

Class 4 English Reading Comprehension Worksheet

Read "A Garden for Everyone", an original passage for Class 4, then answer 10 comprehension questions. Includes explanations and a free printable PDF.

Name: _____ Date: _____

Read the passage once for its overall meaning and again for details. Answer in your own words, using a phrase or event from the passage as evidence. Some questions have more than one reasonable answer; explain your choice. This independent practice resource is not tied to a specific textbook edition.

A Garden for Everyone

Class Four wanted to turn an unused corner of the school into a garden. Some children suggested colourful flowers, while others wanted vegetables. Their teacher asked them to observe the corner before deciding. They found that one part received sunlight for most of the morning, but the space near the wall stayed shaded. They also noticed that the nearest tap was far away. The class divided the work into small jobs. One group drew a plan, another listed materials they could reuse, and a third asked the gardener which plants suited each spot. They chose a few plants and used old containers with suitable drainage. Instead of planting everything at once, they began with a small section. Each week, the children recorded what had changed. When one plant wilted, they checked the soil and watering record rather than immediately adding more water. The garden became a place for asking questions as well as growing plants.

Comprehension questions

1. What space did the class want to use?

2. Why did they observe the space first?

3. Name two observations they made.

4. Who advised them about suitable plants?

5. What materials did they reuse?

6. Why might starting small be sensible?

7. What did they do each week?

8. What does “wilted” suggest about a plant's appearance?

9. Why did they check records before adding water?

10. State the main idea in one sentence.

Suggested answers

Question 1

1. An unused corner of the school.

Question 2

1. To understand conditions such as sunlight, shade and access to water before planning.

Question 3

1. Part of the space was sunny, the wall area was shaded, or the tap was far away; any two.

Question 4

1. The gardener.

Question 5

1. Old containers with suitable drainage.

Question 6

1. It makes the work easier to manage and lets the class learn before expanding; this is an inference supported by their approach.

Question 7

1. They recorded changes.

Question 8

1. It had become drooping or limp.

Question 9

1. They wanted evidence about the problem rather than guessing that more water was needed.

Question 10

1. Careful observation and teamwork helped the class build and learn from a garden.

Reading and teaching notes

For factual questions, ask the reader to point to the sentence that supports the answer. For an inference, ask them to connect two details and explain what those details suggest. Do not mark a sensible answer wrong simply because its wording differs from the suggested answer.

If the passage is difficult, read it aloud together, pause at paragraph-sized sections, and let the child explain the events orally before writing. For extension, ask the learner to write one new question whose answer is stated in the passage and one whose answer needs reasoning.

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