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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.

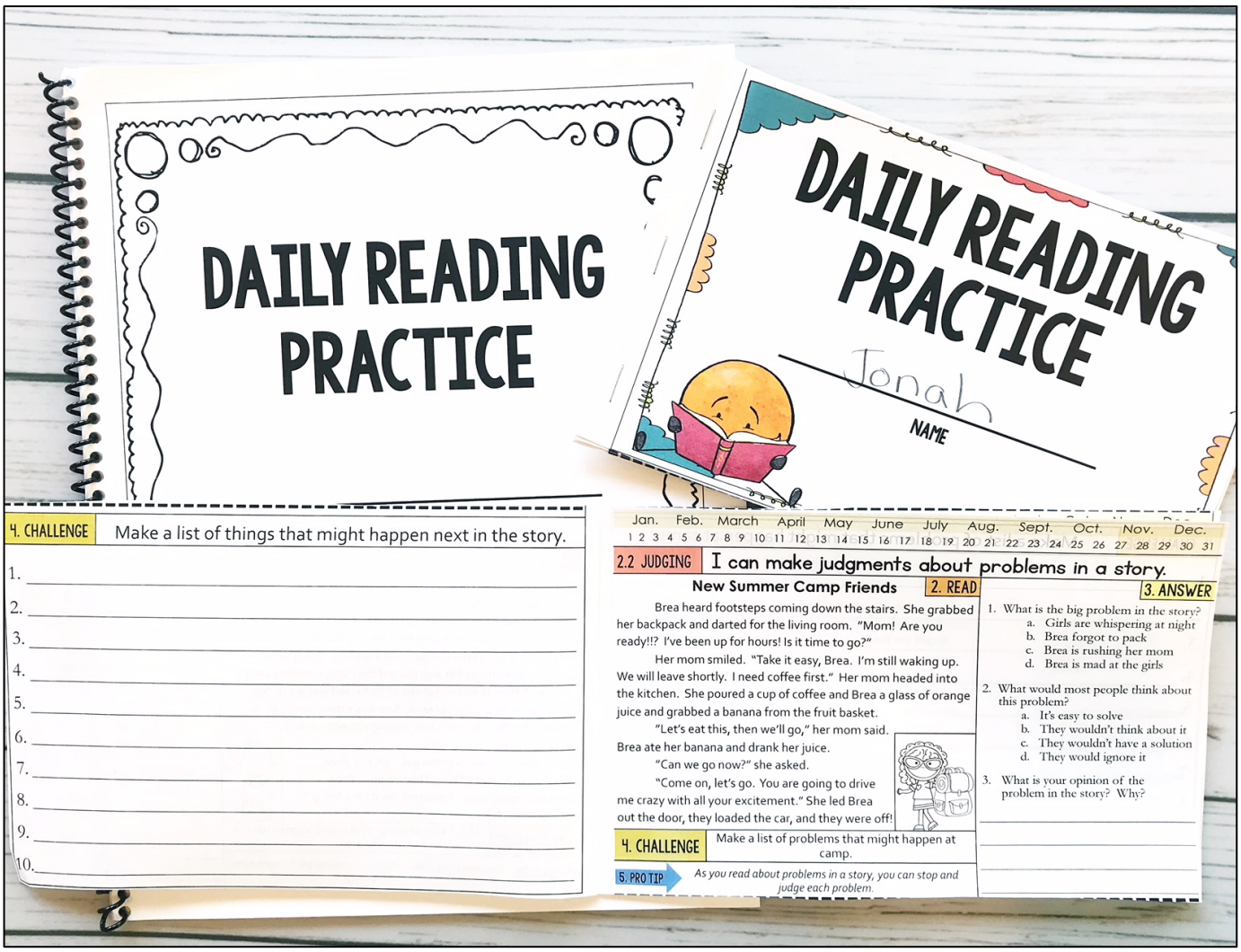
***** There are 20 days of practice for grades 2-3 included in this set, enough for an entire month!**

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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...

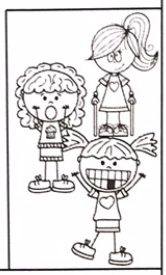
June July Aug. Sept. Oct. Nov. Dec.
5 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

...ents about how problems are solved.

...iends **2. READ**

...'s nice to meet you."
...adie spent a lot of time
...to meet Sadie, when she
heard ... mean things about Sadie.

Brea walked up to the girls. "I heard you talking about Sadie. Its not nice to talk about people. Sadie is really nice. You should meet her." The girls just laughed.



"Why would we want to be friends with her? She's nothing like us." they responded.

Brea wasn't sure what to say. She wanted to be mean, but knew that was not the right choice. She walked away to find Sadie.

3. ANSWER

1. How is the problem solved?
   a. Brea is mean
   b. Brea models being a good friend
   c. A girl is nice
   d. Brea feels excited
2. How else could the problem have been solved?
   a. Brea could skip camp
   b. Eat more snacks
   c. The girls could have been nice to Sadie
   d. Camp could have shut down
3. What is your opinion of the way the problem was solved? Why?

4. CHALLENGE Tell how you think Sadie feels about camp so far. Share how you would treat Sadie.

5. PRO TIP *Sometimes readers think of different ways a problem should be solved.*

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

2.5 JUDGING I can make judgments about a text as a whole.

New Summer Camp Friends **2. READ**

As the week went on, Brea tried not to think about what the mean girls. But, she had to stand up for her friend. She found them and said, "I wish you would stop talking about my friend. Just because someone is not like you doesn't mean you can be mean to them." The girls just walked away laughing.

Later that night, Tori, the camp counselor made an announcement. "This week we have been watching and looking for a camper that has shown what it means to be a true friend. Brea, will you please stand up." Brea had no idea the counselors were watching her!

"You have won an ice cream party for being a good example. Choose some friends to join you. Brea knew exactly who she would choose: Sadie!



3. ANSWER

1. What is one big idea from the story?
   a. Working makes money
   b. You're never too young to work
   c. It is hard to be nice
   d. Making others feel included is important
2. What would most people think about this story?
   a. It is a good example of patience
   b. You can learn a lesson.
   c. It's not easy being a counselor
   d. How to get an A in reading.
3. What is your opinion of the story as a whole? Why?

4. CHALLENGE Share a list of things you are thinking about this story

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

THIS SET INCLUDES...

e main theme. Then tell about it in your own words.

My Description of the Main Theme:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. CHALLENGE Make a list of things you would like to try. Then choose one and write more about it.

Things I'd Like to Try:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

More About It:

_____

_____

_____

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

April May June July Aug. Sept. Oct. Nov. Dec.
11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

ake judgments about how problems are solved.

amp Counselor

2. READ

ouldn't run because of the braces.
past her, nearly knocking her
were young, but couldn't they at
iyana immediately knew she was going
e girl during summer camp.
en the young girl reached the stage, Tiyana
own. "Hi! What's your name? My name is Tiyana."
The girl smiled. As she spoke, her voice was shaky. It seemed like it took her forever to just say her name.
3. "My name is Olive." Tiyana smiled. "Olive, I think you and me are going to become great friends."
Tiyana helped Olive walk towards the door.



3. ANSWER

1. How is the problem solved?
   a. Tiyana works at the camp
   b. Tiyana models being a good friend
   c. A boy is nice
   d. Tiyana feels excited
2. How else could the problem have been solved?
   a. Tiyana could have another job
   b. Kids could yell at each other
   c. Brooklyn could have shown compassion
   d. The kids could be mean
3. What is your opinion of the way the problem was solved? Why?

NUMBERED PARAGRAPHS OPTION!

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

1.1 EVIDENCE I can find evidence that describes characters.

ANSWER KEYS INCLUDED

hange

2. READ

st friends since first
ey listened to the same
hey even played the
able.
fifth grade. The boys
dn't seen much
gh.
he summer
t on a few
playing
video games and swimming in the pool.
The boys were excited to finally see one another after a long time apart.



3. ANSWER

1. What part of the story tells you that Jayden is athletic?
   a. He listens to music
   b. He likes to relax
   (c.) He and Marco play the same sports
   d. He likes video games
2. What evidence in the story tells you that Marco likes to travel?
   a. He likes music
   (b.) He spent the summer in London
   c. He plays sports
   d. He is best friend

4. CHALLENGE Make a list of evidence from the text th... you about the boys' friendship.

5. PRO TIP *Readers are always looking for evidence in the text... them more about the characters!*



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!

When Friendships Change → *Changing Friendships*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Evidence	I can find evidence that describes characters
DAY 2	Evidence	I can find evidence that supports the setting
DAY 3	Evidence	I can find evidence that supports the author's purpose
DAY 4	Evidence	I can find evidence that describes the mood in a story
DAY 5	Evidence	I can find evidence that supports my opinions

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The Comprehension Skills

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New Summer Camp Friends → *Accepting Differences*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Judging	I can make judgments about how characters behave
DAY 2	Judging	I can make judgments about problems in a story
DAY 3	Judging	I can make judgments about events that happen
DAY 4	Judging	I can make judgments about how problems are solved
DAY 5	Judging	I can make judgments about a text as a whole

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The Comprehension Skills

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Working as a Team → *Learning to work together with people you don't like*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Theme	I can identify the main theme in a story
DAY 2	Theme	I can identify smaller themes in a story
DAY 3	Theme	I can apply the theme in a story to my own life
DAY 4	Theme	I can form opinions about a theme
DAY 5	Theme	I can retell a theme in my own words

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The Comprehension Skills

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Mara Learns the Power of Yet  *The Power of 'yet'*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Metacognition	I can think about my new learning
DAY 2	Metacognition	I can think about how I feel about a character
DAY 3	Metacognition	I can think about my connections to a story
DAY 4	Metacognition	I can think about what others might think of a story
DAY 5	Metacognition	I can think about how I feel about a story

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