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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 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.



# Sea-monster Soup

Book 21, Level 11

## Before you read

### Questions to Ask

Look at the cover. What do you see?  
 What words do you recognize?  
 Read the title.  
 How many words are in the title?  
 Which words have one/two syllables?  
 What type of soup have you tried?  
 What ingredients went into the soup?  
 What ingredients might go into a sea-monster soup?  
 Do you think you would like sea-monster soup?

## Things to do

### Pirate Food

Students brainstorm all of the foods that a pirate might like to eat. They consider what pirates might eat every day and what they might eat as snack foods. Praise students who use their imaginations and suggest foods applicable to a pirate's life at sea.

### EA Soup

Draw a large soup bowl on chart paper. Students brainstorm words that contain ea. They write them in the soup bowl.

## 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

Why is catching a sea monster a very tricky job?  
 What word on page 6 has a silent **k**?  
 What would the sea-monster sounds on page 8 be like?  
 What does Captain Red Beard have in his mouth on page 11?  
 What is this used for?  
 What letter makes the "sh" sound in the word **special** on page 12?  
 What sea-monster food does Captain Red Beard scatter into the sea on page 12? Who ends up eating it?  
 Do you like baked beans on toast?  
 Why might sea monsters like baked beans on toast?

## Things to do

### Pirate Pieces (page 13)

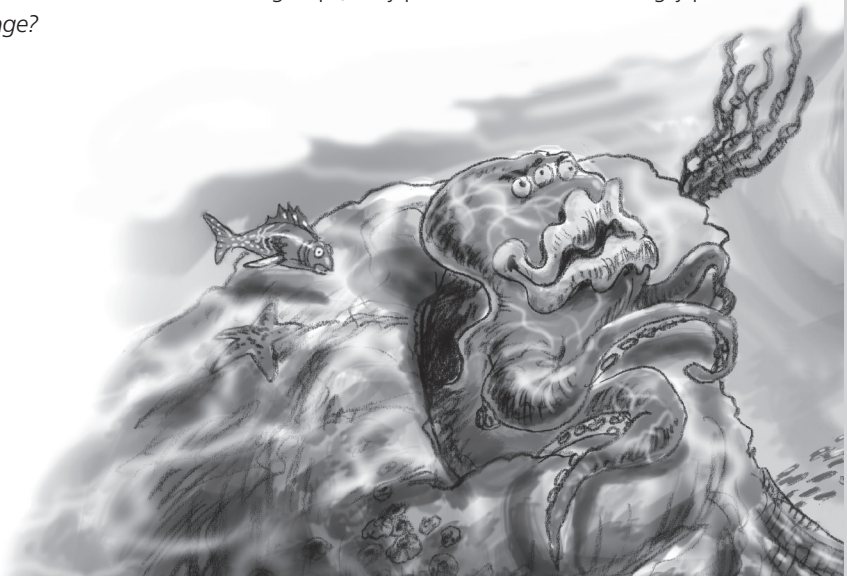
**Activity 1** contains the words from the first sentence on page 4. Students reread page 4 of the text. Then they cut out the pieces on the activity sheet. They mix them up and paste them in the correct order.

### How to Catch a Sea Monster (page 14)

Show students **Activity 2**. They write five ways that Captain Red Beard tried to catch the sea monster. They draw a picture to match each one.

### Sea Monster Café

Students imagine that the pirates stop at a café for brunch. In small groups, they plan a menu for the hungry pirates.





# Sea-monster Soup

Name \_\_\_\_\_

Date \_\_\_\_\_

ACTIVITY 1

## Pirate Pieces

Cut out the words below, mix them up, then paste them in the correct order in the box. Draw a sea monster.

Catching	a	sea	monster	is
a	very	tricky	job	.



# Sea-monster Soup

Name \_\_\_\_\_

Date \_\_\_\_\_

ACTIVITY 2

## How to Catch a Sea Monster

List five ways to catch a sea monster.  
Draw a picture to show each one.

1.

\_\_\_\_\_

A large, empty rectangular box with a thin black border and small square handles at each corner, intended for drawing a picture of a sea monster.

2.

\_\_\_\_\_

A large, empty rectangular box with a thin black border and small square handles at each corner, intended for drawing a picture of a sea monster.

3.

\_\_\_\_\_

A large, empty rectangular box with a thin black border and small square handles at each corner, intended for drawing a picture of a sea monster.

4.

\_\_\_\_\_

A large, empty rectangular box with a thin black border and small square handles at each corner, intended for drawing a picture of a sea monster.

5.

\_\_\_\_\_

A large, empty rectangular box with a thin black border and small square handles at each corner, intended for drawing a picture of a sea monster.