

Table of Contents

Introduction	5
Using the Sound Out Workbooks	6
Using the Workbook Pages	7
Extension Activities	8

Activities

A Job for Zack	11
Fun in the Hills	17
Tuck Dam	23
A Day at the Lake	29
Jake Makes the Team	35
The Sea Foam	41
Answer Key	47
Progress Chart	53
Timed Reading Log	53

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-2 Sound Out Workbook can be used to support and expand the skills in Set A-2 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)







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.

Sound Out Chapter Books

Each level reviews prior skills and introduces new ones

The color bar on the cover tells you the level

LEVEL	SOUND OUT SKILLS	SAMPLE WORDS	ORDERING
 1	This level includes: <ul style="list-style-type: none"> • CVC short vowel words • Final double consonant and -ck ending • Inflectional ending -s (nouns/verbs, voiced/unvoiced) 	<i>hat, pup</i> <i>fell, back</i> <i>hats, sells</i>	Three Level 1 books and three Level 2 books in each set
 2	Level 1 skills plus: <ul style="list-style-type: none"> • Open-syllable long vowels • CVCe long vowel words • Long vowel pairs (ai, ay, ea, ee, ie, oa) • Soft c and g 	<i>a, l, be, hi, go</i> <i>save, ride</i> <i>paid, say, read, seed, tie, road</i> <i>nice, page, huge</i>	SET A-1 (8125-8) SET A-2 (8237-8) SET A-3 (8523-2)
 3	Level 1-2 skills plus: <ul style="list-style-type: none"> • Blends of 2 or 3 consonants • Final y as long i • Consonant digraphs (ch, sh, th, wh, ph) • Final digraphs (-nk, -ng, -tch) 	<i>flag, stop, street, scrap, hand</i> <i>by, fly, try</i> <i>chop, fish, that, which</i> <i>sank, think, sing, witch</i>	Three Level 3 books and three Level 4 books in each set
 4	Level 1-3 skills plus: <ul style="list-style-type: none"> • Initial silent letters (kn, wr) • r-controlled vowels (a, e, i, o, u) • Variant vowel pairs (au, aw, ew, oo) • Diphthongs (oi, oy, ou, ow) 	<i>knife, knew, wrote</i> <i>car, herd, first, more, fur</i> <i>haul, saw, new, moon</i> <i>coin, toy, out, down</i>	SET B-1 (8192-4) SET B-2 (8244-0) SET B-3 (8530-0)
 5	Level 1-4 skills plus: <ul style="list-style-type: none"> • Contractions (1 and 2 syllables) • Spelling patterns (ign, igh, ight, ought, aught) • Inflectional endings (-es, -ed, -ing) • Final -y as long e, possessives, compound words 	<i>I'll, you're, don't, didn't</i> <i>sign, high, right, thought, caught</i> <i>fades, missed, trotted, hopping</i> <i>rocky, sandy, shop's, pancake</i>	Three Level 5 books and three Level 6 books in each set
 6	Level 1-5 skills plus: <ul style="list-style-type: none"> • Prefixes and suffixes • Syllabification rules (VCCV, long and short VCV) 	<i>reheat, hopeful</i> <i>winter, local, cabin, clever</i>	NONFICTION: X Sports (8425-7) City Secrets (8476-1) U.S. Sports (8483-4)

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.

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.

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 on page 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 page 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

A Job for Zack

Story Synopsis

Chapter 1—No Buns

Zack wants to fix hot dogs. “You can if we have hot dog buns,” said Mom. Zack said, “I will get us buns.” “Can you get the buns by six?” said Mom. “Yes,” said Zack. He got his pack. Mom put some bills in it. Then Zack ran to get the bus.

Chapter 2—The Box

Zack got off the bus. He went to get the hot dog buns. A man got him a pack of six buns. Zack set down a bill and put the buns in his pack. Then Zack saw a van go by. The van hit a rut. A box fell out of the back of the van.

Chapter 3—What to Do

Zack went to pick up the box. It was not big, but it had mud on it. The box said “Jim.” Then he saw “256 Dell.” “Dell is by the dock. I can take a bus there.” Zack went to hop on a bus quick. He had to be back with the buns by six.

Chapter 4—Go to Dell

The bus was on its way to Dell. It went on and on, and Zack had a nap. When he got up, he said, “Did I miss Dell?” “It is back there,” said the man. Zack got off quick. He had to get the box to Jim. Zack got in a cab to get to 256 Dell.

Chapter 5—Jim Gets His Box

The cab let Zack off at 256 Dell. The cab was ten bucks. Then Zack had no bills in his pack. Zack went up to 256 Dell. “Tap, tap, tap.” A sick man came out. “I have a box for you,” said Zack. Jim said, “What luck! This box has my pills.”

Chapter 6—Hot Dogs with Buns

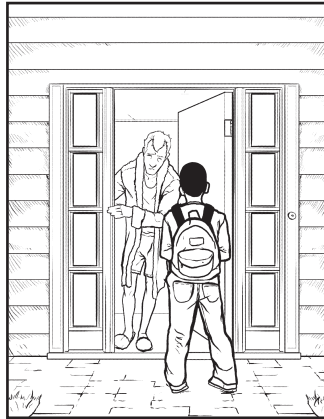
Jim said, “Can you sit down for a bit?” But Zack had to get back with the buns by six. Jim got him a cab and put 20 bucks in his pack. “This will get you back,” said Jim. “Get well,” said Zack. The cab got Zack back by six. “I got the buns!” said Zack.

COMPREHENSION

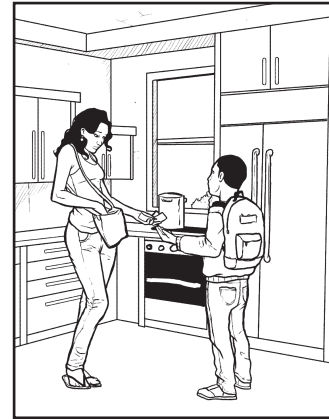
Instructions: Match the picture with the caption.



A



B



C



D



E



F

- ___ 1. "We will have hot dogs at six," said Mom.
- ___ 2. The man got Zack a pack of six hot dog buns.
- ___ 3. Zack had to see what it said on the box.
- ___ 4. "Did I miss Dell?" Zack said.
- ___ 5. "I am Jim," said the man. "What do you want?"
- ___ 6. The cab got Zack back by six.

COMPREHENSION

Instructions: Match the picture with the caption.

1. He ran and got on the _____ . bin bus
 2. He had a _____ to do. job fill
 3. Then he put the _____ in his pack. buns dogs
 4. He got in the _____ and off he went. mud van
 5. Zack had to get the _____ to Jim. box lock
-

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

Zack put the box in his pack with the buns. Then he sat for a bit. Can he hop on the bus and get back with the buns by six? Yes, he can get on the bus and go to Dell. But what bus will get him there? He had to see.

1. Zack has to get back by six. T F
2. Zack will take a van to Dell. T F
3. The box is with the buns. T F
4. Zack will get the box to his mom. T F
5. Zack will get on the bus. T F

WRITING

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

1. Was there a bus that went to Dell?

Yes, there was a _____ that _____ to Dell.

2. Will Zack set the box in the van?

No, Zack will not _____ the _____ in the van.

3. Was Dell by lots of mills?

Yes, Dell was by _____ of _____ .

4. Did Zack have a nap on the bus?

Yes, Zack had a _____ on the _____ .

5. Did Zack take a bus to 256 Dell?

No, _____ did not take a _____ to 256 Dell.

Instructions: Unscramble the words to write a sentence.

1. ten Zack had bucks the man for.

2. sick got the man The box.

3. Jim get "I you cab," a will said.

4. cab Zack got by six back The.

5. said will hot "I dogs put in pot," the in the Mom.

FLUENCY

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

What to Do

Zack went up to the box that fell out of the van. It was not big, but it had mud on it. He went to pick it up. Zack had to see what it said on the box.

On the box Zack saw "Jim." Then he saw 256 Dell. Did a bit of it rub off with the mud?

"Dell is by the dock," said Zack. "I can get to Dell on the bus. Then I can go to 256. Zack had to get the box to Jim. It was his job.

Zack put the box in his pack with the buns. Then he sat for a bit. Can he hop on the bus and get back with the buns by six? Yes, he can get on the bus and go to Dell. But what bus will get him there? He had to see.

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|---------|--------------------------------|
| 1. bin | men go there for a job |
| 2. buck | a bus can pop in and out of it |
| 3. rut | you put buns and cans in this |
| 4. mill | it is a bill |

PROOFREADING

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

“i have a box four you,” sad Zack. “I saw it ppop out of the bac of a van”

The sick man got the box. “This bot has my pills,” he said. “What luck! The pills well get me well.”

Instructions: Write the misspelled words correctly.

Progress Chart

Lesson	Comprehension	Writing	Vocabulary
	Number I Got Right		
A Job for Zack	(16)	(10)	(4)
Fun in the Hills	(16)	(10)	(4)
Tuck Dam	(16)	(10)	(4)
A Day at the Lake	(16)	(10)	(4)
Jake Makes the Team	(16)	(10)	(4)
The Sea Foam	(16)	(10)	(4)

Timed Reading Log

Lesson	Number of Words
How many words did I read?	
A Job for Zack	
Fun in the Hills	
Tuck Dam	
A Day at the Lake	
Jake Makes the Team	
The Sea Foam	