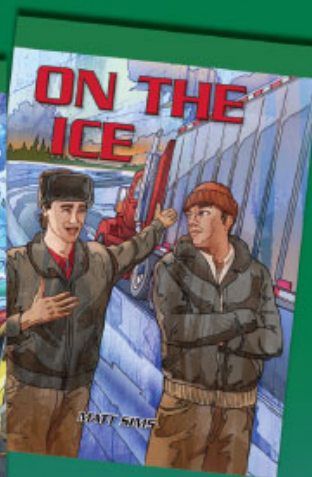
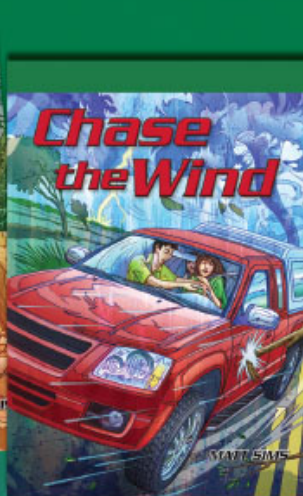
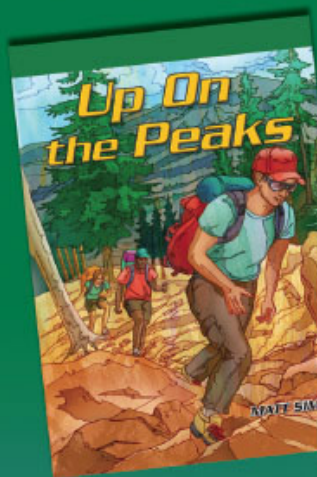
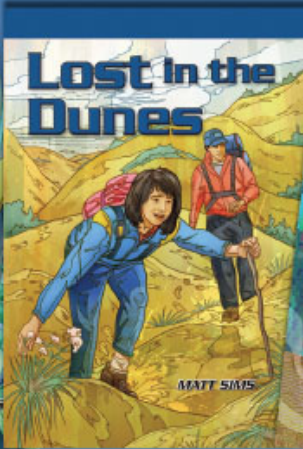
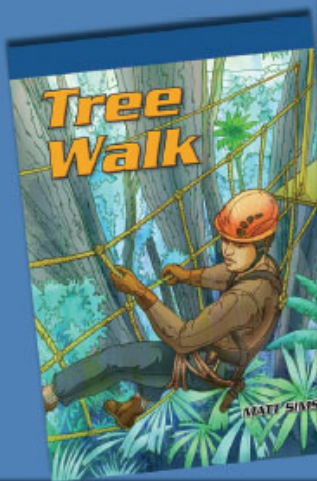


Sound Out

Set B-3

Workbook



Matt Sims

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 commonly used Scope and Sequence of phonics skills. These skills generally progress as follows:

- Short vowel CVC words
- Long vowel CVCe words, long vowel pairs
- Consonant blends and digraphs
- Initial silent letters, r-controlled vowels, diphthongs
- Contractions, variant vowel combinations
- Multisyllable words, prefixes and suffixes

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

As a result of carefully controlled vocabulary, the readability levels of the Sound Out Chapter Books fall well beneath the standard Grade 1 reading scale and are suitable for independent reading. 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 Chapter Books from cover to cover.

Program Features: Sound Out Chapter Books

- Pocket book trim size, with sophisticated covers that will attract older readers
- 32 pages long, with five or six short chapters
- 22-point type, line spacing, and margins to support easy readability
- Five or six interior illustrations to strengthen comprehension
- Cumulative vocabulary consisting of one-syllable decodable and sight words in Sets A-1, A-2, A-3, and B-1, B-2, and B-3, based on the Sound Out Scope and Sequence
- Phonetically regular two-syllable words introduced in Sets C-1, C-2, X Sports, U.S. Sports, and City Secrets
- Sight words from the Dolch 220 and Fry 100 lists, with a limited number of more challenging words listed at the back of each novel
- Appropriate for independent or small-group reading

Using the Sound Out Workbooks

The B-3 Sound Out Workbook can be used to support and expand the skills in Sound Out Levels 3 and 4, covered by Set B-3 of the Sound Out Chapter Books:

- Sight words from Dolch 220 and Fry 100
- Sound Out Level 1 and 2 skills

LEVEL 3:

- Consonant blends (flag)
- Consonant digraphs (fish, sank)
- Final -y as long i (fly)

LEVEL 4:

- Initial silent letters (kn, wr)
- r-controlled vowels (car, more)
- Variant vowel pairs (haul, new)
- Diphthongs (coin, out)

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 ensure readability. The exercises are presented in a predictable format.

Determining Reading Level

Ensure that your student has chosen an appropriately leveled Sound Out Chapter Book for independent reading. See the chart on the back cover to identify the level at which your student can decode with high fluency. The Sound Out Phonics Scope and Sequence is a continuum of six levels of skills. Review the decoding skills listed in 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.

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 (page 53).

Comprehension

Sequence pictures. The illustrations are in scrambled order; the captions are in correct sequence. Students must match the illustrations to the captions, showing the correct sequence of events in the story.

Sentence completion. Students complete each sentence with the correct word of the two words given.

True/false questions. Students read a brief passage taken from the book and draw conclusions to answer True/False questions.

Writing

Students 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. The teacher times the student's oral 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. The student matches each word with its 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, primarily punctuation and spelling mistakes. 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 correctly on the lines provided below the passage. This includes words that were not correctly capitalized.

Extension Activities

Reader's Theater

Reader's Theater is fun for students and is an effective way to build fluency. 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 to use for their report. 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

Challenge higher-level 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 practical fashion.

Activities

Reef Dive

Story Synopsis

Chapter 1 – Down the Coast

Glen and Trish went out on a big boat. They had a plan to dive to a big reef. “I bet there is an old ship by that reef,” said Trish. “What if it has a bunch of cash?” Glen did not think so. His dream was to see the plants and fish in the reef.

Chapter 2 – The Green Boat

Glen and Trish were in a small boat. It came to the reef. They tied up at an old dock by the reef. They got out all their stuff to check it. Then they saw a big green boat. It was a mile from them. Glen and Trish made a plan to dive the next day.

Chapter 3 – Down in the Reef

Glen and Trish had on their swim masks. They were set for their dive. “That green boat is still here,” said Glen. “I bet they just want to fish.” Trish and Glen dove to the reef. They saw lots of plants and fish. Then they saw three men by the reef!

Chapter 4 – The Old Ship

Glen and Trish swam to the old ship. It was full of holes. Fish swam in and out. One of the men from the green boat swam to them. He gave a wave for them to go back up. The pals rose to the top. “You should not be here!” said the man.

Chapter 5 – Help the Reef!

Glen and Trish swam to the beach with the man. He said that he was there to check on the reef. Lots of plants and fish had died and they did not know why. “Can we help?” said Glen. The man let Glen and Trish dive down to the ship with him.

Chapter 6 – Paint Cans

Trish gave a yell when she came back up. “Glen! Take a look!” Trish led Glen down to a hole in the ship. There was a big crate with its lid off. The crate said PAINT. There were cans of paint with holes. The pals led the men from the green boat to the paint cans. The men would get rid of the cans. Then they would clean up the reef. “I am glad we could help out,” Trish said with a smile.

COMPREHENSION

Instructions: Match the picture with the caption.



A



B



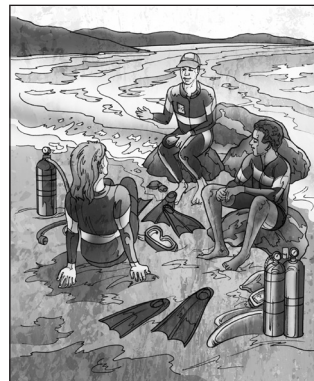
C



D



E



F

- ___ 1. There were masks and tanks set out on the deck of the big boat.
- ___ 2. "Trish, look at that boat," said Glen.
- ___ 3. Glen had to kick his fins to catch up with Trish.
- ___ 4. Trish and Glen swam to the old ship.
- ___ 5. "We are here to check on the reef," said the man.
- ___ 6. Some of the cans had holes.

COMPREHENSION

Instructions: Write the correct word on the line.

1. Trish and Glen would _____ in the sea. reef dive
2. Glen did not _____ there was a ship. think dive
3. There were lots of _____ on the reef. plants ships
4. It was the steam boat that had _____. deck sunk
5. The holes let _____ leak out. paint reef

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

Glen, Trish, and the man swam to the beach. They got out and sat on the sand.

“We came to find this old ship,” said Trish. She did not want to say they came for cash. “Why are you here?”

“We are here to check on the reef,” said the man.

1. Trish and Glen sat on the beach. T F
2. Glen said why they were down by the ship. T F
3. Trish said they went on the dive for cash. T F
4. Trish did not want to tell their plans to the man. T F
5. The man went to the reef for cash. T F

WRITING

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

1. Did Trish and Glen want to dive to the reef?
Yes, Trish and Glen did _____ to _____ to the reef.
2. Did Glen swim out to the big green boat?
No, Glen did not _____ out to the big _____ boat.
3. Was there an old ship in the reef?
Yes, there _____ an old _____ in the reef.
4. Did Trish find cash in the old ship?
No, Trish did _____ find _____ in the old ship.
5. Did Glen and Trish help save the reef?
Yes, Glen and Trish did _____ save the _____.

Instructions: Unscramble the words to write a sentence.

1. boat The big reef would sail to a.

2. at boat," look that said "Trish, Glen.

3. gave Glen to Trish a wave.

4. they down At last, big to reef the got.

5. side the crate said of The PAINT.

FLUENCY

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

The Log Jam

Trish was the one to find out what had made the reef sick. 10

"Glen!" she gave a yell when she came up from the steam boat. "Take a look!" 13 21

Trish and Glen dove back to the ship. Trish led Glen to a hole in the planks. 29 37

They swam down to a big crate with its lid off. The side of the crate said PAINT. The crate had stacks of paint cans. Some of the cans had holes. The holes let paint leak out. 46 55 65 74

Glen could see that the leaks in the cans had sent paint up in to the reef. And paint is bad for plants and fish. 83 92 103

The pals went to find the men from the green boat and lead them to the paint cans. 108 117

126

VOCABULARY

Instructions: Match the word and its definition. The first one is done for you.

- | | |
|----------|----------------------|
| 1. dusk | go from side to side |
| 2. reef | when the sun sets |
| 3. sway | a big box |
| 4. crate | fish live in it |
-

PROOFREADING

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

Glen felt sads that the reef was in bod shape. "Can we help" he said.

We will not get in the way," trish said. "We jusst want to check out the the old ship"

Instructions: Write the misspelled words correctly.

Answer Key

ANSWER KEY

Reef Dive

Page 12–Comprehension

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

Page 13–Comprehension

- | | |
|-----------|----------|
| 1. dive | 4. sunk |
| 2. think | 5. paint |
| 3. plants | |

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

Page 14–Writing

1. Yes, Trish and Glen did want to dive to the reef.
2. No, Glen did not swim out to the big green boat.
3. Yes, there was an old ship in the reef.
4. No, Trish did not find cash in the old ship.
5. Yes, Glen and Trish did help save the reef.

1. The boat would sail to a big reef.
2. “Trish, look at that boat,” said Glen.
OR “Look at that boat, Trish,” said Glen.
3. Trish gave a wave to Glen.
OR Glen gave a wave to Trish.
4. At last, they got down to the big reef.
5. The side of the crate said PAINT.

Page 16–Vocabulary

1. dusk—when the sun sets
2. reef—fish live in it
3. sway—go from side to side
4. crate—a big box

Proofreading

Glen felt sad(s) that the reef was in bad shape. “Can we help?” he said.

“We will not get in the way,” Trish

said. “We jus(s)t want to check out the (the) old ship.”

sad, bad, Trish, just

Lost in the Dunes

Page 18–Comprehension

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

Page 19–Comprehension

- | | |
|---------|----------|
| 1. grin | 4. dunes |
| 2. gray | 5. ran |
| 3. bags | |

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

Page 20–Writing

1. Yes, the Sea Lab team did like the dunes.
2. No, Jean did not want to pick up sand crabs.
3. Yes, the dunes are made of sand.
4. No, Sam and Jean did not mess up the dunes.
5. Yes, Jean did stop the three-wheel bikes.

1. Sam gave his sis a grin.
2. Jean ran from her tent to the fire.
3. “A nice long hike will be fun,” she said. OR She said, “A nice long hike will be fun.”
4. The next day, Sam went to wake up Jean.
5. Three men sat next to the bikes.

Page 22–Vocabulary

1. dune—a hill of sand
2. trap—catch
3. coast—land by the sea
4. tracks—a bike makes these

Proofreading

The next day, Sam went to (to) wake up Jean. She was not in her tent(l).

"Do you know where Jean went?"
Sam said to the team as they sa(a)t by the camp fire.

The, tent, Jean, said, sat

Tree Walk

Page 24–Comprehension

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

Page 25–Comprehension

- | | |
|---------|----------|
| 1. spot | 4. tea |
| 2. trip | 5. crept |
| 3. back | |

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

Page 26–Writing

1. Yes, Pat did go to see Wes at his lab.
 2. No, Pat did not plan to go to the big trees.
 3. Yes, Pat will go to the big trees with Wes.
 4. No, Wes did not show Pat how to tree walk.
 5. Yes, Pat and Wes did look for the green tree frog.
-
1. "I did not see you come in," Wes said.
OR Wes said, I did not see you come in."
 2. Wes went to grab a map from his files.
 3. His feet slid on the slick tree trunk.
 4. No one had seen a tree frog yet.
OR No one had yet seen a tree frog.
 5. Pat had a look at the rope bags.

Page 28–Vocabulary

1. gear—tools

2. heal—make well
3. grove—where trees are
4. vents—holes

Proofreading

Wes crept to the tree trunk.

"Is that the frog?" said Pat.

"Hush," said Wes. "Do not scare it!"

Wes got the green shape, and it was a fro(o)g. In (in) fact, it was THE tree frog.

trunk, Wes, frog

Up on the Peaks

Page 30–Comprehension

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

Page 31–Comprehension

- | | |
|---------|---------|
| 1. list | 4. sore |
| 2. lead | 5. legs |
| 3. dark | |

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

Page 32–Writing

1. Yes, Steve and Gabe will go on a long hike.
 2. Yes, Gabe did get new boots for the hike.
 3. Yes, Gabe did slip off the trail.
 4. Yes, Steve did grab Gabe when he slid.
 5. No, Gabe did not break in his new boots.
-
1. Gabe held up his foot with a new boot.
 2. Steve saw Gabe creep out of his tent.
OR Gabe saw Steve creep out of his tent.
 3. Steve went to grab for his wrist.
 4. Gabe had to soak his feet in a creek.

5. The group got up in the cold dawn.

Page 34–Vocabulary

1. gear—tools for a hike
2. gasp—take in more air
3. creep—crawl
4. pace—how fast you go

Proofreading

Steve went to grab(s) for his wrist. He got Gabe back(s) on the trail.

“Watch where you put your feet, Gabe!”

“You said this would be a fun trip,” said Gabe. “When will the fun start?”

grab, back, Watch, Gabe, said, When

On the Ice

Page 36–Comprehension

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

Page 37–Comprehension

- | | |
|----------|---------|
| 1. felt | 4. side |
| 2. out | 5. skid |
| 3. smile | |

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

Page 38–Writing

1. Yes, Rick did ride in the truck with Lars.
 2. No, Rick did not want to take a short cut.
 3. Yes, Lars did trick Rick in the truck.
 4. Yes, the truck did get on to the ice.
 5. Yes, there was a truck on its side.
-
1. Lars drove the rig for Kent Hill Farms.
 2. Lars and Rick got out of the truck.
OR Rick and Lars got out of the truck.
 3. Lars drove the truck down from the shore.

4. Lars got out and slid up to the truck.
5. “Thank you,” said the man with a gasp.

Page 40–Vocabulary

1. feed—grain
2. skid—slip on the ice
3. cab—where you sit in a truck
4. clip—a fast speed

Proofreading

The truck did(d) skid a bit at first. But soon they were up to(o) a good clip.

“No(o)t bad, is it?” said Lars. His old grin was back(s). “I think this drive will be a breeze.”

did, But, to, Not, Lars, back

Chase the Wind

Page 42–Comprehension

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

Page 43–Comprehension

- | | |
|-----------|---------|
| 1. snacks | 4. hide |
| 2. gas | 5. arm |
| 3. park | |

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

Page 44–Writing

1. Yes, Mark and Jan did ride with Liz.
 2. No, Liz did not want to hide from the storm.
 3. Yes, the storm did come to Deer Bluff.
 4. Yes, the wind did crack the old barn in two.
 5. Yes, they did see fence rails fly by.
-
1. Mark knew they would wake up soon.
OR Mark knew they would soon wake up.

2. They had a look at the map.
3. "I think we are in a good spot," said Liz. OR Liz said, "I think we are in a good spot."
4. Mark knew what his mom would say.
5. Liz had to grab the wheel with a firm grip.

Page 46–Vocabulary

1. dawn—when the sun gets up
2. risk—when you could get hurt
3. swirl—spin
4. trail—path

Proofreading

It was nine when they hi(i)t the road.

"We should stop(s) for gas now," said Liz. "That way, we can drive on if (if) a big storm comes up."

hit, stop, That, comes

PROGRESS CHART

Lesson	Comprehension	Writing	Vocabulary	Proofreading	Total
	Number I Got Right				
Reef Dive	(16)	(10)	(4)	(8)	(38)
Lost in the Dunes	(16)	(10)	(4)	(8)	(38)
Tree Walk	(16)	(10)	(4)	(8)	(38)
Up on the Peaks	(16)	(10)	(4)	(8)	(38)
On the Ice	(16)	(10)	(4)	(8)	(38)
Chase the Wind	(16)	(10)	(4)	(8)	(38)

TIMED READING LOG

Lesson	Number of Words
How many words did I read in a minute?	
Reef Dive	
Lost in the Dunes	
Tree Walk	
Up on the Peaks	
On the Ice	
Chase the Wind	