

Name: \_\_\_\_\_



# Reading Comprehension

Read the text and answer the questions.

## Money Rain

Jen stared mindlessly out of her window. Her parents had grounded her and she couldn't begin to describe how bored she was. Jen sighed as she watched the rain fall and heard the thunder in the distance. The NEWS had forecast the worst storm in the city's history, and it was absolutely bucketing down. As Jen's mind continued to wander, she noticed something strange about the rain. It wasn't rain that was falling, it was money! Jen woke from her daze and fixed her glasses. "What on earth," she muttered to herself. "That's money!" she exclaimed. Jen sprinted outside as fast as she could and began collecting the notes that fell from the sky.

1. What does 'mindlessly' mean?  
\_\_\_\_\_
2. Why was Jen stuck in her room?  
\_\_\_\_\_
3. What had the NEWS forecast?  
\_\_\_\_\_
4. What does 'bucketing down' mean?  
\_\_\_\_\_
5. How did she feel when she saw money coming from the sky?  
\_\_\_\_\_

# Year 3 Comprehension Exercises

**Arthur Irving Gates**



### **Year 3 Comprehension Exercises:**

**Grade 3 Test - Teacher Guide** , *The Big Book of Reading Comprehension Activities Grade 3* Hannah Braun,2019-10-29 With 110 awesome activities reading comprehension is all fun and games Show your third grader how enjoyable and easy practicing their reading comprehension can be The Big Book of Reading Comprehension Activities Grade 3 is bursting with tons of activities that help young readers develop essential reading skills and have a great time doing it The lessons inside cover everything from understanding text to gathering information to drawing connections all abilities that will continue to be important as your child grows This workbook is perfect for priming your young reader for the new school year or supplementing what they re learning in class with afterschool fun The Big Book of Reading Comprehension Activities Grade 3 includes 100 engaging activities Boost your child s reading comprehension in a way they ll enjoy with crosswords fill in the blanks matching and more Build skills Encourage your young reader with activities that start out simple and grow more challenging to match their developing skills Handy labels Focus on the areas your kid needs to work on thanks to handy labels for every exercise detailing what they teach Help keep your child ahead of the learning curve with The Big Book of Reading Comprehension Activities Grade 3 [Interactive Whiteboards Made Easy: 30 Activities to Engage All Learners: Level 3 \(ActivIns](#) Mark Murphy,2011-04-01 Integrate interactive whiteboard technology into your instruction and engage your students with fun activities that are designed using Promethean ActivInspire software and perfect for touch screen technology Designed to support existing content area lessons with standards based interactive activities this resource is teacher friendly based on research and easy to use The 128 page book includes 30 easy to follow activities and a ZIP file with templates and examples This resource is correlated to the Common Core State Standards is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction 128pp **Reading Comprehension, Grade 3** Carson-Dellosa Publishing,2015-03-16 Reading Comprehension for grade 3 is designed to aid in the review and practice of reading comprehension skills Grade 3 covers standards such as main topic and key details identifying an author s purpose summarizing inferring and vocabulary practice The book includes engaging nonfiction and fiction passages and stories to appeal to all readers The 100 Series Reading Comprehension books span grades 1 to 8 The activities in each book reinforce essential reading comprehension skills by providing practice with sequencing main idea predicting and inferring as well as story elements character plot and setting The books include engaging grade appropriate fiction and nonfiction passages and stories Each book has 128 pages and 100 pages or more of reproducible content to help students review and reinforce essential skills in reading comprehension The series is correlated and aligned to the Common Core State Standards *Brilliant Activities for Reading Comprehension Year 3* Charlotte Makhlof,2015-12-02 The importance of being able to read for meaning should never be underestimated The ability to decode text is not enough It is vital that children understand what they are reading More importantly it is fundamental that they enjoy what they are

reading so that they grow up to become lifelong readers The passages in the Brilliant Activities for Reading Comprehension series are designed to do just that They provide children with a variety of engaging enjoyable texts that will grab their attention and indeed their teacher s attention as well The types of comprehension passages range from newspaper articles and dialogues to plays stories and poems They gradually increase in difficulty as you progress though the book and through the series encouraging children to develop their ability to read for meaning and use a range of strategies to engage with the text Tasks range from simple factual recall and vocabulary work to more open ended questions enabling the reader to provide a more personal response The cross curricular activities provide a wealth of ideas for extending the passages further and are ideal for fast finishers

Key Issues for Primary Schools Michael Farrell,2003-09-02 Key Issues for Primary Schools is a concise comprehensive guide to the main issues in primary education and the implications for schools Presented in a convenient A Z format the book includes coverage of special educational needs attendance truancy and exclusion bullying and behavioural problems management and administration safety and security There is also a review of up to date DfEE requirements and suggestions for further action and reading The addresses of useful contacts help to make it a reference book no primary school should be without

*Resources in Education* ,1998 Research in Education ,1974 The Environment of Three-year-old Children Dorothy Van Alstyne,1929 *Reading Disabilities* R.M. Joshi,C.K. Leong,2013-03-11

The present volume is based on the proceedings of the Advanced Study Institute ASI sponsored by the North Atlantic Treaty Organization NATO The Institute was conducted at the beautiful Chateau de Bonas near Toulouse France in October 1991 A number of scholars from different countries participated in the two week institute on differential diagnosis and treatments of reading and writing problems The accepted papers for this volume are divided into three sections a Differential diagnosis of reading disabilities b Access to language related component processes and c Reading spelling strategies The other papers appear in a companion volume Developmental and Acquired Dyslexia Neuropsychological and Neurolinguistic Perspectives also coedited by Joshi and Leong and published by Kluwer Academic Publishers Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged Our special thanks are due to the Scientific Affairs Division of NATO for providing the major portion of the financial support Dr L V da Cunha of NATO and Dr THo Kester and Mrs Barbara Kester of the International Transfer of Science and Technology ITST for their help and support of the various aspects of the institute Mr Charles Stockman and the entire staff of the Chateau de Bonas for making our stay a pleasant one by helping us to run the Institute smoothly We also wish to thank our reviewers and the following people for other assistance Christi Martin and Xi wu Fang

**Brilliant Activities for Reading Fiction** May Stevenson,2010-11-30 Help pupils learn the key features of stories and poems and develop strategies for reading them critically Activities range from looking at descriptions of characters from classic texts and analyzing the features of good story openings to looking at alliteration in poems and investigating humorous prose Most of the activities allow for differentiation by outcome and so may be used with

the whole class Where necessary children of lower ability are given more guidance and less to do in quantity Extension activities are provided for the more able

**English Workbook: Year 3** Jane Baker, 2004 Excel Basic Skills English Workbooks Year 3 will help primary school students with the reading and writing they do every day at school in English and in other subjects Each chapter is set out as a separate unit of work covering a different type of writing text type and contains exercises that relate to that particular text type When you work in this book you will be practising writing many of the texts you learn at school Most of the sample texts have been written by students in Year 3 Work through the chapters from 1 to 11 in order By doing this you will build on skills and understanding from one chapter to the next By the end of the book you will have a good understanding of Year 3 English In this book you will find eleven chapters each set out as a unit of work covering a particular text type such as narratives letters speeches and information reports including a chapter on writing for school projects exercises and activities in each chapter which are directly linked to the text type covered practice in skills such as spelling grammar vocabulary punctuation and comprehension interesting and relevant sample texts including many written by Year 3 students with important features highlighted answers to all questions at the back of the book

**Transdisciplinary Research on Learning and Teaching: Chances and Challenges** Matthias Stadler, Frank Fischer, Arthur C. Graesser, 2021-09-09

**Literacy and Motivation** Ludo Verhoeven, Catherine E. Snow, 2001-03 Focuses on how to create a society of engaged readers readers who are socially interactive strategic and motivated Provides a state of the art review of research on promoting reading in relation to reading instruction

*Reading in Chinese as an Additional Language* Liu Li, Dongbo Zhang, 2022-12-29 Reading in Chinese as an Additional Language focuses on Chinese literacy acquisition which has been considered most difficult by both learners and teachers of Chinese as an additional language CAL Three major areas are covered 1 acquisition of Chinese characters 2 reading comprehension subskills and reader's identity 3 reading instruction and assessment The first part delves into the foundation of Chinese literacy development how to learn and teach Chinese characters The second part examines various learners reading comprehension subskills as well as the evolution of learners literacy identity The third part explores effective instructional methods and assessment practices for CAL reading development Theoretically this book provides frameworks and evidence from both cognitive and sociocultural perspectives on the nature of CAL reading development Pedagogically the book showcases how to teach and assess CAL reading skills Methodologically this book includes empirical studies using both qualitative and quantitative methods In terms of scope the book covers a much broader spectrum of issues about CAL reading research and classroom teaching than has previously been available Writing is also discussed in several chapters In terms of technology the book includes discussion on how the use of computers the Internet and social media impacts students Chinese literacy acquisition This book will help CAL researchers and educators better understand the nature of CAL reading development and become well informed about CAL classroom teaching and assessment including the application of interactive approaches to teaching and assessing diverse

reading skills      *Word Recognition in Beginning Literacy* Jamie L. Metsala, Linnea C. Ehri, 2013-06-17 This edited volume grew out of a conference that brought together beginning reading experts from the fields of education and the psychology of reading and reading disabilities so that they could present and discuss their research findings and theories about how children learn to read words instructional contexts that facilitate this learning background experiences prior to formal schooling that contribute and sources of difficulty in disabled readers The chapters bring a variety of perspectives to bear on a single cluster of problems involving the acquisition of word reading ability It is the editors keen hope that the insights and findings of the research reported here will influence and become incorporated into the development of practicable classroom based instructional programs that succeed in improving children s ability to become skilled readers Furthermore they hope that these insights and findings will become incorporated into the working knowledge that teachers apply when they teach their students to read and into further research on reading acquisition      New Methods in Primary Reading Arthur Irving Gates, 1928      Teaching and learning to read in a multilingual context IBE, 2017-03-13      **Handbook for Learning Mentors in Primary and Secondary Schools** Margaret Roberts, Dot Constable, 2013-04-03 Written with the needs of learning mentors in mind this book outlines the school organization in which the mentor will find themselves and deals with the tasks and responsibilities they will have to consider in the completion of their daily duties Topics covered include being an effective learning mentor working within school systems and structures identifying pupils at risk of underachieving suggested strategies for supporting pupils how to access appropriate training relationships with colleagues Intended for mentors in schools and training providers working with mentors this handbook is a fully comprehensive guide      **Reading Skills Among Students of Immigrant Origin in Stockholm** Ulf Fredriksson, 2002

## Whispering the Strategies of Language: An Mental Quest through **Year 3 Comprehension Exercises**

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