page 4?
 What is a skull? Why is Skull Rock a good name for the rock on page 13?
 Have you ever seen a rock that looked like something else?
 What is another word for "plenty" on page 14?
 What word describes the way the pirates sail into Pirate Cove?
 Find the quotation marks on each page.

Things to do

Pirate Punctuation (page 13)

Students review the names of the punctuation marks used in the book. Then they look at **Activity 1**. They draw a line from each name to the punctuation mark in the sentence. Then they cut out the sentence at the bottom of the page, mix up the pieces, and paste them back in the correct order in the empty box.

Make a Map (page 14)

Show students **Activity 2**. They draw in all of the places that the pirates saw on their journey. They draw a dotted line to show the direction the ship sailed. Students could also draw a little ship along the dotted line. Advanced students can add a key.

Lizzie and the Sea Monster

Students refer to pages 6 and 7 in the book. Ask: *What would have happened if the sea monster had woken up?* Students discuss how the story could have changed.



Look Out

Name _____

Date _____

ACTIVITY 1

Pirate Punctuation

Draw a line from the word to its punctuation mark.

quotation marks

comma

period

“No pirates over there,” said the Captain.

Cut out each word below. Mix them up.
Paste them in the right order in the box.

“Plenty of pirates here!” said the Captain.



Look Out

Name _____

Date _____

ACTIVITY 2

Make a Map

Draw all of the places that the pirates saw. Then draw a dotted line to show in which direction the pirates sailed.

