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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.

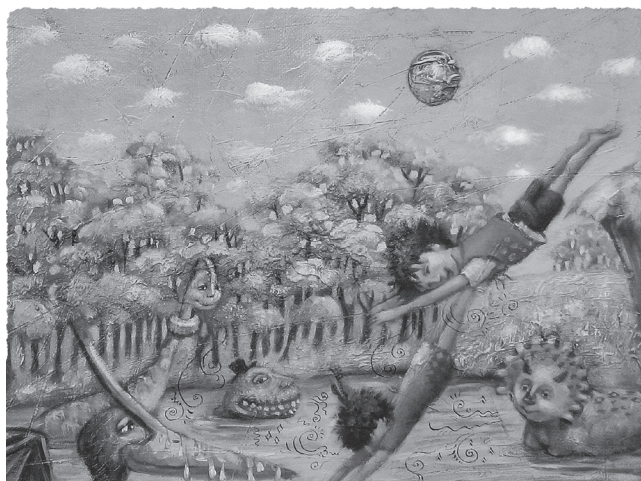
WHAT IS *STORYLANDS—ADVENTURES IN READING*?

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.



Ellie's Greatest Find

Book 23, Level 13

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?

Point to the apostrophe. Talk about its purpose.

Who is Ellie?

What do you already know about Ellie?

What might she find?

What would be the greatest thing that you would like to find?

How likely is it that you will find this?

Things to do

Great, Greater, Greatest

Draw a table like this. Students add as many words as they can that follow the pattern.

base word	___ er	___ est
great	greater	greatest

Apostrophes

Remind students about the use of apostrophes. Provide examples such as *Yolanda's bag* and *Connor's lunch* to illustrate possession.

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

Do you collect anything? Talk about it.

How is Ellie's garden the same and different from a garden you know?

Find a compound word on page 2.

What type of seaweed did Ellie like most?

What adjectives are used on page 8?

What does **spiral** mean?

On page 10, what is the "rock that swam away"?

How would you feel if you could swim with the school of fish like Ellie did?

How do Ellie's feelings change from page 13 to page 15?

Read to the end of page 14. What do you think is missing?

Find a compound word on page 18.

What does "darted this way and that" mean?

How great was Ellie's find?

Things to do

Groups Of (page 21)

Discuss collective nouns with students. Ask them to find an example in the book. They will find "schools of fish" on page 12. For **Activity 5**, students use the words in the box to fill in the blanks. Encourage them to complete the ones they know first and then do some research to find answers to the remaining ones. Students add more examples in the space provided.

Profile of a Friend (page 22)

Students discuss what makes a good friend. They complete **Activity 6** by filling in the spaces. Encourage students to think deeply about their reasons for the last response.

Collections

Students talk about things that they collect such as stamps, marbles, or baseball cards. Invite students to bring some of these collections to school to show the class.





Ellie's Greatest Find

Name _____

Date _____

ACTIVITY 5

Groups Of

Use these nouns to fill in the blanks.

herd

pack

pod

mob

school

pride

a _____ of kangaroos

a _____ of dolphins

a _____ of cattle

a _____ of lions

a _____ of fish

a _____ of dogs



Can you think of more collective nouns?

a _____ of _____

a _____ of _____

a _____ of _____

a _____ of _____



Ellie's Greatest Find

Name _____

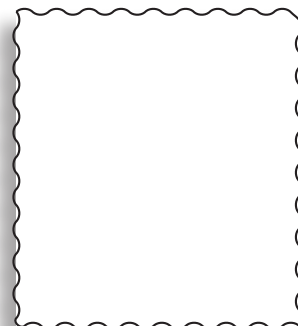
Date _____

ACTIVITY 6

Profile of a Friend

Draw a friend.

Write his or her name here: _____



Write five things that you like about your friend.

1. _____

2. _____

3. _____

4. _____

5. _____

Which one of these is the most important to you? Why?



Reading Record Sheet

Level 13 • Excerpt 138 Words

Name _____

Age _____

Date _____

Title **Ellie's Greatest Find**

Results _____

Page	Text	Errors	Self Correction Meaning/Structure/Visual Clues
2	Ellie collected things. Her garden was full of wonderful collections. Every week, Ellie looked for something new to add.		
4	Ellie collected sea sponges. They were all shapes and sizes. She liked red sponges the best.		
6	Ellie collected seaweed. They were all lengths and colors. She liked long seaweed the most.		
8	Ellie collected shells. They were all sizes and patterns. She really liked the spiral ones. Ellie made tall towers with them.		
10	Ellie collected rocks. They were large and small. Once, she brought home a rock that swam away.		
12	Schools of fish came to visit Ellie's garden. They loved looking at her collections.		
14	One day, Ellie was in her garden. Her garden was wonderful — but something was missing. She didn't know what it was.		
16	Ellie went looking. She swam and swam. She knew she was looking for something special.		

Comprehension Questions	Response
Head – factual <i>Name two things that Ellie collected.</i>	
Heart – personal interpretation <i>Why is finding a new friend so special?</i>	
Hidden – inferential <i>What was missing from Ellie's garden?</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:		