

Fourth Edition

VERY EASY READING

Casey Malarcher • Anne Taylor • Lucas Foster



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HOW TO USE THIS BOOK

Very Easy Reading, Fourth Edition is a four-level reading series adapted from Compass's original, iconic, and best-selling series. Each unit contains activities to preview, read, comprehend, and consolidate language. The language in each unit is related to, and learned in the context of, the topic of the reading passage. This new edition teaches students digital literacy skills which are essential for 21st century education. Other new features include the optional "bonus" activities and fun chants for fluency development. As students develop their reading skills and confidence, they can use the language they learn from each unit in a creative way to demonstrate their linguistic competency. The improved and modernized version of one of our longest-standing products will help young learners feel engaged and learn English.

UNIT PAGE 1



Warm-Up

Each unit starts with an interesting, colorful illustration which is presented with two warm-up questions. The illustration and warm-up questions work in tandem to engage the learners' interest and get them thinking about the unit topic.

Audio QR Code

For your convenience, Audio QR Codes link all of the audio needed for the unit. Scan, find the tracks, and play them for the unit on your device. Download the SoundCloud app for maximum performance.

New Words

This section introduces new words which appear in the unit. Audio and visual support is provided for each word to ensure full understanding of the word. A variety of activities expose learners to the words that they will encounter in the main reading passage.

Bonus 1

This optional activity allows students to have additional exposure to some of the new words. Students get engaged and activated before reading by listening to a simple, fun, and exciting chant that utilizes some of the key words from the reading.

UNIT PAGE 2

A Sandwich

Listen and read.

I make a sandwich.
I like beef on my sandwich!
I like cheese, too.
My mother likes tomatoes.
I don't like tomatoes. Yucky!
But I like ketchup.
I like ketchup on my sandwich!
Yummy!



34 words



Bonus 2



Watch the chant video! (Go to page 84)
Say it again.
Change **beef** and **cheese** to other foods.

Reading Passage

The reading passages consist of a variety of interesting and engaging fiction and nonfiction reading topics. Students may listen and read along with the audio, gaining familiarity with the structure, intonation, and pronunciation of the spoken text. A colorful illustration provides additional visual support, interest, and context.

Timed Reading

Students can record their reading time if desired, and they can track their reading time in the reading speed chart in the back of the book. Tracking progress provides meaning and purpose to the learner and allows them to build confidence.

Bonus 2

This optional activity teaches students digital literacy through the use of QR codes. Students can scan and watch an animated video for the chant. The animated TPR (Total Physical Response) dance helps learners to lock English words into their long-term memory through multi-modal input.

UNIT PAGE 3

READING QUESTIONS

Choose the best answer.

- What is the story about?
a. Going out to eat
b. Liking bread
c. Making a sandwich
d. Eating ketchup
- What does the boy like on his sandwich?
a. Cheese and tomatoes
b. Beef and tomatoes
c. Beef, cheese, and ketchup
d. Beef, cheese, and tomatoes
- _____ likes tomatoes.
a. His mother
b. His father
c. His mother and father
d. He

DO IT

Write the correct food and match.

Mom likes...

1. _____

I like...

2. _____

3. _____

4. _____



Reading Questions

After reading, learners check their comprehension and recollection of the content of the reading passage. They answer questions about the main idea of the reading, the details, and inferences.

Do It

A variety of critical thinking skill activities provide an additional comprehension check of the reading passage. Graphic organizers and different activity types, such as matching, sequencing, ordering, categorizing, filling in the blank, and more, help develop the critical and organizational thinking skills needed to become a strong reader.

UNIT PAGE 4

PRACTICE IT

Circle the correct word(s).

1. My mother likes / doesn't like beef on her sandwich. She says it is yucky.
2. I like / don't like beef with ketchup. It is yummy.
3. I like / don't like tomatoes. They are yucky.
4. I like / don't like sandwiches. They are yummy.

THINK ABOUT IT

Write the correct word.

yummy sandwich ketchup yucky

1. I make a _____.
2. I like _____ on my sandwich.
3. I think tomatoes are _____. I don't like them.
4. My mom thinks tomatoes are _____.

FINISH IT

Write the word from the box that matches the picture.

1. My mother likes _____.
2. They _____ sandwiches.
3. My dad likes _____.



WORDS
beef
tomatoes
make

BONUS

What kind of sandwich do you like? Draw a picture and talk about it.

Practice It

This is a post-reading consolidation activity based on a key grammatical point introduced in the reading passage. This helps students learn and practice grammar acquisition skills while reading.

Think About It

This section reviews, strengthens, and checks the understanding of the key vocabulary introduced in the beginning of the unit and expanded upon through the reading passage.

Finish It

Students wrap up the unit with an activity that utilizes the key vocabulary and the grammar point from the unit. Learners complete an output activity with visual support that allows them to demonstrate their understanding and competency with the newly acquired language.

Bonus 3

This optional activity allows learners to meaningfully personalize the topic of the unit. They creatively use the new language learned in the unit and show how it applies to their own lives.

REVIEW PAGES

Review 1

NEW WORDS

Look and write.

beef yummy web floor clothes room grocery hungry hungry store



PRACTICE IT AGAIN

A. Circle the correct word(s).

1. My mother likes / doesn't like beef on her sandwich. She says it is yucky.
2. I like / don't like beef with ketchup. It is yummy.
3. I like / don't like tomatoes. They are yucky.
4. I like / don't like sandwiches. They are yummy.

B. Write the correct word.

puts Clean says under

Mom 1. _____ to Bob, "Your room is a mess!" 2. _____ it!" Bob 3. _____ his books and toys under his bed. He puts his clothes 4. _____ his bed. He says, "Look! It's clean now."

DO IT AGAIN

A. Finish the puzzle.



B. Match the pictures (a-d) with the sentences.



1. _____ This store sells red and green apples.
2. _____ This store sells red and green grapes.
3. _____ This store sells fruit.
4. _____ This store sells groceries.

Review Units

After every four units, students can complete an optional review unit. The review checks their recollection of the vocabulary learned in the previous four units, as well as some of the important critical thinking and language acquisition skills.

CHANT LYRICS PAGES

Chant Lyrics

Students and teachers can conveniently locate the chant lyrics in the back of the book. A reference to the appropriate page number is made in each unit to help users. Students can enjoy reading in another way, get additional exposure to the vocabulary, and boost their reading fluency by listening to and reading the chant lyrics at the same time.

WORD LIST PAGES

Word Lists

A list of the new words from each unit is nicely situated in the back of the book. Teachers and students can use these lists to review, practice, and track the words the learners have acquired after each unit.

READING SPEED TRACKER PAGE

Reading Speed Tracker

Teachers can track the reading speed of each individual student. They may want to allow students to read the reading passage once first, and then read it again as quickly as possible to track reading speed. To do this, simply inform the student that they should read the passage again as quickly as possible. Tell the student when to start, begin recording the time with a stopwatch or clock, and ask the student to tell you when she or he is finished. Record the time on the reading passage page in the unit, and track the time with the reading speed chart. After becoming familiar with this process, students may be able to track their own reading speed with appropriate supervision, assistance, and the necessary tools. This helps monitor progress and gets students motivated.

