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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 2-3 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 grades 2-3 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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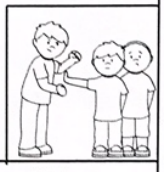
THIS SET INCLUDES...

e about how a problem will be solved.

2. READ

Kirby, Vice, and
permission to get
mis's group was a MESS!
e else. Kirby was being
bossy a
to do. She didn't want to hear
what anyone else had to say. Raymon was getting frustrated at
Kirby and said he was going to leave the group and do the project
on his own. Vice and Maria were not offering any ideas on how to
get the group to work better together.

Yamis was so excited, but now his excitement turned into sadness. He didn't want to work with this group anymore. No one was getting along. Working with a group that argued was no fun at all!



3. ANSWER

1. What is one problem in the story?
   a. Miss Miller is mean
   b. Yamis's group is not working together
   c. Yamis is hungry
   d. Maria is not at school

2. Which of the following would make sense as another problem in the story?
   a. Yamis's group gets a bad grade
   b. Yamis goes home sick
   c. Kirby is not at school
   d. The class goes to lunch

3. What other problems might happen in this story?

4. CHALLENGE Make a list of ways the problem could be solved.

5. PRO TIP *Readers can use their own personal experiences to consider how a problem may be solved.*

1.4 SPECULATING I can speculate about how a story will end.

Yamis's Group

2. READ

Yamis stepped back and listened for a few more minutes. How was his group going to get anything done with everyone bickering? Yamis decided he needed to take action.

"Guys. We have a job to do. We'll never get anything done if everyone is arguing and bickering. How can we work better together? This isn't going to work if we continue."

No one seemed to listen to him. He wanted to get a good grade, but that didn't seem as important to his group members as arguing about what kind of presentation they were going to do. Yamis needed to think of something fast.

Yamis remembered what he'd learned in Boy Scouts: when people are arguing, listen to how they feel, then come up with a solution. Yamis had a plan.



3. ANSWER

1. Which event has already happened in the story?
   a. Yamis' group is arguing
   b. Yamis is late to school
   c. Miss Miller is not at school
   d. Yamis cried

2. Which event makes the most sense to happen next?
   a. Miss Miller will end the project
   b. Kirby will be happy
   c. Yamis will help his group
   d. Yamis will go home

3. How do you think the story will end?

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

THIS SET INCLUDES...

ings you think might happen in the story.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

Picture of a Story Event:

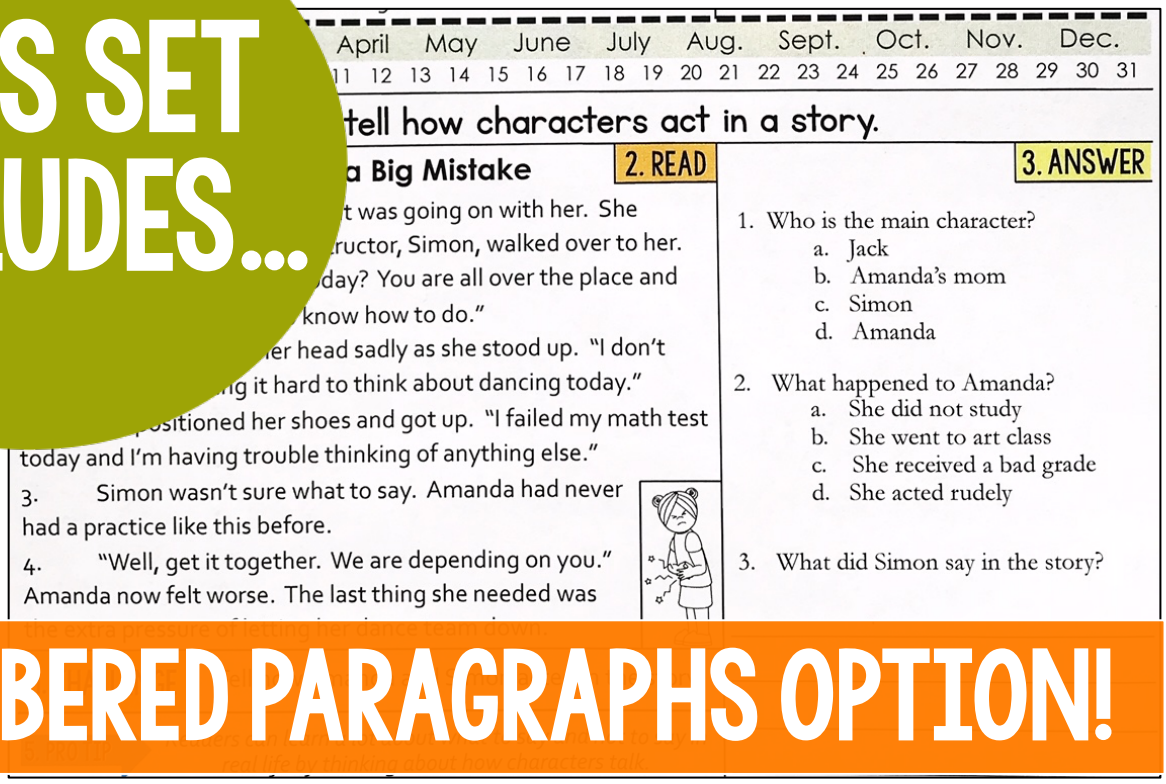
My Opinion of the Event:

_____

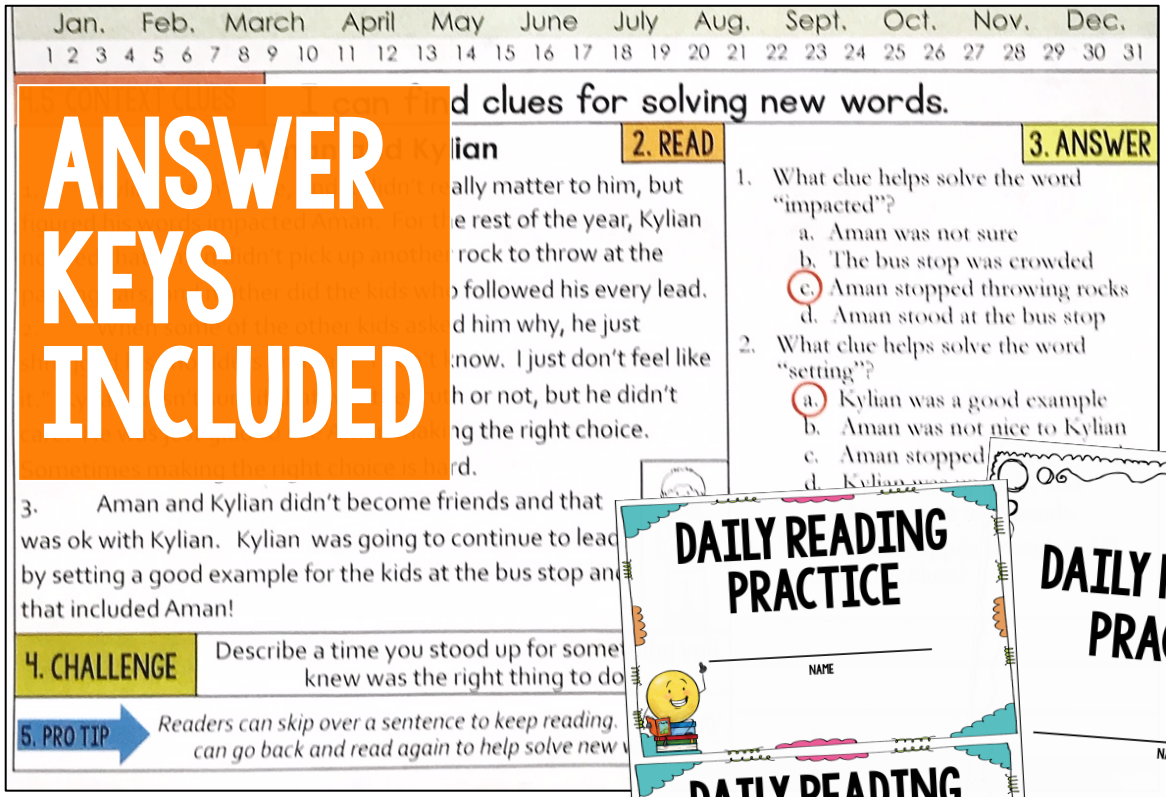
_____

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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The Comprehension Skills

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Handling a Big Mistake → *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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The Comprehension Skills

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Standing Up for Yourself → *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 Comprehension Skills

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Aman and Kylian → *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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