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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...

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

a problem in a story.

2. READ

...fore his birthday. He ...loved his birthday!

...rother. Vigo was the oldes... ...ttle brother and sisters got more attenti... ...his birthday!

One of the best things about his birthday was breakfast. Every morning on his birthday, Vigo got his birthday breakfast. Pancakes, bacon, and chocolate milk was Vigo's favorite.

Today was the big day. Vigo could not wait to get downstairs and dive into his birthday breakfast. He tried to fall asleep fast.



3. ANSWER

1. What is Vigo's favorite day?
   a. Easter
   b. Valentine's Day
   c. His birthday
   d. His mom's birthday

2. What breakfast does Vigo love?
   a. Pancakes
   b. Cereal
   c. Oatmeal
   d. A banana

3. What do you love about your birthday?

4. CHALLENGE Make a list of problems that might happen in the story.

5. PRO TIP *Readers try to make connections to characters as they read so they can understand how each character feels.*

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

3.2 TENSION

I can find tension in stories I read.

Vigo's Birthday

2. READ

Vigo's alarm clock rang. He shot out of bed, but something was wrong. He did not smell pancakes. He did not smell bacon. He did not hear any sound coming from the kitchen at all. Did his parents forget his birthday?

Vigo snuck down the stairs. The kitchen lights were off. No one was cooking anything. Vigo felt tears in his eyes.

How could his dad and Morgan forget to make his birthday breakfast?! Vigo ran up the stairs and laid on his bed. "I bet they would never forget about my brothers and sisters and their birthdays."

Vigo was not happy. This was the worst day ever.



3. ANSWER

1. What made Vigo not happy?
   a. Waking up late
   b. Not getting breakfast
   c. Having a big breakfast
   d. Feeling sick

2. How might you feel if you did not get your birthday breakfast?
   a. Sad
   b. Hopeful
   c. Happy
   d. Excited

3. Describe what happened in the story in your own words.

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

THIS SET INCLUDES...



you know about Pip and what you know about Leo.

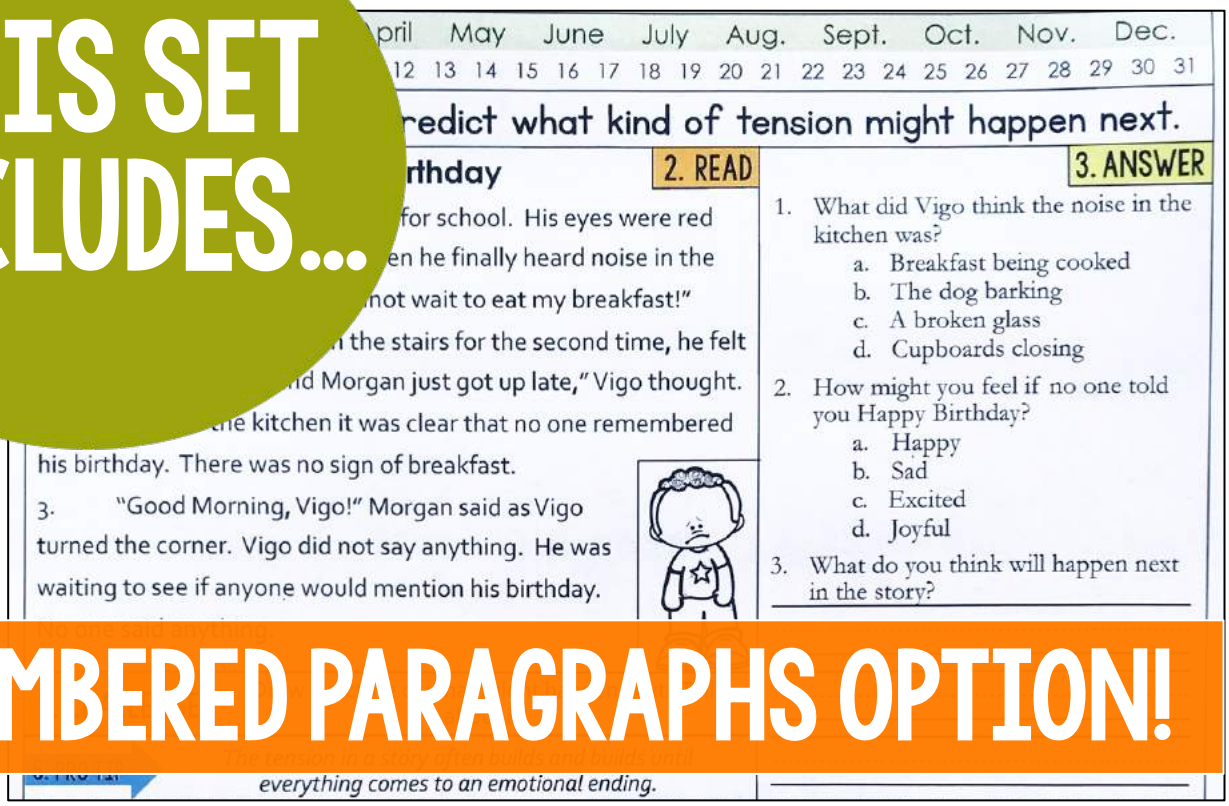
	Leo
1.	
2.	
3.	
4.	
5.	

5. CHALLENGE Draw a picture of the main setting. Describe the setting in your own words.

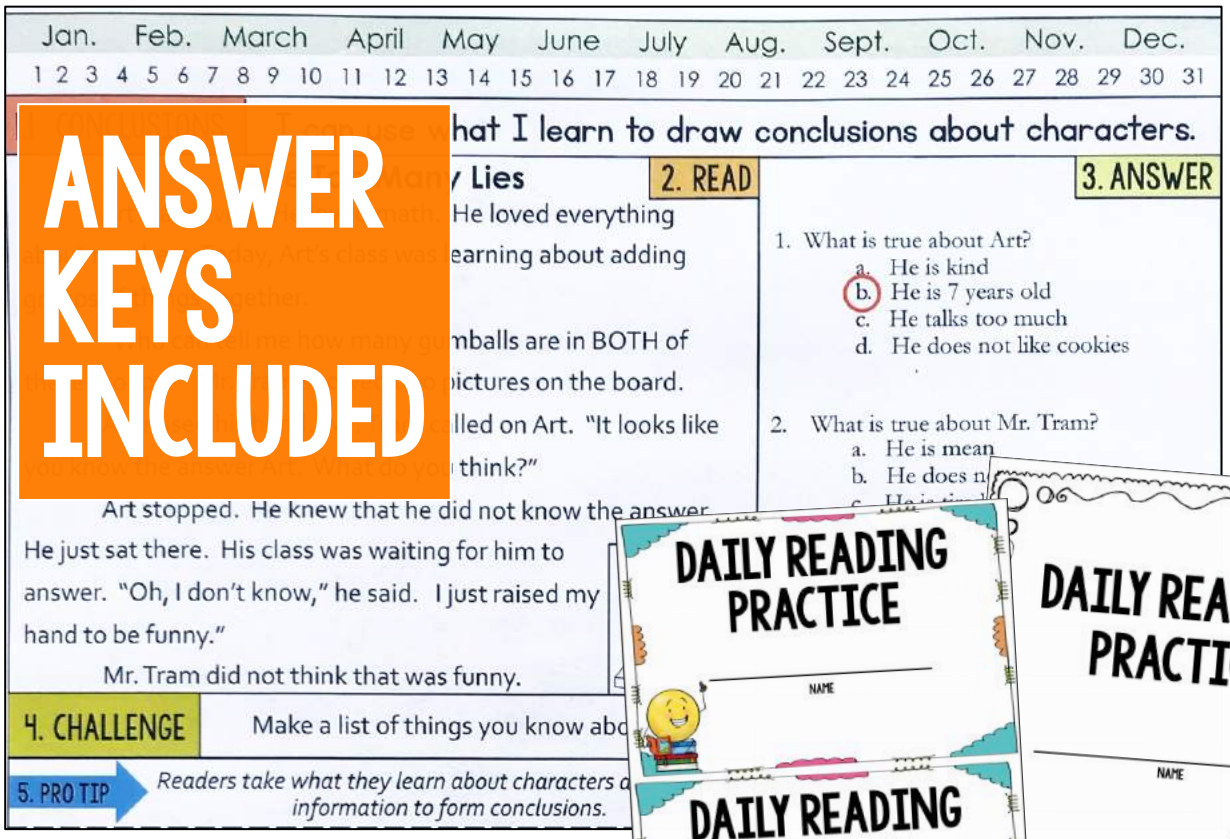
My Picture:

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...



NUMBERED PARAGRAPHS OPTION!



ANSWER KEYS INCLUDED



20 COVER OPTIONS!

ASSEMBLE THE WORKBOOKS:

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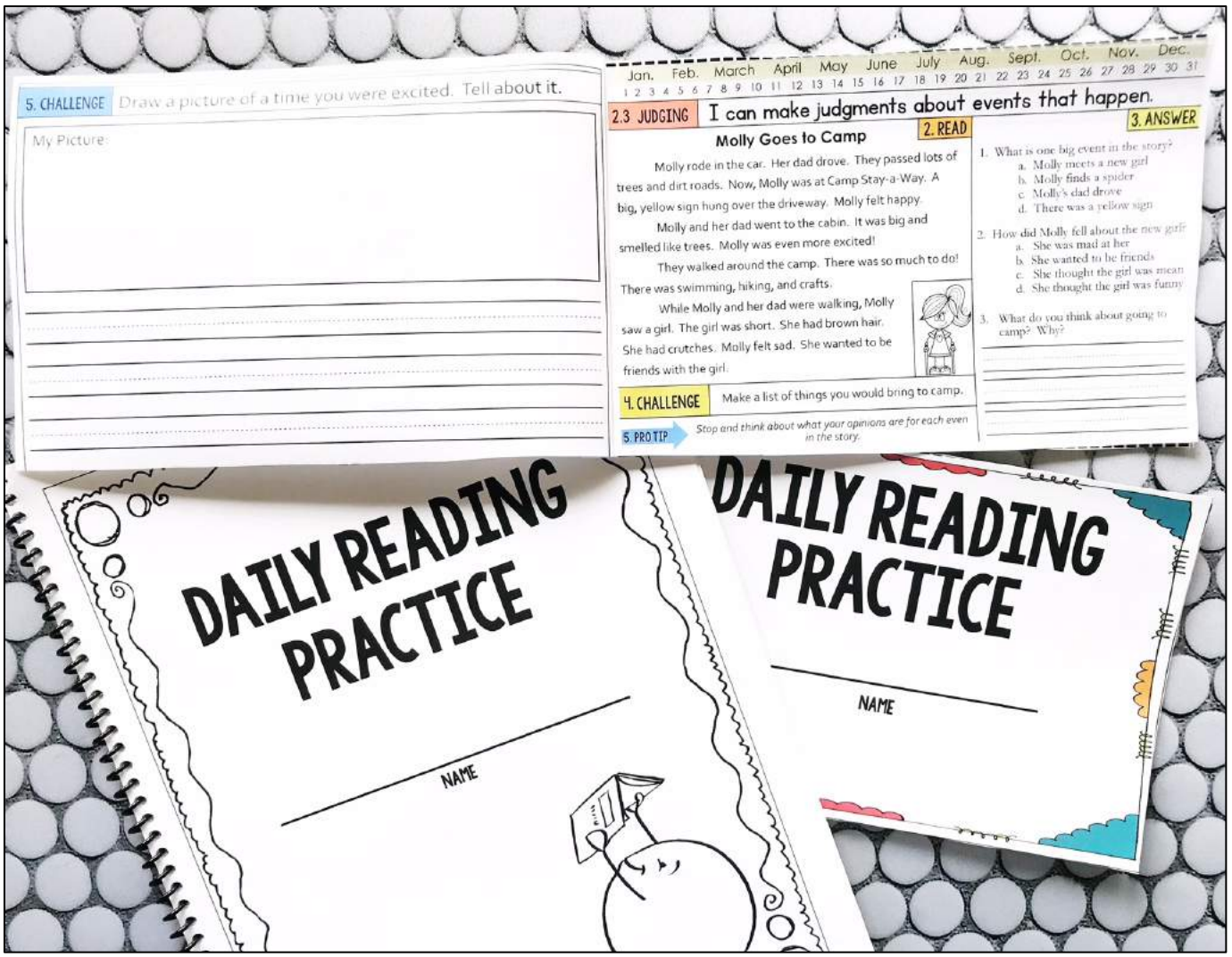

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The Comprehension Skills

**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!

One Too Many Lies → *The Importance of Telling the Truth*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Drawing Conclusions	I can use what I learn to draw conclusions about characters.
DAY 2	Drawing Conclusions	I can use what I learn to draw conclusions about events.
DAY 3	Drawing Conclusions	I can use what I already know to draw conclusions.
DAY 4	Drawing Conclusions	I can use what the text says to infer my own conclusions.
DAY 5	Drawing Conclusions	I can draw conclusions about lessons I learn from reading.

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Ike and Jax → *Making New Friends*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Dialogue	I can identify dialogue in stories I read.
DAY 2	Dialogue	I can notice who is speaking in a story.
DAY 3	Dialogue	I can infer how characters feel based on what they say.
DAY 4	Dialogue	I can use dialogue to make predictions.
DAY 5	Dialogue	I can use dialogue to form opinions.

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Vigo's Birthday → *Adjusting to a Change in Routine*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Tension	I can identify a problem in a story.
DAY 2	Tension	I can find tension in stories I read.
DAY 3	Tension	I can predict what kind of tension might happen next.
DAY 4	Tension	I can describe how characters feel about tension in a story.
DAY 5	Tension	I can identify how the tension is fixed in a story.

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The Comprehension Skills

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Finding a Family → *Living in an Orphanage*

Week 4	Comprehension Focus	'I can' statement
DAY 1	Perspective	I can identify who the main character is in a story.
DAY 2	Perspective	I can tell how a character feels in a story.
DAY 3	Perspective	I can find more than one point of view in a story.
DAY 4	Perspective	I can tell what a character thinks in a story.
DAY 5	Perspective	I can tell how characters change in a story.

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