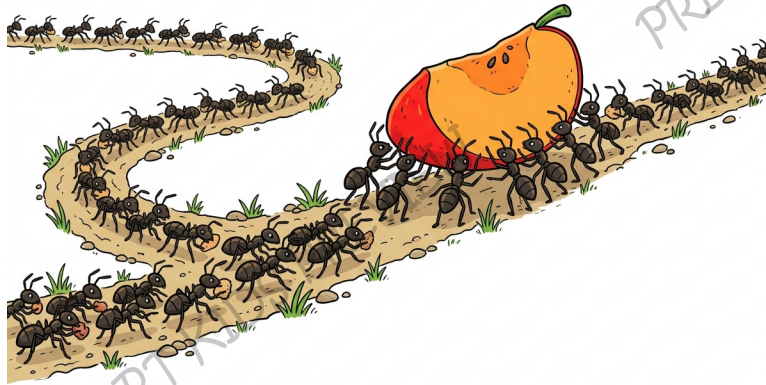


READ ABOUT ANIMAL

Passage 1: The Busy Ants

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Ants are small insects, but they are strong and hardworking. They live together in large groups called colonies. Each ant has a job. Some ants look for food, while others take care of the young.

Ants work together to survive. When one ant finds food, it leaves a trail for others to follow. Soon, more ants come and help carry the food back home. By working as a team, ants can move things much bigger than their bodies.

Passage 1 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Ants live in large groups
- B. Ants are very strong
- C. Ants have different jobs
- D. Ants work as a team

2. What do some ants do?

- A. Look for food
- B. Sleep all day
- C. Fly in the air
- D. Stay by themselves

3. Why do ants leave a trail?

- A. To play together
- B. To build their homes
- C. To guide other ants
- D. To hide from danger

Part 2: Vocabulary

4. In the passage, what does the word “colony” refer to?

- A. A place ants stay in
- B. A home made of dirt
- C. A group of the same ants
- D. A group living together

5. In the passage, what does the word “trail” most nearly mean?

- A. A line on the ground
- B. A path to follow
- C. A mark from food
- D. A way to move

Part 3: Short Answer

6. How do ants work together to move food?

7. Why does working together help ants survive?

Answer Key – Passage 1

1. D

2. A

3. C

4. D

5. B

6. Ants follow a trail and carry food together.

7. Working together helps them move large food and survive.

Teacher Notes – Passage 1

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Cause and Effect (teamwork → survival)

Objective:

Students will identify the main idea and explain how details show teamwork helps ants survive.

Teaching Tip:

Have students explain why one ant alone cannot move large food.

READ ABOUT ANIMAL

Passage 2: Where Do Polar Bears Live?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Polar bears live in very cold places near the North Pole. Their home is called the Arctic. The land is covered with ice and snow for most of the year.

Polar bears have thick fur and a layer of fat to keep them warm. They spend much of their time on the ice, where they hunt for seals. The cold environment helps them survive because their bodies are made for it.

Passage 2 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Polar bears eat seals
- B. Polar bears have thick fur
- C. Polar bears live on ice
- D. Polar bears live in cold places

2. What covers the land in the Arctic?

- A. Sand and rocks
- B. Grass and trees
- C. Ice and snow
- D. Water and mud

3. Why do polar bears have thick fur and fat?

- A. To stay warm
- B. To run faster
- C. To find food
- D. To hide better

Part 2: Vocabulary

4. In the passage, what does the word “Arctic” refer to?

- A. A place with animals
- B. A very cold region
- C. A type of weather
- D. A large piece of ice

5. In the passage, what does the word “layer” most nearly mean?

- A. A kind of animal
- B. A part of the body
- C. A thin level or covering
- D. A way to stay warm

Part 3: Short Answer

6. Where do polar bears spend most of their time?

7. How does the cold environment help polar bears survive?

Answer Key – Passage 2

1. D

2. C

3. A

4. B

5. D

6. They spend most of their time on the ice.

7. Their bodies are made for the cold, so they can live and hunt there.

Teacher Notes – Passage 2

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Cause and Effect (environment → survival)

Objective:

Students will identify the main idea and explain how details describe how animals survive in cold environments.

Teaching Tip:

Ask students to compare polar bears with animals that live in warm places.

READ ABOUT ANIMAL

Passage 3: What Do Lions Eat?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Lions are strong animals that live in groups called prides. They are carnivores, which means they eat meat. Lions work together when they hunt.

They hunt animals such as zebras and antelopes. Hunting in groups helps them catch fast animals. After the hunt, the lions share the food. Working together helps them find and eat enough food to survive.

Passage 3 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Lions are very strong
- B. Lions eat different animals
- C. Lions live in groups
- D. Lions work together to hunt

2. What do lions eat?

- A. Meat from animals
- B. Leaves and grass
- C. Seeds and fruit
- D. Bugs and plants

3. Why do lions hunt in groups?

- A. To play together
- B. To stay safe
- C. To catch fast animals
- D. To find water

Part 2: Vocabulary

4. In the passage, what does the word “prides” refer to?

- A. A group of lions
- B. A loud animal sound
- C. A place to rest
- D. A kind of food

5. In the passage, what does the word “carnivores” most nearly mean?

- A. Animals that run fast
- B. Animals that eat meat
- C. Animals that live in groups
- D. Animals that sleep often

Part 3: Short Answer

6. What do lions do after they catch food?

7. How does working together help lions survive?

Answer Key – Passage 3

1. D

2. A

3. C

4. A

5. B

6. They share the food.

7. Working together helps them catch food and survive.

Teacher Notes – Passage 3

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Cause and Effect (teamwork → hunting success)

Objective:

Students will identify the main idea and explain how group behavior helps animals find food.

Teaching Tip:

Ask students why hunting alone would be harder for lions.

READ ABOUT ANIMAL

Passage 4: How Do Chameleons Change Color?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Chameleons are special lizards that can change the color of their skin. This helps them stay safe and communicate with other chameleons. They do not always change color to match their surroundings.

Chameleons change color using special cells in their skin. When they feel scared, excited, or angry, their skin can change quickly. This helps them send signals and protect themselves from danger.

Passage 4 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Chameleons live in trees
- B. Chameleons are small lizards
- C. Chameleons can change color
- D. Chameleons move very slowly

2. Why do chameleons change color?

- A. To find food
- B. To sleep safely
- C. To grow faster
- D. To stay safe and communicate

3. How do chameleons change color?

- A. By using special cells
- B. By eating different food
- C. By moving to new places
- D. By hiding in plants

Part 2: Vocabulary

4. In the passage, what does the word “communicate” most nearly mean?

- A. To stay hidden
- B. To share information
- C. To move around
- D. To find food

5. In the passage, what does the word “signals” most nearly mean?

- A. Messages or signs
- B. Sounds from animals
- C. Colors on the skin
- D. Actions for hunting

Part 3: Short Answer

6. When do chameleons change color?

7. How does changing color help chameleons survive?

Answer Key – Passage 4

1. C
2. D
3. A
4. B
5. A
6. They change color when they feel scared, excited, or angry.
7. It helps them send signals and stay safe from danger.

Teacher Notes – Passage 4

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Cause and Effect (color change → safety and communication)

Objective:

Students will identify the main idea and explain how animal adaptations help them survive.

Teaching Tip:

Ask students to explain why color change is useful in different situations.

READ ABOUT ANIMAL

Passage 5: The Life Cycle of a Frog

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Frogs go through different stages as they grow. They begin as eggs in the water. These eggs hatch into tadpoles, which live and swim in the water.

As tadpoles grow, they begin to change. They develop legs and slowly lose their tails. In time, they become adult frogs that can live both on land and in water. Each stage is part of the frog's life cycle.

Passage 5 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?
 - A. Frogs live in water
 - B. Frogs lay eggs
 - C. Frogs grow through stages
 - D. Frogs can jump far
2. What happens before a frog becomes an adult?
 - A. It builds a nest
 - B. It finds food
 - C. It lays eggs
 - D. It grows legs
3. What is the first stage of a frog's life?
 - A. Eggs in water
 - B. Tadpoles swimming
 - C. Frogs on land
 - D. Frogs with legs

Part 2: Vocabulary

4. In the passage, what does the word "stages" most nearly mean?
 - A. Places to live
 - B. steps in a process
 - C. types of animals
 - D. ways to move
5. In the passage, what does the word "develop" most nearly mean?
 - A. to find something
 - B. to move quickly
 - C. to grow and change
 - D. to stay the same

Part 3: Short Answer

6. What changes happen to a tadpole as it grows?

7. Why is each stage important in a frog's life cycle?

Answer Key – Passage 5

1. C

2. D

3. A

4. B

5. C

6. It grows legs and loses its tail.

7. Each stage helps the frog grow into an adult.

Teacher Notes – Passage 5

Teacher Notes – Passage 5

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Sequencing / Life Cycle

Objective:

Students will identify the main idea and explain the sequence of stages in an animal's life cycle.

Teaching Tip:

Have students draw the stages of a frog's life in order.

READ ABOUT ANIMAL

Passage 6: Why Do Birds Build Nests?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Birds build nests to keep their eggs and babies safe. A nest is a place where young birds can grow. Birds use different materials like twigs, grass, and leaves to build their nests.

Some birds build nests in trees, while others build them on the ground or on high ledges. These places help protect their eggs from danger. A strong nest helps birds take care of their young.

Passage 6 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?
 - A. Birds use many materials
 - B. Birds live in trees
 - C. Birds have small eggs
 - D. Birds build nests to protect
2. Where do birds build nests?
 - A. Only in trees
 - B. Only on the ground
 - C. Only near water
 - D. In different places
3. Why do birds choose safe places for nests?
 - A. To find more food
 - B. To stay together
 - C. To protect their eggs
 - D. To build faster

Part 2: Vocabulary

4. In the passage, what does the word “materials” most nearly mean?
 - A. things used to build
 - B. places to live
 - C. animals in groups
 - D. parts of a nest
5. In the passage, what does the word “ledges” most nearly mean?
 - A. places under trees
 - B. areas near water
 - C. flat edges on high places
 - D. holes in the ground

Part 3: Short Answer

6. What do birds use to build their nests?

7. How does a strong nest help birds survive?

Answer Key – Passage 6

1. D

2. D

3. C

4. A

5. C

6. They use twigs, grass, and leaves.

7. It protects their eggs and helps their babies grow safely.

Teacher Notes – Passage 6

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Purpose (why animals build shelters)

Objective:

Students will identify the main idea and explain why animals build homes to survive.

Teaching Tip:

Ask students to compare bird nests with homes of other animals.

READ ABOUT ANIMAL

Passage 7: Predator and Prey

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



In nature, some animals hunt other animals for food. The animal that hunts is called a predator. The animal that is hunted is called prey.

For example, a fox may hunt a rabbit. The rabbit must stay alert and move quickly to survive. Predators and prey both have special ways to help them live in their environment.

Passage 7 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Animals live in groups
- B. Animals hunt for food
- C. Animals move quickly
- D. Animals find shelter

2. What is a predator?

- A. An animal that runs fast
- B. An animal that hides
- C. An animal that escapes
- D. An animal that hunts

3. Why must prey stay alert?

- A. To avoid being caught
- B. To find more food
- C. To stay with others
- D. To build a home

Part 2: Vocabulary

4. In the passage, what does the word “predator” most nearly mean?

- A. an animal that runs
- B. an animal that hides
- C. an animal that escapes
- D. an animal that hunts

5. In the passage, what does the word “alert” most nearly mean?

- A. ready to sleep
- B. ready and aware
- C. slow to move
- D. easy to catch

Part 3: Short Answer

6. What does a fox do in the passage?

7. How do predators and prey both survive in nature?

Answer Key – Passage 7

1. B

2. D

3. A

4. D

5. B

6. It hunts a rabbit for food.

7. They use special ways to help them live and survive.

Teacher Notes – Passage 7

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Concept Understanding (predator vs prey)

Objective:

Students will identify the main idea and explain how animals survive as predators or prey.

Teaching Tip:

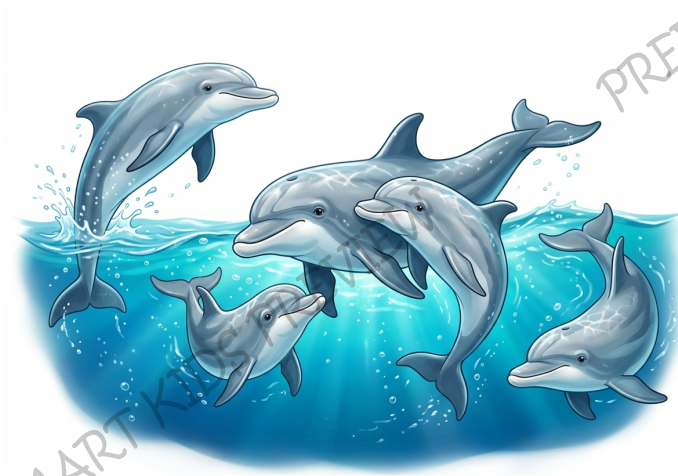
Ask students to give more examples of predators and prey.

READ ABOUT ANIMAL

Passage 8: How Do Dolphins Communicate?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Dolphins are smart animals that live in groups. They use sounds and body movements to communicate with each other. These signals help them stay together and understand one another.

Dolphins make clicking and whistling sounds. They also use their bodies to send messages. Communication helps dolphins find food and stay safe in the ocean.

Passage 8 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Dolphins swim very fast
- B. Dolphins live in water
- C. Dolphins hunt for food
- D. Dolphins communicate

2. What do dolphins use to communicate?

- A. Sounds and movements
- B. Colors and shapes
- C. Wings and tails
- D. Nests and homes

3. Why is communication important for dolphins?

- A. To stay safe and find food
- B. To grow faster
- C. To sleep better
- D. To change color

Part 2: Vocabulary

4. In the passage, what does the word “signals” most nearly mean?

- A. actions to move
- B. messages or signs
- C. places to rest
- D. sounds of water

5. In the passage, what does the word “communicate” most nearly mean?

- A. to share information
- B. to swim quickly
- C. to find food
- D. to move together

Part 3: Short Answer

6. What sounds do dolphins make?

7. How does communication help dolphins survive?

Answer Key – Passage 8

1. D
2. A
3. A
4. B
5. A
6. They make clicking and whistling sounds.
7. It helps them find food and stay safe.

Teacher Notes – Passage 8

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Communication (animal behavior)

Objective:

Students will identify the main idea and explain how communication helps animals survive.

Teaching Tip:

Ask students to think of ways humans communicate and compare with dolphins.

READ ABOUT ANIMAL

Passage 9: Why Are Bees Important?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Bees are small insects, but they play an important role in nature. They move pollen from one flower to another. This process is called pollination.

Pollination helps plants grow and make seeds. Many plants depend on bees to grow properly. Without bees, fewer plants would grow, and many animals and people would have less food.

Passage 9 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?

- A. Bees are small insects
- B. Bees help plants grow
- C. Bees live in groups
- D. Bees make honey

2. What is pollination?

- A. When bees make honey
- B. When flowers grow fast
- C. When plants make seeds
- D. When bees move pollen

3. What might happen without bees?

- A. Fewer plants would grow
- B. More flowers would bloom
- C. Animals would run faster
- D. Plants would grow bigger

Part 2: Vocabulary

4. In the passage, what does the word “depend” most nearly mean?

- A. to grow quickly
- B. to move around
- C. to need for help
- D. to stay the same

5. In the passage, what does the word “process” most nearly mean?

- A. a series of steps
- B. a kind of plant
- C. a place to grow
- D. a way to move

Part 3: Short Answer

6. How do bees help plants grow?

7. Why are bees important for people and animals?

Answer Key – Passage 9

1. B

2. D

3. A

4. C

5. A

6. They move pollen from one flower to another.

7. They help plants grow, which provides food for animals and people.

Teacher Notes – Passage 9

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Cause and Effect (bees → plant growth → food)

Objective:

Students will identify the main idea and explain how animals help plants and living things survive.

Teaching Tip:

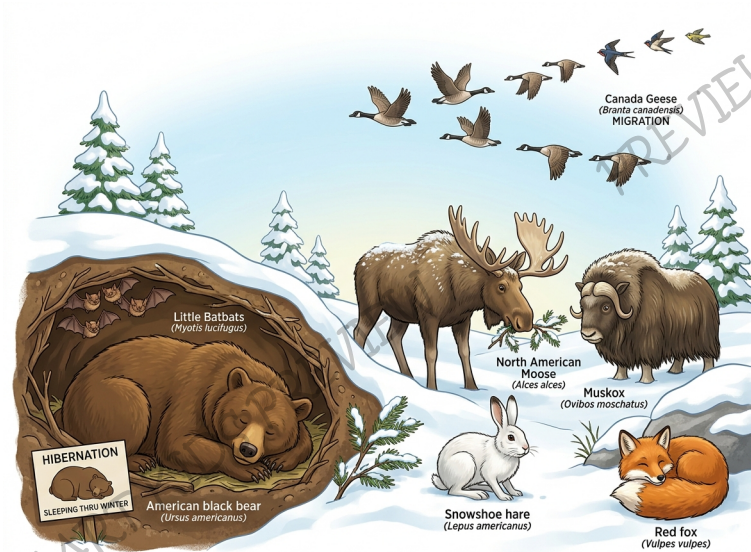
Ask students what foods come from plants and how bees help produce them.

READ ABOUT ANIMAL

Passage 10: How Do Animals Survive in Winter?

Grade 3 | Reading Comprehension

DIRECTIONS: Read the passage carefully. Think about the main idea and important details as you read.



Winter can be a hard time for many animals. Food is harder to find, and the weather is very cold. Animals must find ways to survive these conditions.

Some animals hibernate, which means they sleep for a long time to save energy. Others migrate to warmer places. Some animals grow thicker fur to stay warm. These different ways help animals live through the winter.

Passage 10 Questions

Grade 3 Reading Comprehension | Animals

DIRECTIONS: DIRECTIONS: Read each question carefully and choose the best answer.

Part 1: Multiple Choice

1. What is the main idea of the passage?
 - A. Animals use different ways to survive winter
 - B. Winter is very cold
 - C. Animals sleep in winter
 - D. Food is hard to find
2. What does it mean to hibernate?
 - A. To move to a new place
 - B. To find more food
 - C. To sleep for a long time
 - D. To grow thicker fur
3. Why do some animals migrate?
 - A. To find warmer places
 - B. To stay with groups
 - C. To build new homes
 - D. To sleep longer

Part 2: Vocabulary

4. In the passage, what does the word “conditions” most nearly mean?
 - A. types of animals
 - B. ways to move
 - C. the state of the weather
 - D. places to live
5. In the passage, what does the word “migrate” most nearly mean?
 - A. to sleep for a long time
 - B. to move to another place
 - C. to stay in one area
 - D. to find food nearby

Part 3: Short Answer

6. Name one way animals survive in winter.

7. Why do animals need different ways to survive winter?

Answer Key – Passage 10

1. A
2. C
3. A
4. C
5. B
6. They hibernate, migrate, or grow thicker fur.
7. Because food is limited and the weather is very cold.

Teacher Notes – Passage 10

Skills Covered:

- Main Idea & Key Details
- Vocabulary in Context
- Informational Text
- Synthesis (multiple survival strategies)

Objective:

Students will identify the main idea and explain how different strategies help animals survive winter.

Teaching Tip:

Ask students to compare which survival strategy is most effective and why.