

READING COMPREHENSION

Rabbit loved to go to Mrs. Holly's garden. Each morning when the sun came up.

Rabbit would creep under the fence. He would chew on the green carrot tops. This made Mrs. Holly sad. When the green carrot tops were gone, she could not find her carrots! Mrs. Holly knew that she had many carrots. They were growing under the ground. But the green tops were gone. She could not find the carrots. Every time Mrs. Holly saw Rabbit in the garden, she would run after him. He would run to his home under the tree. One day, Mrs. Holly came to the place where Rabbit lived. She knocked on the tree.

"Rabbit," she called, "you are making me sad. You eat the tops off my carrots. Now I cannot find carrots to eat." Rabbit looked out from under the tree. "You make me sad, too. I do not like you to run after me." Then Mrs. Holly told Rabbit her idea. "When the sun comes up each morning, I will pick some carrots. I will leave the tops for you." Rabbit liked that idea. Now he and Mrs. Holly share the good things from the garden.

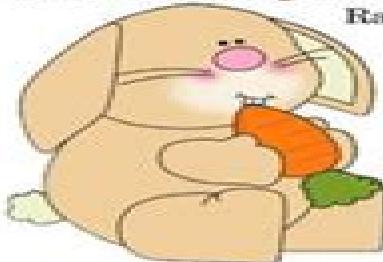
1. Rabbit went to Mrs. Holly's _____.
a. morning
b. garden
c. green
2. Rabbit liked to _____ the green carrot tops.
a. make
b. creep
c. eat
3. This made Mrs. Holly feel _____.
a. sad
b. lost
c. hungry
4. What is another good title for the story?
a. Mrs. Holly's Garden
b. Carrots for Lunch
c. Planting a Garden
5. What did Rabbit like to eat from the garden?
a. orange carrots
b. green carrot tops
c. green lettuce
6. Why couldn't Mrs. Holly find her carrots?
a. Rabbit took all the carrots.
b. She forgot to plant the carrots.
c. The carrots were under the ground.
7. Why did Mrs. Holly go to visit Rabbit?
a. to yell at him
b. to work out a plan for the garden
c. to bring him some carrots
8. What lesson did Mrs. Holly and Rabbit learn?
a. Gardens are hard work.
b. Carrots are good for you.
c. It is better to share.

Answer the questions with a complete sentence.

1. Where did Rabbit live?

2. What did Rabbit tell Mrs. Holly?

3. Where did the story take place?



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Edwin L. Herr

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Equivalence and Norms Tables for Selected Reading Achievement Tests (grades 4, 5, 6) Educational Testing Service, Peter G. Loret, 1975 **Anchor Test Study, Equivalence and Norms Tables for Selected Reading Achievement Tests, 1974** United States. Office of Education, 1974 **Research in Education**, 1973-12 **Resources in Education**, 1989 **Current Index to Journals in Education**, 1991 *McGraw-Hill's Catholic High School Entrance Exams, 2ed* Mark Alan Stewart, Judy Unrein, 2009-02-01 Number of students enrolled in Catholic high schools 638 000 Number of students who take the HSPT annually 80 000 The COOP is given in November and is the test administered for admission to Catholic high schools in the New York New Jersey metropolitan area The TACHS is given in November and is the test administered for admission to Catholic high schools in the archdiocese of Brooklyn Queens and the archdiocese of New York The HSPT is administered in December and January It is created by the Scholastic Testing Service of Bensenville IL

Encyclopedia of Education: AACSB-Commerce James W. Guthrie, 2003 **Conditions Calling for Educational Reform** Edwin L. Herr, 1977 **Yearbook**, 1982 **A Report of the ... Annual Conference and Course on Reading**, 1956 Supervision for Today's Schools Peter F. Oliva, 1993 A practical guide to becoming an instructional leader Updated to reflect changes and advances in the supervision of teachers this highly respected text provides a comprehensive overview of the field of instructional supervision including instructional development curriculum development and staff development Throughout the authors emphasize practice particularly the supervisor's responsibilities as instructional leader

Proceedings of the Annual Pittsburgh Conference on Reading and Writing, 1956 Linguistics and Language Behavior Abstracts, 2006-04 **The FairTest Examiner**, 1989 **School Library Media Activities Monthly**, 1998 **Today's Education**, 1981 **Basic Communication** Paul, Wilson B., 1947 **Proceedings of the Seminar on the Teaching of English in Institutions of Higher Learning in the 1980's, 25th-29th June, 1979, MARA Institute of Technology, Shah Alam, Selangor** Azizah Mokhzani, Marlene J. M. L. Cheong, R. Supramaniam, 1983 **Modern Approaches to Foreign Language Training** George Haskell Brown, Alfred I. Fiks, 1967 The report presents detailed non evaluative descriptions of instructional methods used in a sample of outstanding language training centers Included are 19 different training programs which together represent a student age range from subteens to adults both intensive and non intensive courses military and civilian students and governmental as well as nongovernmental programs For each program surveyed the report presents fairly detailed description of such features as training objectives methods of teaching phonology grammar and vocabulary language laboratory activities student evaluation procedures and faculty characteristics Of the language teaching programs 15 out of 19 were characterized by their respective officials as adhering to the audio lingual A L methods Two key features were shared by the training centers primary emphasis on aural comprehension and speaking skills and an inductive approach to grammar Author Journal of Reading, 1966

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