

Table of Contents

Introduction	5
---------------------------	---

Using the Sound Out Workbooks	6
-------------------------------------	---

Using the Workbook Pages	7
--------------------------------	---

Extension Activities	8
----------------------------	---

Activities

Shell Beach	11
-------------------	----

A Brave Act	17
-------------------	----

Three Cheers for Chet	23
-----------------------------	----

Camp Cook	29
-----------------	----

A Gift from Shawn	35
-------------------------	----

Sal Takes Charge	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 B-1 and B-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 B-2 Sound Out Workbook can be used to support and expand the skills in Set B-2 of the Sound Out Chapter Books.

- Sight Words (and, the)
- Short and long vowels (bat, cave)
- Consonant blends, initial and final (clap, jump)
- Digraphs, initial and final (shop, reach)
- Y as long i (fly)
- Diphthongs (boil, chess)
- Controlled -r (hard, burn, torn, bird, herd)
- Silent letters, initial and final (knee, gnaw, write, scent, ridge, limb)

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

A Gift from Shawn *Story Synopsis*

Chapter 1–Shawn and Hap

Shawn has a pup. It is a black lab. His name is Hap. Shawn is in a 4-H club. Her group in the club gets pups to train. Shawn and her mom have had five pups. The last dog, Rose, did not make the grade. Rose is still with Shawn.

Chapter 2–A Day with Shawn and Hap

Shawn takes Hap to school. When Hap is in his green vest, he is on the job. He can not play. He knows Shawn is in charge. Shawn put the vest and leash on Hap. On the school bus, Hap curls up on the floor.

Chapter 3–Hap in Class

The kids at school like Hap. But they do not bug him if he is in his vest. Hap has a job to do. At free time, Shawn will take off the vest and the leash. Then the kids can play with Hap. At the end of the day Hap and Shawn ride the bus home.

Chapter 4–The 4-H Club

Each week, Shawn takes Hap to meet with the club. The club runs a class to train the pups. The dogs get set to take a big test. Dogs that pass the test will train to serve kids that can not see. Shawn knows that Hap will pass the test.

Chapter 5–The Last Day

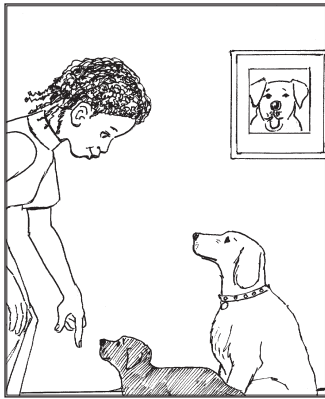
On the last day that Hap is at school the kids are in shock. They will miss Hap. Shawn feels bad, too. But she has a speech. She tells about a kid that can not see. Hap will live with that kid. Hap is a gift to a kid that needs him.

Chapter 6–So Long, Hap

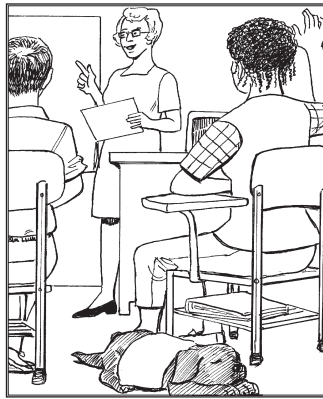
Mom, Shawn, and Rose drive with Hap to the 4-H club. A red van is there. Shawn gives Hap a big hug. A man loads the dogs in to the van. Then it drives off. Now a man drives up in a black van. There are pups in it. Shawn will choose Gum Drop to train.

COMPREHENSION

Instructions: Match the picture with the caption.



A



B



C



D



E



F

- ___ 1. Shawn will train Hap to help a kid.
- ___ 2. On the bus, Hap rides with Shawn.
- ___ 3. A lot of the time Hap is in his vest and on the job.
- ___ 4. Shawn takes Hap to meet with the club.
- ___ 5. Shawn feels bad, too. But she has a speech.
- ___ 6. "Time to choose new pups," said the man.

COMPREHENSION

Instructions: Write the correct word on the line.

1. Shawn is in a 4-H _____. club class
 2. The name of the last _____ is Rose. kid dog
 3. Hap has a green _____. horn vest
 4. Shawn and Hap run to the _____ stop. bus bike
 5. The dogs get set to take a big _____. test leap
-

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

The name of the last dog is Rose. Rose is a smart dog. But she will not set her paw on a main street. She hates loud noise. It gets on her nerves. She can not stand car horns and the screech of brakes. So Rose is still with Shawn. She will help train Hap.

- | | | |
|---|---|---|
| 1. Rose likes to walk on a main street. | T | F |
| 2. Loud noise gets on Rose's nerves. | T | F |
| 3. Rose is not a smart dog. | T | F |
| 4. Rose can not stand car horns. | T | F |
| 5. Rose will help Shawn train Hap. | T | F |

WRITING

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

1. Does Shawn train Hap to be in a show?

No, _____ does not _____ Hap to be in a show.

2. Will Rose help Shawn train Hap?

Yes, _____ will help _____ train _____ .

3. Does Hap ride the school bus with Shawn?

Yes, Hap does _____ the _____ with Shawn.

4. Does Hap run around the class room?

No, Hap does not run around the _____ .

5. Does the 4-H club take the dogs on trips?

Yes, the 4-H _____ takes the _____ on _____ .

Instructions: Unscramble the words to write a sentence.

1. Hap keep Shawn not But will.

2. in Shawn is Hap charge knows.

3. rides the Shawn On bus, Hap with.

4. vest of takes Shawn off the Hap.

5. red is to up dogs A van there pick the.

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

So Long, Hap

Mom, Shawn, and Rose drive with Hap to	8
the 4-H club. A red van is there to pick	18
up the dogs. Shawn gives Hap a big hug.	27
"You are a fine dog, Hap," said	34
Shawn.	35
A man loads the dogs in to the van.	44
Then the red van drives off.	50
Shawn wipes her cheek. Rose lets out	57
a howl. Mom is sad, too.	63
A man drives up in a black van. In the	73
back there is a big box of fluff.	81
"Time to choose new pups," said the	88
man.	89
Shawn stoops to pick up a pup. It	97
gives her chin a slurp.	102
"That pup is so sweet!" said Mom.	109
"She has a nose like a moist black gum	118
drop!"	119

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|----------|----------------------------|
| 1. doze | a wet lick |
| 2. slurp | short coat with no sleeves |
| 3. lab | a light sleep |
| 4. vest | a breed of dog |
-

PROOFREADING

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

The kids like Hap as a class mat. He is
part of the grup. But they do not bug him
if he is in his vast. They no Hap is not like
a pet dog from the pond
hap has a job too do.

Instructions: Write the misspelled words correctly.

Answer Key

Answer Key

Shell Beach

Page 12 – Comprehension

- | | |
|------|------|
| 1. C | 3. B |
| 2. A | 4. D |

Page 13 – Comprehension

- | | |
|----------|----------|
| 1. gray | 4. prize |
| 2. truck | 5. yell |
| 3. deck | |

- | | |
|------|------|
| 1. F | 4. T |
| 2. F | 5. T |
| 3. T | |

Page 14 – Writing

1. No, there was not a phone at the house.
2. Yes, the whale still had some life in it.
3. Yes, Dutch did drive his van down the dunes.
4. No, Dutch did not have a net in his van.
5. Yes, the whale did swim off to the deep sea.

1. The bus ride to Shell Beach was long.
2. His skin was tan and thick from the sun.
3. The ice cream truck could ring its bell.
4. The whale lay on its side on the wet sand.
5. Dutch was a strong man the age of Gramp.

Page 16

Vocabulary

1. rain—wet drops from the sky
2. gulls—sea birds
3. stale—not fresh
4. rod—a long thin pole

Proofreading

Six of us **set** the mat close to the **whale**. Then inch by inch, we slid the **beast** on top of the mat. Three of us got on **each** side to grip the mat(**t**). Then **Dutch** gave a yell.

set, whale, Then, beast, each, mat, Dutch

A Brave Act

Page 18 – Comprehension

- | | |
|------|------|
| 1. D | 3. B |
| 2. C | 4. A |

Page 19 – Comprehension

- | | |
|-----------|----------|
| 1. job | 4. shelf |
| 2. street | 5. hug |
| 3. flames | |

- | | |
|------|------|
| 1. T | 4. T |
| 2. T | 5. F |
| 3. F | |

Page 20 – Writing

1. No, Frank did not find a phone.
2. Yes, Frank did run up the stairs.
3. Yes, there was lots of smoke.
4. Yes, Frank did hear cries for help.
5. No, Frank did not have to move a huge chair.

1. Frank left his job at the craft shop at five.
2. He did not have time to stop and think.
3. There was no time to spare.
4. Frank gave his coat a yank and off it came.
5. The rags would keep their hands safe.

Page 22

Vocabulary

1. leap—high jump
2. close—shut
3. fear—fright
4. grip—firm hold

Proofreading

Frank got strips of rags and tied them to the hands of Josh and his mom. The **rags** would keep their hands safe **from** scrapes as they crept out. The smoke was so thick that **Frank** could not **tell** which way was out. He had to act on a **hunch**.

rags, would, from, The, Frank, tell, hunch

Answer Key *Continued*

Three Cheers for Chet

Page 24 – Comprehension

1. E
2. F
3. A
4. C
5. D
6. B

Page 25 – Comprehension

1. strong
2. romp
3. raft
4. fix
5. bent

1. F
2. F
3. F
4. T
5. F

Page 26 – Writing

1. Yes, the kids did like to play in the street.
2. No, Chet could not sit still.
3. Yes, the rain did make the game end.
4. No, Chet did not have fun in the stream.
5. Yes, Chet was glad to see Mike.
1. They each get a strong, fat stick.
2. Chet sat by a tree to take the game in.
3. Chet did not like to miss the fun.
4. Mike gave a yell as he saw his pup whiz past.
5. He held him close to his face and chest.

Page 28

Vocabulary

1. stream—a brook, a creek
2. yelp—a loud cry for help
3. rush—to walk fast
4. late—not on time

Proofreading

In a flash, Mike swam out to greet Chet. He held him close to(o) his face and chest. Chet was so glad to see Mike that he gave him lots of licks.

Back on the bank, Chet got hugs from all.

In, greet, He, to, see, licks, Back

Camp Cook

Page 30 – Comprehension

1. D
2. F
3. B
4. E
5. C
6. A

Page 31 – Comprehension

1. hike
2. trays
3. bench
4. joke
5. porch

1. F
2. T
3. T
4. F
5. F

Page 32 – Writing

1. No, Mark did not like to sing.
2. Yes, Mark had to wipe off trays.
3. Yes, the girl did tell Mark her name.
4. No, Joy's dad did not own a pet shop.
5. Yes, they did like the last weeks of camp.
1. It felt like a mound of rocks.
2. Then the girl took a bite of her Swiss chard.
3. Mark and Joy were in the mood to goof off.
4. Then they went to play darts and cards.
5. Joy gave Mark a gift.

Page 34

Vocabulary

1. brook—small stream
2. scowl—frown
3. scent—smell
4. hike—a long walk

Proofreading

Joy and Mark had fun in the last three weeks of camp. They swam. They went on three hikes. They made things. And they sang songs at the camp round up.

Mark, weeks, They, went, hikes, made, songs

Answer Key *Continued*

A Gift from Shawn

Page 36 – Comprehension

- | | |
|------|------|
| 1. A | 4. E |
| 2. F | 5. C |
| 3. B | 6. D |

Page 37 – Comprehension

- | | |
|---------|---------|
| 1. club | 4. bus |
| 2. dog | 5. test |
| 3. vest | |

- | | |
|------|------|
| 1. F | 4. T |
| 2. T | 5. T |
| 3. F | |

Page 38 – Writing

1. No, Shawn does not train Hap to be in a show.
 2. Yes, Rose will help Shawn train Hap.
 3. Yes, Hap does ride the bus with Shawn.
 4. No, Hap does not run around the class room.
 5. Yes, the 4-H club takes the dogs on trips.
-
1. But Shawn will not keep Hap.
 2. Hap knows Shawn is in charge.
 3. On the bus, Hap rides with Shawn.
 4. Shawn takes the vest off of Hap.
 5. A red van is there to pick up the dogs.

Page 40

Vocabulary

1. doze—a light sleep
2. slurp—a wet lick
3. lab—a breed of dog
4. vest—short coat with no sleeves

Proofreading

The kids like Hap as a class mate. He is part of the group. But they do not bug him if he is in his vest. They know Hap is not like a pet dog from the pound.

Hap has a job to(o) do.
mate, group, vest, know, pound, Hap, to

Sal Takes Charge

Page 42 – Comprehension

- | | |
|------|------|
| 1. A | 4. C |
| 2. E | 5. B |
| 3. D | 6. F |

Page 43 – Comprehension

- | | |
|----------|----------|
| 1. house | 4. phone |
| 2. bunk | 5. call |
| 3. side | |

- | | |
|------|------|
| 1. F | 4. T |
| 2. T | 5. F |
| 3. F | |

Page 44 – Writing

1. Yes, Sal was from a large town in Spain.
 2. No, Sal did not sleep in a room by him self.
 3. No, Sal will not stay for two years.
 4. No, Sal did not bring a lot of stuff.
 5. Yes, Sal did have a flute in a case.
-
1. “The house is on fire!”
 2. I gave a yell for Pooch to come.
 3. Sal got his cell phone.
 4. The switch board said Mom had left.
 5. Just then the trucks came up the street.

Page 46

Vocabulary

1. squeeze—a tight fit
2. yell—shout
3. three—it comes after two
4. smile—a grin

Proofreading

“The trucks are on the way,” Sal said to(o) me. “Take Pooch to the next yard. Keep her there. The sound of the trucks will be (be) loud. It will scare Pooch when she hears them.”

trucks, to, Pooch, sound, scare, hears

Progress Chart

Lesson	Comprehension	Writing	Vocabulary
	Number I Got Right		
Shell Beach	(14)	(10)	(4)
A Brave Act	(14)	(10)	(4)
Three Cheers for Chet	(16)	(10)	(4)
Camp Cook	(16)	(10)	(4)
A Gift from Shawn	(16)	(10)	(4)
Sal Takes Charge	(16)	(10)	(4)

Timed Reading Log

Lesson	Number of Words
How many words did I read?	
Shell Beach	
A Brave Act	
Three Cheers for Chet	
Camp Cook	
A Gift from Shawn	
Sal Takes Charge	