



**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 21<sup>st</sup> 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

### Balloons

Listen and read.

Alice had a bag of balloons.  
She picked out a pink balloon.  
She blew it up until it was full.  
She had a big balloon.  
Brad picked out a green balloon.  
He blew and blew.  
He had a bigger balloon.  
Cindy picked out a yellow balloon.  
She blew, blew, and blew.  
She had the biggest balloon.  
David picked out a blue balloon.  
He blew, blew, blew, and blew.  
Pop! It burst.



#### Bonus 2

Watch the chant video! (Go to page 84)  
Say it again.  
Change me, you, and our teacher to your classmates' names.

10

### 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?
  - Blowing up balloons
  - Having a party
  - Bursting balloons
  - Making balloon animals
- Who had the biggest balloon at the end?
  - Alice had the biggest.
  - Brad had the biggest.
  - Cindy had the biggest.
  - David had the biggest.
- David's balloon burst because \_\_\_\_\_.
  - he blew too much
  - he didn't like it
  - Cindy sat on it
  - Brad popped it

### DO IT

Who had these balloons? Write their names.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### 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**  
Look at the picture. Write the correct form of the word.

- Dave is the \_\_\_\_\_ (old)
- Alan is \_\_\_\_\_ than Mike. (old)
- The yellow house is \_\_\_\_\_ than the green house. (tall)
- The blue house is the \_\_\_\_\_ (tall)

**THINK ABOUT IT**  
Write the correct word. One word is not used.

had   biggest   pink   burst   blew

- She had a \_\_\_\_\_ balloon and a blue one.
- He \_\_\_\_\_ up a yellow balloon.
- Her blue balloon \_\_\_\_\_ when it got too big.
- His red balloon was the \_\_\_\_\_

**FINISH IT**  
Write the words in the correct order to match the picture.

- It is fun \_\_\_\_\_ (bubbles / to / blow)
- Don't eat the cakes \_\_\_\_\_ (pink / cooked / they / are)
- He \_\_\_\_\_ (red / apple / picked out / that)

**BONUS 3**  
What is your favorite kind of balloon? 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.

path   balloon   parents   lick   share   stuck   off   ask   burst   blow   mean   wagon

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**PRACTICE IT AGAIN**  
A. Look at the picture. Write the correct form of the word.

- Dave is the \_\_\_\_\_ (old)
- Alan is \_\_\_\_\_ than Mike. (old)
- The yellow house is \_\_\_\_\_ than the green house. (tall)
- The blue house is the \_\_\_\_\_ (tall)

B. Circle the correct word(s).

- I should / should not say bad things.
- I should / should not talk loudly in class.
- I should / should not say, "Sorry," when I am bad.
- I should / should not be kind to my friends.

**DO IT AGAIN**  
A. Who said it? Match.

- Mom
- Dad
- Sister
- Me

B. What should the boy do? Match the pictures with the words.

- 
- 
- 

C. Not me.  
D. What a mess!  
E. Who spilled the milk?  
F. The cat spilled the milk!

### 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: Balloons**  
Let's chant!  
We're blowing up balloons.  
How big will they get?  
We're blowing up balloons.  
Who will have the biggest?  
Will it be me?  
Will it be you?  
Will it be our teacher?  
We're blowing up balloons.  
Who will have the biggest?

**Unit 2: The Wagon**  
Let's chant!  
Push, pull, push, pull.  
What do we push and pull?  
Push, pull, push, pull.  
What do we push and pull?  
I push the door open.  
Push, push.  
I pull the door closed.  
Pull, pull.  
Push, pull, push, pull.  
What do we push and pull?

**Unit 5: Wet Cement**  
Let's chant!  
I stepped in wet cement.  
Oh, it's yucky! Yucky, yucky!  
I stepped in wet cement.  
I got it on my shoe.  
I stepped in wet cement.  
I can see my footprints.  
You stepped in wet cement.  
I can see your footprints, too.

**Unit 6: Lunch for Mom**  
Let's chant!  
Soup, soup, soup!  
Let's make soup.  
Soup, soup, soup.  
What do we need?  
Kilners, worms, bugs?  
No!  
Tomatoes, pepper, beef?  
OK!  
Soup, soup, soup.  
Let's make soup.

**Unit 3: Be Polite!**  
Let's chant!  
Please and thank you.  
Please and thank you.  
I always say these words.  
Please and thank you.  
Please and thank you.  
I always say these words.  
Please, please.  
Thank you, thank you.

**Unit 4: Spilled Milk**  
Let's chant!  
Dip, dip, dip.  
Oh, what a mess!  
Splash, splash, splash.  
Who spilled the milk?  
Was it you?  
No, not me!  
Was it Dad?  
No, not me.  
Was it the cat?  
Yes, it was!

**Unit 7: The Table**  
Let's chant!  
Legs, legs.  
One leg, two legs.  
Legs, legs.  
Long legs, short legs.  
I have two legs.  
A cat has four legs.  
A giraffe has long legs.  
Legs, legs.  
Long legs, short legs.

**Unit 8: Awake at Night**  
Let's chant!  
I have two huge eyes.  
Guess what I can see.  
I have two huge eyes.  
Guess what I can see.  
It's tiny.  
It's gray.  
What is it?  
It's a mouse!

### 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: Balloons**  
balloon  
biggest  
blow  
burst  
have  
pick out  
pink  
until

**UNIT 2: The Wagon**  
along  
mud  
path  
roll  
still  
stuck  
suddenly  
wagon

**UNIT 5: Wet Cement**  
beside  
cement  
fix  
pour  
put up  
sign  
silly  
write

**UNIT 6: Lunch for Mom**  
dragon  
grasshopper  
lizard  
much  
pepper  
ready  
soup  
stir

**UNIT 3: Be Polite!**  
mean  
parents  
please  
polite  
share  
should  
sorry  
thank you

**UNIT 4: Spilled Milk**  
all  
ask  
glass  
kitchen  
lick  
milk  
spill  
surprised

**UNIT 7: The Table**  
different  
finally  
high  
same  
saw  
short  
table  
wood

**UNIT 8: Awake at Night**  
asleep  
awake  
ground  
huge  
hunt  
left  
right  
tiny

### 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.

Passage	Time (min)	Words	WPM
1			
2			
3			
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7			
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9			
10			
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12			
13			
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50			

Formula:  $\text{WPM} = \frac{\text{Words}}{\text{Time (min)}} \times 60$



