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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.

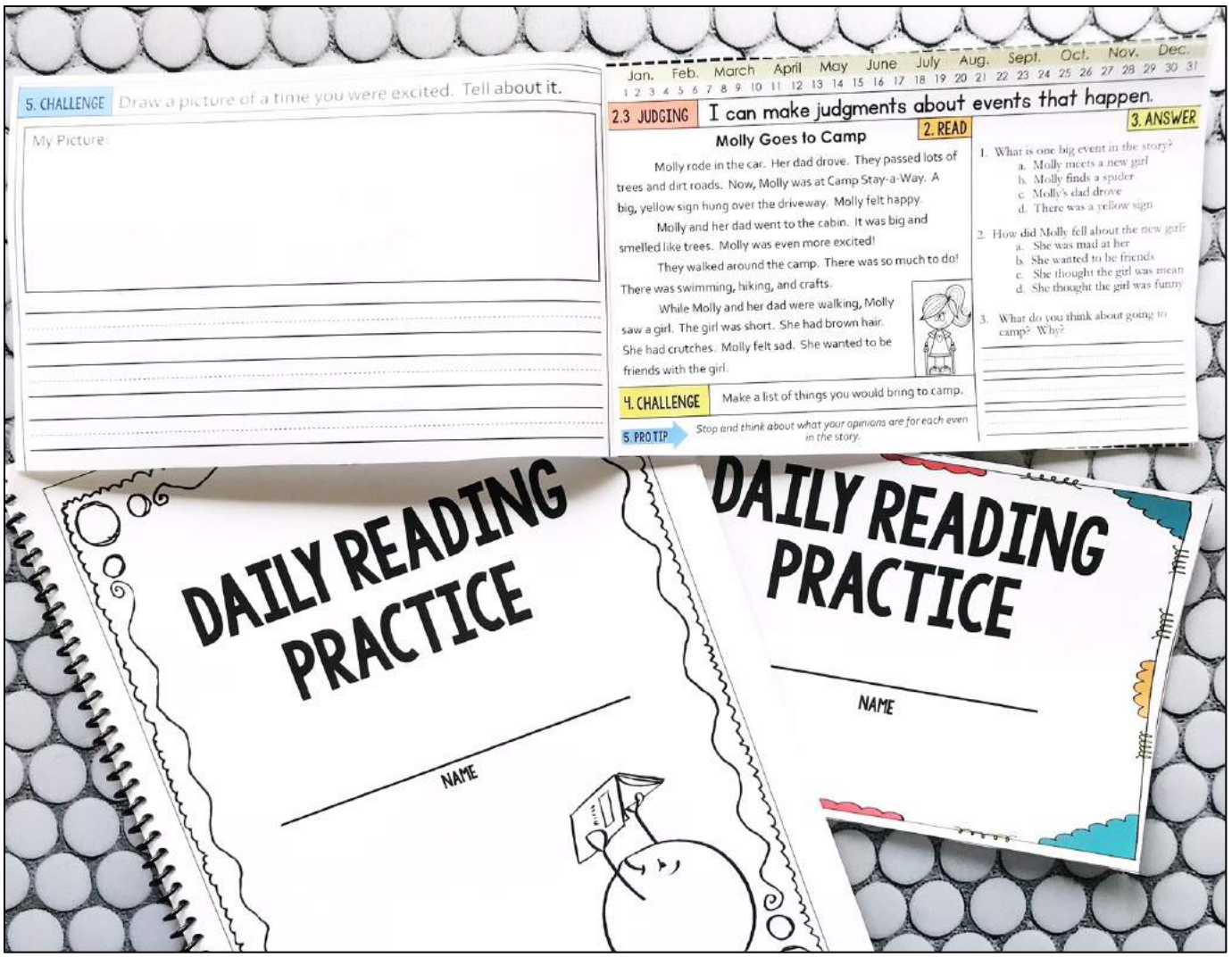
- **Use full sheets.**
- **Print front/back so that students have space to work on the daily challenge.**
- **Choose a color or B/W cover.**
- **Glue the cover to the front of a daily folder.**
- **3-hole punch the student pages and add them to the inside of the daily reading folder.**

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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

e problems and solutions in a text.

2. READ

e next few days.
ere in need. She
ne clothes to school.
They elt bad.

The ne zy brought two extra lunches for Ike and Ivy. Lizzy wanted to share her lunch with them. Lizzy's dad made the best lunches.

"Hi Ike and Ivy! I am sorry for what I said to you. Do you want to eat lunch with me?"

Ike and Ivy smiled. "Thank you for saying sorry. It was nice."



3. ANSWER

1. What is a problem in the story?
   a. Mr. Lewis is mean
   b. Lizzy is mean to Ike and Ivy
   c. Ike does not have homework
   d. Ivy falls down
2. What is a solution in the story?
   a. Mr. Lewis leaves school
   b. The boys had a fight
   c. Lizzy brings extra lunches
   d. Ivy is sad
3. What do you think about the problem and solution?

4. CHALLENGE Write about the problem and the solution in the story.

5. PRO TIP *Readers can find the strong connection between problems and solutions in stories they read.*

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.I SYNTHESIZING I can identify new learning as I read.

Hin Moves to America

2. READ

Hin was scared. He just moved from Africa. He had never been to America before. He was not sure.

Hin went to school. He wore a dashiki and green pants. All the other kids did not know what to think. Hin looked different than most of the kids.

Hin loved Africa. He was holding the wooden bracelet his grandfather had made for him. "If you feel scared, hold this and think of me. I am not far from you."

Hin held the bracelet tight in his



3. ANSWER

1. What is something you learned?
   a. Hin was from Africa
   b. They lost the ball
   c. Hin was crying
   d. Hin did not like school
2. What else might you learn in this story?
   a. The bracelet got lost
   b. Hin did not like Africa
   c. Hin is mean
   d. A dashiki is a shirt
3. Do you learn a lot when you read? Why?

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

THIS SET INCLUDES...

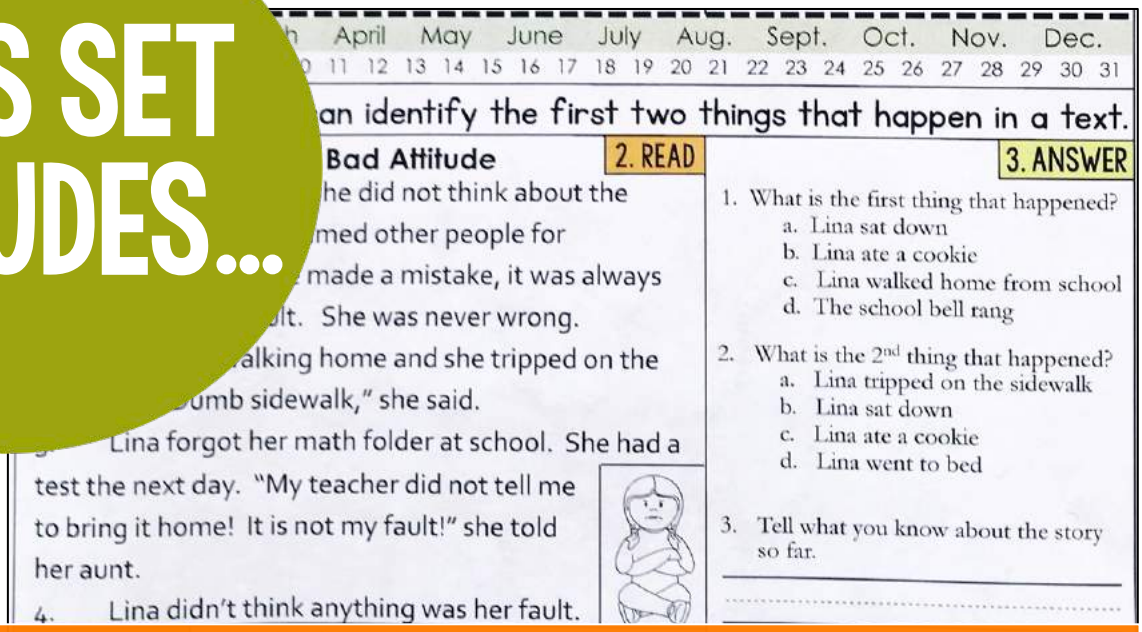
e of how the story ended. Tell about it.

5. CHALLENGE Describe what you know about Lina and what you think about Lina.

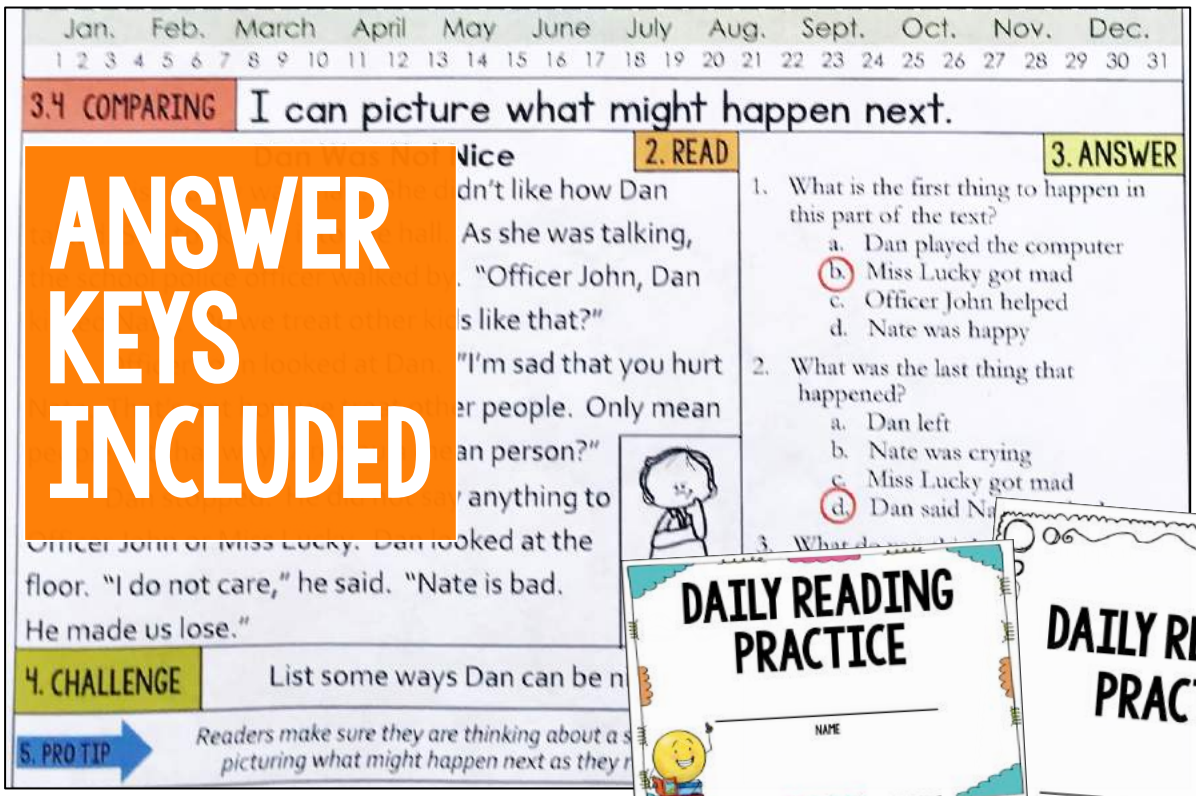
What I Know About Lina:	What I Think About Lina:

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!

Ike and Ivy → *Overcoming Difficulties*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Analyzing	I can analyze certain words in a text.
DAY 2	Analyzing	I can analyze characters in a text.
DAY 3	Analyzing	I can analyze events in a text.
DAY 4	Analyzing	I can analyze settings in a text.
DAY 5	Analyzing	I can analyze problems and solutions in a text.

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Hin Moves to America → *Accepting Many Cultures*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Reader's Purpose	I can identify new learning as I read.
DAY 2	Reader's Purpose	I can make inferences as I read.
DAY 3	Reader's Purpose	I can find reasons for reading a text.
DAY 4	Reader's Purpose	I can connect text events to my own life.
DAY 5	Reader's Purpose	I can identify all the benefits of reading.

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Dan Was Not Nice → *Learning to make good choices and be kind*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Visualizing	I can form images of characters in my mind as I read.
DAY 2	Visualizing	I can form images of events in my mind as I read.
DAY 3	Visualizing	I can form images of settings in my mind as I read.
DAY 4	Visualizing	I can picture what might happen next.
DAY 5	Visualizing	I can form images in my mind as I read.

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The Comprehension Skills

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Lina's Bad Attitude → *Taking Responsibility*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Sequencing	I can identify the first two things that happen in a text.
DAY 2	Sequencing	I can identify which events happen in order.
DAY 3	Sequencing	I can find the first and last events in this part of the text.
DAY 4	Sequencing	I can identify 2 events in the middle of this part of the text.
DAY 5	Sequencing	I can identify the last two things that happen in a text.

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