

THIRD EDITION

# SUPER EASY READING

# 3



# HOW TO USE THIS BOOK

**Super Easy Reading, Third Edition** is a three-level reading series adapted from Compass's original, iconic, and best-selling series. It is designed to develop and enhance the core reading skills of lower-elementary English language learners. Each book contains sixteen units with exciting, fun-filled reading passages. Every unit is designed to stimulate the interest of young learners and encourage them to take an active role in the language learning process. The readings and chants are followed by reading skill activities and language-building exercises. These activities and exercises help students to acquire, learn, review, comprehend, and consolidate language. This new edition has the optional "Extra" activities which help with fluency development. Students, parents, and teachers are encouraged to monitor and celebrate the achievements and accomplishments of the student. This improved and modernized version of one of our longest-standing products is explained in the unit outline below. Young learners are sure to feel active, encouraged, and to learn English in a super easy and fun way.

## *New features added!*

*Use smart devices for easier and quicker access to the audio and videos.*

### AUDIO QR CODE



Scan and find the tracks.

**Audio QR Codes** provide links to all of the audio needed for the unit. Just scan, find the tracks for the unit, and play them on your device.

### ANIMATION QR CODE



Scan and watch.

**Animation QR Codes** provide links to the animated story videos in each unit. Like the audio, these videos are also accessible online, or on the CD-Rom included with the book.



# STUDENT BOOK PAGES 1&2

## Listen and Read

Students can use the CD-ROM or the easy-access QR code to listen to the reading passages as they read them. With the visual support of an interesting, colorful two-page-spread illustration, students' attention is drawn to the new words in red to help with study. After previewing with the illustration, reading the passage, and doing the chant, students learn the new words in the unit with a variety of different activities.

**UNIT 1**  
**May I Have That?**  
Study the new words.  
Then listen and read.

Look at that **chocolate bar**!  
Mom, may I have that?  
No, not today.  
Look at that **robot**!  
Mom, may I have that?  
No, not today.  
Look at that **parrot**!  
Mom, may I have that?  
No, not today.  
Look at those **hamburgers**!  
Dad **loves** hamburgers.  
Mom, may we have those?  
Yes, let's have those for **dinner**.

**New Words**  
Listen, repeat, and match.

1		<input type="checkbox"/>	love
2		<input type="checkbox"/>	hamburger
3		<input type="checkbox"/>	robot
4		<input type="checkbox"/>	dinner
5		<input type="checkbox"/>	parrot
6		<input type="checkbox"/>	1 chocolate bar

**Find**  
Find, circle, and say.

**Extra 2**  
Read 3 times and check.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeat	Repeat	Repeat	Repeat

## New Words Activity

Two types of vocabulary activities help review the target words by matching the words with pictures.

## Find Hidden Pictures

Two-page-spread illustration contains hidden pictures. Learners use the newly learned vocabulary to complete this fun activity.

## Extra 1

Using the animation QR code or the CD-ROM, students can access and view the animated story video. Students follow and repeat the reading passage to review the content in a fun and exciting way.

## Extra 2

This optional activity encourages students to practice reading. The student reads the passage three times and the fastest time can be recorded in the space. Then, the teacher can check the big box to confirm and celebrate the effort of the student.





# WORKBOOK

## Workbook Units

The workbook can be completed as homework or extra practice in the class. Learners complete a variety of activities to review the unit.

## Homework Log

Students, parents, and teachers check and congratulate the effort and achievements of the student. The homework log is a simple feature that provides positive reinforcement from adults to encourage each student in their work.

The image shows two pages from a workbook. The left page is titled 'UNIT 1 May I Have That?' and features a 'Homework Log' box. It contains two activities: 'A Look, match, and write.' with images of a parrot, love, hamburger, and chocolate bar, and 'B Look, unscramble, and write.' with scrambled words 'rtb', 'dei', and 'tar' next to their corresponding words 'robot', 'hamburger', and 'parrot'. The right page contains activity 'C Look and match.' with three sentences and their corresponding items, and activity 'D Find, unscramble, and write.' with a word box containing 'at', 'parrot', 'robot', 'hamburgers', and 'those' and three sentences to be completed using the words.

## Sentence Practice

This simple matching activity allows students to practice their reading and critical thinking skills, and visual support is included to strengthen comprehension of the sentences.

## Vocabulary Practice A & B

These activities allow students to practice their reading skills and the spelling of the key words. Visual and language support is provided so that learners understand enough to use their own critical thinking and language abilities to complete the task and solidify their knowledge.

## Key Pattern Practice

This output activity demonstrates the learner's full competency to read, understand, and use the target words. Students decide which word from the word box fits into the blank, then unscramble and write the sentence. Visual support is provided using color coding and tracing hints.

# WORKBOOK COMPONENTS

- 16 units of two-page activities
- 4 review units
- Word tests for 16 units



# CONTENTS

- Unit 1** May I Have That?
- Unit 2** I Can Ride!
- Unit 3** Let's Go to the Show!
- Unit 4** In the Room
- Unit 5** Where Is My Hat?
- Unit 6** Summer Day
- Unit 7** In the Water
- Unit 8** My Father's New Car
- Unit 9** Follow Me!
- Unit 10** On the Way Home
- Unit 11** Olivia's Breakfast
- Unit 12** My Little Brother
- Unit 13** Be Kind
- Unit 14** What Is This Sound?
- Unit 15** Look at That!
- Unit 16** Things to Do

Word Count	Pattern
55	Look at that chocolate bar!
57	I can ride in a plane in the sky.
51	Let's eat quickly.
55	The hamster is on the wheel.
54	I look in the garden.
50	We can play in the sun.
51	Are you a snail?
58	I can wear my father's new sunglasses.
59	Follow me across the park.
55	On the way home, I ride the subway.
57	Does Olivia want eggs for breakfast?
52	Please help him eat.
45	Please wait in line.
53	I hear a horn.
57	The sky is blue.
55	How can I do everything?



### Keywords

chocolate bar	robot	parrot	hamburger	love	dinner	8
ride	plane	boat	farm	country	everything	12
quickly	show	drive	laugh	clap	roar	16
turtle	bowl	hamster	wheel	table	room	20
hat	garden	coat rack	kitchen	mirror	head	24
summer	day	sun	bounce	play	friend	28
special	tail	shark	whale	curl	seahorse	32
wear	sunglasses	father	open	touch	radio	36
park	up	follow	across	creek	field	40
go	home	snack	read	game	forget	44
egg	think	breakfast	bread	cereal	take away	48
need	time	help	put on	bath	please	52
kind	wait	raise	chair	hit	food	56
sound	piano	horn	drum	hear	bell	60
shine	cloud	storm	wet	move	rainbow	64
things	easy	hard	boring	know	ask	68

# May I Have That?

Study the new words.

Then listen and read.

02 Track

Look at that **chocolate bar**!

Mom, may I have that?

No, not today.

Look at that **robot**!

Mom, may I have that?

No, not today.

Look at that **parrot**!

Mom, may I have that?

No, not today.

Look at those **hamburgers**!

Dad **loves** hamburgers.

Mom, may we have those?

Yes, let's have those for **dinner**.

Reading Time: \_\_\_\_\_ sec 55 words



Scan and watch.







Listen and chant.

03 Track



# New Words

Listen, repeat, and match. 04  
Track

- 1   love
- 2   hamburger
- 3   robot
- 4   dinner
- 5   parrot
- 6   chocolate bar

## Find

Find, circle, and say.

- 1 
- 2 
- 3 

## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about

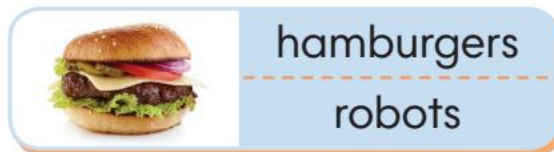


something.

2 The boy wants



3 His mom will buy



## Reading Practice

Look, read, and check.



- a. May I have a chocolate bar?  
 b. May I have a hamburger?



- a. Look at that parrot!  
 b. Look at that robot!



- a. He loves the apples.  
 b. He loves the hamburgers.

# Sentence Practice

Complete the sentences. One word is not used.

~~hamburger~~ dinner love parrot



Look at that hamburger!



May I have a \_\_\_\_\_?



Let's have pizza for \_\_\_\_\_.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Look at

that

chocolate bar!



that

Look at

robot!

Look at that robot!



Look at

parrots!

those

\_\_\_\_\_



dinner!

that

Look at

\_\_\_\_\_

# I Can Ride!

Study the new words.  
Then listen and read.

05

I can **ride**!

I can ride in a **plane** in the sky.

I can ride on a **boat** in the sea.

I can ride in a car on the street.

I can ride on a horse on the **farm**.

I can ride in a train in the **country**.

I like to ride **everything**!

What can you ride?

Reading Time: \_\_\_\_\_sec 57 words

**Extra 1**

Listen and chant.

06



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and circle.

07  
Track

1 ride

a.



b.



2 plane

a.



b.



3 boat

a.



b.



4 farm

a.



b.



5 country

a.



b.



6 everything

a.



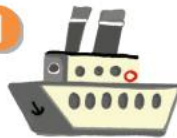
b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student

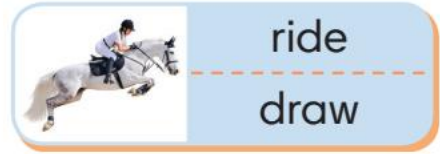


Teacher

# Reading Comprehension

Read and circle.

1 This story is about things people can



2 You can ride in a



3 You can ride



## Reading Practice

Look, read, and check.



- a. I can ride in the car.
- b. I can fly in the plane.



- a. I can ride in a plane.
- b. I can't ride in a plane.



- a. I like to ride on a boat.
- b. I like to ride in a train.

# Sentence Practice

Complete the sentences. One word is not used.

everything    farm    ride    boat



I can ride on a \_\_\_\_\_ in the sea.



What can you \_\_\_\_\_ on the street?



I can ride a horse on the \_\_\_\_\_.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

can ride

in a plane in the sky.



in a train in the country.

I

can ride



I

on a boat in the sea.

can ride



can ride

I

on a horse on the farm.

# Let's Go to the Show!

Study the new words.

Then listen and read. 

Let's eat **quickly**.

Let's go to the **show**.

Let's **drive** quickly.

Let's go to the show.

Let's see the show.

Clowns **laugh** loudly at the show.

Let's laugh loudly, too.

People **clap** loudly at the show.

Let's clap loudly, too.

Tigers **roar** loudly at the show.

We all love the show!

Reading Time: \_\_\_\_\_ sec

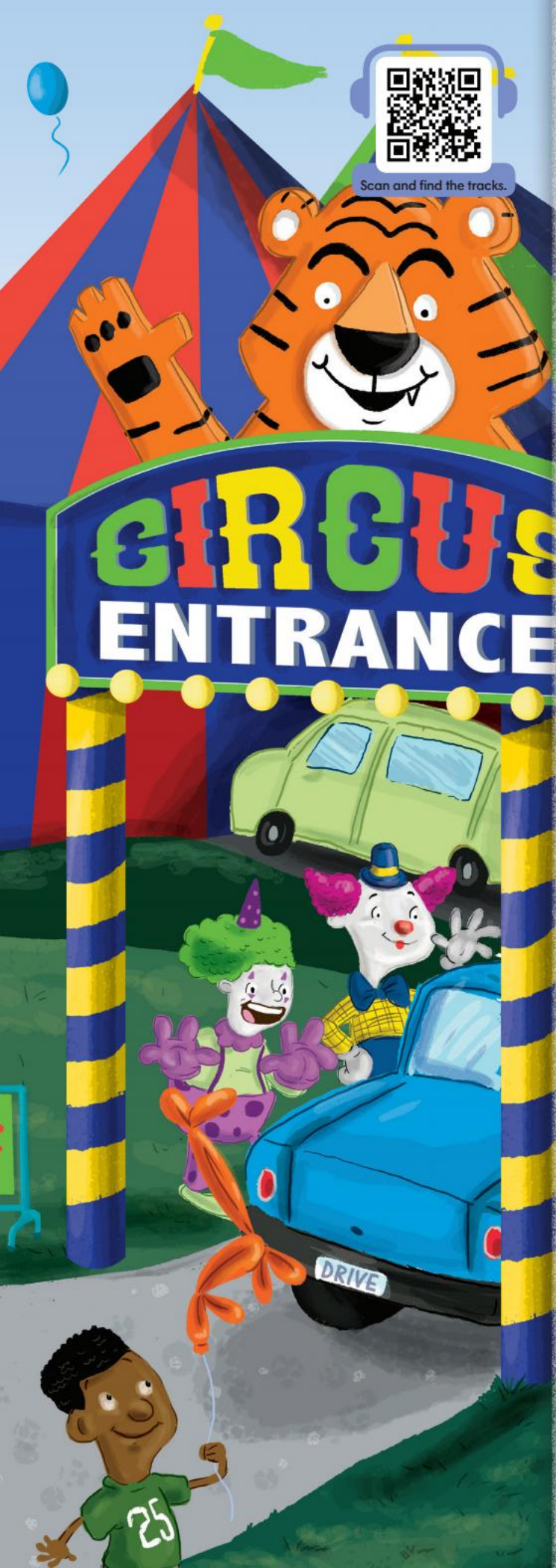
51 words

**Extra 1**

Listen and chant. 






Scan and watch.



# New Words

Listen, repeat, and match. 10 Tracks

- |          |  |                          |         |
|----------|--|--------------------------|---------|
| <b>1</b> |    | <input type="checkbox"/> | show    |
| <b>2</b> |    | <input type="checkbox"/> | clap    |
| <b>3</b> |    | <input type="checkbox"/> | laugh   |
| <b>4</b> |    | <input type="checkbox"/> | quickly |
| <b>5</b> |   | <input type="checkbox"/> | drive   |
| <b>6</b> |  | <input type="checkbox"/> | roar    |

## Find

Find, circle, and say.

- |          |   |          |   |          |   |
|----------|---|----------|---|----------|---|
| <b>1</b> |  | <b>2</b> |  | <b>3</b> |  |
|----------|---|----------|---|----------|---|

## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 This story is about a



show  
-----  
clown

2 Tigers



laugh  
-----  
roar

loudly at the show.

3 People



sing  
-----  
clap

at the show.

## Reading Practice

Look, read, and check.



- a. Let's eat quickly.
- b. Let's drive quickly.



- a. The tigers at the show roar loudly.
- b. The clowns at the show cry loudly.



- a. The people at the show clap.
- b. The people at the show roar.

# Sentence Practice

Complete the sentences. One word is not used.

Let's   quickly   clown   Go



Let's go to the show \_\_\_\_\_.



The \_\_\_\_\_ laughs loudly at the show.



\_\_\_\_\_ drive quickly.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Let's

eat

quickly.



clap

Let's

loudly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



drive

Let's

quickly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



loudly.

laugh

Let's

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# In the Room

Study the new words.  
Then listen and read.

11 Track

See the **turtle** and the bowl.  
The turtle is in the **bowl**.  
See the **hamster** and the wheel.  
The hamster is on the **wheel**.  
See the **table** and the room.  
The table is in the **room**.  
The turtle is in the bowl  
next to the hamster on the wheel  
on the table in the room.

Reading Time: \_\_\_\_\_ sec    55 words

**Extra 1**

Listen and chant.

12 Track



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and circle. 13  
Track

1 turtle



b.



2 bowl



b.



3 hamster



b.



4 wheel



b.



5 table



b.



6 room



b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 The story is about things in a



bowl  
room

2 The hamster is on the



bowl  
wheel

3 I see a turtle on the



wheel  
table

## Reading Practice

Look, read, and check.

1



a. See the hamster on the wheel.

b. See the turtle on the wheel.

2



a. The wheel is on the table.

b. The bowl is on the table.

3



a. The turtle is next to the hamster.

b. The turtle is next to the teddy bear.

# Sentence Practice

Complete the sentences. One word is not used.

wheel turtle bowl room



See the hamster and the \_\_\_\_\_.



See the \_\_\_\_\_ on the table.



The table is in the \_\_\_\_\_.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



The hamster is on the wheel.



is The turtle in the bowl.



The table in the room. is



is next to the wheel. The bowl

# Where Is My Hat?

Study the new words.  
Then listen and read.

14  
Track

Where is my **hat**?  
I look in the **garden**.  
Where is my hat?  
I look on the **coat rack**.  
Where is my hat?  
I look in the **kitchen**.  
Where is my hat?  
I look under my bed.  
Where is my hat?  
I look in the **mirror**.  
I see my hat!  
It's on my **head**!

Reading Time: \_\_\_\_\_ sec    54 words

**Extra 1**

Listen and chant.

15  
Track







Scan and watch.



Scan and find the tracks.

# New Words

Listen, repeat, and match. 16 Tracks

- 1   kitchen
- 2   coat rack
- 3   hat
- 4   garden
- 5   mirror
- 6   head

## Find

Find, circle, and say.

- 1 
- 2 
- 3 

## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about looking for a



coat  
hat

2 I look in the



coat rack  
mirror

and see my hat.

3 My hat is on my



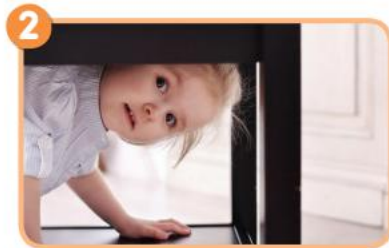
head  
bed

## Reading Practice

Look, read, and check.



- a. I look is on the coat rack.
- b. I look in the kitchen.



- a. I look under my bed.
- b. I look under my umbrella.



- a. I see my hat on the coat rack.
- b. I see my hat in the mirror.

# Sentence Practice

Complete the sentences. One word is not used.

Where under coat rack head



He looks \_\_\_\_\_ the bed.



\_\_\_\_\_ is my hat?



My hat is on my \_\_\_\_\_!

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

look

in the garden.



look

on the coat rack.

I



I

in the kitchen.

look



look

under the bed.

I

# Summer Day

Study the new words.  
Then listen and read.

17  
Track

**Summer** day, happy day,  
 Summer **day**, let's go play!  
 We can sing in the **sun**.  
 We can **bounce** a ball in the sun.  
 We can **play** in the sun.  
 We have fun in the sun.  
 We are **friends** in the sun.  
 Summer day, happy day,  
 Summer day, let's go play!

Reading Time: \_\_\_\_\_ sec    50 words

**Extra 1**

Listen and chant.

18  
Track

Scan and watch.



# New Words

Listen, repeat, and circle.

19  
Track

1 summer

a.



b.



2 day

a.



b.



3 sun

a.



b.



4 bounce

a.



b.



5 play

a.



b.



6 friend

a.



b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student

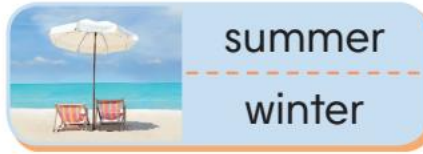


Teacher

# Reading Comprehension

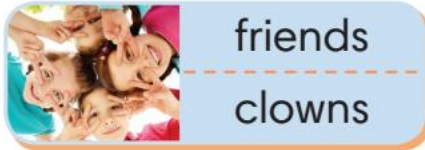
Read and circle.

1 This story is about a



day.

2 The



have fun in the sun.

3 They



outside in the sun.

## Reading Practice

Look, read, and check.



- a. Summer day, happy day.  
 b. Summer day, tired day.



- a. We play in the sun.  
 b. We play on the hill.



- a. They are brothers.  
 b. They are friends.

# Sentence Practice

Complete the sentences. One word is not used.

bounce summer sun friends



We can play on a \_\_\_\_\_ day.



Let's go \_\_\_\_\_ a ball in the sun.



The \_\_\_\_\_ have fun in the sun.

# Pattern Play

Use the key pattern. Unscramble.

**Key Pattern**  We can play in the sun.



can sing in the sun. We

\_\_\_\_\_

-----

\_\_\_\_\_



a ball in the sun. We can bounce

\_\_\_\_\_

-----

\_\_\_\_\_



We in the sun. can walk

\_\_\_\_\_

-----

\_\_\_\_\_

# In the Water

Study the new words.  
Then listen and read.

20  
Track

What am I?  
I live in the water.  
I look **special**.  
Are you a starfish?  
Are you a snail?  
I can swim.  
I have a **tail**.  
Are you a **shark**?  
Are you a **whale**?  
I look like a horse.  
My tail has a **curl**.  
Are you a **seahorse**?  
Yes, I am!

Reading Time: \_\_\_\_\_sec 51 words

**Extra 1**

Listen and chant.

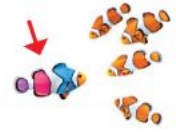



21  
Track

Scan and watch.



# New Words

Listen, repeat, and match. 22 Track

- 1   shark
- 2   whale
- 3   special
- 4   seahorse
- 5   curl
- 6   tail

## Find

Find, circle, and say.

- 1 
- 2 
- 3 

## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about a



seahorse  
tail

2 A



shark  
starfish

has a tail.

3 A seahorse's tail has a



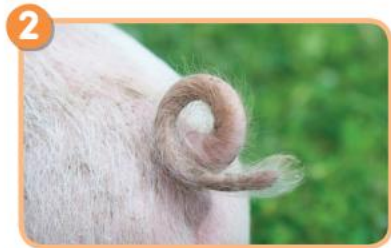
curl  
snail

# Reading Practice

Look, read, and check.



- a. It can run in the water.
- b. It can swim in the water.



- a. My tail has a curl.
- b. My tail has no curl.

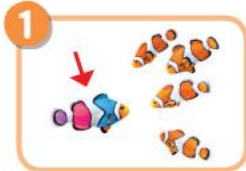


- a. You look like a turtle.
- b. You look like a horse.

# Sentence Practice

Complete the sentences. One word is not used.

whale shark tail special



I look \_\_\_\_\_.



Are you a \_\_\_\_\_?



I have a \_\_\_\_\_.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Are

you

a snail?



you

Are

a seahorse?

\_\_\_\_\_

-----

\_\_\_\_\_



Are

a shark?

you

\_\_\_\_\_

-----

\_\_\_\_\_



a whale?

you

Are

\_\_\_\_\_

-----

\_\_\_\_\_

# My Father's New Car

Study the new words.  
Then listen and read.

23

I can **wear** my father's new **sunglasses**.

I can look in my **father's** new mirror.

I can **open** my father's new door.

I can **touch** my father's new **radio**.

I am sitting in my father's new car.

I am playing in my father's new car.

Can I drive my father's new car?

No, I can't.

I'm too young.

Reading Time: \_\_\_\_\_ sec 58 words

## Extra 1

Listen and chant.

24



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and circle. 25  
Track

1 wear

a.



b.



2 sunglasses

a.



b.



3 father

a.



b.



4 open

a.



b.



5 touch

a.



b.



6 radio

a.



b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 This story is about my father's new



car  
-----  
sunglasses

2 I am



sitting  
-----  
sleeping

in my father's new car.

3 I



can  
-----  
can't

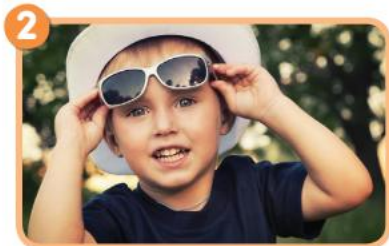
drive my father's new car.

# Reading Practice

Look, read, and check.



- a. I touch my father's new mirror.
- b. I touch my father's new radio.



- a. I wear my father's new sunglasses.
- b. I give my father's new sunglasses.



- a. I'm too young to drive a car.
- b. I'm too old to drive a car.

# Sentence Practice

Complete the sentences. One word is not used.

can't    father    open    touch



I can wear my \_\_\_\_\_'s new sunglasses.



No, I \_\_\_\_\_ drive a car.



I can \_\_\_\_\_ the car door.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

can wear

my father's new sunglasses.



can open

I

my father's new door.



my father's new radio.

can touch

I



my father's new mirror.

I

can look in

# Follow Me!

Study the new words.  
Then listen and read.

26

Follow me across the **park**.  
Follow me **up** the street.  
**Follow** me all the way,  
All the way **across** the creek.  
Across the **creek**, come with me.  
Follow me across the **field**.  
Follow me up a tree.  
Follow me all the way,  
All the way across the sea.  
Across the sea, come with me.  
Follow me all the way.

Reading Time: \_\_\_\_\_ sec    59 words

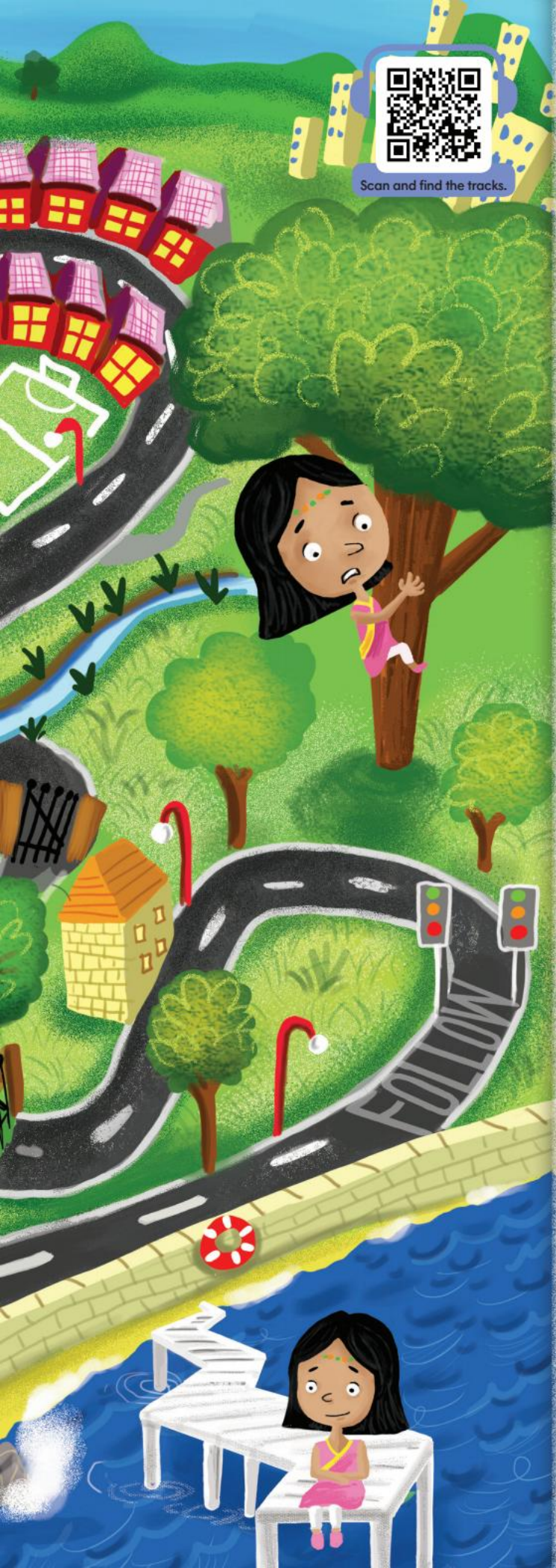
**Extra 1**

Listen and chant.

27



Scan and watch.



Scan and find the tracks.

# New Words

Listen, repeat, and match.

28  
Tracks

1



across

2



park

3



up

4



follow

5



creek

6



field

## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 This story is about



following  
driving

me.

2 Follow me across the



tree  
field

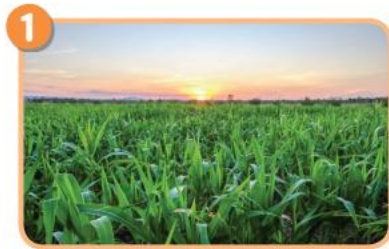
3 I go all the way



across the creek  
in the house

## Reading Practice

Look, read, and check.



- a. Follow me across the field.
- b. Follow me across the street.



- a. Let's go down the tree.
- b. Let's go up the tree.

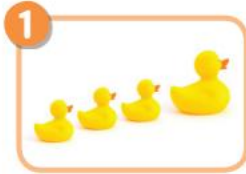


- a. Come with me across the sea.
- b. Come with me across the creek.

# Sentence Practice

Complete the sentences. One word is not used.

park    across    Follow    up



\_\_\_\_\_ me all the way.



Follow me \_\_\_\_\_ the creek.



Follow me all the way \_\_\_\_\_ the street.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Follow

me

across the park.



me

Follow

across the creek.



Follow

up the street.

me



across the field.

me

Follow

# On the Way Home

Study the new words.

Then listen and read.

29

I **go** home from school.

I do many things on the way.

On the way **home**, I ride the subway.

On the way home, I have a **snack**.

On the way home, I **read** a book.

On the way home, I play a **game**.

On the way home, I **forget** the way home!

Oh no!

Reading Time: \_\_\_\_\_ sec    55 words

Extra 1

Listen and chant.

30



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and circle.

31  
Track

1 go

a.



b.



2 home

a.



b.



3 snack

a.



b.



4 read

a.



b.



5 game

a.



b.



6 forget

a.



b.



## Find

Find, circle, and say.

1

GAME

2

READ

3

SNACK

## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about going



to school  
home

2 On the way home, I play a



snack  
game

3 I



forget  
ride

the way home.

# Reading Practice

Look, read, and check.



- a. I know the way home.  
 b. I forget the way home.



- a. I eat dinner on the way home.  
 b. I eat a snack on the way home.



- a. I play a game.  
 b. I listen to music.

# Sentence Practice

Complete the sentences. One word is not used.

reads go snack game



I \_\_\_\_\_ home from the park.



He has a \_\_\_\_\_ on the way home.



He \_\_\_\_\_ a book on the subway.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



On the way home,

I ride

the subway.



I read

On the way home,

a book.



On the way home,

a game.

I play



a snack.

I have

On the way home,

# Olivia's Breakfast

Study the new words.  
Then listen and read.

32

Does Olivia want **eggs** for breakfast?  
Olivia **thinks**.

Does Olivia want juice for **breakfast**?  
Olivia thinks.

Does Olivia want **bread** for breakfast?  
Olivia thinks.

Does Olivia want **cereal** for breakfast?  
Olivia thinks.

Olivia thinks and thinks.  
Olivia thinks for a long time.  
Olivia thinks all day.  
Olivia thinks too long.  
Mom **takes** her  
breakfast **away**.  
Oh, no!

Reading Time: \_\_\_\_\_ sec 57 words

**Extra 1**

Listen and chant.

33



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and match. 34 Track

- 1   egg
- 2   breakfast
- 3   think
- 4   take away
- 5   cereal
- 6   bread

## Find

Find, circle, and say.

- 1 
- 2 
- 3 

## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 This story is about



eating  
thinking

too long.

2 Mom gives Olivia



eggs  
apples

for breakfast.

3 Mom



takes away  
eats

Olivia's breakfast.

## Reading Practice

Look, read, and check.



a. Does Olivia want bread?

b. Does Olivia want candy?



a. Olivia thinks too long.

b. Olivia eats breakfast for too long.



a. Cereal and milk are for breakfast.

b. Cereal and juice are for breakfast.

# Sentence Practice

Complete the sentences. One word is not used.

cereal   think   eggs   bread



Do you want \_\_\_\_\_ for breakfast?



Mom takes away the \_\_\_\_\_.



I \_\_\_\_\_ too long.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Does Olivia

want

eggs for breakfast?



Does Olivia

juice for breakfast?

want



cereal for breakfast?

want

Does Olivia



want

milk for breakfast?

Does Olivia

# My Little Brother

Study the new words.  
Then listen and read.

35

My little brother always **needs** help.  
It's breakfast **time**.

Dad says, "Please **help** him eat."  
It's play time.

Dad says, "Please help him **put on**  
his shoes."

It's **bath** time.

Dad says, "**Please** help him wash."  
It's bedtime.

Dad says, "Please put him to bed."  
My little brother sleeps.

I sleep, too.

Reading Time: \_\_\_\_\_ sec      52 words



Extra 1

Listen and chant.

36



Scan and watch.





Scan and find the tracks.



# New Words

Listen, repeat, and circle. 37 Track

1 need



b.



2 time

a.



b.



3 help

a.



b.



4 put on

a.



b.



5 bath

a.



b.



6 please

a.



b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about

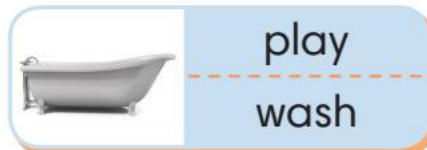


2 My little brother



put on his shoes alone.

3 I help my brother



## Reading Practice

Look, read, and check.



- a. I help my brother eat.
- b. My brother puts on his shoes.



- a. Dad says, "Help your brother put on his shoes."
- b. Dad says, "Help your brother wash."



- a. I put him to bed.
- b. I wake him up.

# Sentence Practice

Complete the sentences. One word is not used.

needs Please always put on



\_\_\_\_\_ help me!



I \_\_\_\_\_ my shoes for play time.



The dog \_\_\_\_\_ a bath.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Please

help him

eat.



help him Please wash.



to bed. Please put him



help him put on his hat. Please

## Be Kind

Study the new words.  
Then listen and read.

38

Let's learn how to be **kind**.

Please **wait** in line.

Please listen to your teacher.

Please **raise** your hand.

Please sit on your **chair**.

Please don't **hit** other people.

Please don't play with your **food**.

Please don't run inside the school.

Let's do our best!

Reading Time: \_\_\_\_\_ sec 45 words

Extra 1

Listen and chant.

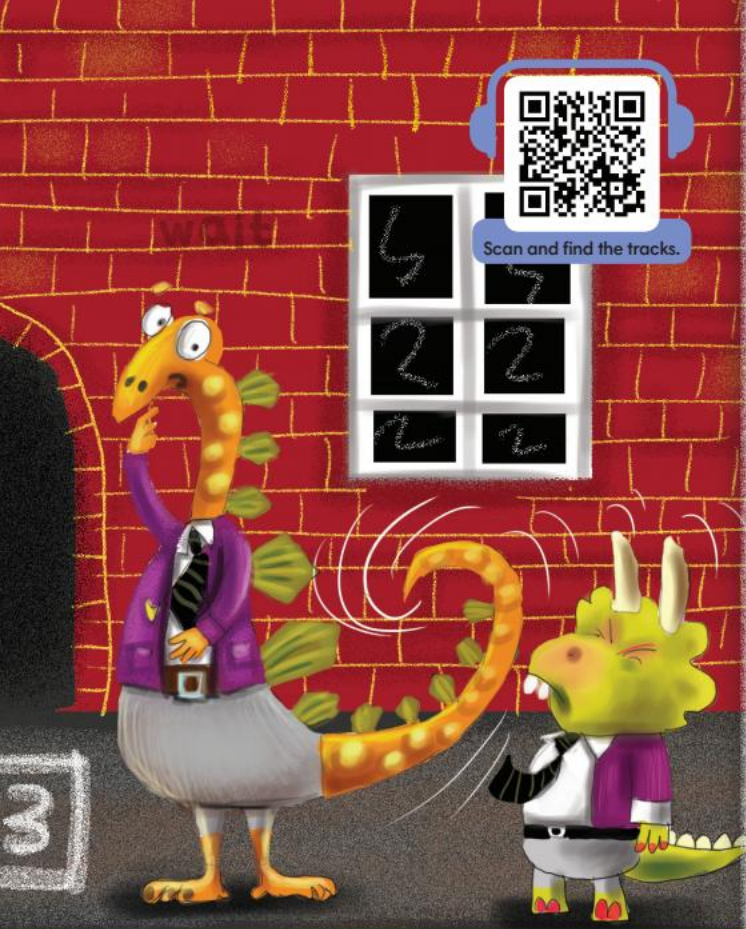
39



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and match.

40 Tracks

1



chair

2



raise

3



kind

4



food

5



wait

6



hit

## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about



being kind  
going to school

2



Play with  
Wait in line for

your food.

3 Kind people



hit your friend  
listen to your teacher

# Reading Practice

Look, read, and check.

1



- a. Please sit on the grass.
- b. Please sit on your chair.

2



- a. Don't play with your food.
- b. Don't run. Wait in line.

3



- a. Don't raise your hand!
- b. Don't hit your brother!

# Sentence Practice

Complete the sentences. One word is not used.

raises    best    kind    don't



My friend \_\_\_\_\_ her hand.



We learn how to do our \_\_\_\_\_.



Please \_\_\_\_\_ play with your food.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Please

wait

in line.



raise

Please

your hand.

\_\_\_\_\_

-----

\_\_\_\_\_



sit

on your chair.

Please

\_\_\_\_\_

-----

\_\_\_\_\_



inside the school.

run

Please don't

\_\_\_\_\_

-----

\_\_\_\_\_

# What Is This Sound?

Study the new words.  
Then listen and read.

4:1 Track

What is this **sound**?

I hear a **piano**.

What is this sound?

I hear a **horn**.

What is this sound?

I hear a **drum**.

What is this sound?

I **hear** a bell.

Piano and horn and  
drum and **bell**.

What is this sound?

I know this sound.

I like this sound!

It's music!



Reading Time: \_\_\_\_\_sec 53 words

**Extra 1**

Listen and chant.

4:2 Track



Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and circle. 43  
Track

1 sound

a.



b.



2 piano

a.



b.



3 horn

a.



b.



4 drum

a.



b.



5 hear

a.



b.



6 bell

a.



b.



## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about



a piano  
music

2 The boy hears a



ball  
drum

3 The boy



likes  
doesn't like

music.

## Reading Practice

Look, read, and check.



- a. I hear the sound of a piano.
- b. I hear the sound of a horn.



- a. This sound is a piano.
- b. This sound is a bell.



- a. I know this sound. It's a plane!
- b. I know this sound. It's a bell!

# Sentence Practice

Complete the sentences. One word is not used.

bell    hear    horn    music



I listen to the \_\_\_\_\_.



I \_\_\_\_\_ my father's piano.



I hear beautiful \_\_\_\_\_.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

hear

a horn.



hear

a piano.

I

\_\_\_\_\_

-----

\_\_\_\_\_



I

a bell.

hear

\_\_\_\_\_

-----

\_\_\_\_\_



the wind.

I

hear

\_\_\_\_\_

-----

\_\_\_\_\_

# Look at That!

Study the new words.  
Then listen and read.

44  
Track

Look at that!  
The sky is blue.  
The sun **shines**.  
Look at that!  
Gray **clouds** move close to us.  
The sky is dark.  
The rain falls.  
There is a **storm**.  
The ground is **wet**.  
Look at that!  
The rain stops.  
The dark clouds **move** away.  
The sun shines again.  
Look at that!  
There is a beautiful **rainbow**.

Reading Time: \_\_\_\_\_ sec    57 words

**Extra 1**

Listen and chant.

45  
Track

Scan and watch.



Scan and find the tracks.



# New Words

Listen, repeat, and match.

46  
Tracks

1



shine

2



wet

3



rainbow

4



storm

5



move

6



cloud

## Find

Find, circle, and say.

1



2



3



## Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

# Reading Comprehension

Read and circle.

1 This story is about



a sun  
a storm

2 The



clouds are  
rainbow is

dark.

3 Now, we can see the



sun  
rain

again.

## Reading Practice

Look, read, and check.



- a. Everything is dark now.
- b. Everything is wet now.



- a. The sun shines in the blue sky.
- b. The sun shines in the dark sky.



- a. Clouds move close to us.
- b. Rainbows move close to us.

# Sentence Practice

Complete the sentences. One word is not used.

rainbow clouds shines moves



The sun \_\_\_\_\_ in the sky.



It's is a beautiful \_\_\_\_\_.



The storm \_\_\_\_\_ away. The rain stops.

# Pattern Play

Use the key pattern. Unscramble.

Key Pattern



The sky

is

blue.



The ground

wet.

is

---

---

---



is

The sky

dark.

---

---

---



beautiful.

is

The rainbow

---

---

---

# Things to Do

Study the new words.

Then listen and read.

47  
Track

So many **things**, so many things,  
 So many things to do today.  
 Too many things to do today.  
 Big things, small things,  
**Easy** things, **hard** things,  
 Fun things, **boring** things,  
 Too many things to do today.  
 How can I do everything?  
 I **know**! I will **ask** Mom.  
 Mom, can you help me today?  
 Thanks, Mom!

Reading Time: \_\_\_\_\_ sec 55 words

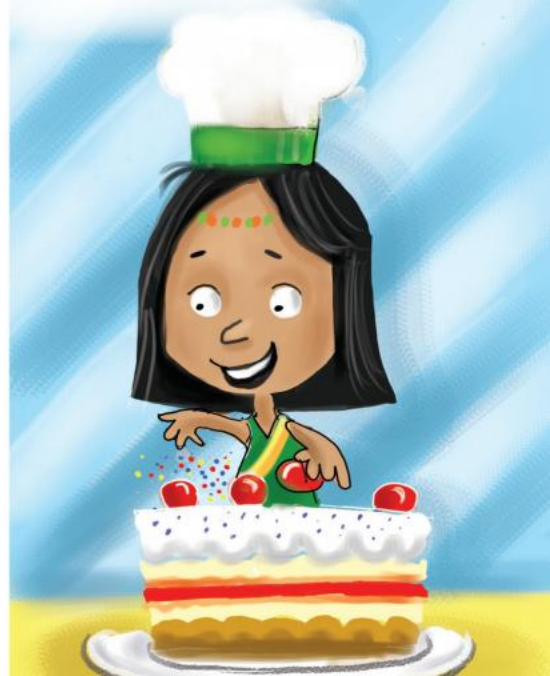
**Extra 1**

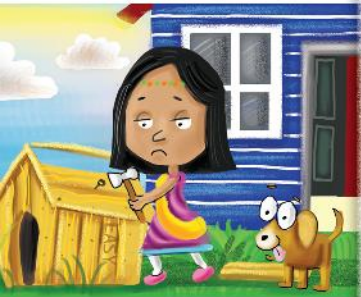
Listen and chant.

48  
Track



Scan and watch.





## New Words

Listen, repeat, and circle. 49

- |   |        |    |  |    |  |
|---|--------|----|--|----|--|
| 1 | things | a. |  | b. |  |
| 2 | easy   | a. |  | b. |  |
| 3 | hard   | a. |  | b. |  |
| 4 | boring | a. |  | b. |  |
| 5 | know   | a. |  | b. |  |
| 6 | ask    | a. |  | b. |  |

## Find

Find, circle, and say.

- |   |  |   |  |   |  |
|---|--|---|--|---|--|
| 1 |  | 2 |  | 3 |  |
|---|--|---|--|---|--|

## Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

# Reading Comprehension

Read and circle.

1 This story is about doing



little things  
many things

2 My mom



helps  
plays with

me today.

3 The girl



can  
can't

do everything alone.

## Reading Practice

Look, read, and check.



- a. There are fun things to do.
- b. There are boring things to do.



- a. Dad, please can you help me today?
- b. Mom, please can you help me today?



- a. I have many things to do today.
- b. I have exciting things to do today.

# Sentence Practice

Complete the sentences. One word is not used.

easy   ask   How   things



I will \_\_\_\_\_ my teacher to help me.



\_\_\_\_\_ can I do all these things?



There are too many \_\_\_\_\_ to do.

## Pattern Play

Use the key pattern. Unscramble.

Key Pattern



How

can I do

everything?



can I do

How

boring things?

\_\_\_\_\_

-----

\_\_\_\_\_



can I do

all those hard things?

How

\_\_\_\_\_

-----

\_\_\_\_\_



How

so many things?

can I do

\_\_\_\_\_

-----

\_\_\_\_\_

# Reading Speed Tracker

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

200																
190																
180																
170																
160																
150																
140																
130																
120																
110																
100																
90																
80																
70																
60																
50																
40																
30																
20																
10																
SEC	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16
WC	55 words	57 words	51 words	55 words	54 words	50 words	51 words	58 words	59 words	55 words	57 words	52 words	45 words	53 words	57 words	55 words

## Formula

$(\text{Word Count} \div \text{Reading Time in Seconds}) \times 60 = \underline{\hspace{2cm}}$  WPM score