This is a hill.
The hill is little.
A tree is on the hill.

1. This is a ________.
   - fill
   - hill
   - mill

2. The hill is ________.
   - big
   - long
   - little

3. On the hill is a ________.
   - tree
   - cat
   - mill

Zap can bat
Zap is a rat.
Zap is a good rat.
Zap the rat can bat.

1. Zap is a ________.
   - cat
   - bat
   - rat

2. Zap is a ________ rat.
   - bad
   - good

3. Zap can ________.
   - cat
   - bat
   - rat

BROUGHT TO YOU BY THE TEACH WITH READING EGGS TEAM

www.readingeggs.com
LEARNING TO READ WITH READING EGGS

Thank you for choosing this Reading Eggs packet. Research shows that good comprehension skills are essential for reading success. But some kids need lots of practice to develop these skills. So we’ve created this series of packets to help your students build strong reading comprehension skills while they have fun at the same time.

Early reading comprehension skills include
✓ Sequencing
✓ Making predictions
✓ Retelling known stories
✓ Summarizing
✓ Asking questions.

Reading comprehension is foundational for
✓ Beginning readers
✓ Struggling readers
✓ ELL

Early reading comprehension helps learners monitor their understanding whilst reading. This packet contains 30 passages. Each simple passage has three sentences to check comprehension.

WHY COMPREHENSION?

Reading comprehension means understanding the texts we read or hear. Literal comprehension involves finding the answers that are explicitly in the text, and usually start with who, what, where, when, or how. Strong literal comprehension helps leaners see patterns. These patterns develop the strongest foundation for inferential and critical reading skills later on.

The Reading Eggs team are passionate about helping children learn to read so we’re always adding resources to help at home and in the classroom. To find more resources for comprehension and other key reading skills visit Teach with Reading Eggs on Teachers Pay Teachers.

Happy Eggsploring!

Katy Pike and The Reading Eggs Team

www.readingeggs.com
I know how much you care about giving your child a great start in reading, because I had the EXACT same feeling, too. I remember life before Reading Eggs. Like you, I was determined to give my four kids the BEST start in life, and that meant helping them learn to read.

The problem was that reading is complicated. There are so many skills they need to learn. From phonological awareness, phonics, sight words, and vocabulary to comprehension and fluency, it’s hard to know where to start. And most children need lots of time and a whole lot of repetition to get all these skills in place. If you’re busy, this can get very challenging very quickly.

We knew there had to be an easier way. So I used my 25 years of experience in educational publishing, along with the most solid scientific research on reading instruction and child motivation, to create the online Reading Eggs program. This reading program completely transformed the way millions of children around the world learned to read. 10 MILLION children to be exact (and counting)!

Reading Eggs works because it’s built on the five pillars for reading success. The program is used in thousands of schools because it’s so effective. And kids love it. And you will too as you watch children make real progress in the most important skill they need for future academic success.

I hope you enjoy the reading journey,

Katy Pike

WHERE CHILDREN BECOME GREAT READERS!

The online reading program for 2–13 year olds.

Reading Eggs is the multi-award winning reading program that has been used by over 10 million children worldwide. Children have fun learning phonics and essential reading skills with interactive games, activities, and e-books.

Over 91% of parents using Reading Eggs report a noticeable improvement within weeks.

www.readingeggs.com
READING EGGS IN THE CLASSROOM

It’s so easy to get started with Reading Eggs.

1. Placement test
   Have your class take the Reading Eggs placement test. This will ensure each student begins at the appropriate level. Let the reading begin!

2. 120 Reading lessons
   Your students can be starting their personalised reading journey in minutes and with 120 lessons, games, songs and hundreds of books, you know they will be on the right track to reading success.

3. Connect with parents and guardians
   Send home letters to give students access from home. They should aim to complete three 15-minute sessions per week. Printable parent letters are quick to set up, giving your students access to the program from home.

4. Allocate lessons and homework
   Worksheets and teaching notes are available for every lesson, giving you the ability to allocate lessons and written homework.

5. Assess and review results
   Keep track of progress with the easy-to-read reports in your teacher dashboard. See time on task, reading lessons, and quizzes completed, as well as the many, many books read by your students!

SCIENTIFICALLY PROVEN TO WORK!

In an independent study conducted in 2017, students using Reading Eggs outperformed students that didn’t use the program. Student engagement with the program was high because of the variety of lessons, fun activities, songs, and rewards.

Students using Reading Eggs for 60 minutes per week made significant improvements in their phonics skills, reading levels, and reading proficiency. In fact, 93% of students increased at least one reading level over the six weeks.

www.readingeggs.com
HOW TO USE

What’s included?
✓ 30 × sets of reading passages and questions

Setting it up
1 Print pages 6–36 single sided.
2 Use one passage at a time.

Notes for Printing
These also work well printed in the grayscale to save on color ink.

TEACHING IDEAS

1 Read + Color
Read the passage together. Use colored pencils to shade the correct word to complete each sentence. Write the correct word in the space.

2 Laminate + Clip
Laminate each page. Read the passage together. Read one question strip at a time. Clip a peg on the correct word to complete each sentence. Manipulating pegs is an excellent way to strengthen little fingers and build fine motor skills.
<table>
<thead>
<tr>
<th>Set</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>See the cat</td>
</tr>
<tr>
<td>2</td>
<td>The van</td>
</tr>
<tr>
<td>3</td>
<td>Bob</td>
</tr>
<tr>
<td>4</td>
<td>Sam the ant</td>
</tr>
<tr>
<td>5</td>
<td>Tom</td>
</tr>
<tr>
<td>6</td>
<td>Ben has a pet</td>
</tr>
<tr>
<td>7</td>
<td>The dog and cat</td>
</tr>
<tr>
<td>8</td>
<td>The yak</td>
</tr>
<tr>
<td>9</td>
<td>The map</td>
</tr>
<tr>
<td>10</td>
<td>Dan</td>
</tr>
<tr>
<td>11</td>
<td>Pat the bat</td>
</tr>
<tr>
<td>12</td>
<td>Zap can bat</td>
</tr>
<tr>
<td>13</td>
<td>Jazz and Sam</td>
</tr>
<tr>
<td>14</td>
<td>Sid the kid</td>
</tr>
<tr>
<td>15</td>
<td>The red top</td>
</tr>
<tr>
<td>16</td>
<td>Fun in the sun</td>
</tr>
<tr>
<td>17</td>
<td>The band</td>
</tr>
<tr>
<td>18</td>
<td>Sam’s bed</td>
</tr>
<tr>
<td>19</td>
<td>The hill</td>
</tr>
<tr>
<td>20</td>
<td>Blue bird</td>
</tr>
<tr>
<td>21</td>
<td>The queen’s ring</td>
</tr>
<tr>
<td>22</td>
<td>Ham is good</td>
</tr>
<tr>
<td>23</td>
<td>Sam’s three fish</td>
</tr>
<tr>
<td>24</td>
<td>Jazz</td>
</tr>
<tr>
<td>25</td>
<td>The shop</td>
</tr>
<tr>
<td>26</td>
<td>The frog</td>
</tr>
<tr>
<td>27</td>
<td>His or hers?</td>
</tr>
<tr>
<td>28</td>
<td>Pink rocks</td>
</tr>
<tr>
<td>29</td>
<td>Harry</td>
</tr>
<tr>
<td>30</td>
<td>Frog and bird</td>
</tr>
</tbody>
</table>
**STORY 1**

**See the cat**

I can see the cat.
The cat is fat.
The cat has a hat.

<table>
<thead>
<tr>
<th></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can see the ________ .</td>
<td>The cat is ________ .</td>
<td>The cat has a ________ .</td>
</tr>
<tr>
<td></td>
<td>dog</td>
<td>sad</td>
<td>mat</td>
</tr>
<tr>
<td></td>
<td>rat</td>
<td>big</td>
<td>hat</td>
</tr>
<tr>
<td></td>
<td>cat</td>
<td>fat</td>
<td>ball</td>
</tr>
</tbody>
</table>
I can see the van.
The cat is in the van.
The cat had a nap in the van.

1. I can see the __________.
   - car
   - van
   - tree

2. In the van is a __________.
   - cat
   - pan
   - pat

3. The cat had a __________.
   - hat
   - nap
   - bee
I am Bob.
Bob can hop.
Bob can see the cat.

1. I am ________.
   - Ted
   - Bob
   - Meg

2. Bob can ________.
   - run
   - top
   - hop

3. Bob can see the ________.
   - cat
   - dog
   - ram
Sam the ant
Sam is an ant.
Sam is on the mat.
Sam can see a bee.

1. Sam is an _________.
   - ant
   - egg
   - fan

2. Sam is on the _________.
   - bee
   - mat
   - can

3. Sam can see a _________.
   - hat
   - bat
   - bee
**Tom**

Tom is a man.
He is hot.
He can get a fan.

1. **Tom is a __________.**
   - fan
   - mat
   - man

2. **He is __________.**
   - hot
   - top
   - hit

3. **He can get a __________.**
   - fin
   - fan
   - man
Ben has a pet
Ben is ten.
He has a pet hen.
The hen is red.

1. Ben is _________.
   - hen
   - ten
   - red

2. He has a pet _________.
   - cat
   - dog
   - hen

3. The hen is _________.
   - wet
   - red
   - ill
### The dog and cat

The dog has a hat.
The cat has a fan.
The fan is on.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | The dog has a ________ .
   | hat
   | fan

| 2 | The cat has a ________ .
   | fish
   | sun

| 3 | The fan is ________ .
   | on
   | off
I can see a yak.
The yak has a hat.
The hat is yellow.

1. I can see a ________ .
   - yak
   - yes
   - dog

2. The yak has a ________ .
   - map
   - yoyo
   - hat

3. The hat is ________ .
   - red
   - yellow
   - blue
The map
Can you see the map?
Yes! I can see a cat on the map.
The map has a cat and a van.

1. I can see the _________.
   - map
   - man
   - tan

2. I can see the _________ on the map.
   - pan
   - van
   - hat

3. The map has a van and a _________.
   - cap
   - van
   - cat
Dan
Dan has a fish and a cat. He can see the fish. The fish is big.

1. Dan has a fish and a ________.
   - dog
   - fish
   - cat

2. Dan can see the ________.
   - fish
   - dish
   - dog

3. The fish is ________.
   - big
   - little
   - black
Pat the bat
Pat can see a bee.
The bee is on the hat.
The hat is red.

1. The hat is _________.
   - sad
   - red
   - fat

2. Pat can see a _________.
   - rat
   - cat
   - bee

3. The bee is on the _________.
   - hat
   - bee
   - mat
Zap can bat
Zap is a rat.
Zap is a good rat.
Zap the rat can bat.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Zap is a _______.</td>
<td>cat</td>
<td>bat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rat</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Zap is a _______ rat.</td>
<td>bad</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>big</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Zap can _________.</td>
<td>zap</td>
<td>bat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pat</td>
<td></td>
</tr>
</tbody>
</table>
Jazz and Sam

Jazz has a cup.
Sam has a cup and a bun.
Sam cut the bun.

1. Jazz has a ________.
   - bun
   - cup
   - hat

2. Sam has a cup and a ________.
   - cap
   - cup
   - bun

3. Sam cut the ________.
   - bun
   - fun
   - bat
**Sid the kid**

Sid is a kid.
He has a hat.
Sid hid in a log.

<table>
<thead>
<tr>
<th>1</th>
<th>Sid is a __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>He has a __________.</td>
</tr>
<tr>
<td>3</td>
<td>Sid hid in a __________.</td>
</tr>
</tbody>
</table>

Options:
- kitten
- did
- kid
- log
- hat
- hot
- leg
- log
- lid
The red top
Sam has a top.
It is big and red.
It can spin.

1. Sam has a _______.
   - tip
   - top
   - tap

2. The top is big and ________.
   - bit
   - little
   - red

3. The top can ________.
   - spin
   - bin
   - fin
**Fun in the sun**

Fit Fox has a cap.  
He can run in the sun.  
The sun is hot.

1. **Fit Fox has a ________ .**  
   - cap  
   - hat  
   - sun

2. **He can run in the ______ .**  
   - hot  
   - sun  
   - run

3. **The sun is ________ .**  
   - Fit Fox  
   - hot  
   - cap
**The band**

Zee Bee taps a can.
Zap Bat taps a box.
It is a band. The band is fun.

1. The band is ________.
   - big
   - fun
   - sad

2. Zee Bee taps a ________.
   - box
   - band
   - can

3. Zap Bat taps a ________.
   - pot
   - box
   - hat
Sam’s bed

Sam has a bed.

“I like my big bed,” said Sam. “I can sit on it.”

1. Sam has a _________.
   - wig
   - box
   - bed

2. Sam said, “I like my __________.”
   - boxes
   - big bed
   - Tom

3. Sam can __________ on it.
   - kick
   - swim
   - sit
# The hill

This is a hill.  
The hill is little.  
A tree is on the hill.

1. This is a ________.
   - fill
   - hill
   - mill

2. The hill is ________.
   - big
   - long
   - little

3. On the hill is a ________.
   - tree
   - cat
   - mill
**Blue bird**
This is a bird.  
A bird can sing.  
A bird has two wings.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | This is a ________ . | bird  
dog  
bat |
| 2 | A bird can ________ . | fill  
ring  
sing |
| 3 | A bird has two ________ . | wet  
wings  
rings |
The queen’s ring

The queen has a ring. It is little and red. “I like my ring,” she said.

1. The queen has a _______.
   - ring
   - wing
   - red

2. The ring is _________.
   - blue
   - little
   - pink

3. The Queen said, “I like my _________.
   - ring
   - king
   - wings
Ham is good
This is Sam the ant
Sam has ham in a can.
The ham is good!

1. Sam is an _________.
   - jam
   - can
   - ant

2. The ham is in a _________.
   - tin
   - hat
   - can

3. The ham is _________.
   - bad
   - good
   - red
Sam’s three fish
Sam has three fat fish. The big fish is yellow. The green fish is little.

1. Sam has _________ fish.
   - red
   - thin
   - fat

2. The big fish is _________.
   - red
   - yellow
   - green

3. The green fish is ________.
   - little
   - red
   - big
Jazz
Jazz has a pot
She got lots of dots.
The pot got hot.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jazz has a _________ .</td>
</tr>
<tr>
<td>2</td>
<td>She got lots of _________ .</td>
</tr>
<tr>
<td>3</td>
<td>The pot got _________ .</td>
</tr>
</tbody>
</table>

Options:
- pet
- pat
- pot
- dogs
- dolls
- hit
- hat
- hot
Look at the shop.
The shop sells pots.
This pot has little red dots.

1. Look at the ________.
   - ship
   - shop
   - shed

2. The shop sells ________.
   - tots
   - pots
   - bots

3. The pot has little red ________.
   - dots
   - pots
   - dogs
The frog
Look at the frog. The frog can hop. The frog is happy.

1. Look at the _________.
   - fan
   - frog
   - happy

2. The frog can _________.
   - hot
   - hip
   - hop

3. The frog is _________.
   - sad
   - happy
   - hippy
His or hers?
This is the princess and this is her horse. This is the prince and this is his game.

1. The princess has a ________.
   - game
   - horse
   - ring

2. The prince has a ________.
   - game
   - horse
   - ring

3. He likes ________ game.
   - her
   - it’s
   - his
Pink rocks

Look at my bag of rocks.
They are for my fish.
They are little and pink.

1. I got a bag of _________.
   - socks
   - rocks
   - fish

2. The rocks are for my _________.
   - socks
   - rocks
   - fish

3. The rocks are little and _________.
   - fish
   - pink
   - big
Harry

Harry is a horse.
He can run and jump.
He is a very happy horse.

1. Harry is a _________ .
   - bossy
   - jump
   - horse

2. Harry can run and
   ________ .
   - swim
   - jump
   - very

3. He is very ________ .
   - jolly
   - happy
   - hippy
Frog and bird
The bird is blue and yellow.
The frog can hop and jump.
The bird likes the little green frog.

1. The bird likes the ________.
   - frog
   - dog
   - green

2. The frog can ________.
   - little
   - jump
   - fly

3. The frog is ________ and green.
   - little
   - blue
   - yellow
You’ve just taken the first steps to reading success!

Thank you for trying this resource. We hope you enjoy using it with your students. Visit our Teach Reading with Reading Eggs TPT store for these other great resources.

**Segmenting + Blending Cards**

*Listen, Identify, Blend + Say!*  
Perfect for strengthening phonemic awareness!  
Use the 90 picture cards with Elkonin boxes today!

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3, 2, 1, Let’s get ready to rhyme!  
Let this packet help your students practice hearing rhyming words. With 36 mini-games, these easy-to-use boards are perfect for literacy centers or as a pair game.

**Nursery Rhymes + Sequencing Activities + Puppets**

Let's tell stories together!  
Build core reading comprehension skills with these beautifully-illustrated nursery rhymes. Activities the whole class will enjoy!

**HAPPY EGGSPLORING!**

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