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Jen Bengel

Rationale:

This resource is designed for your students to receive just a few minutes a day of extra practice with key comprehension skills they need to be successful, independent readers and thinkers. These quick daily practice pages are perfect for ensuring that what you are teaching and modeling in class about reading is sticking with your kids! Through these daily practice pages, you can ensure students are spending time thinking about their reading and practicing these very important skills!

The comprehension skills covered are carefully chosen to reflect what readers at grade I should be practicing.

And the best part!? You have everything you need in this one resource to have a daily practice for an entire month! Just print, bind, and go!

Ideas for Using the Daily Comprehension Practice:

1. Use them as bell work at the beginning of the school day.
2. Use them as a warm-up to reading during your reading workshop.
3. Use them as 'exit slips' at the end of the school day or reading workshop.
4. Place them in a literacy center for comprehension.
5. Use them in guided reading as a quick warm-up to the lesson.
6. Send them home for extra practice and support!
7. Have students work in partners or small groups to complete the daily work.
8. Use them for tutoring.
9. And any other way you see this working for your unique schedule and student needs!

Thank you so much to these amazing artists, whose work is found in this resource!!



















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Each half page of practice includes:

1. An 'I Can' statement with a helpful reading comprehension reminder.
2. An original story for each week. Stories are broken into 5 sections, so that students read a different part of the story each day of the week.
3. A custom illustration to match each day.
4. A challenge activity.
5. A 'Pro Tip' for students to think deeper about the comprehension focus
6. Two multiple choice questions about the passage that are related to the mini lesson focus statement.
7. One open-ended question about the comprehension skill.

***** There are 20 days of practice for first grade included in this set, enough for an entire month!**

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ASSEMBLE THE WORKBOOKS:

There are several options for putting together the daily reading work.

- **Use full sheets.**
- **Print front/back so that students have space to work on the daily challenge.**
- **Choose a color or B/W cover.**
- **Glue the cover to the front of a daily folder.**
- **3-hole punch the student pages and add them to the inside of the daily reading folder.**

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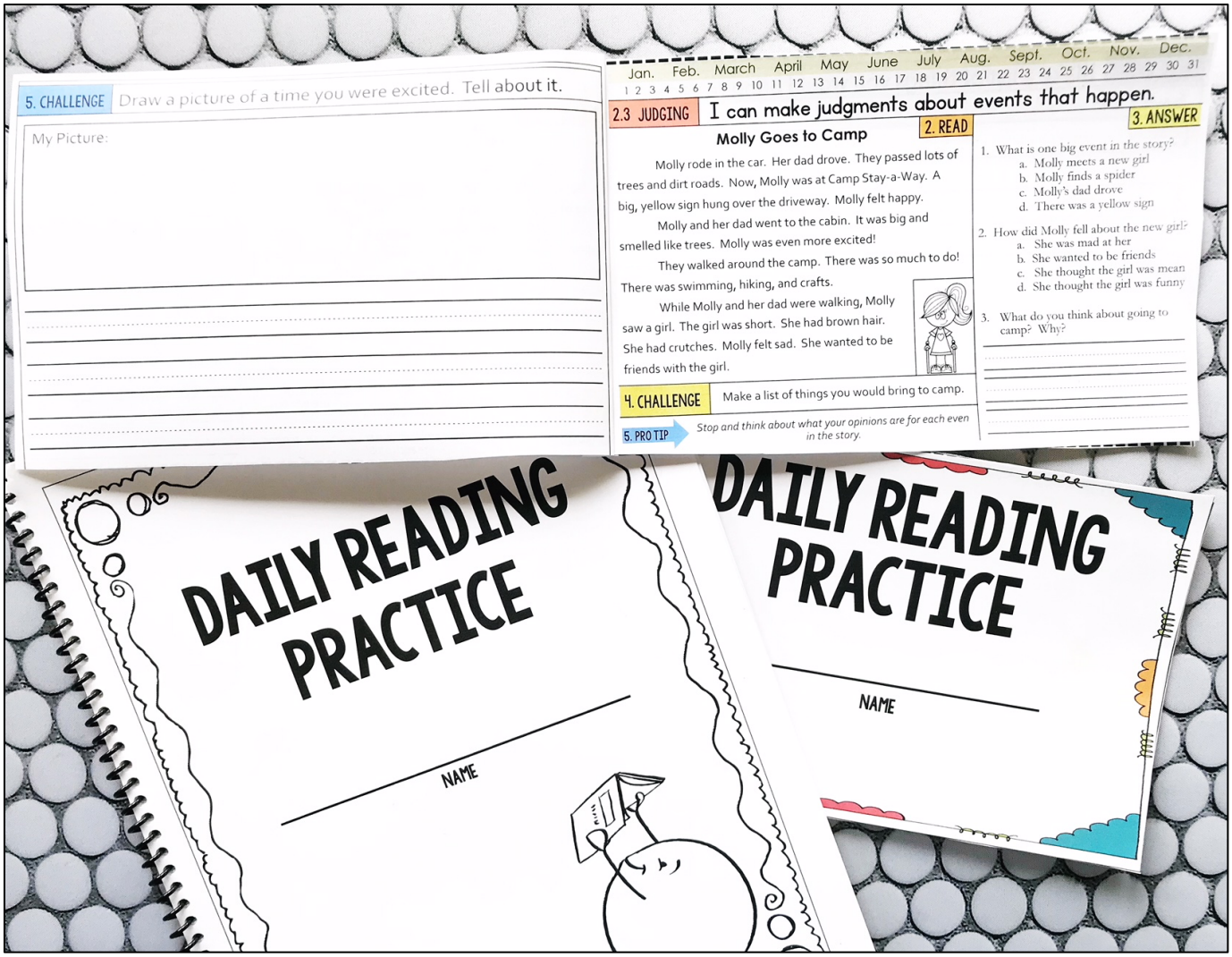

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THIS SET INCLUDES...

ay June July Aug. Sept. Oct. Nov. Dec.
15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

ons for what characters say in a story.

n

2. READ

hind Nisi. "Nisi, I

ised by this! You

o say. She started crying.

"No! I am

Nisi put her head down as tears fell from her face.

Mrs. Yen was not ready for tears! She was surprised.

"Nisi, let's talk about why you are so upset. Why don't you go to the restroom and dry your eyes and come back to the lunch table."



3. ANSWER

1. Why did Mrs. Yen say, "I hear you are being a bully?"
   a. She was asking for homework
   b. She did not like Nisi
   c. Nisi was crying
   d. She heard Nisi was being mean

2. Why did Nisi start crying?
   a. She did not bring a lunch
   b. Mrs. Yen said she was being a bully
   c. She was late for school
   d. People were being mean to Nisi

3. What do you think Mrs. Yen? Tell why.

4. CHALLENGE

Make a list of reasons why Mrs. Yen might be surprised Nisi is being a mean girl.

5. PRO TIP

Readers pay attention to how characters interact with each other in a story.

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

1.4 REASONSING

I can find reasons for why certain words are used.

Nisi Learns a Lesson

2. READ

Mrs. Yen talked to Nisi. "You are so upset. Do you want to talk about why?"

Nisi looked down at her feet. She started to explain that she had no friends. Her friends told her they were tired of her being mean to them. They didn't want to be friends anymore. Nisi felt alone.

"I know this is hard for you. Sometimes we learn lessons the hard way. It sounds like you need to say you are sorry. No one likes to feel alone. You need your friends back and I can help you."



3. ANSWER

1. What does "upset" mean in the story?
   a. A new problem
   b. Excited
   c. Sad
   d. Nervous

2. What does "mean" mean in the story?
   a. Playing
   b. Not being nice to others
   c. Solving a problem
   d. Telling a joke

3. What do you think the word "alone" means in the story?

4 ORIGINAL STORIES | **20 DAYS OF PRACTICE** | **4 FOCUS SKILLS**



f reasons why it is okay to ask for help.

3.

4.

5.

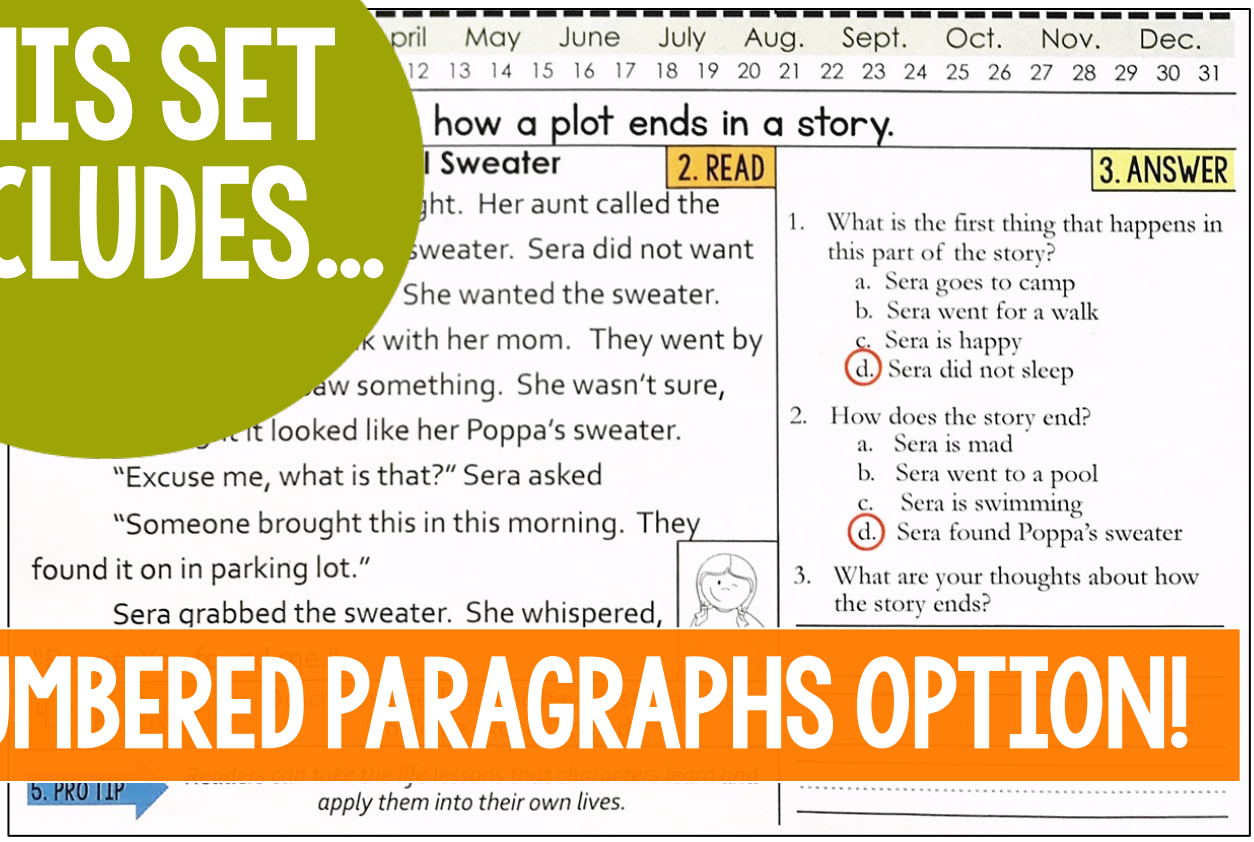
6.

5. CHALLENGE Describe two things you know about Sera and two things you think about her.

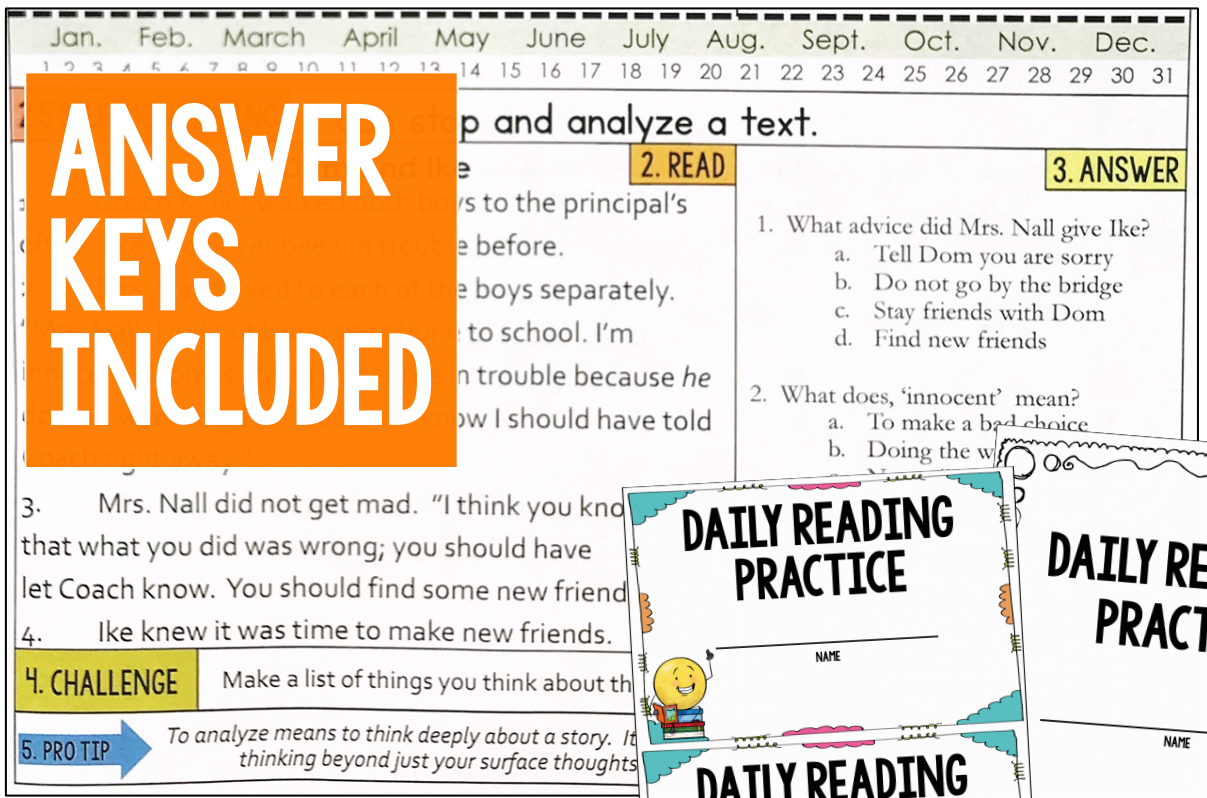
What I Know About Sera:	What I Think About Sera:

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...



NUMBERED PARAGRAPHS OPTION!



ANSWER KEYS INCLUDED



20 COVER OPTIONS!

The Comprehension Skills

**please note that each comprehension skill has five days of focus. The skill includes a new 'I Can' statement each day, so that students are practicing one angle of the comprehension skill each day for a week. This is perfect for review and practice!

Nisi Learns a Lesson → *Changing Behaviors*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Reasoning	I can find reasons for using descriptive language.
DAY 2	Reasoning	I can find reasons for the problem in the story.
DAY 3	Reasoning	I can find reasons for what characters say in a story.
DAY 4	Reasoning	I can reasons for why certain words are used.
DAY 5	Reasoning	I can find reasons that support how a problem was solved.

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The Comprehension Skills

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Dom and Ike → *Making Good Friend Choices*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Self-Monitoring	I can stop and check for understanding.
DAY 2	Self-Monitoring	I can stop and check the meaning of words.
DAY 3	Self-Monitoring	I can stop and retell a text.
DAY 4	Self-Monitoring	I can stop and make connections.
DAY 5	Self-Monitoring	I can stop and analyze a text.

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Red and His Attitude → *Learning to Ask for Help*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Point of View	I can identify a character's point of view.
DAY 2	Point of View	I can identify the main point of view.
DAY 3	Point of View	I can find other potential points of view.
DAY 4	Point of View	I can find more than one point of view.
DAY 5	Point of View	I can find the most common point of view.

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The Comprehension Skills

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The Special Sweater → *Sentimental Treasures*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Understanding Plot	I can define what a plot means in a story.
DAY 2	Understanding Plot	I can identify the main plot.
DAY 3	Understanding Plot	I can identify details in a plot.
DAY 4	Understanding Plot	I can identify the climax of a story.
DAY 5	Understanding Plot	I can identify how a plot ends in a story.

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