

Comprehension Passage

Read the passage and answer the questions.

The History of Ants

Ants are insects that we find everywhere. They may be in your home, under your school desk, in the bathroom or in the grass during a picnic. There are more than 12,000 types of ants all around the world.

In a colony there are three types of ants. These are the queen, the males and the female workers. A colony can also have more than one queen. The male ants and the queen both have wings, but workers don't. Soldier ants protect the queen ant and the colony. They also collect food and take care of the colony.

The job of the queen ant is to lay eggs for the rest of her life. Some queen ants can live up to several years and have million babies! When the queen of the ant colony dies, the colony does not survive for long.

Ants don't have ears; they listen to the vibrations through their little feet. Ants breathe through tiny holes in their entire body because they don't have lungs like us human beings. When ants are looking for food, they leave chemical trails so that they know where all they have already been.

Did you know that an ant can lift 20 times its own weight? This means that if a second grade student was an ant, they would be able to pick up a car!

Answer the following questions:

1. **What do the soldier ants do?** _____
 - a) Protect the queen
 - b) Protect the colony
 - c) Collect food
 - d) All of the above
2. **What happens when the queen ant dies?** _____
 - a) The colony doesn't survive
 - b) One of the female workers becomes the queen
 - c) The soldier ants take over
 - d) None of the above
3. **How do the ants breathe?**

4. **What do they do when they are looking for food?**

5. **How do the ants hear without any ears?**

This story has been written exclusively for www.grade1to6.com by Ms. Diya Verma, a college student and a budding writer from New Delhi.

Comprehension Passages With Questions And Answers For Grade 4

Rebecca Barr, Marilyn W. Sadow



Comprehension Passages With Questions And Answers For Grade 4:

Daily Warm-Ups: Reading, Grade 4 Sarah Clark,2006-05 Quick easy effective activities support standards and help students improve skills they need for success in testing *Reading* ,2005 [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

The Structured Literacy Planner Louise Spear-Swerling,2024-04-23 Structured Literacy SL approaches are increasingly recognized as the gold standard for teaching struggling readers This highly practical book walks educators through designing SL interventions for students with common types of reading difficulties word reading comprehension or a combination of both Louise Spear Swerling offers tools for assessing students reading profiles and tailoring SL to their needs In a convenient large size format the volume is packed with case studies sample lesson plans addressing both early and advanced stages of reading instructional activities and application exercises for teachers A chapter on English language structure presents essential foundations for implementing SL effectively The companion website features a knowledge survey about language structure with answer key as well as downloadable copies of the book s 14 reproducible forms See also Louise Spear Swerling s edited volume *Structured Literacy Interventions Teaching Students with Reading Difficulties Grades K 6* which surveys SL interventions across all components of literacy [Methodological Issues in Comparative Educational Studies](#) ,1995

Cognitive Technology J.L. Mey,B. Gorayska,1995-12-01 In this book the editors have gathered a number of contributions by persons who have been working on problems of Cognitive Technology CT The present collection initiates explorations of the human mind via the technologies the mind produces These explorations take as their point of departure

the question What happens when humans produce new technologies Two interdependent perspectives from which such a production can be approached are adopted How and why constructs that have their origins in human mental life are embodied in physical environments when people fabricate their habitat even to the point of those constructs becoming that very habitat How and why these fabricated habitats affect and feed back into human mental life The aim of the CT research programme is to determine in general which technologies and in particular which interactive computer based technologies are humane with respect to the cognitive development and evolutionary adaptation of their end users But what does it really mean to be humane in a technological world To shed light on this central issue other pertinent questions are raised e g Why are human minds externalised i e what purpose does the process of externalisation serve What can we learn about the human mind by studying how it externalises itself How does the use of externalised mental constructs the objects we call tools change people fundamentally To what extent does human interaction with technology serve as an amplification of human cognition and to what extent does it lead to a atrophy of the human mind The book calls for a reflection on what a tool is Strong parallels between CT and environmentalism are drawn both are seen as trends having originated in our need to understand how we manipulate by means of the tools we have created our natural habitat consisting of on the one hand the cognitive environment which generates thought and determines action and on the other hand the physical environment in which thought and action are realised Both trends endeavour to protect the human habitat from the unwanted or uncontrolled impact of technology and are ultimately concerned with the ethics and aesthetics of tool design and tool use Among the topics selected by the contributors to the book the following themes emerge the list is not exhaustive using technology to empower the cognitively impaired the ethics versus aesthetics of technology the externalisation of emotive and affective life and its special dialectic mirror effects creativity enhancement cognitive space problem tractability externalisation of sensory life and mental imagery the engineering and modelling aspects of externalised life externalised communication channels and inner dialogue externalised learning protocols relevance analysis as a theoretical framework for cognitive technology

Standard Educational Tests in the Elementary Training School of Missouri Walter Fenno Dearborn, Edward Andrews Lincoln, Edwin Adams Shaw, 1922 **English, Course of Study for Grades Four, Five and Six** Baltimore (Md.). Dept. of Education, 1927 **Reading Diagnosis for Teachers** Rebecca Barr, Marilyn W. Sadow, 1990 **Resources in Education**, 2001 Illinois Standards Achievement Test Sample Reading Materials, 1999 **Carr V. Koch**, 2011 **The Journal of Experimental Education**, 1968 **Teaching and Learning the Common Branches** Charles Christian Schmidt, 1929 **Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments** Clarence Truman Gray, 1917 **Research and Development Toward the Improvement of Education** George T. O'Hearn, 1968 *Teaching Reading to Children* Lawrence E. Hafner, Hayden B. Jolly, 1982 *Journal of Reading*, 1987 New England Journal of Education, 2002 **Media Review**, 1987

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