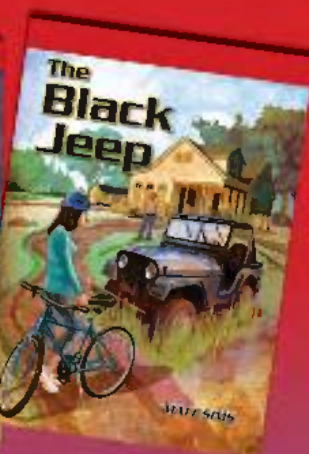
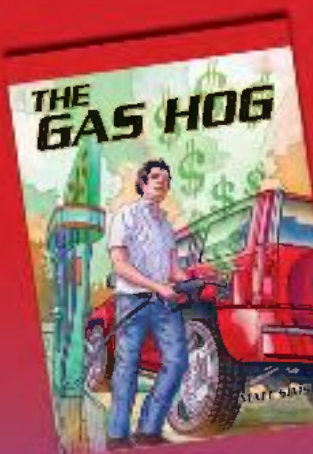
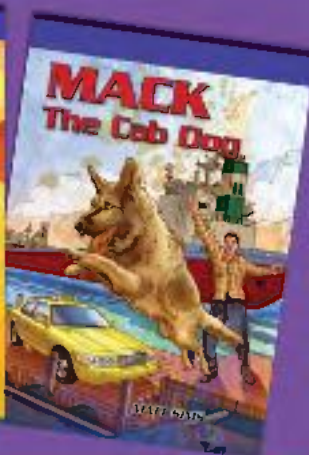
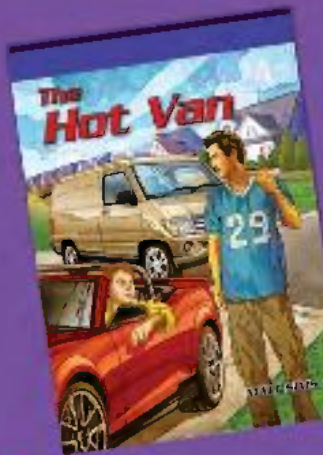


Sound Out

Set A-3

Workbook



Matt Sims

HIGH NOON BOOKS

Sound Out

Set A-3

Workbook

Matt Sims

HIGH NOON BOOKS

Available from High Noon Books

Sound Out Workbooks

Set A-1: ISBN 978-1-57128-373-3

Set A-2: ISBN 978-1-57128-374-0

Set A-3: ISBN 978-1-57128-568-3

Set B-1: ISBN 978-1-57128-375-7

Set B-2: ISBN 978-1-57128-376-4

Set B-3: ISBN 978-1-57128-569-0

Set C-1: ISBN 978-1-57128-377-1

Set C-2: ISBN 978-1-57128-378-8

See back cover for workbook order numbers.

Cover design: Bonni Gatter
Interior Illustrations: www.amerartists.com

Copyright © 2011 by High Noon Books. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical photocopying, or otherwise, without the prior written permission of the publisher, unless otherwise indicated.

High Noon Books
A division of Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191

800-422-7249

International Standard Book Number 978-1-57128-568-3
Order #8568-3

20 19 18 17 16 15 14 13 12 11
00 09 08 07 06 05 04 03 02 01

TABLE OF CONTENTS

Introduction5
Using the Sound Out Workbooks6
Using the Workbook Pages7
Extension Activities8

Activities

Mack the Cab Dog.	11
The Hot Van	17
Jen Sets Out	23
The Black Jeep	29
The Gas Hog	35
Road Race.	41

Answer Key	49
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 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 A-3 Sound Out Workbook can be used to support and expand the skills in Sound Out Levels 1 and 2, covered by Set A-3 of the Sound Out Chapter Books:

LEVEL 1

- Sight words from Dolch 220 and Fry 100
- Short vowel CVC words (cat)
- Double consonant and -ck endings (fell, duck)
- Inflectional ending -s (cats, sells)

LEVEL 2

- Open-syllable long vowels (I, be)
- CVCe long vowel words (cave)
- Long vowel pairs (rain)
- Soft c and g (nice; page)

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 on the back cover of this book. 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 choice 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 ℓ 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

Jen Sets Out

Story Synopsis

Chapter 1 – The Rig

Jen got up at six. She got her rig set to go. Jen has a good rig. She will go to see her pals Ted and Liz. Her dad said, “Do not stop a lot.” “Yes, Dad,” Jen said. She got up in the cab of her rig. She was on her way!

Chapter 2 – The Gas Stop

Jen and her rig ran and ran. At ten, Jen said, “I need to get gas.” Jen was in luck. She did see a gas stop. The kid at the gas stop said, “That is a hot rig.” Jen let the kid look at her rig. Then she had a look at his rig. Then Jen had to go.

Chapter 3 – What Is Up?

The rig did a “putt, putt, putt.” “What is up?” Jen said. She got to a stop and had a look. “What will I do?” said Jen. “I am in a jam!” She had a hot dog in the rig. She ate the hot dog and had a can of pop. She got in the back of her rig. Then she had a nap.

Chapter 4 – The Tap

“Tap, tap, tap.” “What is that?” Jen said. She sat up and had a look. What if it was a mad man? Jen hid. The “tap, tap, tap” did not stop. Jen had a look to see what was up. It was a man. She was set to run for it. “Jen? Is that you?” said the man.

Chapter 5 – Did I Get Gas?

It was her pal Ted! “It is good to see you,” said Jen. Ted said, “I had a call with your mom and dad. I had to look for you.” Ted got a look at the rig. “Gas,” he said. “I did go to a gas stop,” said Jen. “Did I get gas?” No, Jen did not get gas. “Rigs run on gas, Jen,” said Ted.

Chapter 6 – Good Pals

Ted had a look for a gas can. It was back at the gas stop! “You and I will go get it,” said Ted. But Jen did not want to go. “A bad man will get at my rig,” she said. Then a rig ran up. It was the kid from the gas stop. Jen got her gas. She had good pals.

COMPREHENSION

Instructions: Match the picture with the caption.



A



B



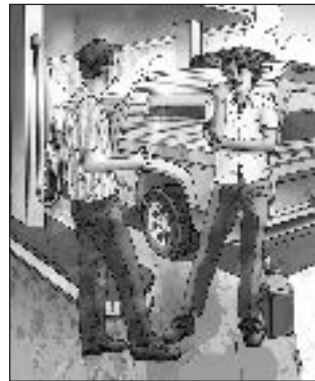
C



D



E



F

- ___ 1. Jen sets her pack in the back of the rig.
- ___ 2. "That is a hot rig," said the kid at the gas stop.
- ___ 3. "What will I do?" said Jen.
- ___ 4. Jen had a look to see what was up.
- ___ 5. Ted got a look at the rig.
- ___ 6. Then Jen did see a rig come up.

Copyright ©2011 by High Noon Books. Permission granted to reproduce for classroom use.

COMPREHENSION

Instructions: Write the correct word on the line.

1. Jen gets _____ at six. down up
 2. Jen got up in the _____ of her rig. cab pack
 3. She did see a _____ stop. back gas
 4. Ted got a _____ at the rig. gas look
 5. "My _____ got me a gas can," said Jen. Al dad
-

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

Jen had a look to see what was up. The sun was down.

It was dim.

Then Jen did see a man by the rig.

The man was by her rig. Jen was all set to run for it.

"Jen? Is that you?"

1. Jen did not look to see what was up. T F
2. The sun was out. T F
3. The man was by her rig. T F
4. Jen did not want to run for it. T F
5. The man did not see Jen. T F

WRITING

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

1. Did Jen like her rig?
Yes, Jen did _____ her _____.
2. Was her rig big and red?
Yes, her rig _____ big and _____.
3. Did Jen get gas at the gas stop?
No, Jen did _____ get _____ at the gas stop.
4. Did Ted have gas for the rig?
No, Ted did _____ have gas _____ the rig.
5. Did Al get the gas can to Jen?
Yes, Al did _____ the gas _____ to Jen.

Instructions: Unscramble the words to write a sentence.

1. go her pals Jen and will to Ted Liz.

2. look up had Jen a the sun at.

3. bag Jen rig got a in the.

4. all was Jen to run it for set.

5. said do see "I not gas a can," Ted.

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 Gas Stop

Jen and her rig ran and ran. She ran the rig	11
up and down hills. The rig had a lot of zip.	22
The sun was not hot yet.	28
At ten, Jen said, "I need to get gas for	38
this rig. I will look for a gas stop."	47
Jen was in luck. She did see a gas stop.	57
She got the rig to the gas stop and got out.	68
"That is a hot rig," said the kid at the	78
gas stop. "Call me Al."	83
"I am Jen," said Jen.	88
She let Al look at the bed and the cab of	99
the rig. Jen and Al had a look at the rack and	111
the hub caps.	114
"This rig has it all," said Jen.	121
"You can see my rig," said Al. "It is in	131
the back."	133
Jen had a look at the rig in the back. It	144
was not as rad as her rig.	151
But Jen said, "Your rig is not bad at all."	161

VOCABULARY

Instructions: Match the word and its definition.

- | | |
|--------|----------------|
| 1. zip | no sun |
| 2. rig | go fast |
| 3. rad | looks good |
| 4. dim | you ride in it |
-

PROOFREADING

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

Jen got a bag in tthe rig. In it was a hot dog in a bun She had a can of pop in her pak. The pop was hot. Buut it was wet?

With luck, a pal will see me," said Jen.
jen sat and sat. No one did go by. What to do.

Instructions: Write the misspelled words correctly.

Answer Key

ANSWER KEY

Mack the Cab Dog

Page 12–Comprehension

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

Page 13–Comprehension

- | | |
|---------|---------|
| 1. cab | 4. tug |
| 2. dog | 5. logs |
| 3. mill | |

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

Page 14–Writing

1. Yes, Jeff did see Mack down in the logs.
2. No, Mack did not run off.
3. Yes, Rick was the boss at the mill.
4. No, Jeff did not run off the tug to get Rick.
5. Yes, Mack did get Rick out of the logs.

1. Jeff said, “I have a fun job.” OR
“I have a fun job,” said Jeff.
2. Jeff lets Mack in the cab.
3. The tug will get Rick to his job at the mill.
4. Mack ran off the deck of the tug.
5. “You got me, pup!” said Rick with a sob.

Page 16–Vocabulary

1. tug—men go on this to the mill
2. mill—logs are cut there
3. dock—tugs sit there
4. cab—this can pick you up

Proofreading

- “OK, Mack,” said Rick. “I will see you at six. And you **will** get me to the bus.”
Rick gave Mack (**a**) a pat on his ne(**c**)
k. Then he was off to get on the tug.
Rick had a job to do(**o**). But Mack

had a bit of fun. He said, “Yip, yip, yip!” at the gulls. He sat in the sun. And he got a pat(**t**) from his pal, Jeff.

I, will, neck, do, pat

The Hot Van

Page 18–Comprehension

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

Page 19–Comprehension

- | | |
|---------|---------|
| 1. van | 4. gas |
| 2. caps | 5. cops |
| 3. home | |

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

Page 20–Writing

1. Yes, Max did get a new van.
 2. Yes, Ken did want hub caps for his hot rod.
 3. No, Max did not get the van at the Hub Cap Hut.
 4. No, Todd did not have a tan van.
 5. Yes, Max was sad when Todd got the van back.
1. Max gets the hub caps to his van.
 2. Ken had a look at the tan van.
 3. Max gave a man cash for the van.
 4. “Max, is your van OK?” said Ken. OR
Ken said, “Max, is your van OK?”
 5. “I will miss the tan van,” said Max. OR
Max said, “I will miss the tan van.”

Page 22–Vocabulary

1. fits—puts on
2. hot—looks good
3. rob—take
4. hub caps—you put them on a van

Proofreading

Ken looks at the hub caps on the big tan van.

"I want hub caps like that," Ken said. "Your tan van looks good."

"Not as good as your red hot(l) rod," Max said with a nod.

Ken got (got) the hub caps from the (m)man. Ken got them to his hot rod. He got the hub caps on it.

Ken, van, hot, man, He

Jen Sets Out

Page 24–Comprehension

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

Page 25–Comprehension

- | | |
|--------|---------|
| 1. up | 4. look |
| 2. cab | 5. dad |
| 3. gas | |

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

Page 26–Writing

1. Yes, Jen did like her rig.
2. Yes, her rig was big and red.
3. No, Jen did not get gas at the gas stop.
4. No, Ted did not have gas for the rig.
5. Yes, Al did get the gas can to Jen.

1. Jen will go to her pals Ted and Liz.
2. Jen had a look up at the sun.
3. Jen got a bag in the rig.
4. Jen was all set to run for it.
5. "I do not see a gas can," said Ted. OR Ted said, "I do not see a gas can."

Page 28–Vocabulary

1. zip—go fast
2. rig—you ride in it
3. rad—looks good

4. dim—no sun

Proofreading

Jen got a bag in (t)the rig. In it was a hot dog in a bun. She had a can of pop in her pack. The pop was hot. Bu(u)t it was wet(?).

"With luck, a pal will see me," said Jen.

Jen sat and sat. No one did go by. What to do?

the, pack, But, Jen

The Black Jeep

Page 30–Comprehension

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

Page 31–Comprehension

- | | |
|---------|---------|
| 1. main | 4. leap |
| 2. ran | 5. top |
| 3. jeep | |

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

Page 32–Writing

1. Yes, Jeff and Kate did ride off the main road.
2. Yes, Mr. Lane did have the black jeep.
3. No, Mr. Lane did not want to sell the jeep.
4. Yes, Kate and Jeff did like the jeep.
5. No, Mr. Lane was not mad at the black pup.

1. "I will be back with my dad," said Jeff. OR Jeff said, "I will be back with my dad."
2. Mr. Lane gave a wave as they rode off.
3. Mr. Lane did not look at the jeep.
4. Mr. Jones went up to the home.
5. The pup got up on to his lap.

PROGRESS CHART

Lesson	Comprehension	Writing	Vocabulary	Proofreading	Total
	Number I Got Right				
Mack the Cab Dog	(16)	(10)	(4)	(8)	(38)
The Hot Van	(16)	(10)	(4)	(8)	(38)
Jen Sets Out	(16)	(10)	(4)	(8)	(38)
The Black Jeep	(16)	(10)	(4)	(8)	(38)
The Gas Hog	(16)	(10)	(4)	(8)	(38)
Road Race	(16)	(10)	(4)	(8)	(38)

TIMED READING LOG

Lesson	Number of Words
How many words did I read in a minute?	
Mack the Cab Dog	
The Hot Van	
Jen Sets Out	
The Black Jeep	
The Gas Hog	
Road Race	