**Abstract**

The study aimed at identifying the effectiveness of the constructivist learning Model in improving the reading comprehension of third-grade students in the Galilee region. The study adopted a quasi-experimental approach based on the design of the experimental and control groups. The study sample consisted of all third-grade students from Hussein Yassin Primary School in the Galilee region, with a total of (39) male and female students, who were divided into two groups: the control group (20) students and the experimental group (39) student. The study's findings revealed that there were statistically significant differences in the study sample's performance as a result of the constructivist learning strategy's effectiveness in improving reading comprehension, and the results were in favor of the constructivist learning model (experimental group). The researcher suggests that Arabic language curricula include applied models and lessons based on constructivist theory strategies, particularly constructivist teaching; it also suggests that Arabic language teachers benefit from it in their teaching, and that field studies be conducted to reveal the preferred constructivist learning environments, particularly for students at all academic levels**.**

**Key Words:**  Constructive Learning; Reading Comprehension; Third Grade; Galilee Region.