

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

Under the Rug

Listen and read.

There is an ugly rug in the living room.
The rug is moving!
What is under the rug?
Is it a big bug?
Is it a monster?
I lift the corner of the rug.
I look under the rug.
I see a tail!
Do you know the answer?
It is not a bug or a monster.
It is our cat, Fluffy.



100 words

BONUS 2
Watch the chant video! (Go to page 84)
Say it again.
Change *cat* to *dog*.

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. A bug under a rug
b. A dog on a rug
c. A boy on a rug
d. A cat under a rug
- What does the rug look like?
a. It is new.
b. It is pretty.
c. It is nice.
d. It is not pretty.
- The boy thinks something is under the rug because _____.
a. he sees a monster
b. the rug moves
c. the rug makes a noise
d. he can't find his cat

DO IT

Write the correct word for each picture. Then put the sentences in order (1-4).

1. I see a  _____

2. I lift the  of the rug. _____

3. It is my  _____

4. The  moves. _____

Order
1 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.

1. Is / Are there bugs under the rug?
2. Do / Does you like my hat?
3. Is / Are the giraffe walking?
4. Do / Does he have a cat?

THINK ABOUT IT

Match to make correct sentences.

1. Let's watch TV • a. a short tail.
2. There is a table • b. the box?
3. The bunny has • c. in the living room.
4. Can you lift • d. on the rug.

FINISH IT

Write the words in the correct order to match the picture.

1. I lift _____ the rug.
(the / at / came)
2. The strong boy _____
(the / big / a / eat)
3. Does your cat have _____?
(tail / a / long)



BONUS 3

What does your living room look 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

UNITS
1-4

NEW WORDS

Look and write.

- | | | |
|-----|-----|-----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | 11. | 12. |

PRACTICE IT AGAIN

A. Write each word in the correct box.

mad big pretty afraid happy dark

How you can feel

How things can look

B. Circle the correct word.

1. Is / Are there bugs under the rug?
2. Do / Does you like my hat?
3. Is / Are the giraffe walking?
4. Do / Does he have a cat?

DO IT AGAIN

A. Where is each thing? Write the letter.

- a. sister
- b. the light
- c. the noise
- d. the dark sky
- e. brother
- f. father

B. Who came first, next, and last? Write the numbers in order.

1. Spider
2. Tiger
3. Rooster & Duck
4. Dog

Order

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

Unit 1
Under the Rug
Let's chant!
What is that under the rug?
What is that under the rug?
Can you see it under the rug?
Is it a monster under the rug?
Oh, how scary under the rug!
What is that under the rug?
Let's look under the rug!
It's just my cat!

Unit 2
At the Pool
Let's chant!
Splash, splash, splash.
It's fun at the pool.
Let's dive in!
Splash, splash, splash.
Let's jump in!
Splash, splash, splash.
Now we are cold and wet.
Let's get out!

Unit 3
Life Near the Lake
Let's chant!
Jump, jump, splash.
Let's jump into the lake.
Jump, jump, splash!
Let's do it again.
Swim, swim, splash.
Let's swim in the lake.
Swim, swim, splash.
Let's do it again!

Unit 4
What Is Following Me?
Let's chant!
Who is that?
Who is following me?
Who is that?
Who is following me?
Is it my sister?
No, it is not.
Is it a dog?
No, it is not.
Is it my shadow?
Yes, that's right!

Unit 5
In a Tent at Night
Let's chant!
Shh! Can you hear it?
What's that noise?
Shh! Can you hear it?
What's that noise?
I think I hear a monster.
Oh, I'm afraid.
I think I hear a monster.
Oh, I'm afraid!

Unit 6
Dinner With Squirrel
Let's chant!
Let's have a dinner party.
A dinner party.
Let's have a dinner party.
A dinner party.
I will cook spaghetti.
How about you?
I will cook chicken.
How about you?
Let's have a dinner party.
What will you cook?

Unit 7
Going on a Trip
Let's chant!
I am going on a trip.
What will I pack?
I am going on a trip.
What will I pack?
Sandals, swimming suit, sun hat? Yes!
Towel, sunglasses, swimming cap? Yes!
I am going on a trip.
What will I pack?

Unit 8
The Magic Hat
Let's chant!
I have a magic hat.
Look at my magic hat.
First, I tap my magic hat.
Tap! Tap! Tap!
Next, I blow on my hat.
Puff! Puff! Puff!
Now it's ready.
What do you see?
It's a rabbit!

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

UNIT 1
Under the Rug
answer
corner
lift
living room
move
rug
tail
ugly

UNIT 2
At the Pool
deep
dive
dolphin
gray
laugh
pool
side
stop

UNIT 3
Life Near the Lake
air
dragonfly
hit
lake
lily pad
near
over
scared

UNIT 4
What Is Following Me?
always
cloudy
follow
go down
gone
noon
shadow
sunny

UNIT 5
In a Tent at Night
afraid
dark
light
monster
night
quiet
scream
tent

UNIT 6
Dinner With Squirrel
best
enjoy
fantastic
idea
invite
last
rooster
tiger

UNIT 7
Going on a Trip
dry
pack
sandals
suitcase
sunglasses
swimsuit
towel
trip

UNIT 8
The Magic Hat
amazing
coat
gloves
magic
magician
rose
scarf
trick

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.

Reading Speed Chart

Time how long it takes you to read each passage. Then use the formula below to find your words per minute (WPM) score. Color in the boxes to see how you get better.

Formula: (Word Count ÷ Reading Time in Minutes) x 60 = WPM

