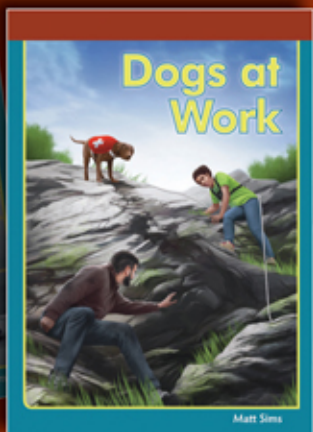




Sound Out

Set C-2

Workbook



Matt Sims

HIGH NOON BOOKS

Table of Contents

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

Activities

Hang on Tight!	11
The Fun House	17
The Dump	23
Dogs at Work	29
Doing the Right Thing	35
Home on the Highway	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 C-2 Sound Out Workbook can be used to support and expand the skills in Set C-2 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
 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, ough, 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>	SET C-1 (8313-7) SET C-2 (8366-8) 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. (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 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

Hang on Tight!

Story Synopsis

Chapter 1—Sandy at the Door

Sandy, a Yellow Lab, was scratching at the back door. Grace held open the screen door for her dog, but Sandy refused to come in. He began whining and pacing back and forth. “What’s the matter, Sandy?” Grace asked. Finally Grace gave in. She put on a sweatshirt and grabbed the leash. “You lead the way,” Grace said to Sandy.

Chapter 2—A Mining Hole

Sandy led Grace to the rocky hills. Grace was told never to go there by herself. The earth was full of air holes. Grace and Sandy had to be careful. At last, they stopped near a hole about two feet wide. Ten feet down the hole was a boy, clinging hard to the sides. “Hang on!” said Grace.

Chapter 3—Grace Finds Help

Grace banged on door after door. At last, a high school boy named Scott greeted her. “A boy is trapped in a deep hole near the mines,” Grace said. Scott called 9-1-1. Grace said Sandy would stay behind and lead them to the hole.

Chapter 4—Hang on Tight!

Scott grabbed a large coil of rope and let Grace lead the way. They dashed up the steep banks and went to where the boy was calling for help. “We’re going to drop down some rope for you,” Grace told the boy. The boy grabbed the rope and held it tight. Grace and Scott were not sure how long their strength could hold out.

Chapter 5—Just in Time

At last, a team of men dashed up with Sandy in front of them. The men used long ropes to slide a small chair down the hole. The boy grabbed it and the team pulled him up. When the boy calmed down, the men took him home. “I could not have done this myself,” Grace claimed. Scott said he was glad he was there to help.

Chapter 6—The Real Star

Grace and Sandy made their way down the hillside. Grace told the Lab to wait outside. She went to her room to search for something. Then she came back and tossed a toy into the air. “A prize for the real star of the day,” Grace said. Only Grace knew the role her dog played in saving the boy’s life.

COMPREHENSION

Instructions: Match the picture with the caption.



A



B



C



D

- ___ 1. Grace held open the door for Sandy.
- ___ 2. He was clinging hard to the sides.
- ___ 3. Scott knotted the rope at one end and eased it down the hole.
- ___ 4. The boy grabbed the chair.

COMPREHENSION

Instructions: Write the correct word on the line.

1. Grace _____ down the hallway. strolled scratched
 2. But Sandy held his _____ . pace ground
 3. Each step was _____ . steep risky
 4. Grace _____ over the edge. leaned dashed
 5. He was _____ to the sides. pleading clinging
-

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

At last, the Lab stopped near a hole about two feet wide. Grace leaned over the edge. What she saw made her heart leap.

Not more than ten feet into the hole stood a boy about ten years old. He was clinging hard to the sides.

1. The Lab stopped near a hole about two feet wide. T F
2. Grace did not lean over the edge. T F
3. Grace saw a boy about 15 years old. T F
4. The boy was standing at the bottom of the hole. T F
5. The boy was not more than 10 feet down. T F

WRITING

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

1. Did Grace bang on door after door?

Yes, Grace did _____ on door _____ door.

2. Did Grace tell Scott about the trapped boy?

Yes, Grace did _____ Scott about the _____ boy.

3. Did Scott lead the team of men to the hole?

No, Scott did not _____ the _____ of men.

4. Did Scott have a long piece of rope?

Yes, Scott did have a _____ piece of _____ .

5. Did Grace and Scott dash to the boy?

Yes, they did _____ to the _____ .

Instructions: Unscramble the words to write a sentence.

1. grabbed Scott coil a rope of large.

2. right calls led The place boy's for them to help the.

3. on way" help "More the is.

4. knot the grabbed The tight boy it held and.

5. could hold strength out long But how their?

FLUENCY

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

Just in Time

"If only we could wrap the rope around a tree," Grace thought. 9
12

"Hey, kid! Are you OK?" Scott called. He could hear the boy kick to get his footing. 20
29

At last, Sandy's loud barking broke the still of the air. A team of men dashed after him. 37
47

"They're here!" Grace yelled. "Hold on! You're going to be fine!" 53
58

Using long ropes, the men slid a small chair down the hole. The boy grabbed the chair. Then with a few firm yanks, they pulled him up. 67
75
84
85

"There you go, kid," one man said. He brushed off the boy's dirty clothes. As soon as the boy calmed down, they took him home. 93
102
110

Grace turned to Scott. "I could not have done this by myself," she claimed. 118
124

"I'm just glad I was there to help," said Scott. 133
134

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|-------------|-------------------------|
| 1. might | what is meant to happen |
| 2. fate | happy |
| 3. stashed | strength |
| 4. thrilled | hidden |
-

PROOFREADING

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

Grace and sandy threaded there way down the
hillside. grace couldn't help thinkin what the boy's
fait might have bean had Sandy knot warned her

Instructions: Write the misspelled words correctly.

Answer Key

Answer Key

Hang on Tight!

Page 12—Comprehension

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

Page 13—Comprehension

1. strolled
2. ground
3. risky
4. leaned
5. clinging

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

Page 14—Writing

1. Yes, Grace did bang on door after door.
2. Yes, Grace did tell Scott about the trapped boy.
3. No, Scott did not lead the team of men.
4. Yes, Scott did have a long piece of rope.
5. Yes, they did dash to the boy.

1. Scott grabbed a large coil of rope.
2. The boy's calls for help led them to the right place.
3. "More help is on the way."
4. The boy grabbed the knot and held it tight.
5. But how long could their strength hold out?

Page 16

Vocabulary

1. might—strength
2. fate—what is meant to happen
3. stashed—hidden
4. thrilled—happy

Proofreading

Grace and Sandy threaded **their** way down the hillside. Grace couldn't help thinking what the boy's **fate** might have been had Sandy (**k**)not warned her.

Sandy, their, Grace, thinking, fate, been, not

The Fun House

Page 18—Comprehension

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

Page 19—Comprehension

1. hopes
2. Buses
3. rushed
4. wild
5. clouds

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

Page 20—Writing

1. Yes, many rides had been shut down.
2. Yes, the walkway was slick from the rain.
3. No, the fun house was not closed.
4. Yes, the kids did climb in the first car.
5. No, the creepy noises did not scare the kids.

1. We would make wild faces and scare it back.
2. "We can sit and wait for things to get fixed."
3. But more than once, we reached a dead end.
4. Then I strolled right into a large piece of netting.
5. We did get our dime's worth, after all.

Page 22

Vocabulary

1. squirmy—cannot stay still
2. boarded—to get on something
3. creepy—scary
4. budge—to move

Proofreading

"Are you boys OK?" asked the cheery man at the doorway. We had come close to **knocking** him off his feet.

"There's a huge hairy thing in there," I told him in (**w**)one long breath.

cheery, knocking, There's, one, breath

Progress Chart

Lesson	Comprehension	Writing	Vocabulary
	Number I Got Right		
Hang on Tight!	(14)	(10)	(4)
The Fun House	(14)	(10)	(4)
The Dump	(14)	(10)	(4)
Dogs at Work	(14)	(10)	(4)
Doing the Right Thing	(14)	(10)	(4)
Home on the Highway	(14)	(10)	(4)

Timed Reading Log

Lesson	Number of Words
How many words did I read?	
Hang on Tight!	
The Fun House	
The Dump	
Dogs at Work	
Doing the Right Thing	
Home on the Highway	