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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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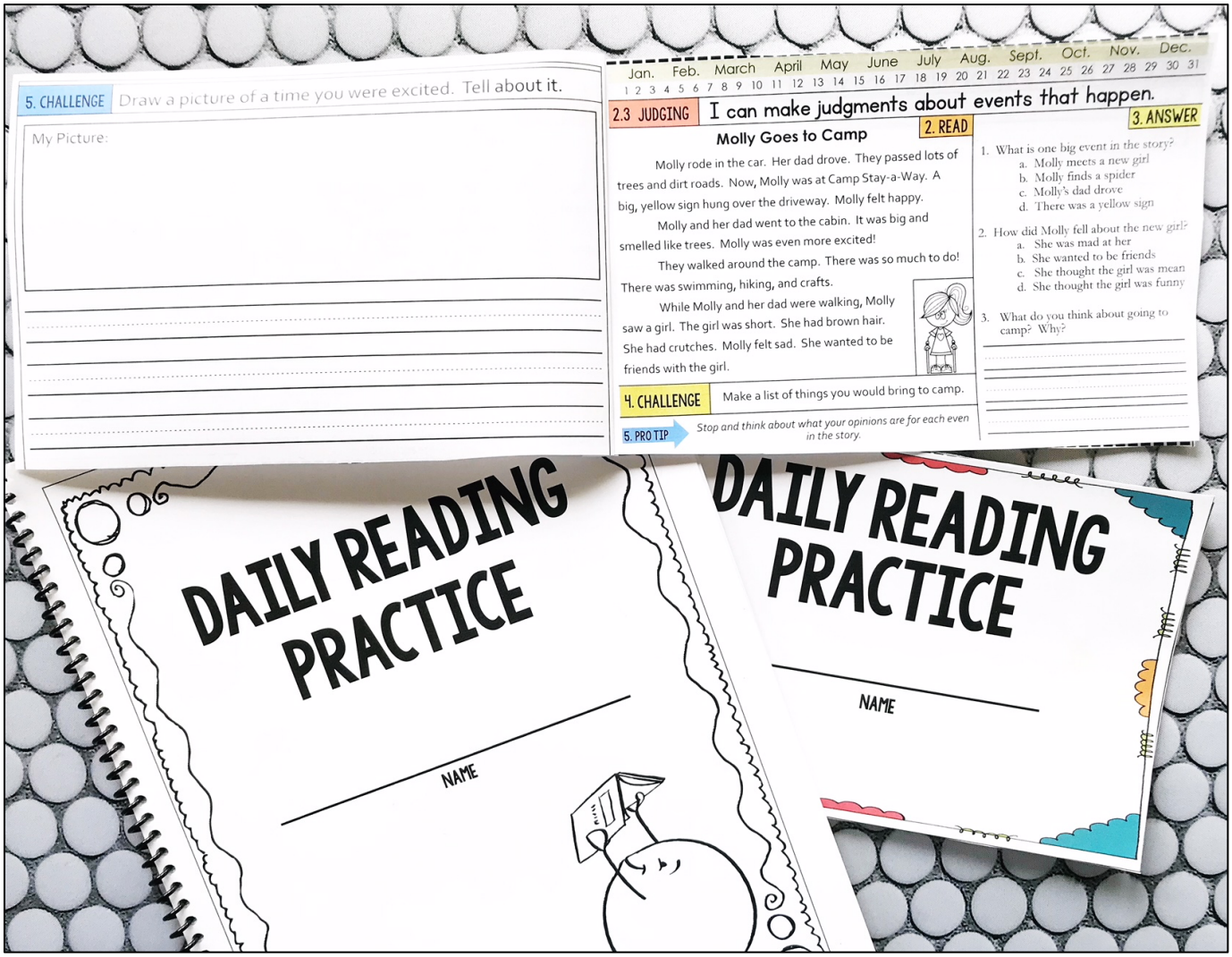

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THIS SET INCLUDES...

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

for hints to solve new words.

ader

2. READ

He was not as tall

rode the same bus to

d not throw rocks at

ca

t was a good idea. That

was dange

One day Nile and Damon and some other kids were waiting for the bus. They were standing in a group. Nile picked up some rocks to throw. Damon did not. Nile handed some rocks to Damon.



"No thanks," said Damon. "This is not a good idea."

4. CHALLENGE Describe a time you chose not to follow the crowd and do something you knew was wrong.

5. PRO TIP *When readers come to a new word, they reread the sentence and look for hints to help solve the word.*

3. ANSWER

1. Which hint from the story helps solve the word "waiting"?
   a. Nile picked up rocks
   b. The bus was late
   c. Damon did not throw rocks
   d. Damon was in first grade

2. Which hint from the story helps solve the word "dangerous"?
   a. Damon is nice
   b. Nile is a bully
   c. The kids are at the bus stop
   d. Nile threw rocks at cars

3. Why should readers pay attention to context clues?

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

4.3 CONTEXT CLUES I can find the base word inside bigger words.

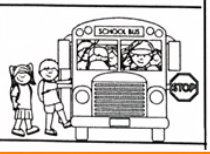
The Wrong Kind of Leader

2. READ

Instead of saying anything to Damon, Nile just dropped the rocks and turned around. Damon did not know what to think. Was Nile going to yell at him?

The bus pulled up and all the kids got on. Damon was waiting for Nile to say something mean to him. Nile never did.

Nile was extra quiet on the bus. Most days, Nile would stand up on the bus and move from seat to seat. Today he did not. Nile stayed at his seat.



Damon wondered why Nile did not move.

3. ANSWER

1. What is the base word for "dropped"?
   a. ropped
   b. drip
   c. opp
   d. drop

2. What is the base word for "wondered"?
   a. ond
   b. wonder
   c. won
   d. der

3. How does finding the base word inside bigger words help readers?

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



things you think might happen in the story.

3.

4.

5.

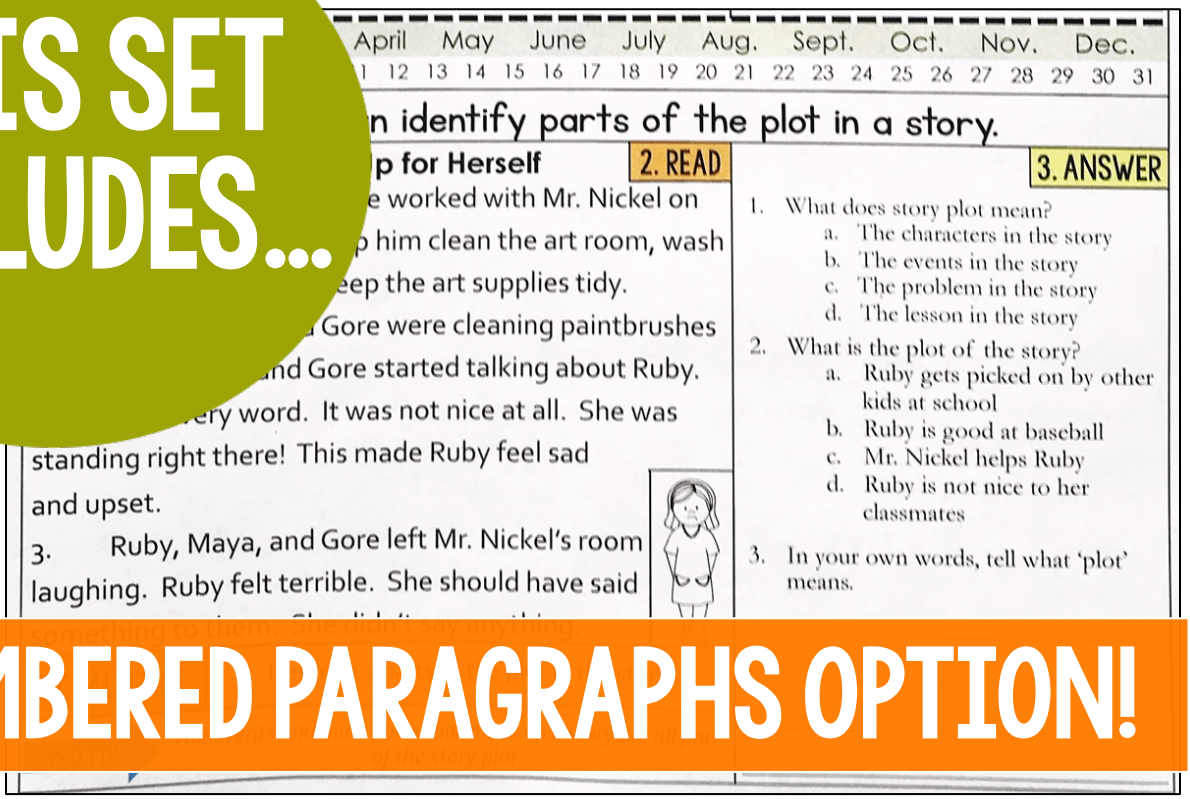
6.

5. CHALLENGE Draw a picture of something you think might happen next in the story.

My Picture:

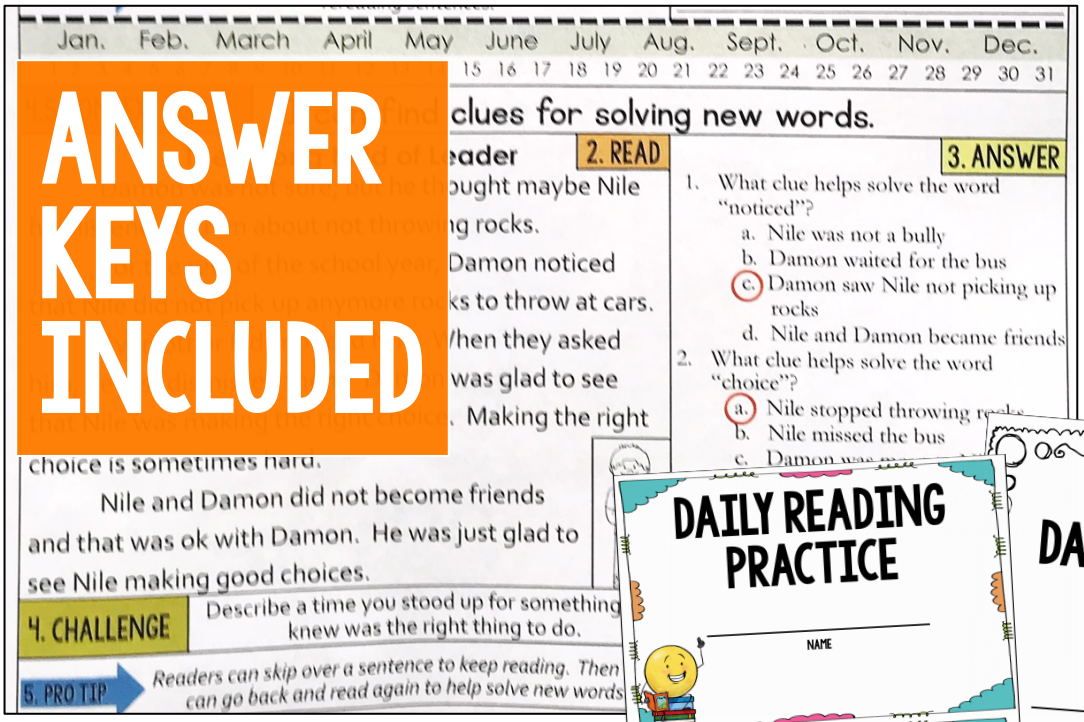
CHALLENGE ACTIVITIES FOR EVERY DAY!

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!

Yamis's Group → *Working Together as a Group*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Speculating	I can speculate about what characters might do next.
DAY 2	Speculating	I can speculate about what might happen next.
DAY 3	Speculating	I can speculate about how a problem will be solved.
DAY 4	Speculating	I can speculate about how a story will end.
DAY 5	Speculating	I can speculate about what lessons readers should learn.

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Mavi Moves On → *Learning to Persevere*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Retelling	I can retell the main idea of a story.
DAY 2	Retelling	I can retell major events in a story.
DAY 3	Retelling	I can retell how characters act in a story.
DAY 4	Retelling	I can retell the problem and solution in a story.
DAY 5	Retelling	I can retell key details in a story.

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Ruby Stands Up for Herself → *Finding Your Voice*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Story Structure	I can identify the theme in a story.
DAY 2	Story Structure	I can identify parts of the plot in a story.
DAY 3	Story Structure	I can identify conflict in a story.
DAY 4	Story Structure	I can identify characters in a story.
DAY 5	Story Structure	I can identify settings in a story.

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The Wrong Kind of Leader → *Standing up for What's Right*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Context Clues	I can use context clues to solve new words.
DAY 2	Context Clues	I can look for hints to solve new words.
DAY 3	Context Clues	I can find the base word inside bigger words.
DAY 4	Context Clues	I can find clues for solving new words.
DAY 5	Context Clues	I can find clues for solving new words.

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