

# READING LAMP 2

Casey Malarcher





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Acquisitions Editor: Kelly Daniels  
Copy Editors: Andrea Janzen, Peggy Anderson  
Cover Illustration: Alexandra Colombo  
Design: Design Plus

email: [info@compasspub.com](mailto:info@compasspub.com)  
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Illustrators:

pp. 7-10 Daniela Dogliani; 15-18 Ed Myer; 23-26 Holli Conger; 28, 60 Brock Nicol; 31-34, 55-58 Chris Embleton; 39-42 Caroline Romanet; 47-50 Elina Ellis; 63-66 Virginia Allyn; 71-74 Veronica Yoon; 79-82 Paul Eric Roca

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# How to Use This Book

Each unit in the *Reading Lamp* series includes eight parts plus additional review and consolidation activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, organizing, and writing skills in English. A summary of each section is presented here.

## Student Book

### Warm-Up

includes two questions to stimulate students' interest about the topic. Sample responses for all Warm-Up questions are provided in the answer key for each book.

**UNIT 01** Animals/Fiction  
**Tony and Stewart**

**Warm-Up**  
Answer the questions.  
1. Which cat is young?  
The ... cat is young.  
2. What are they doing?  
The old cat is ... and the young cat is ...

**New Words**  
Write the words. One word is extra.  
dinner ~~very~~ back quickly young bowl

1. 2. 3. 4. 5.   
very \_\_\_\_\_

### New Words

lists key vocabulary for the unit. Students match the words with photographs illustrating each word's meaning and then write the words as labels below the photographs.

### Reading

alternates between original stories and informative passages linked by topics. An audio recording of each passage is provided on the audio CD. Students can track the words as the passages are read by native speakers.

**Reading**  
Listen and read.  
Tony and Stewart are cats.  
Tony is **very young**.  
He runs and plays all day.  
Stewart is very old.  
He sleeps all day.  
But at **dinner** time, Stewart runs.  
He runs to his **bowl**.  
Stewart runs **quickly**!  
He eats quickly, too!  
Then Stewart goes **back** to sleep.

Time: \_\_\_\_\_ / 47 words

After hearing the passage read aloud, students should be encouraged to read the passage themselves as a timed reading.

## Checking

includes multiple-choice questions: the first focusing on the main idea of the passage and two additional detail questions related to the reading passage.

## Listening

incorporates target vocabulary from the unit in simple tasks to help students develop their listening comprehension. Transcripts for the Listening section are provided at the back of each book.

## Summary

reviews target vocabulary for the unit, stimulates recall of key information from the reading, and develops reading fluency by repeating words and structures that students have studied in the unit.





## Checking

Choose the best answer.

1. This reading is about \_\_\_\_\_.  
a. two cats      b. making food      c. being friends
2. Tony \_\_\_\_\_ and plays all day.  
a. jumps      b. runs      c. eats
3. What does Stewart do all day?  
a. He eats.      b. He plays.      c. He sleeps.

## Listening

Listen. Choose a or b.

1.  a  b
2.  a  b
3.  a  b

## Mapping

What is true about each cat? Write the words. One word is extra.

young	quickly	runs	old	sleeps
	very _____		very _____	
	all day		all day	

## Mapping

reinforces comprehension of the reading passage as well as practices organizing texts according to main ideas with supporting details, sequential events, or summaries.

## Vocabulary Review

Write the right word. One word is extra.

- |      |       |      |        |      |       |
|------|-------|------|--------|------|-------|
| very | sleep | bowl | dinner | back | young |
|------|-------|------|--------|------|-------|
1. \_\_\_\_\_ time
  2. \_\_\_\_\_ old
  3. Go \_\_\_\_\_
  4. \_\_\_\_\_ all day
  5. The cat's \_\_\_\_\_

## Summary

What is first? What is last? Write 1 (first) to 4 (last).

- |  |   |
|--|---|
|  |  |
| Then Stewart goes back to sleep.   | He runs to his bowl.  |
|  |  |
| Tony and Stewart are cats.   | At dinner time, Stewart runs.   |

## Vocabulary Review

provides additional exposure to the target vocabulary of each unit in new contexts. These activities vary from unit to unit so that students practice with new words in a variety of ways over the course of each book.

## Workbook

### 01 Tony and Stewart

#### Dictation

Listen and write the words.

Tony and Stewart are cats.

Tony is very \_\_\_\_\_.

He runs and \_\_\_\_\_ all day.

Stewart is \_\_\_\_\_ old.

He sleeps \_\_\_\_\_ day.

But at \_\_\_\_\_ time, Stewart runs.

He runs to his \_\_\_\_\_.

Stewart runs \_\_\_\_\_.

He eats quickly, too!

Then Stewart goes \_\_\_\_\_ to sleep.



#### Activity

Match and write.

1.  Tony is \_\_\_\_\_ very old.
2.  Stewart is \_\_\_\_\_ very fat.
3.  The cat is \_\_\_\_\_ very young.

#### Wrap-Up

Put X or O on the right picture.

			quickly	bowl	X
			very	cat	O
			dinner	young	O
			back	sleep	O

Who wins? \_\_\_\_\_

## Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, a grammar-based matching and writing activity, and a fun wrap-up game or puzzle for each unit.





# Tony and Stewart



## Warm-Up

Answer the questions.

1. Which cat is young?  
The ... cat is young.
2. What are they doing?  
The old cat is ..., and  
the young cat is ....



## New Words

Write the words. One word is extra.

dinner ~~very~~ back quickly young bowl

1.



very

2.



3.



4.




5.







## Reading

Listen and read.  Track 01

Tony and Stewart are cats.

Tony is very young.

He runs and plays all day.

Stewart is very old.

He sleeps all day.

But at dinner time, Stewart runs.

He runs to his bowl.

Stewart runs quickly!

He eats quickly, too!

Then Stewart goes back to sleep.

Time: \_\_\_\_\_ / 47 words

