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

- Sight Words (and, the)
- Short and long vowels (bat, cave)
- Consonant blends, (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)
- Spelling patterns (fair, rare, hear, bear, tore, floor, four, soar, bold, most, wild, bind, caught, bought, thigh, eight, grief)
- Inflectional endings (breaking); Compound words (baseball)
- Prefixes/Suffixes (replay, payment); Simple two-syllable words (button)







## 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.

## 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
 <b>1</b>	<b>This level includes:</b> <ul style="list-style-type: none"> <li>• CVC short vowel words</li> <li>• Final double consonant and -ck ending</li> <li>• Inflectional ending -s (nouns/verbs, voiced/unvoiced)</li> </ul>	<i>hat, pup</i> <i>fell, back</i> <i>hats, sells</i>	Three <b>Level 1</b> books and three <b>Level 2</b> books in each set
 <b>2</b>	<b>Level 1 skills plus:</b> <ul style="list-style-type: none"> <li>• Open-syllable long vowels</li> <li>• CVCe long vowel words</li> <li>• Long vowel pairs (ai, ay, ea, ee, ie, oa)</li> <li>• Soft c and g</li> </ul>	<i>a, l, be, hi, go</i> <i>save, ride</i> <i>paid, say, read, seed, tie, road</i> <i>nice, page, huge</i>	<b>SET A-1</b> (8125-8) <b>SET A-2</b> (8237-8) <b>SET A-3</b> (8523-2)
 <b>3</b>	<b>Level 1-2 skills plus:</b> <ul style="list-style-type: none"> <li>• Blends of 2 or 3 consonants</li> <li>• Final y as long i</li> <li>• Consonant digraphs (ch, sh, th, wh, ph)</li> <li>• Final digraphs (-nk, -ng, -tch)</li> </ul>	<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 <b>Level 3</b> books and three <b>Level 4</b> books in each set
 <b>4</b>	<b>Level 1-3 skills plus:</b> <ul style="list-style-type: none"> <li>• Initial silent letters (kn, wr)</li> <li>• r-controlled vowels (a, e, i, o, u)</li> <li>• Variant vowel pairs (au, aw, ew, oo)</li> <li>• Diphthongs (oi, oy, ou, ow)</li> </ul>	<i>knife, knew, wrote</i> <i>car, herd, first, more, fur</i> <i>haul, saw, new, moon</i> <i>coin, toy, out, down</i>	<b>SET B-1</b> (8192-4) <b>SET B-2</b> (8244-0) <b>SET B-3</b> (8530-0)
 <b>5</b>	<b>Level 1-4 skills plus:</b> <ul style="list-style-type: none"> <li>• Contractions (1 and 2 syllables)</li> <li>• Spelling patterns (ign, igh, ight, ought, aught)</li> <li>• Inflectional endings (-es, -ed, -ing)</li> <li>• Final -y as long e, possessives, compound words</li> </ul>	<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 <b>Level 5</b> books and three <b>Level 6</b> books in each set
 <b>6</b>	<b>Level 1-5 skills plus:</b> <ul style="list-style-type: none"> <li>• Prefixes and suffixes</li> <li>• Syllabification rules (VCCV, long and short VCV)</li> </ul>	<i>reheat, hopeful</i> <i>winter, local, cabin, clever</i>	<b>SET C-1</b> (8313-7) <b>SET C-2</b> (8366-8)  <b>NONFICTION:</b> 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.

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# *Activities*

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## ***The Wooden Box***

### ***Story Synopsis***

#### **Chapter 1—The Flea Market**

One year Ethan and Adam started to collect baseball cards. Ethan displayed his cards in a binder between plastic sheets, but Adam wanted to use a simple box. The boys made a plan to go to a flea market and look for a box. There Adam spotted just the thing.

#### **Chapter 2—The Perfect Box**

Later Ethan sat on Adam's bed and checked out the box. He saw that the outside was much deeper than the inside. When he pressed firmly on the base, the bottom dropped off. Out fell a folded sheet of paper. On it was a map and a name—Cecil Miner.

#### **Chapter 3—Ivy Lane**

The map showed a secret passage behind a fireplace. But in what house? The boys biked to the courthouse. A clerk there told them that a Cecil B. Miner lived at 896 Ivy Lane nearly eighty years ago. But that was where their friend Rachel Barber lived. They made a plan to see Rachel on Friday.

#### **Chapter 4—Rachel Barber**

Rachel was eating lunch when Ethan and Adam approached. Adam spread the map so that Rachel could read it. They told her where they had found the map and why they thought it showed her house. After school Rachel led the boys to her home and showed them the fireplace. She mentioned that her mother had been ill and unable to work.

#### **Chapter 5—Hidden Treasure**

Suddenly a section of the mantel swung slowly inward. A narrow dirt passage with a low ceiling appeared. The three stumbled through the cold, damp passage. They came upon a room. In it Rachel stepped on a loose stone. Rachel gasped. Beneath the stone was a large pile of hundred dollar bills.

#### **Chapter 6—Just Reward**

The three took the cash to the station. They turned in the bills. Weeks passed. Then, one day, Rachel, her mom, and the two boys were called to court. The judge told them the money had been awarded to Rachel and her mom. Rachel and her mom burst into tears of joy, and the boys said no to a reward.

## COMPREHENSION

Instructions: Match the picture with the caption.



A



B



C



D

- \_\_\_ 1. When the weekend arrived, the boys rode their bikes to the flea market and searched the rows of stands.
- \_\_\_ 2. "Look! The map shows a secret passage behind this fireplace," Adam pointed out.
- \_\_\_ 3. All at once, a section of the mantel swung slowly inward.
- \_\_\_ 4. Rachel and her mom burst into tears of joy.



## COMPREHENSION

**Instructions: Write the correct word on the line.**

1. Ethan displayed his cards in a \_\_\_\_\_. binder frame
  2. Then he pressed firmly on the \_\_\_\_\_. cards base
  3. Ethan quickly picked up the \_\_\_\_\_. cloth paper
  4. "Let's \_\_\_\_\_ her at lunchtime." survey approach
  5. Ethan and Rachel rushed to \_\_\_\_\_ Adam. assist warn
- 

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

Before long, Adam felt a doorway carved from the earth. He shone the flashlight inside. The room contained a crude wooden table and chair that rested on a stone floor.

- |  |   |   |
|--|---|---|
| 1. Adam found a doorway made of wood.          | T | F |
| 2. The doorway led to a room.                  | T | F |
| 3. The floor of the room was made of stone.    | T | F |
| 4. Adam wished he had a flashlight.            | T | F |
| 5. The room contained one table and one chair. | T | F |

## WRITING

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

1. Did the boys ride bikes to the flea market?

Yes, the \_\_\_\_\_ rode \_\_\_\_\_ to the \_\_\_\_\_ market.

2. Did Adam find a wooden box?

Yes, \_\_\_\_\_ found a \_\_\_\_\_ .

3. Were there gold coins in the box?

No, there were no \_\_\_\_\_ in the \_\_\_\_\_ .

4. Did the map show a secret passage?

Yes, the \_\_\_\_\_ did show a \_\_\_\_\_ passage.

5. Was the secret passage in the school?

No, the \_\_\_\_\_ was not in the \_\_\_\_\_ .

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**Instructions: Unscramble the words to write a sentence.**

1. spotted long, thing Adam just Before the.

\_\_\_\_\_

2. under held his Adam the arm box.

\_\_\_\_\_

3. stated map he house," a of "It's a.

\_\_\_\_\_

4. the her slid table Rachel the tray of end to.

\_\_\_\_\_

5. den The tiptoed the three into.

\_\_\_\_\_

## FLUENCY

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

### A Just Reward

"Now we know why old Cecil drew a map,"	9
Adam spoke up. "He wanted someone to find	17
this."	18
"We need to contact the cops," Rachel	25
urged. So the three took the cash to the station.	35
"We'll look into this," the chief vowed	42
when he saw the large bills. "I'll let you know	52
what we find."	55
Weeks passed before any news came.	61
Then, one day, Rachel, her mom, and the two	70
boys were called to court.	75
"We've learned that Cecil Miner was an	82
only child who never married," the judge told	90
them. "In cases like this, the court decides how	99
a person's estate is handled." Then the judge	107
smiled warmly and spoke. "Mrs. Barber, the	114
court awards the entire sum to you and your	123
daughter."	124

## VOCABULARY

**Instructions: Match the word and its definition.**

- |             |                      |
|-------------|----------------------|
| 1. simple   | to go near someone   |
| 2. search   | plain                |
| 3. raise    | to look for, to seek |
| 4. approach | to lift              |

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## PROOFREADING

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

The clerck at the courthouse was very helpful. "let me sea," she began, as she scrolled down a list of Miners who had wonce lived in the district "Hear it is," the clerck stayted. "Cecil B. Miner lived at 896 Ivy Lane nearly eighty years ago.

**Instructions: Write the misspelled words correctly.**

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# ***Answer Key***

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## Answer Key *Continued*

### Silly Dreamers

#### Page 36—Comprehension

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

#### Page 37—Comprehension

1. cash
2. food
3. locate
4. sandwich
5. window

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

#### Page 38—Writing

1. Yes, Jason and Leroy did like their new jobs.
  2. No, the boys had not been working for six months.
  3. Yes, one wall was filled with travel posters.
  4. Yes, one day the tidy desk was a complete mess.
  5. No, the boys did not find Janet at Leroy's house.
1. Their earnings furnished extra cash for clothes.
  2. Janet was sitting in a corner booth by herself.
  3. Janet read the note to herself.
  4. "That shouldn't be a problem," Jason spoke up.
  5. The truck concealed the store's entrance.

#### Page 40

##### Vocabulary

1. locate—to find
2. nervous—worried, upset
3. pledge—to promise
4. exit—to leave

##### Proofreading

So just before noon, Jason and Leroy were sipping sodas in the sandwich shop near Classic Gifts. They sat in the main window, a perfect place to see any action.

Right on schedule, a plain white truck parked by the curb, but the driver stayed in his seat.

sodas, Classic, They, main, perfect, schedule, seat

### The Wooden Box

#### Page 42—Comprehension

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

#### Page 43—Comprehension

1. binder
2. base
3. paper
4. approach
5. assist

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

#### Page 44—Writing

1. Yes, the boys rode bikes to the flea market.
  2. Yes, Adam found a wooden box.
  3. No, there were no gold coins in the box.
  4. Yes, the map did show a secret passage.
  5. No, the secret passage was not in the school.
1. Before long, Adam spotted just the thing.
  2. Adam held the box under his arm.
  3. "It's a map of a house," he stated.
  4. Rachel slid her tray to the end of the table.
  5. The three tiptoed into the den.

#### Page 46

##### Vocabulary

1. simple—plain
2. search—to look for, to seek
3. raise—to lift
4. approach—to go near someone

##### Proofreading

The clerk at the courthouse was very helpful. "Let me see," she began, as she scrolled down a list of Miners who had (w)once lived in the district. "Here it is," the clerk sta(y)ted. "Cecil B. Miner lived at 896 Ivy Lane nearly eighty years ago."

clerk, Let, see, once, Here, stated

## Progress Chart

Lesson	Comprehension	Writing	Vocabulary
	Number I Got Right		
The Missing Chime	(14)	(10)	(4)
A Night at the Shore	(14)	(10)	(4)
Into the Wild	(14)	(10)	(4)
One Winter Day	(14)	(10)	(4)
Silly Dreamers	(14)	(10)	(4)
The Wooden Box	(14)	(10)	(4)

## Timed Reading Log

Lesson	Number of Words
How many words did I read?	
The Missing Chime	
A Night at the Shore	
Into the Wild	
One Winter Day	
Silly Dreamers	
The Wooden Box	