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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.

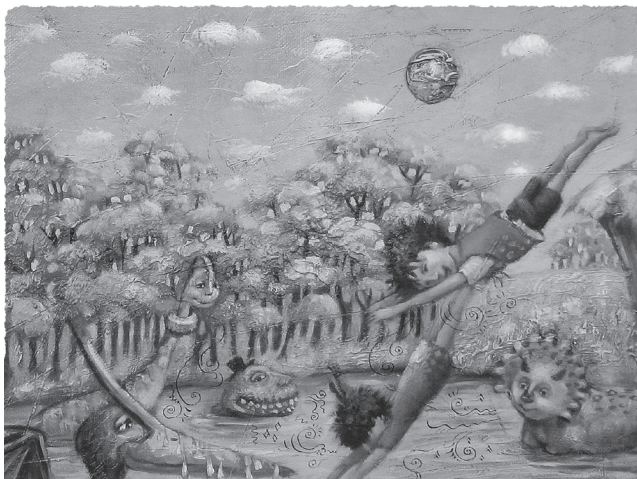
## WHAT IS *STORYLANDS—ADVENTURES IN READING*?

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.



# Something Special

Book 12, 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?  
 Clap the syllables in the title.  
 What two words can you see in the word **something**?  
 What sound does the **c** make in the word **special**?  
 If something is special, what does this mean?  
 What is something that is special to you?

## Things to do

### Compound Words

Students look at the word *something*. They notice it is made up of the words *some* and *thing*. Discuss the term *compound words*. Then students brainstorm a list of compound words. They add to their list by checking words in books and on classroom displays.

### Special Things

Ask students to think of three things that are special to them. They sit opposite partners. They tell their partners the three things that are special to them and the reasons why the things are special.

## 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

Find the word **their** on page 2. Discuss the different meanings of the words **their**, **there**, and **they're**.  
 What adjectives describe the rock on page 4?  
 Name all of the punctuation marks on page 4.  
 What adjectives describe the flowers on page 6?  
 Name all of the punctuation marks on page 6.  
 What sound does the **g** make in the word **giant** on page 6?  
 What two words does the contraction **don't** stand for?  
 Where could the set of teeth have come from?  
 Why does Tickles say, "I don't think so" on page 12?  
 What does Tickles show River and Pebble?  
 Why doesn't it belong in the tree house?

## Things to do

### Pebble's Punctuation Page (page 17)

Students discuss the punctuation marks used throughout the text. They talk about the names of the marks and their purposes. On **Activity 3**, students start by labeling all of the punctuation marks. Then they add punctuation marks to the passages from the text. Encourage students to use the text if they need help.

### Describe It (page 18)

Remind students that describing words are called *adjectives*. They find adjectives in the text. On **Activity 4**, students use the given words to complete the sentences from the text. They check their responses by referring to the book. Next, students use different adjectives to complete the sentences. Remind students that the sentences must still make sense. Praise those who think of interesting and meaningful adjectives.

### Question Time

Students sit with partners and one copy of the text. They take turns asking their partners a question about the text. These will be comprehension type questions. The partners try to answer the questions without looking at the text. If they are unable to, they take the text and find the answer. Praise students who ask sensible, thought-provoking questions.



# Something Special

Name \_\_\_\_\_

Date \_\_\_\_\_

ACTIVITY 4

## Describe It



Fill in the missing adjectives. Use these words:

three	lost	big	giant	big	mossy
-------	------	-----	-------	-----	-------

River found a \_\_\_\_\_, \_\_\_\_\_ rock.

Pebble found \_\_\_\_\_, \_\_\_\_\_ flowers.

Pebble found a \_\_\_\_\_ bone.

River and Pebble found a \_\_\_\_\_ egg.



Now use different adjectives to make up some new sentences.

River found a \_\_\_\_\_, \_\_\_\_\_ rock.

Pebble found \_\_\_\_\_, \_\_\_\_\_ flowers.

Pebble found a \_\_\_\_\_ bone.

River and Pebble found a \_\_\_\_\_ egg.





## Reading Record Sheet

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Title **Something Special** \_\_\_\_\_ Results \_\_\_\_\_

Page	Text	Errors	Self Correction Meaning/Structure/Visual Clues
2	River and Pebble wanted something special to put in their tree house.		
4	River found a big, mossy rock. "I don't think so," said Pebble.		
6	Pebble found three, giant flowers. "I don't think so," said River.		
8	River found a set of teeth. "I don't think so," said Pebble.		
10	Pebble found a big bone. "I don't think so," said River.		
12	River and Pebble found a lost egg. "Yes, yes," they said together. "I don't think so," said Tickles.		
14	The next week, Tickles showed them something very special. But it did not belong in the tree house!		

Comprehension Questions	Response
<b>Head</b> – factual <i>Why did River say no to the big bone?</i>	
<b>Heart</b> – personal interpretation <i>What special, new thing would you like for your room?</i>	
<b>Hidden</b> – inferential <i>Why would River and Pebble want something special for their tree house?</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	
<b>Date assessment completed:</b>		