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INTRODUCTION & OVERVIEW

Welcome to Lost Island, where pixies, dinosaurs, and wild children all live happily together and share their adventures on Lost Island. This tropical paradise is home to River and Pebble—two young siblings who live in a tree house, play with dinosaurs, and have pixies as best friends.

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 Lost Island series of 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 Lost Island series are brought to life by a single, extraordinary artist. The vivid paintings 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 of 10 fiction titles, 6 copies 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 Lost Island 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 island theme to the real world, as children learn, read, and write about island life.

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. Lost Island 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 the 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.



The Dinosaur Egg

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.

What is a dinosaur?

What types of dinosaurs do you know about?

How big were the dinosaurs?

How big would a dinosaur egg be?

Which words in the title have one syllable, or one "clap"?

How many syllables are in the word **dinosaur**?

Things to do

Dinosaurs

On a large sheet of paper, students brainstorm all they know about dinosaurs. They do this in small groups and then come together as a class to share their findings.

Careful!

Students sit in a circle. They look at a real chicken's egg and discuss how it should be held and what would happen if it were dropped or squashed. Students pass the egg around. Then they talk about how a dinosaur's egg might be the same as, and different from, a chicken's egg.

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

What word on page 2, rhymes with **pig**?

How big do you think the dinosaur egg would be?

Why might green be a good color for a dinosaur egg?

Why is the dinosaur egg moving on pages 6 and 7?

Find some words in the text that end in **ing**.

How would the baby dinosaur be feeling on page 15?

Things to do

Fill in the Gaps (page 13)

Give each student a copy of **Activity 1**. Students read the sentences aloud and substitute *mmm* for each missing word. They use the pictures to help them figure out the missing words. Then, they use the words in the box to complete each of the sentences.

The Dinosaur Egg (page 14)

Students complete **Activity 2**. They cut out each of the boxes and place them in the correct story order. Then they paste them onto another page. As another option, have students staple the pages in order to make a mini book.

Make a Nest

Using craft materials, students make a nest for a dinosaur egg. They discuss their use of shape, color, and texture.





The Dinosaur Egg

Name _____

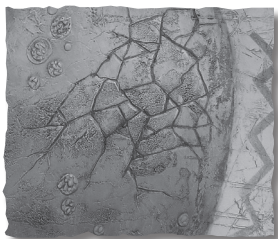
Date _____

ACTIVITY 2

The Dinosaur Egg

Cut out each box. Paste them in the correct story order on another sheet of paper.

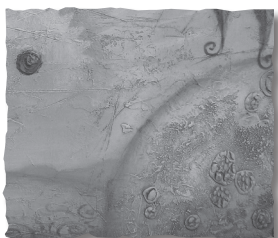
The dinosaur egg is cracking.



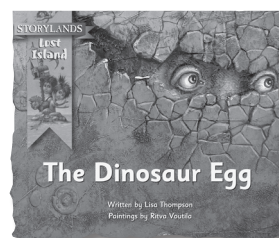
The dinosaur egg is big.



The dinosaur egg is green.



The Dinosaur Egg



Hello baby dinosaur!



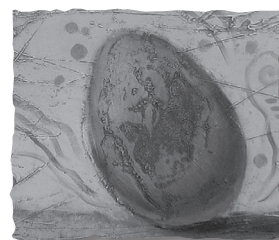
The dinosaur egg is squeaking.



The dinosaur egg is breaking open.



The dinosaur egg is moving.





Reading Record Sheet

Level 1 • Word Count 34

Name _____

Age _____

Date _____

Title **The Dinosaur Egg**

Results _____

Page	Text	Errors	Self Correction Meaning/Structure/Visual Clues
2	The dinosaur egg is big.		
4	The dinosaur egg is green.		
6	The dinosaur egg is moving.		
8	The dinosaur egg is cracking.		
10	The dinosaur egg is squeaking.		
12	The dinosaur egg is breaking open.		
14	Hello baby dinosaur!		

Comprehension Questions	Response
Head – factual <i>What color is the dinosaur egg?</i>	
Heart – personal interpretation <i>How would you look after a dinosaur egg?</i>	
Hidden – inferential <i>Why is the egg so big?</i>	

Analysis	Reading Behaviors	Recommendations
Reads with understanding	easy / instructional / difficult	
Self corrects	always / mostly / sometimes	
Self corrects using mostly	meaning / structural / visual clues	
Reads fluently	easy / instructional / difficult	
Date assessment completed:		