

Teaching Children to Read

PRE-K -5

Reading Blocks

Reading Comprehension



Passages & Questions

Name _____

Reading Comprehension Practice

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Cat

The cat is fat.
The cat looks black.
It is a fat, black cat.
The cat can sit on the mat.
That cat is fat, black and sits on a mat.



1. The cat is _____.

2. The cat looks _____.

3. The cat sits on a _____.

1-1

Name _____

Reading Comprehension Practice

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Lucky Duck

Becky was a lucky duck! Everywhere she went she had luck. Becky needed a ride to the store. There was a truck. She needed money. Her friend gave her a buck. Becky was hungry. So her friends make potluck.



1. What is the duck's name?

2. Who gave her a buck?

3. What showed up to take her to the store?

4. What did her friends make her?

5. Describe how she felt?

3-7

Name _____

Reading Comprehension Practice

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Band

Mason could listen to the band all night. The band played jazz music. Mason could close his eyes and feel the music in his soul. The band was playing outside on the beach. The sand felt soft under Mason's toes. Mason's favorite part was when the man would use his hand to hit the drum. Mason could not wait until they played again.



1. What kind of music did the band play?

2. Who felt the sand on their toes?

3. What was Mason's favorite part?

4. Where did the band play?

5. Do you think Mason liked the band? How do you know?

4-9



What is in this download?

36 Reading Comprehension Passages and Questions (These are included in my [MEGA Reading Curriculum Bundle](#).) The bundle includes everything you will need to teach reading comprehension, fluency, vocabulary, phonemic awareness and phonics! They begin easy and gradually get difficult.

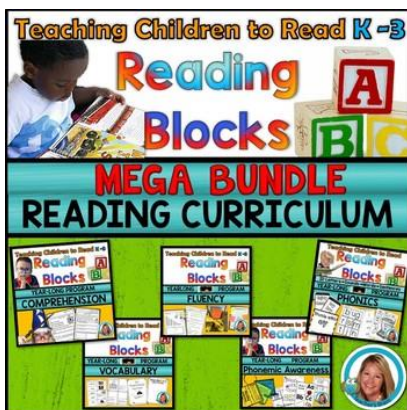
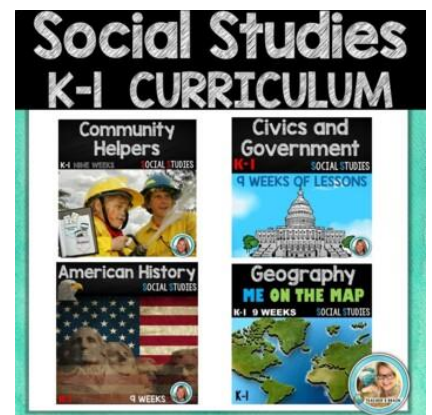
BONUS MATERIAL

(These are NOT included in the Bundle. They are yours to have for free!)

7 UPPER ELEMENTARY (advanced) Passages and Questions

7 PRE-Kindergarten (beginning) Passages to read out loud with answer picture cards

1 Comprehension Roll (Game)



Introduction

This download was designed by a teacher, for teachers. Teaching students to read is the single most important achievement an educator can accomplish. The goal of teaching reading is to produce students who can comprehend text. This download contains practice pages that you would want to do in small group.

Each passage has a word family which is easily located in the upper right hand corner. You can also find these printables in my [YEARLONG READING COMPREHENSION PROGRAM](#).

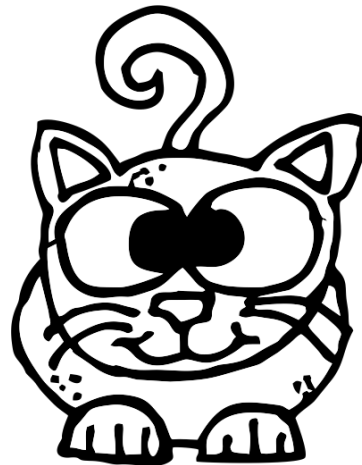
These 36 reading passages start out simple and increasingly get more difficult. They are designed to use one each week in reading group, but sometimes you will find out some passages are too hard or too easy. Figuring out where students are individually is key to target the areas needed to move forward with students. You can find the Quarter and Week numbers at the bottom of each printable. (4-1 = 4th Quarter, 1st week) I know your job is time consuming and want to make teaching reading a snap! Please find the [Yearlong Reading Comprehension Program](#) for reading tests, strategies and graphic organizers for the year. Feel free to contact me with any suggestions or questions at cindy@teachersbrain.com.

Name _____	Reading Comprehension Practice	-and
Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.		
<h3>The Band</h3> <p>Mason could listen to the band all night. The band played jazz music. Mason could close his eyes and feel the music in his soul. The band was playing outside on the beach. The sand felt soft under Manson's toes. Mason's favorite part was when the man would use his hand to hit the drum. Mason could not wait until they played again.</p>		
1. What kind of music did the band play? _____		

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Cat



The cat is fat.

The cat looks black.

It is a fat, black cat.

The cat can sit on the mat.

That cat is fat, black, and sits on a mat.

1. The cat is

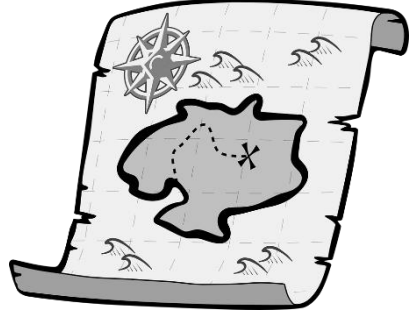
2. The cat looks

3. The cat sits on a

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

My Map



He has a map.

The map has an X.

After his nap, he will

look at the map. He hopes it is not a trap.

1. He has a _____ .

2. The map has an _____ .

3. He hopes it is not a _____ .

Name _____

Reading Comprehension
Practice

-am

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Jam



Sam loves jam.

His favorite jam is grape.

He likes it on bread.

Sam will eat the jam with Pam.

1. Sam loves _____

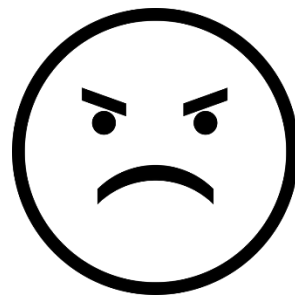
2. His favorite is _____

3. Sam will eat with _____

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Mad Dad



Dad is mad.

I broke his pen.

He has a lot of pens.

I don't like to see him sad.

So, I gave him a hug. He was glad.

1. Dad is _____.

2. He has a lot of _____.

3. I gave him a _____.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Bag



Bob saw a bag.

The bag was brown.

Bob picked up the brown bag.

There was a rag in the bag.

He did not keep the bag.

1. Bob saw a

•

2. The bag was

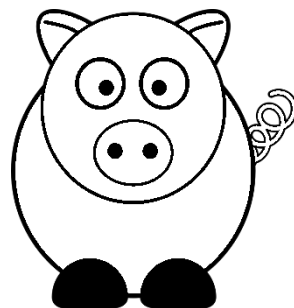
•

3. There was a _____ in the bag •

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

BIG PIG



The pig is big.

It is pink.

The big pig loves mud.

Big pigs love to dig.

The pig rolls in the mud.

1. The pig is _____ .

2. The color of the pig is _____ .

3. Big _____ love to dig .

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Tiger Grin



The tiger has a grin.

He won a game.

Then, he jumped up and down.

He loves to win.

Do you grin when you win?

1. The tiger has a _____ .

2. He jumped up and _____ .

3. He loves to _____ .

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Little Kid



The little kid picked a flower. She did pick the pretty flower. Then, she got rid of a weed. The weed did not look pretty, like the flower.

1. The little kid picked a _____ .

2. It was _____ .

3. She got rid of a _____ .

Name _____

Reading Comprehension
Practice

-im

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Tim



Tim went outside.

It was bright outside.

Tim met his friend Jim.

Jim and Tim went inside,
where it was dim. They played with
Kim.

1. Tim went _____ .

2. It was _____ .

3. Jim and Tim went _____ .

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Hit the Ball



Can you hit the ball?

The boy hit the ball hard.

It went behind him.

The boy threw a fit. The coach made him sit, after he had a fit.

1. The boy _____ the ball .

2. It went _____ .

3. The boy threw a _____ .

Name _____

Reading Comprehension
Practice

-um

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Gum



Don't give the baby gum.
The baby made a bubble.
The bubble popped!
It made a mess all over the baby.
The gum made the baby say, "YUM!"

1. The baby had _____ .

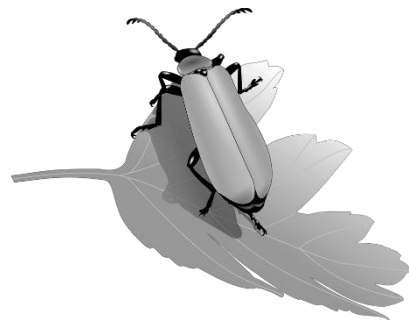
2. The bubble _____ .

3. The baby said, _____ !

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Bug



Pat saw a bug.
The bug was blue.
It fell in her mug!
She saved the bug in the mug.
It jumped on Ken.
Pat and Ken laughed and laughed.

1. Pat saw a _____ .

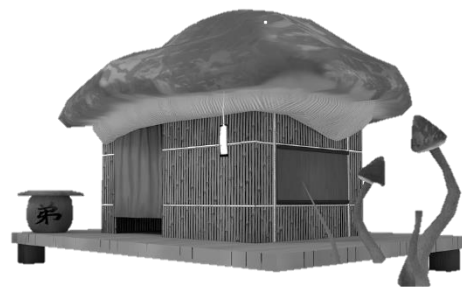
2. The bug was _____ .

3. It fell in Pat's _____ .

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

My Hut



My hut is my home.
I love to live in my hut,
but sometimes it is hot. When the
door is shut, the hut is hot. My gut
tells me to open the door. Finally, it is
cool.

1. My hut is my _____ •

2. Sometimes it is _____ •

3. My gut tells me to _____ •

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Soccer Fun



Dan has fun playing soccer.

He plays in the hot sun.

Sometimes the sun is so hot, it is not fun to run in the sun. So, Dan gets out of the sun when he is all done.

1. Dan has fun playing _____ •

2. Sometimes it is _____ •

3. Dan gets out of the _____ •

Name _____

Reading Comprehension
Practice

-ub

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Cub



Timmy went to the zoo.
He saw a panda cub.
The cub was in a tub of water.
The panda cub splashed.
His mom gave him a good scrub.

1. Timmy went to the _____.

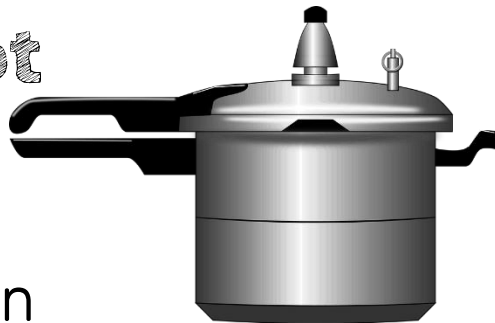
2. The panda cub _____.

3. His mom gave him a good _____.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Hot Pot



Ann smells the soup
in the pot. The pot is on
top of the stove. It is a hot pot.
Ann takes the top off the pot.
She sees it is chicken soup in the pot.

1. Ann smells the _____ •

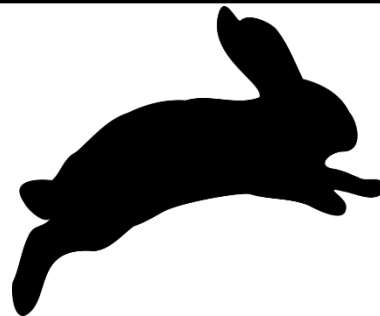
2. The pot is on the _____ •

3. Ann takes the top _____ •

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Hop On



Harry likes to hop on top of the cow. The cow is not happy about how Harry hops on top of him. The cow will stop Harry. The cow will pop him with a chop if he doesn't stop.

1. Harry likes to hop on the _____ .

2. Harry is a _____ .

3. The cow will _____ him .

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

My Dog



My dog loves to go for a jog.
He is funny. Sometimes
he stops to see things. One time he
saw a frog and a hog. They were near
a log. He chased them. They
disappeared in the fog.

1. My dog loves to _____ •

2. He saw a _____ •

3. The hog disappeared in the _____ •

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Bed



The bed is red and hard. I did not like to sleep in that bed. My bed was in the shed. My mom led me to the bed without being fed. I cried. Mom fed me some red strawberries. I smiled!

1. What is hard?

2. Did the person like the bed?

3. Why did they cry?

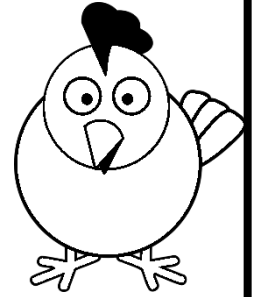
4. Who led them to the bed?

5. How do you know they liked the strawberries?

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

See the Hen



Penny was a fat hen. Penny ran away from her mom. She was ten. That is old for a hen! Penny liked when it was time to see the men. The men came home. Penny was found by the men when she was ten.

1. What kind of animal was Penny?

2. Who else was in the story?

3. How old was Penny?

4. Who found Penny?

5. Who do you think Penny liked?

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Jet Set



Bob has a lot of money. He has a jet. He has a jet set lifestyle. He travels in his jet all the time. He met a star in Hawaii. They made a bet. Bob lost his jet in the bet. Now, Bob has a boat.

1. What did Bob have first?

2. Who did Bob meet in Hawaii?

3. What did Bob lose?

4. What does “jet set” mean?

5. Explain why Bob has a boat.

Name _____

Reading Comprehension
Practice

-ick

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Sick



A brick fell on Jane. Jane was hurt. The pain was so bad that she felt sick. Her dad gave her a lollipop to lick. The lollipop was thick, but it kept her mind off of being sick with each lick.

1. What fell on Jane?

2. How did Jane feel?

3. How do you think the lollipop tasted to Jane?

4. Who gave Jane the lollipop?

5. Explain how the lollipop helped Jane.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Quack Quack



There were ducks in the pond. When one duck would quack, the others would quack back. The ducks made music when they wanted a snack. The louder they would quack, the faster the people would bring them a snack of bread.

1. What was in the pond?

2. What did the ducks want?

3. How did the people know to bring a snack?

4. Who gave them a snack?

5. What did the ducks sound like when they quacked?

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Dirty Sock



My dog found a dirty sock. It was on a rock. The sock smelled bad. My mom washed it. She put it on the dock to dry out. Rex ran on the dock. I hope my dog doesn't knock the sock off the dock. Opps! It fell off the dock.

1. What is the dog's name?

2. Where did mom put the sock?

3. Who washed the sock?

4. What did Rex do on the dock?

5. Describe how the sock fell off the dock?

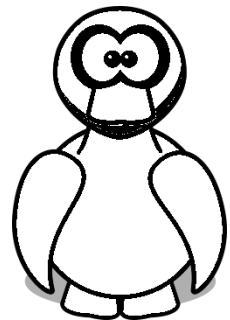
Name _____

Reading Comprehension
Practice

-uck

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Lucky Duck



Becky was a lucky duck! Everywhere she went she had luck. Becky needed a ride to the store. There was a truck. She needed money. Her friend gave her a buck. Becky was hungry. So, her friends make potluck.

1. What is the duck's name?

2. Who gave her a buck?

3. What showed up to take her to the store?

4. What did her friends make her?

5. Describe how she felt?

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Find the Ring



Molly was baking bread. She liked to sing, while she baked. When the timer would ding, Molly could not find her ring. She looked and looked. There was no ring. Molly was sad until she bit into her bread.

1. What was Molly baking?

2. What did Molly like to do why baking?

3. What was the problem?

4. Where do you think she was in the story?

5. Do you think she found the ring? Explain.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Dog Ate the Gate



Max did not like to be locked behind a gate. He would stare at you until you opened the gate. Max was so upset one day that he ate a hole in the gate. When he was free, he found his mate. He was glad he got out.

1. What was the dog's name?

2. Who let him out?

Name _____

Reading Comprehension
Practice

-ake

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Cake



Frank woke up with a smile on his face.

He could not wait to start this day.

Today was a special day. It was his 8th birthday. He knew his mom would make a cake for his birthday. She could bake the best cake! It was so delicious! He didn't even care about opening gifts. For Frank, the cake was the gift.

1. Why was Frank smiling?

2. Who was making something for Frank?

3. Did Frank want a lot of gifts?

4. What did the cake taste like?

5. Describe how Frank felt that day.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Yellow Vest



Construction workers wear a yellow vest.

This way they can be seen easily by the rest of the workers while on the job site. If you see a person working on a busy road, chances are wearing a bright colored vest. Sometimes the vest has reflective stripes to help drivers see workers at night. The color and the reflective striping helps workers stay safe!

1. Who wears a yellow vest?

2. Why do they wear yellow vests?

3. When should workers have reflective stripes on their vests?

4. What other colors might be good for a safety vest?

5. Describe what drivers might see at night.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Growing Vine

In our backyard, there is a green vine. It grows fast. My mom has some pink roses in the garden. There is a palm tree that is mine. The growing vine covers my mom's roses. Sometimes it covers my tall palm tree. My dad always cuts the vine. He said the roses and my palm tree will be fine now that he has cut the vine.

1. Where was the vine?

2. Who had roses in the garden?

3. Did the vine grow?

4. What did the vine cover?

5. Describe how the tree would be fine.

Name _____

Reading Comprehension
Practice

-old

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Cold Snow

Jamie looked outside the window. He saw a little boy building a snowman. It was very cold outside. The boy was probably about five years old. He told the boy to put a carrot on the head for a nose. The boy did not have a carrot. Jamie put on his coat and hat. He walked to the door.



1. Where was Jamie?

2. How old was the boy?

3. What did Jamie tell the boy?

4. Describe how you think the weather felt?

5. Predict what happened next in the story.

Name _____

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Wink, Wink



When people are joking, they sometimes will wink. My dad was teasing my brother one time when it was time to go to school. He said, "No school today!" My brother was so happy! I was too. Then he added, "Only for children who wear pink!" Then, my dad winked at me. I knew it was not true. That was when a wink really did stink!

1. According to the story, when do people wink?

2. Who was teasing the brother?

3. Why were the children happy?

4. How did she know dad was joking?

5. Explain why she said the wink really did stink.

Name _____

Reading Comprehension
Practice

-ump

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

You Can Jump

Jay really wanted to play basketball. He needed to learn how to jump. Jay was good at shooting the ball, dribbling the ball, and passing the ball. Every time he would jump, he would not get very high. He wanted to jump higher. He felt like a chump. Then, he watched a video, practiced, and perfected his jump.



1. What game did Jay play?

2. What was the problem in the story?

3. How did Jay feel about his jump?

4. Name one thing Jay was good at.

5. Explain how Jay solved his problem.

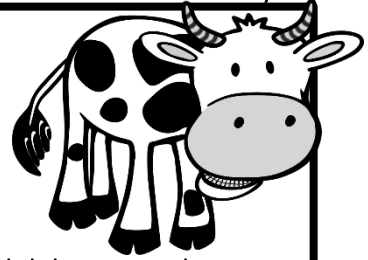
Name _____

Reading Comprehension
Practice

OW

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

Brown Cow



Tess was a cow. She was brown. Tess liked to be friendly with the other cows. She talked to the other cows. Now and then she would bring them treats from the garden. Tess was a popular cow because she was so nice to others. All the cows can learn from Tess how to treat other cows. Then, the farm would be a better place.

1. How did other cows feel about Tess?

2. What did Tess bring the cows?

3. What would make the farm a better place?

4. Was Tess a black cow?

5. Use one word to describe Tess.

Name _____

Reading Comprehension
Practice

-out

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Trout



Teebo likes to go fishing. He went with his best friend, Sam. They both had fishing poles. Teebo's was red. Sam's was blue. Sam caught a trout. Teebo started to shout because he never saw such a big trout. Sam pulled up the big fish quickly. He shouted, "Watch OUT!" The trout fell off the line, hit Teebo on the cheek, and flopped back into the shimmering water.

1. Who was Teebo's best friend?

2. What color was Teebo's fishing pole?

3. Why did Sam shout at Teebo?

4. Where did the fish land?

5. How do you think Sam felt at the end of the story?

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the word family words.

The Band



Mason could listen to the band all night. The band played jazz music. Mason could close his eyes and feel the music in his soul. The band was playing outside on the beach. The sand felt soft under Manson's toes. Mason's favorite part was when the man would use his hand to hit the drum. Mason could not wait until they played again.

1. What kind of music did the band play?

2. Who felt the sand on their toes?

3. What was Mason's favorite part?

4. Where did the band play?

5. Do you think Mason liked the band? How do you know?

ADVANCED COMPREHENSION PASSAGES (Resource #2)

7 Passages
Highlight Information, Main Idea and Unknown Words

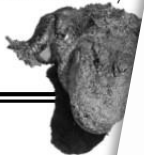
Name _____ Reading Comprehension *compare*

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Crocodile or Alligator

Crocodiles and alligators are different. They both live in water. One has a wider, U-shaped mouth. It is a reptile. It has lived on Earth for millions of years. It is sometimes described as a "living fossil." Do you know what animal it is yet? Let me give you some more clues.

It's bottom cone shaped teeth do **not** stick out when it's mouth is closed. They don't have glands in their mouth to help them get rid of extra salt. They live in fresh water, and are cold-blooded. This animal eats different animals such as fish, birds, turtles, and even deer. Their eggs become male or female depending on the temperature. In warmer temperatures the eggs become male. In cooler temperatures, the eggs become female. This animal is only found in the United States and China. If you thought of the animal being an alligator, you would be correct.



1. How are alligators different from crocodiles?

2. What do they both have in common?

3. Which text structure did the author use to write the story? (circle one)
a. cause and effect **b. compare and contrast**
4. What do alligators eat?

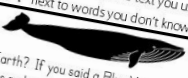
5. Explain how a crocodile can live easier in salt water.

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Name _____ Reading Comprehension *inform*

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Blue Whale



What do you think the largest mammal is on Earth? If you said a Blue Whale, you would be right! Blue Whales are the largest mammals and can get between 70-100 feet in length on average. That is longer than two school buses. They can weigh up to 150 tons. With that huge body, you would think that these whales eat a lot of other big animals! Actually, they eat tiny organisms. They like plankton and krill, which they filter through baleen plates. They can actually eat up to 7,000 pounds of krill per day! Krill are small shrimp-like animals.

Blue Whales are found all over the world. They are gentle even though they are so huge. They live in small groups called "pods." Blue Whales breathe through a blowhole. They come up to the top of the water surface of the ocean to breathe, and then they dive deep into the ocean. Whales are mammals. Their babies are born big too! They are the largest animal babies on Earth averaging about 8,000 pounds and over 25 feet long.

Blue Whales are so large in size that they are rarely ever attacked. Because they are able to travel through the ocean without worrying about being hunted, they are known as apex predators, which means they are predators that don't have predators of their own.

1. How large are Blue Whales?

2. Explain what an apex predator is in wild life.

3. Which text structure did the author use to write the article? (circle one)
a. informational **b. compare and contrast**
4. What do Blue Whales eat?

5. Explain the size the babies when they are born.

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Upper Elementary

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea and put a "?" next to words you don't know.

Crocodile or Alligator

Crocodiles and alligators are different. They both live in water. One has a wider, U-shaped mouth. It is a reptile. It has lived on Earth for millions of years. It is sometimes described as a "living fossil." Do you know what animal it is yet? Let me give you some more clues.

Its bottom cone shaped teeth do **not** stick out when its mouth is closed. They don't have glands in their mouth to help them get rid of extra salt. They live in fresh water and are cold-blooded. This animal eats different animals such as fish, birds, turtles, and even deer. Their eggs become male or female depending on the temperature. In warmer temperatures the eggs become male. In cooler temperatures, the eggs become female. This animal is only found in the United States and China. If you thought of the animal being an alligator, you would be correct.



1. How are alligators different from crocodiles?

2. What do they both have in common?

3. Which text structure did the author use to write the story? (circle one)
a. cause and effect **b. compare and contrast**
4. What do alligators eat?

5. Explain how a crocodile can live easier in salt water.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Frog and Turtle

Turtle has trouble getting into water. He sat on a log in the river. He was wanting to get the water, but he was afraid of alligators that live in the river. "Why are you not getting in the water?" asked Frog.

"It is freezing in there! But, I need to take a bath." replied Turtle. "I will jump in with you, if you are too scared to go by yourself." said Frog. It took Turtle a few minutes to figure out if he wanted to go into the water. All of the sudden a bug buzzed by Frog and Turtle.

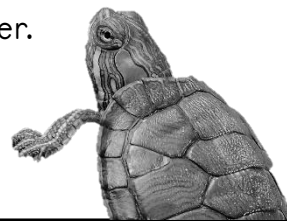
They both jumped after the bug. SPLASH!

"I'm all wet!" yelled Turtle. "I'm all wet too." laughed Frog. They both decided to share the bug while laughing in the refreshing water.

"Thank you for going in the water with me." said Turtle.

"It's a good day to swim with a friend!" replied Frog.

Turtle smiled.



1. Why did Turtle tell Frog the water was freezing?

2. Explain what happened when you read the word, "SPLASH."

3. What kind of story is this passage? (circle one)

a. fiction

b. non-fiction

4. Summarize the story.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Blue Whale



What do you think the largest mammal is on Earth? If you said a Blue Whale, you would be right! Blue Whales are the largest mammals and can get between 70-100 feet in length on average. That is longer than two school buses. They can weigh up to 150 tons. With that huge body, you would think that these whales eat a lot of other big animals! Actually, they eat tiny organisms. They like plankton and krill, which they filter through baleen plates. They can actually eat up to 7,000 pounds of krill per day! Krill are small shrimp-like animals.

Blue Whales are found all over the world. They are gentle even though they are so huge. They live in small groups called "pods." Blue Whales breathe through a blowhole. They come up to the top of the water surface of the ocean to breathe, and then they dive deep into the ocean. Whales are mammals. Their babies are born big too! They are the largest animal babies on Earth averaging about 8,000 pounds and over 25 feet long.

Blue Whales are so large in size that they are rarely ever attacked. Because they are able to travel through the ocean without worrying about being hunted, they are known as apex predators, which means they are predators that don't have predators of their own.

1. How large are Blue Whales?

2. Explain what an apex predator is in wild life.

3. Which text structure did the author use to write the article? (circle one)

a. Informational

b. compare and contrast

4. What do Blue Whales eat?

5. Explain the size the babies when they are born.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Forms of Matter



If you look around, you will find that everything you see is made of matter. The clothes you wear, the air, the delicious food you eat is all matter. There are three forms of matter that scientists label when describing matter.

One form of matter is a solid. Solids have a definite shape. It takes up a definite space. The overall shape of a solid does not change. Solids do not flow. Examples of solids are cars, books, and rocks.

Liquid matter takes the shape of the container. Even though the volume of liquid remains the same, the shape can change. Because it can change it's shape it is easily poured into other containers. Examples of liquid is water, blood, and tea.

The third form of matter is a gas. Gas is invisible. The air around us that we breathe is a gas. Gas can spread out to fill a container. You can put your hand through gases. We are surrounded by different gases. Oxygen is a gas that we breathe. Steam from boiling water is also an example of gas.

1. What are the three forms of matter?

2. List some examples of liquids from the text.

3. Which text structure did the author use to write the article? (circle one)
a. Problem & Solution **b. Description**
4. What is matter?

5. Explain the form of gas.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Vacation



This is the first time my family has ever traveled to the beach for a summer vacation. We decided to go to a city called Daytona Beach located in Florida. My parents forgot to pack any sun screen. My dad said we didn't need it because we were not going to be at the beach very long on the first day. We decided to wait until the next day to buy sun screen.

We were only outside at the beach for one hour. It was nice and breezy at the beach. The water felt amazing! We all went inside to get ready for dinner. Mom screamed, "I'm totally burnt!" I looked at my dad, and he was as red as a strawberry. He looked at me and said, "Looks like we are all fried." I looked in the mirror to see bright red skin. "I told you to get sun screen!" my mom shouted.

We went to dinner where we all were very uncomfortable. My skin was on fire. Mom made my dad stop at a store on the way back to the hotel. We bought and wore sunscreen for the rest of the vacation. We also bought some sunburn cooling gel to help with our burn. It felt great to put it on my red skin! After a few days out of the sun, we were able to enjoy the rest of our vacation. A sunburn can ruin a vacation.

1. What was the problem?

2. Where did the family go on vacation?

3. Which text structure did the author use to write the article? (circle one)
a. Problem & Solution **b. sequence**
4. How did they resolve the problem?

5. Explain what his dad meant when he said, "Looks like we are all fried."

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Karate

Collin was great at karate in middle school. He had been in karate for five years. He was in three competitive events while taking karate. He has to do many activities to prepare for his competitive events.

First, Collin always eats a healthy breakfast in the morning the day of the event. He likes to eat eggs and bacon with orange juice. Then, he makes sure his karate uniform is clean. After he checks to see if it is clean, he finds his belt and lays out his uniform on his bed. He likes to wait to put his uniform on after he does a warmup practice for his routine that he will be performing at the karate event.

When he prepares for an event, he stretches all of his muscles, runs in place, and quietly meditates. Then, he takes a shower, so he doesn't stink. After his shower, he puts his uniform on, and makes sure it is neat. If he does well today, he will get to advance to a new belt color.

Collin did well at the event. He passed his test and got to move up to a brown belt. He was so happy that the day went smooth. His karate teacher hugged him and told him that he was super proud to be his teacher. That made Collin feel great!

1. What did Collin do first to prepare?

2. What does he do after the first step?

3. Which text structure did the author use to write the article? (circle one)

a. Problem & Solution

b. Sequence

4. How did Collin do at his event?

5. Explain what happened at the end of the event.

Read the passage, answer the questions, and highlight information found in the text you used to answer the questions. Circle the main idea, and put a "?" next to words you don't know.

Shadow

My mother asked me to take Shadow outside to play ball with her. It was a hot day outside, so we don't usually play very long. Shadow's fur makes her get hot quickly. We have a nice neighbor who visits once a week to mow our lawn. The neighbor forgot to lock and close the gate the last time he mowed the lawn. I threw the ball far in the yard. I was happy to see how far I can throw. It landed on the side of the yard that I can't see the gate. Shadow chased the ball quickly. However; she never came back with the ball like she normally does. She escaped from the open gate. I screamed for my mom to help me find her. We walked around the neighborhood shouting her name. After ten minutes of panicking over losing her, she finally came out running from the neighbors yard. I got down on my knees to hug her. She barked and licked my face. My mother placed a leash on her collar. We walked back to our yard to lock and tightly secure the gate. Then, we went inside the house. Shadow went right to her treat jar, begging for one. Even though my mom and I were upset that she escaped from our yard, we knew it wasn't her fault. We tossed her a treat. I wonder if she only came back to us because we have her favorite treats. It doesn't matter. I'm just glad she is home!

1. What caused Shadow to escape?

2. Why did mom place a leash on her?

3. Which text structure did the author use to write the article? (circle one)
a. Problem & Solution **b. Cause and Effect**
4. Explain how you know what kind of animal Shadow is?

5. What was the effect of Shadow coming back home?

BEGINNING (pre-K)

COMPREHENSION PASSAGES

With PICTURE CUES (Resource #3)

7 passages for the TEACHER to Read
Cut the 4 Cards OUT on the 2nd page to Check for Comprehension

Name _____

Reading Comprehension Practice

Pre-K

Teacher reads the story to the students. After the reading, use the cards on the next page for students to **sequence** the events in the story. You can have several students do the sequencing in front of the whole group or have them cut and glue them in order on paper.

Scat Cat

The was a cat that was always in the way. In the morning, it was in the kitchen. Mom would say, "Scat cat!" In the afternoon, it was on the couch. Dad would say, "Scat cat!" At dinner, it was on the table. Mom and Dad would say, "Scat cat!" At bed time, it was in my bed. I would say, "Love you kitty!"

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Reading Comprehension

Sequencing CARDS

Pre-K

After the teacher reads Scat Cat, have these cards cut out, and have students place them in order to sequence the events in the story.

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Story 1 CARDS

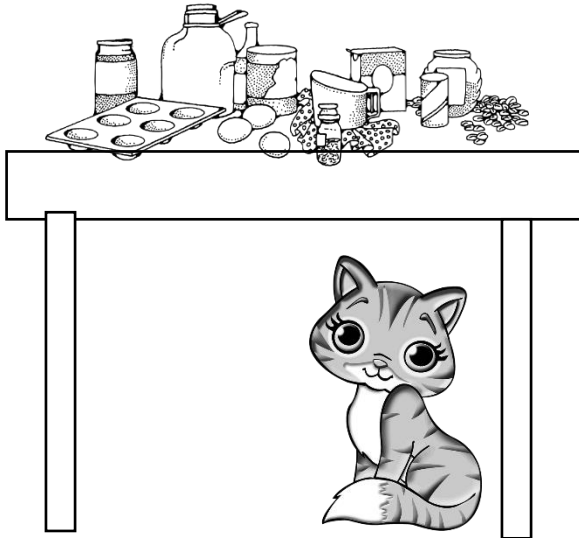
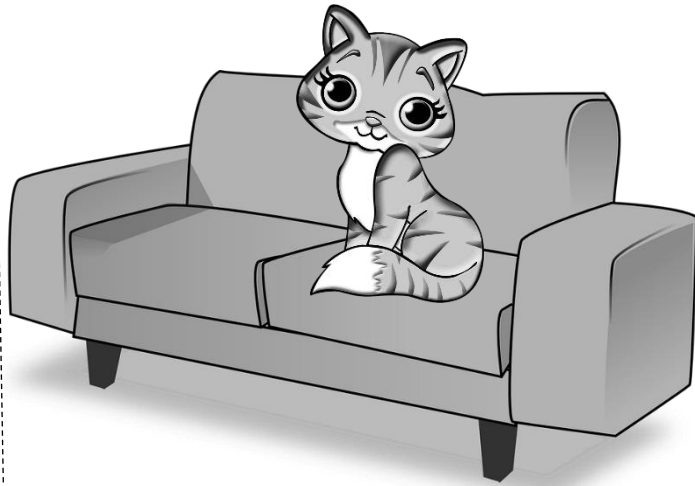
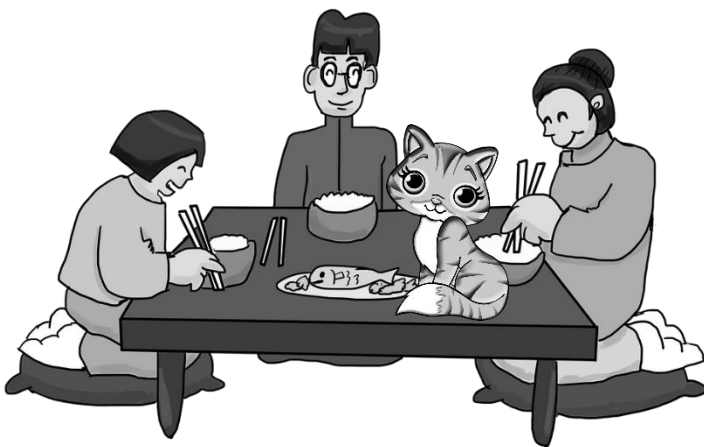
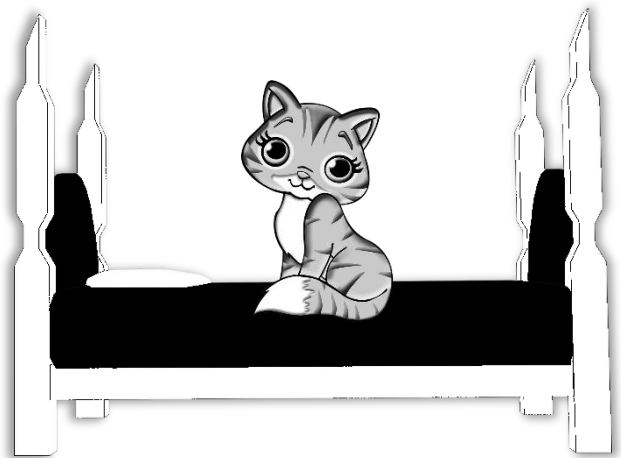
Name _____

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After the teacher reads Scat Cat, have these cards cut out, and have students place them in order to sequence the events in the story.



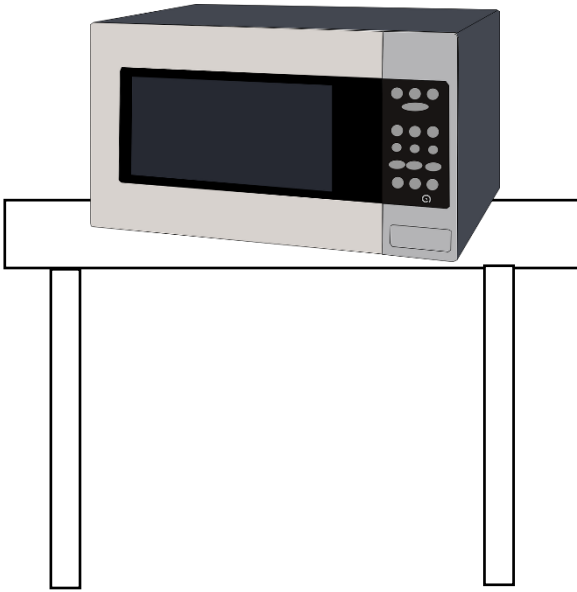
Name _____

Teacher reads the story to the students. After the reading, use the cards on the next page for students to **sequence** the events in the story. You can have several students do the sequencing in front of the whole group or have them cut and glue them in order on paper.

Popcorn

I love to eat popcorn! First, I get the microwave bag of popcorn. Then, I ask my mom to pop it. She puts it in the microwave. Next, we put the popcorn in a bowl. Last, we eat the popcorn. It is so delicious!

After the teacher reads Scat Cat, have these cards cut out, and have students place them in order to sequence the events in the story.



Name _____

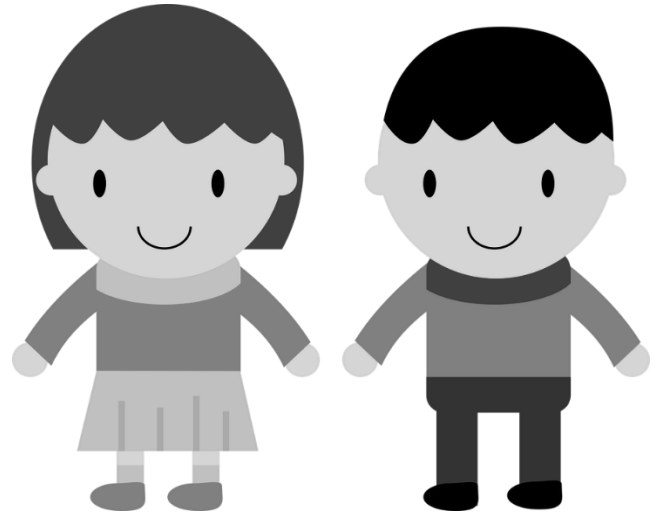
Teacher reads the story to the students. After the reading, use the cards on the next page for students to hold up when you ask Who, What, When, or Where questions.

Ask students: 1. Who is in the story? 2. What was Jack going to do? 3. Where were Jack and Jill? 4. What happened Jill?

Jack and Jill

Jack and Jill went up a hill
To fetch a pail of water
Jack fell down
And broke his crown
And Jill came tumbling after

Ask students: 1. Who is in the story? 2. What was Jack going to do? 3. Where were Jack and Jill? 4. What happened Jill?

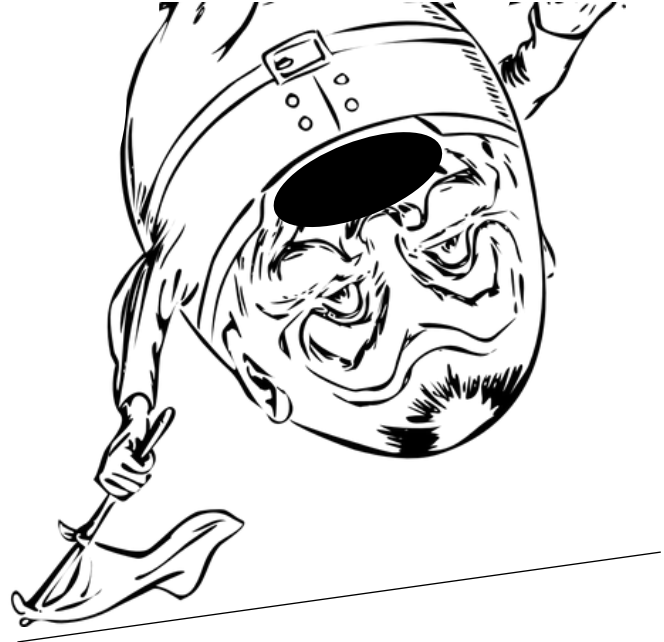


Name _____

Teacher reads the story to the students. After the reading, use the cards on the next page for students to **sequence** the events in the story. You can have several students do the sequencing in front of the whole group or have them cut and glue them in order on paper.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall:
All the king's horses and all the
king's men
Couldn't put Humpty together
again.



Name _____

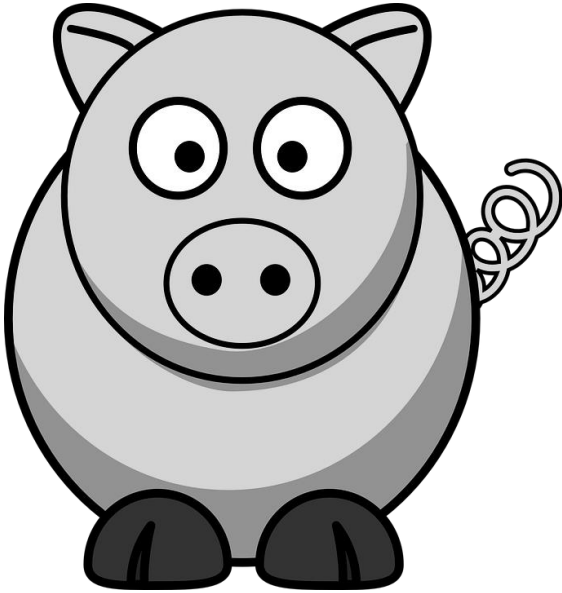
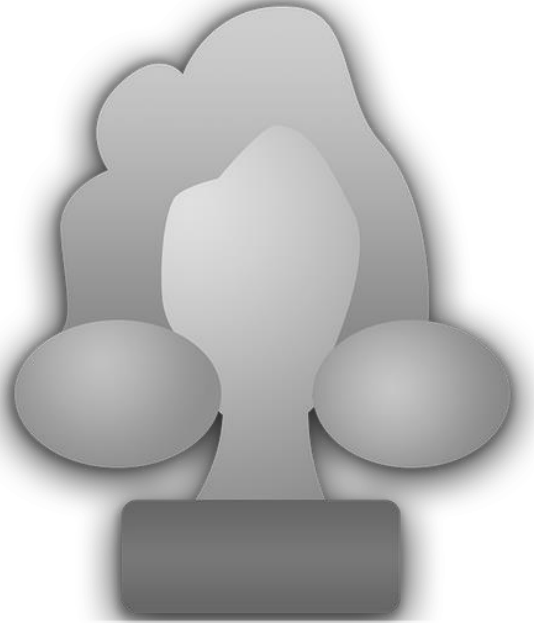
Teacher reads the story to the students. After the reading, use the cards on the next page for students to hold up when you ask Who, What, When, or Where questions.

Ask students: 1. Who is in the story? 2. What does she like to wear? 3. Where does she like to go? 4. What does she have to do before she goes shopping?

Big Pig

The pig is big. She loves to wear a wig. The pig likes to dig in the brown mud. She loves to go shopping at the mall. She can not go shopping until she has a bath.

Ask students: 1. Who is in the story? 2. What does she like to wear? 3. Where does she like to go? 4. What does she have to do before she goes shopping?



Name _____

Teacher reads the story to the students. After the reading, use the cards on the next page for students to **sequence** the events in the story. You can have several students do the sequencing in front of the whole group or have them cut and glue them in order on paper.

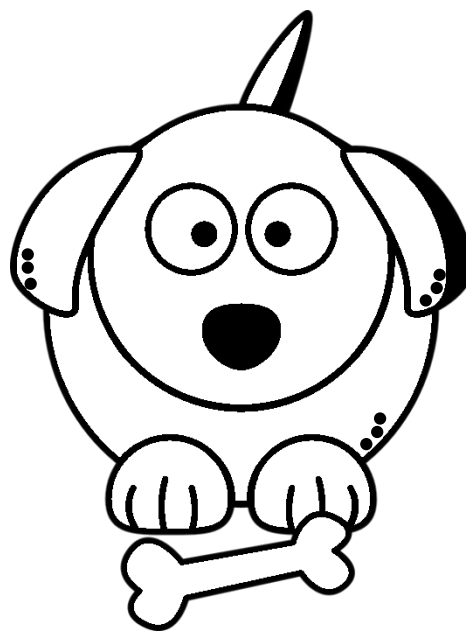
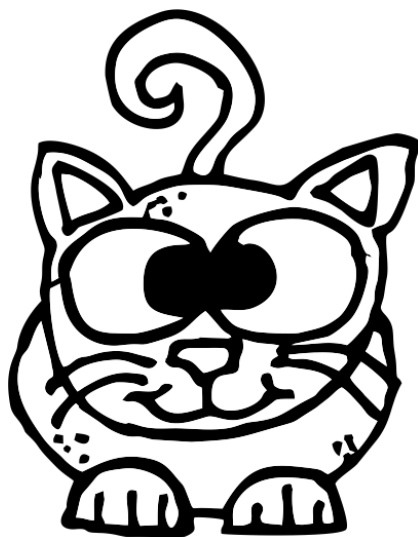
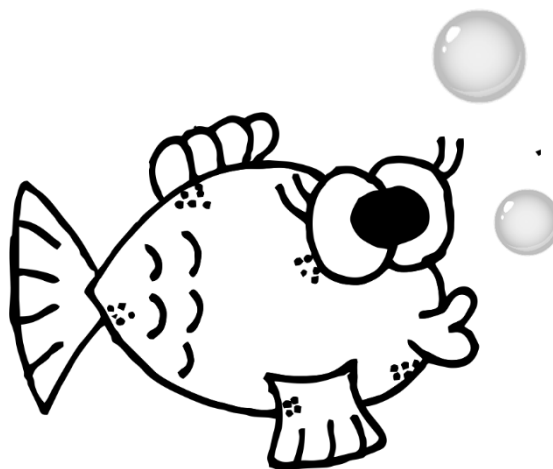
Pat's Pets

Pat went to the pet shop.

First, she saw a puppy.

Then, she saw a cat.

Last, she saw some fish.



Name _____

Teacher reads the story to the students. After the reading, use the cards on the next page for students to hold up when you ask Who, What, When, or Where questions. You can also use the cards to sequence the story.

Ask students: 1. Who does Sam like to play with? 2. What does he like to play? 3. Where he like to play? 4. When does Sam like to play ball?

Sam's Ball

Sam had a ball. The ball was round. In the summer, Sam likes to play soccer in the park with his friends.

Ask students: 1. Who does Sam like to play with? 2. What does he like to play?
3. Where he like to play? 4. When does Sam like to play ball?

friends



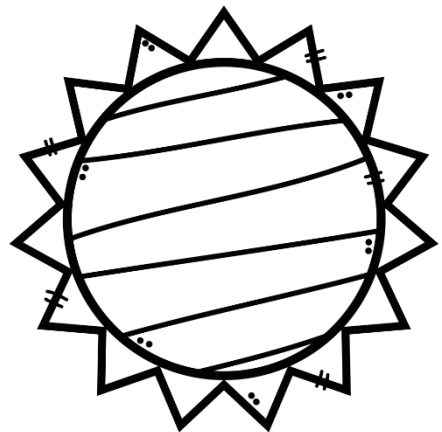
soccer



park



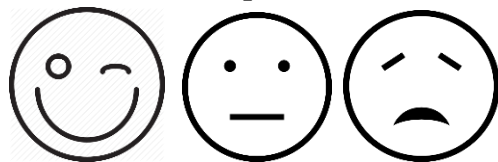
summer



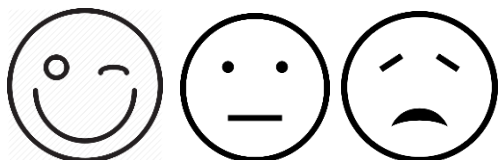
Name _____

**Self Reflection
Comprehension**

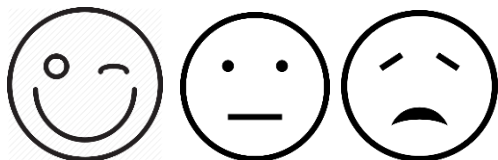
Did I Visualize



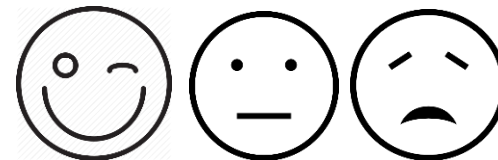
Did I Reread



Did I Ask Questions



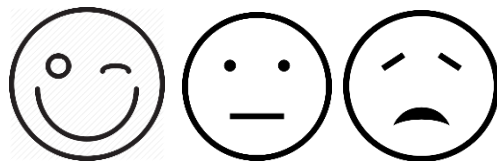
Did I Make Connections



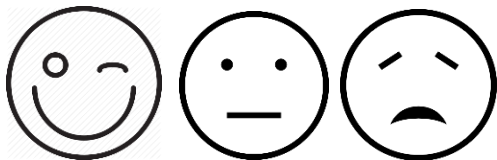
Name _____

**Self Reflection
Comprehension**

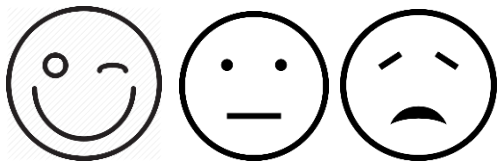
Did I Visualize



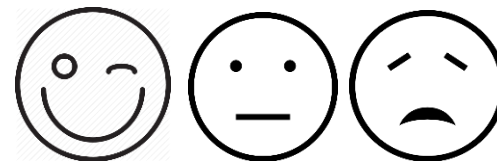
Did I Reread



Did I Ask Questions

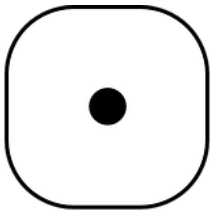


Did I Make Connections

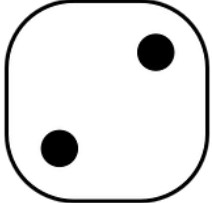


Comprehension Roll GAME

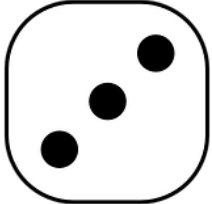
After you read a story, take turns rolling the die. Answer the question about the story according to the roll.



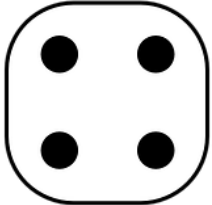
MAIN CHARACTER



SETTING



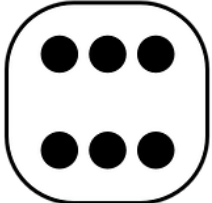
BEGINNING



ENDING



FAVORITE PART



SUMMARIZE

Comprehension



The action or capability of understanding something.

Author's Purpose

Inform

The author gives you information about a topic.

Entertain

The author tells a story for enjoyment.

Persuade

The author tries to get you to do something or believe something.

Testing Strategies

R READ the text carefully.
Reread the text.

E Examine EVERY answer
before you choose an answer.

L LOOK for proof in the text.

A ALWAYS check
your work.

X X-OUT wrong
answers.



NAME _____

Graphic Organizer

Add the main idea on the table top, details on the legs of the table, cut, and fold the legs to make the table stand.

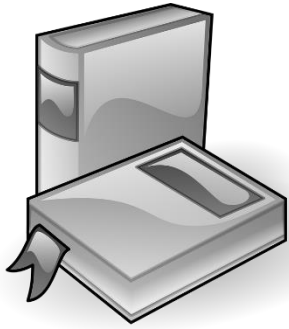


Detail

Detail



Main Idea



Story Map

For Interactive Notebooks

Title _____

Author _____

I can sequence a story.

Beginning

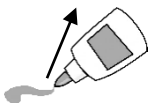
Write or draw under this tab what happened
in the beginning of the story.

Middle

Write or draw under this tab what happened
in the middle of the story.

Ending

Write or draw under this tab what happened
at the end of the story.



Fold

Reading Group Notes

Date _____ Title _____

Skill _____

Name

NOTES

Thank you for using your brain! Cindy

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BLOG

