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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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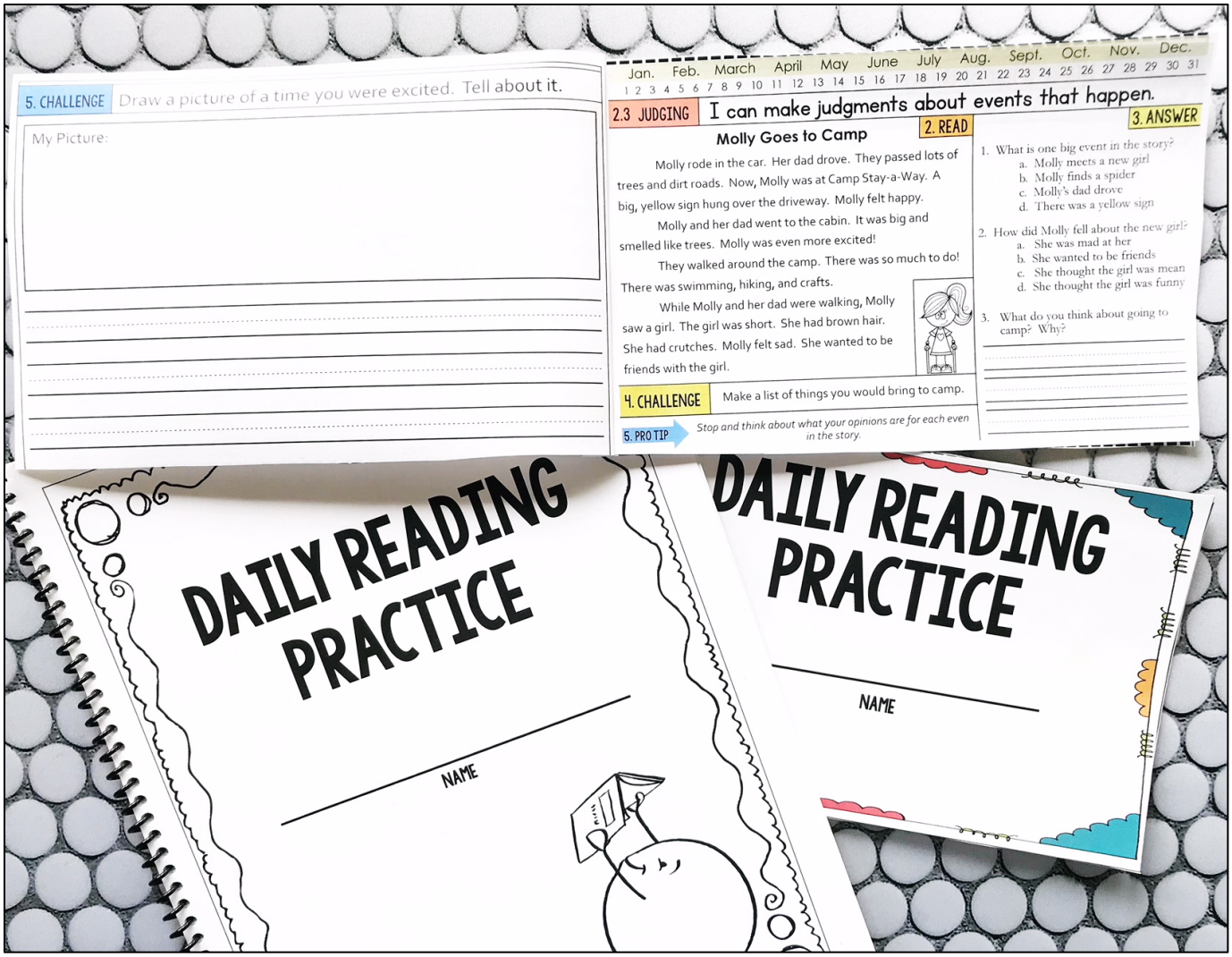

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THIS SET INCLUDES...

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

what else might happen in a story.

2. READ

d

. Ada smiled, "If you

r. Liz told Ada about her

mon ne same house anymore. Ada

missed her because he moved away.

Ada felt the same way. Her mom and dad did not live in the same house. She did not ever see her mom. Her mom moved away and never came back to see her. "I already feel better," Liz said. She gave Ada a gummy worm.

"Thanks," said Ada, "me too."

The girls were new best friends.



3. ANSWER

1. What happened in the story?
   a. The girls had a fight
   b. Ada was a friend to Liz
   c. Ada cried
   d. Ada was sad

2. What do you know about Ada?
   a. She is kind
   b. She is rude
   c. She is mean
   d. She is sad

3. What else might happen in the story?

_____

_____

_____

_____

_____

_____

_____

_____

4. CHALLENGE Draw a picture of you and one of your good friends. Tell how you help each other.

5. PRO TIP *To infer means to combine what the story says with what a reader already knows to say something new.*

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

2.1 SYNTHESIZING I can identify new learning as I read.

Chester and the Bad Grade

2. READ

Chester had a test. He did not study. He was not going to make a good grade on his math test.

Chester forgot about his test. When his teacher told him to take out a pencil and get ready, that is when he remembered. Chester tried to do good, but he made a bad grade.

Chester lived with his grandma and grandpa. He did not know his mom or dad. He never even met them. He loved living with his grandparents.

His grandma and grandpa made sure that Chester made good grades. Chester was very smart. When he made a bad grade, he got in trouble. He knew he was going to be in trouble.



3. ANSWER

1. What is something you learned?
   a. Chester studied for his test
   b. Chester did not study
   c. Chester did a good job
   d. Chester is mean

2. Who does Chester live with?
   a. His mom
   b. His dad
   c. His brother
   d. His grandma and grandpa

3. Do you learn a lot when you read? Why?

_____

_____

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

THIS SET INCLUDES...

...nd one of your good friends. Tell how you help each other.

5. CHALLENGE Make a list of reasons to do your best in school.

1.

2.

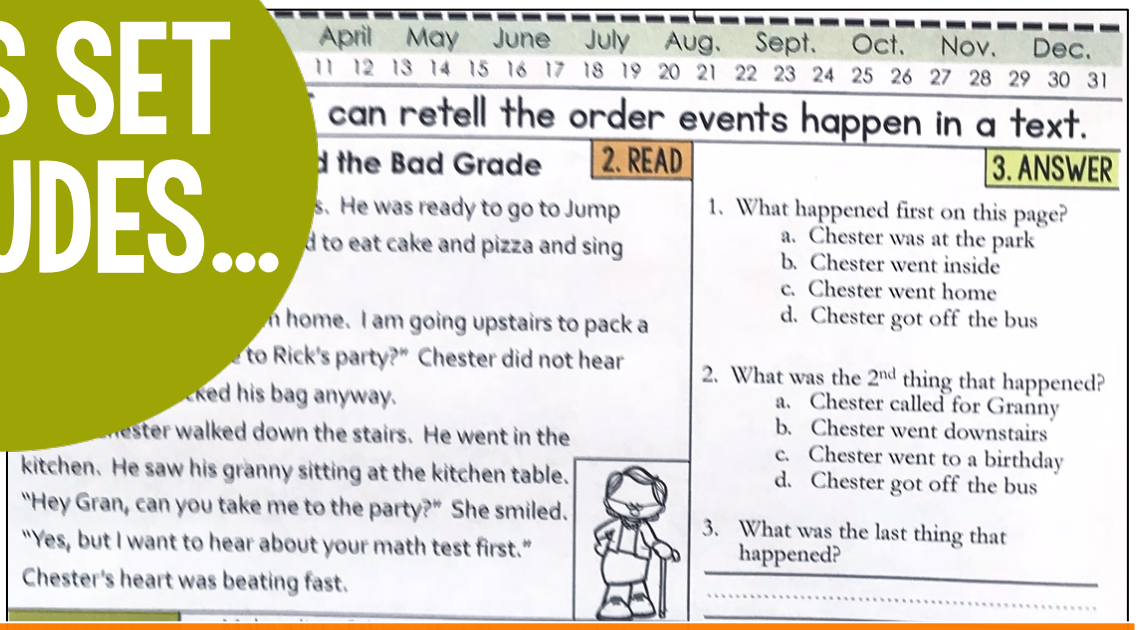
3.

4.

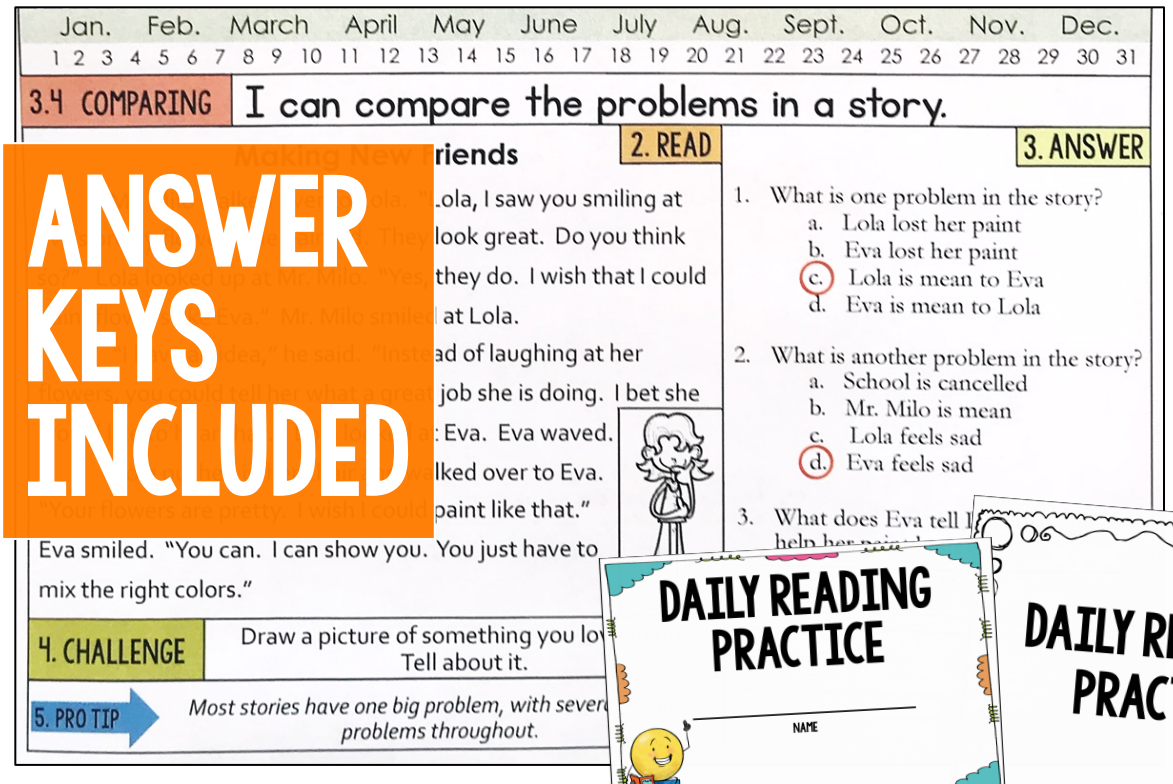
5.

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!

Ada Helps a Friend → *Compassion Towards Others*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Cause/Effect	I can identify what happens in a story
DAY 2	Cause/Effect	I can describe why things happen in a story
DAY 3	Cause/Effect	I can predict what might happen next
DAY 4	Cause/Effect	I can make connections between two events
DAY 5	Cause/Effect	I can infer what else might happen in a story

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Chester and the Bad Grade → *Learning to Tell the Truth*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Synthesizing	I can identify new learning as I read
DAY 2	Synthesizing	I can combine more than one thing I learn in a text
DAY 3	Synthesizing	I can retell the order events happen in a text
DAY 4	Synthesizing	I can compare words in a text to other words I know
DAY 5	Synthesizing	I can notice how thinking can change during reading

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Making New Friends → *Learning about Friendship*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Comparing	I can compare how characters act in a story
DAY 2	Comparing	I can compare events in a text
DAY 3	Comparing	I can compare the mood to other parts of the text
DAY 4	Comparing	I can compare the problems in a story
DAY 5	Comparing	I can compare the beginning of a story to the end

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Living With Autism → *Understanding Differences*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Author's Purpose	I can identify the author's purpose
DAY 2	Author's Purpose	I can find more than one purpose for writing
DAY 3	Author's Purpose	I can identify what it means to entertain
DAY 4	Author's Purpose	I can identify what it means to inform
DAY 5	Author's Purpose	I can identify what it means to persuade

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