

Sound Out

Set A-1

Workbook

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HIGH NOON BOOKS

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Introduction

The Sound Out series is a unique collection of hi/lo chapter books for independent reading. The vocabulary in these books has been developed along a continuum of decodability based on a standard Scope and Sequence of phonics skills. These skills generally progress as follows:

- short vowel CVC words
- long vowel CVCe words
- long vowel CV words
- consonant blends and digraphs
- vowel patterns
- word building
- reading multisyllable words

In a similar fashion, the vocabulary of the Sound Out Chapter Books builds cumulatively. This methodical progression gives students massive opportunities to practice skills by decoding one-syllable words and phonetically regular two-syllable words.

As a result of carefully controlled vocabularies, the readability levels of the Sound Out Chapter Books fall well beneath the standard Grade 1 reading scale and are 100% decodable. These unique features make the Sound Out books accessible to the lowest performing, most reluctant readers. Students with minimal reading skills can read the Sound Out books from cover to cover.

Program Features: The Sound Out Chapter Books

- Pocket book trim size, with sophisticated covers that won't discourage older readers
- 32 pages long, with five or six short chapters
- 22 pt. type, line spacing, and margins support easy readability
- Cumulative vocabulary consisting solely of one-syllable decodable words in Sets A-1 and A-2 based on Sound Out Scope and Sequence
- Phonetically regular two-syllable words introduced in Sets C-1 and C-2
- Includes sight words from the Dolch 220 list, listed at the back of each novel
- Can be used for independent reading or in small groups

Using the Sound Out Workbooks

The A-1 Sound Out Workbook can be used to support and expand the skills in Set A-1 of the Sound Out Chapter Books.

- Sight Words (and, the)
- Short vowel CVC words (cat)
- Double consonant and ck endings (duck)
- Plural -s (cats)
- CVCe long vowel words (cave)
- Long vowel pairs (rain)
- CV long vowel words (go)
- Hard and soft c and g (cat, nice; get, page)

Students Working Independently

The Sound Out Workbooks can be used as a self-directed follow-up to independent reading of Sound Out Chapter Books. Activity pages are written with the same controlled vocabulary used in the books to increase readability and ease of use. The exercises are presented in a predictable format for easy accessibility.

Determining Reading Level

Ensure that your student has chosen an appropriately leveled Sound Out Chapter Book for independent reading. See the chart below to identify the level at which your student can decode with relative fluency. The Sound Out Phonics Scope & Sequence is divided into a continuum of six levels of skills. Review the decoding skills listed at the left of the chart. Select a skill level at which your student has some mastery, and read across to determine which Sound Out set would be appropriate for use in independent reading.

SKILLS	EXAMPLE	Set A-1, A-2		Set B-1, B-2		Set C-1,C-2	
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Sight words	the, of	•	•	•	•	•	•
CVC short vowel words	hat	•	•	•	•	•	•
Double consonant and ck endings	fell, back	•	•	•	•	•	•
Plural -s	hats	•	•	•	•	•	•
CVCe long vowel words	save		•	•	•	•	•
Long vowel pairs	paid		•	•	•	•	•
Open long vowels	be		•	•	•	•	•
Soft c and g	nice, page		•	•	•	•	•
Consonant blends	flag			•	•	•	•
Consonant digraphs	chop			•	•	•	•
y as long i	try			•	•	•	•
Diphthongs	coin, few				•	•	•
Controlled-r	car				•	•	•
Silent letters	knife				•	•	•
Spelling patterns	eight					•	•
Inflectional endings	hopping					•	•
Compound words	pancake					•	•
Prefixes/Suffixes	reheat						•
Two-syllable words	cabin						•

Using the Workbook Pages

After the student has completed reading the Sound Out Chapter Book, provide a copy of the exercise pages for that book.

Go over with the student the Story Synopsis, provided at the beginning of every lesson. This will familiarize you with the story's plot, and remind students of key events. Students may also use the Sound Out Chapter Book for reference.

Students should work through the exercises for each book, entering the answers directly onto the exercise page. Students can enter their total correct answers for the Comprehension, Writing, and Vocabulary sections in the Progress Chart. (p.53)

Comprehension

Sequence Pictures. The first simple sequencing activity requires students to place the illustration captions in correct order, showing the correct sequence of events in the story.

Sentence Completion. The second comprehension activity requires students to complete each sentence with the correct word.

True/False Questions. This exercise requires students to read a brief passage from the book and draw conclusions by answering True/False questions.

Writing

Answer questions by completing cloze sentences. This exercise requires students to formulate answers using vocabulary provided in the questions.

Unscramble sentences. This activity asks students to unscramble a sentence from the story and write it correctly.

Fluency

Timed reading. Time the student's reading for one minute. Subtract errors from the number of words read to find Words Correct Per Minute. Students can enter their times in the Timed Reading Log on p. 53.

Vocabulary

Identify correct definitions. This activity asks students to connect each vocabulary word with a correct definition.

Proofreading/Spelling

Proofread passage. This activity asks students to proofread a passage from the story and mark it for correction with standard proofreading marks. There are eight errors in each passage. Instruct students in using the following proofreading marks to correct the passages.

^ Insert ✂ Delete ○ Check Spelling ≡ Uppercase Needed

Writing correct spelling of words. Students should then write the misspelled words on the lines provided below the passage. This includes words that were not correctly capitalized.

Extension Activities

Reader's Theater

Reader's Theater is a fun and effective way to help build fluency for student readers. Students can make a Sound Out Chapter Book into a script for a Reader's Theater performance. Many of the Sound Out Books already contain a lot of dialogue. Direct students to identify all dialogue in the story. Write out the dialogue for each chapter, and then decide together what other dialogue should be added to complete the Reader's Theater piece. Assign roles and have students make a copy of their own script. Students may perform the piece as a small group.

Book Reports

Have students select a favorite Sound Out Chapter Book. Provide the following paragraph outline, or one of your own, to help students organize their writing.

- A. What Happened in the Story
- B. What the Characters Are Like
- C. What I Like About This Story
- D. What I Would Change If I Were Writing the Story

It may be appropriate to challenge some students to write their own version of the story.

Letter to the Author

Encourage students to write a letter to the author of any book they have enjoyed reading. Letter writing is good practice for many writing skills, and gives students the chance to express opinions and feelings in a very practical fashion.

Activities

The Red Cap

Story Synopsis

Chapter 1–Ted the Vet

Ted was a vet. He had a red cap. He put on his red cap when he went to his job. At his job, Ted had a boss, Jim. Jim had a big pet dog, Max. Max did not get fed by Jim. He saw the red cap that Ted had set on a bag. Max bit the red cap.

Chapter 2–The Red Cap

Ted saw Max with his red cap. Max ran with the cap. But then he set it on the rug. The red cap had a rip in it. Ted was mad, but he did not yell. He said he can fix the rip. Jim said Max did not get fed. Jim did not have ham for Max.

Chapter 3–In the Van

The men had to get some ham for Max. Ted put on his red cap. He and Max got in his van to go and get some ham. It was fun for Max to go in the van. Ted and Max got out of the van. Ted went to get the ham. Max sat by the van.

Chapter 4–A Bad Man

When Ted came out with the ham, a man came up to him. The man said, “I want that ham.” Ted said no. The man said, “I want the ham and I want that red cap.” The man wants to rob Ted. The man got the ham and the cap from Ted.

Chapter 5–Mad Max

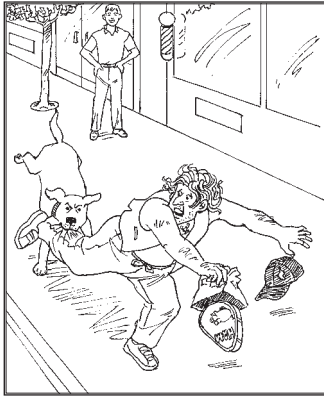
Max saw Ted and the man. He saw the man get the ham and the red cap. Max went “Ruff, ruff, ruff.” The man ran. Max ran to the man and bit his leg. The man fell. Max got the red cap. Ted got the ham. Max got a big hug from Ted.

Chapter 6–Ham for Max

Ted and Max got in the van and went back. Max got fed. Max got a lot of ham on the rug. But Ted was not mad. He got his red cap back. He can fix the rip on that cap. Max got his ham. Max gave Ted a lick. Max is a pal to Ted.

COMPREHENSION

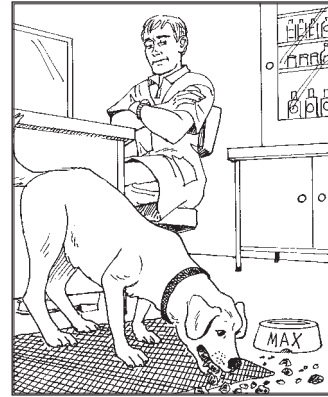
Instructions: Match the picture with the caption.



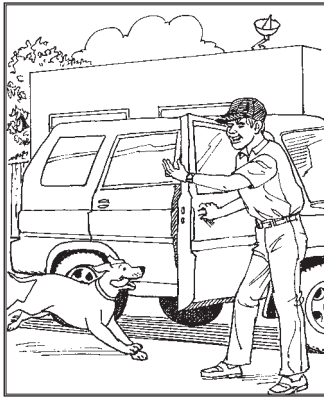
A



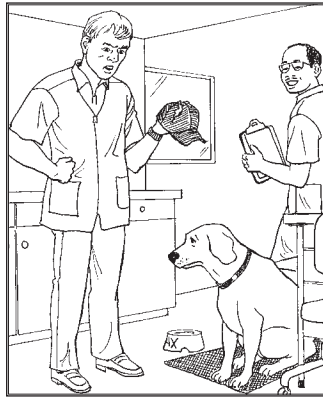
B



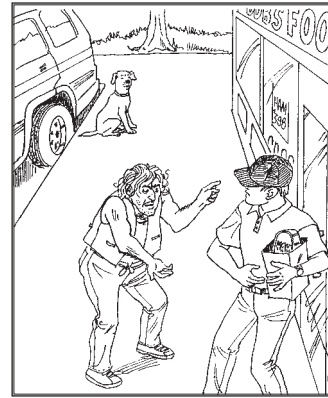
C



D



E



F

- ___ 1. Max sat on his mat on the rug.
- ___ 2. Ted got his red cap back.
- ___ 3. Ted and Max got in the van.
- ___ 4. The man wants the ham and the red cap.
- ___ 5. Max ran to the man and bit him on the leg.
- ___ 6. Max got ham on the rug.

COMPREHENSION

Instructions: Write the correct word on the line.

1. Ted has a _____ . job sat
 2. His boss is _____ . Max Jim
 3. Jim has a _____ at his job. cap pet
 4. His pet is his _____ Max. dog rug
 5. Max is not a _____ . mutt lab
-

Instructions: Read the passage and mark the answers True or False.

Ted saw Max and saw his red cap. Ted got mad. But he did not yell.

Max had the red cap, and he ran.

“Sit, Max,” said Ted. Max sat. He put the red cap on the rug.

Ted got his red cap back. The red cap had a rip in it. It was not a big rip.

Ted can fix his red cap.

1. Ted got mad. T F
2. Max did not have the red cap. T F
3. Ted had to yell at Max. T F
4. Max put the cap on the rug for Ted. T F
5. Ted can fix the rip in his cap. T F

WRITING

Instructions: Fill in the missing words to answer each question.

1. Did Jim have a pet dog at his job?
Yes, Jim had a pet _____ at his _____ .
 2. Did Jim have ham for Max?
No, _____ did not have _____ for _____ .
 3. Did Max get to go in the van with Ted?
Yes, Ted let _____ in the _____ .
 4. Did the bad man want the ham from Ted?
Yes, the _____ man did _____ the _____ .
 5. Did Max get the red cap and the ham back?
Yes, Max got the _____ and the ham.
-

Instructions: Unscramble the words to write a sentence.

1. fed did Max not Jim by Ted or get.

2. back got Ted red his cap.

3. sat Max rug on the back the van of in the.

4. rob man The Ted wants to.

5. bad Ted got Then the red man from the cap.

Instructions: Time the student's reading for one minute. Subtract errors from the number of words read to find Words Correct Per Minute.

Ted the Vet

Ted has a job. He is a vet. Ted had to get 12
to his job. He put on his red cap and got 23
in his van. 26

At his job, he put his red cap on top 36
of a box. 39

Ted has a boss. His boss is Jim. Jim 48
has a pet at his job. His pet is his dog Max. 60

Max is not a pup. He is a big dog. 70
Max is not a mutt. He is a lab. 79

Max sat on his mat on the rug. He 88
saw Jim. Did Max get fed by Jim? No, he 98
did not. He saw Ted. Did Max get fed by 108
Ted? No, he did not. 113

Max did not get fed by Jim or Ted. 122
Max got mad. 125

Max saw the red cap on top of the 134
box. He bit the red cap. 140

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|--------|-------------------------------|
| 1. cap | a man that can get a pet well |
| 2. vet | when you get bit |
| 3. mad | a hat |
| 4. nip | up set |
-

PROOFREADING

Instructions: Find and correct the eight errors in this passage.

Ted and Max got in the vaan and went back. ted got the can of ham out of the bag He got the lid off the tin ca. Ted fedd Max
Max got han on the rug. But Ted did not get mad.

“Max, this is a big mes,” said Ted.

Instructions: Write the misspelled words correctly.
