

Name: _____

Date: _____

Reading Comprehension Worksheets

THE STORY-TELLER

Activity 1: KWL Chart. Complete the exercise below. You may have some research to do as well.

KWL Chart – Dogs [Download](#)

Activity 2: Word list. Read and write the word list in your notebooks.

civil, gathered, Peter, Towser, appear, alone, Pindar,
persons travellers, lain, weak, stiff, shrill, scents, rode,
bleak



Activity 3: Worksheet -Word Wall [Download](#)

Activity 4: Independent Reading. Now read the following passage aloud.

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Peter Pindar was a **great** storyteller. One **day**, as he was **going** by the school, the **children** gathered around him. They said, “**Please tell** us a story we have **never** heard.”

Ned said, “tell us something about **boys** and **dogs**.”

“**Well**,” said Peter, “I love to please **good children**, and, as you all appear **civil**, I will tell you a new story; and it shall be about a boy and some **dogs**, as Ned asks. But before we begin, let us sit down in a **cool**, shady **place**. And now, John, you must be as **still** as a little mouse. Mary, you must not let **Towser** bark or make a **noise**.

“A long way from this place, there is a **land** where it is very **cold**, and much **snow** falls. The **hills** are very **high** there, and **travellers** are often lost **among** them. There are **men** there who keep large **dogs**. These are taught to **hunt** for people **lost** in the **snow**. The dogs have so fine a **scent** that they can **find** persons by that **alone**. Sometimes it is **so** dark, that they **cannot** see **anything**. Those who are **lost** often **lie** hid in the snowdrifts.

“One cold, bleak night, the snow fell fast, and the wind blew **loud** and shrill. It was quite **dark**. Not a **star** was to be seen in the sky. These good men sent out a **dog**, to hunt for those who **might** want help. In an hour or two, the dog was **heard** coming back. On looking out, they **saw** him with a **boy** on his back. The poor child was **stiff** with cold. He could but just hold on to the dog’s back. He had lain for a **long** time in the snow, and was **too** weak to walk. He felt **something** pull him by the coat, and heard the **bark** of a dog. He put out his **hand**, and felt the dog. The dog gave him **another** pull. This gave the **poor boy** some hope, and he took hold of the dog. He drew himself **out** of the snow, but he could **not stand** or walk.

“He got on the **dog’s back**, and put his arms **round** the dog’s neck, and held on. He felt **sure** that the dog did not **mean** to do him **any** harm. Thus he rode all the way to the good men’s house. They took **care** of him, till the snow was gone. Then they **sent** him to his home.”

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DISCUSSION QUESTIONS

1. Retell the story told by the story-teller.
2. How would you feel if you were the boy in the snow?

COMPREHENSION QUESTIONS

1. Who was the story-teller?

2. How did the boy know the dog that found him in the snow would not harm him?

3. Did the children ever hear that story told to them?

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4. Why did the dog carry the boy on his back?

5. Why did the travellers often get lost in the hill?

6. How do the dogs find the lost persons?
