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## Reading comprehension open ended questions worksheets

The end of your work day is a way of sneaking up on you. You catch a quick glimpse of time and realize it's later than you had planned to leave the office. You rush to shut down the computer, grab your keys, and head out the door, desperate to get your few hours of respite before you return and do the same exact thing all over again tomorrow. Sound familiar? You're not alone. Many of us wrap up our weekdays feeling stressed and frazzled. In fact, many of us don't ever wrap them up at all – given that reportedly 45% of workers complete work outside normal working hours, and another 49% check or respond to emails after they've left the office. But, here's the thing: Unless you're superhuman, you can only keep up with that pace for a certain amount of time before you're teetering on the edge of burnout. We all need a little time to breathe and recharge. Fortunately, taking a minute to stop and reflect at the end of your work day can not only help cap your day on the right note (and encourage you to actually check out for the evening!), it can also improve your mental state. One study even found that reflection can contribute to future learning. So how exactly should you finish your work day? Having a quiet moment to think through your answers to these four questions is a great place to start. Your day gets busy. You have emails to answer, meetings to attend, and fires to put out. With all this constant chaos, it gets tough to find anytime to celebrate your wins – meaning they can sometimes fly completely under the radar. However, taking the time to think about the positive things you managed to accomplish in the last eight or so hours is important – whether it was a new client you landed, a project you've completed, or something else entirely. Not only will it give you that much needed time to recognize your progress and achievements, but it will also put you in a more positive and confident state of mind for the next working day. Of course, there is always room for improvement. Very rarely people clock out for the day and think, Wow, everything was absolutely flawless today! (and if you do, consider yourself very lucky). As you already know, you can't fix the problem if you don't want to recognize the fact that it exists. Does that mean you need to beat yourself more than the blunders you made that day? Absolutely not. However, there's nothing wrong with fixing some areas where you can do better. Do you feel a little foggy and confused all day and looking forward to really zone tomorrow? Or, did you let something completely slip through the cracks because you had too much on your to-do list? Zone in on one or even some places where you want to step up the game the next day, and you'll definitely see constant progress in productivity, employment relationships, and overall perspectives. You have a lot on the plate - that's undeniable. And having a to-do list that is constantly miles long can make it harder to know where you should start when you get into the office every day. For much-needed clarity, think about your current workload and choose one of the main things you want to work on when you go to the office in the morning in the morning. This way, you can sit at your desk with a clear head and a purposeful plan in place. In fact, zoning for just one task at a time will help increase your attention while reducing your stress levels. You could get ten thousand compliments all day. But what do ye remember when you lay down at night? One tiny piece of criticism you received. It's human nature – our brains are practically programmed to handle negative things better than positive ones. However, festering is negativity in the correct way to end your work day funk – which is an emotional state that will probably just tumble over to the next day. So, as your last question of the evening, ask yourself what your very favorite part of that day was. Whether you got a great compliment from the superior or you drink with a delicious piece of ice cream cake during a birthday party for your colleagues, thinking about something that makes you crack a smile will cap off your work day on a high note. You could leave the office feeling frazzled, or you could end up feeling composed and level-headed. If you want to end up in that last camp (and I can only imagine you!), take a minute to ask yourself these four questions before leaving the office. Photo: David D (Flickr) Reading with your kids is important. We all know that. If you're like me, you dive into the book after the book with the abandonment. But it turns out that by plowing through stories, we may lack the main step: predictions. According to educators, we should get our children to think about what they'll be reading before they start. Otis Kriegel, a primary school teacher in New York, explains why in this video: When your kid takes the time to reflect on what he's going to read, making predictions based on what he already knows, he'll be more invested in the story and more likely to understand and preserve the material. It's not about being right or wrong in the end, but about the spark that feeling Oooh, I can't wait to find out what happens next! This feeling, of course, is what turns us into lifelong readers. Here are some ways to help young children predict what they read: Show them the cover and ask: What do you think this book will be about? Why? Take a picture walk, as Kriegel suggests. Flip through the pages of the illustrated book, and without reading the words, let them build their ideas for the story. (If their ideas are far away, say, pictures showing a tractor holding and your kid hypothesizes that monkeys will be dropping out of space- have a discussion after you've finished a book on how the illustrations give clues about the story.) Use Post-Its to cover important words in a story, see if they can guess what those words are when they land on them. In the middle of the story, stop and ask them what they think will happen on the next page. Use I think \_\_\_\_\_ in \_\_\_\_\_ structure. If you're on worksheets, use this to help them organize your thoughts. After the last page ask: If you could write the next chapter, what would happen? It helps them to stay curious even after the story ends. G/O Media can get commissions for Learning to read is a thrilling milestone in kindergarten. Early reading skills include letter recognition, phonetic understanding, decoding, mixing and visual word recognition. Go beyond worksheets to improve kindergarten reading awareness and skill with practical learning activities, games, and targeted methods. Build the foundation for understanding by providing clear instructions for phonics and reinforcing new knowledge through interactive games. Select books with repeating text that focus on topics your child enjoys and read each of them several times. Repetition contributes to understanding. While you read, help your child establish connections by asking questions about the story and encouraging them to visualize it. Use anchor charts to read understanding. These can include reminders about decoding methods, connecting, or visualizing a story. The overall reading success, including a strong understanding of skills, begins with phonetic understanding. More than just reciting the alphabet, kindergartners need to learn the sounds that each letter makes. Phonetic awareness also includes: Mixing individual soundsinsulation of beginning and end sounds and recognizing words that begin or end with the same soundsSegmenting words in separate sounds Children need clear phonics instruction. This instruction is based on phonetic understanding to teach relationships between letters or letter and sound groups. The most effective phonetic instructions follow specific sequences, ranging from vowel and consonant sounds and building to two- and three-letter mixtures, double-consonant ends, plural words, and diagraphs (letter mixes like ch, sh, bl, and th). Kindergarten students should work to recognize high-frequency words, commonly referred to as visual words. Fry's words and Dolch's visual words are two such names in the lists. Engage young children in practical activities that improve their phonic awareness and reading awareness skills. Start with two empty tiles. On the one hand, write the word to the beginning consonants of sounds such as b, s, t, m, p, and r. In the second, write the word ending in vowel consonants sounds like at, op, in, around and et). Make sure that the child will be able to combine the beginning and end sounds to create consonants consonants (CVC) words. To play, invite your child to roll the dice and read the resulting word. Some combinations will be absurd words, but that's OK. If you wish, ask students what words are real and what is nonsense. Send kids to CVC or sight word scavenger hunting through classroom books with a simple I spy game. Ask them to search for CVC or glance words, then report the words found. Encourage students to run out of scenes from the book they read. This fun, simple activity adds meaning to the words on the page and helps children focus on these meanings and visualize them. Use a pre-printed visual word bingo card or fill in a blank template with visual words or CVC words. Create a few different card options and assign one for each student, as well as token chips. Call names one at a time. When students find each word on their card, they will cover it with a marker until they have five in a row. When searching for books that kindergarten students can read independently (or with little help), it is important to keep in mind a few things: Use the five-finger rule. If a student proves five mistakes when reading a page from a book, it's too hard. One mistake is too simple. Four mistakes could mean the book is acceptable for a student to try with some help. The sweet spot on just the right book is only two or three errors per page. It's OK for kids to read the same book several times. It may seem as though it is not helpful to read understanding because they are memorizing text. Becoming comfortable and familiar with text improves reading flow, vocabulary, and word recognition. Reading books with repeated text, such as Foot Book or Hop on Pop dr. Seuss, improves reading awareness. Include books with familiar visual words such as Big Brown Bear or Big Pig, Little Pig, and David McPhail. Help students choose children's books about topics of interest to them. Keep in mind that some children prefer fiction books, while others thrive on nonfiction. Try nonfiction books written for early readers such as Baby Pandas by Bethany Olson, Big Shark, Little Shark by Anna Membrino, or On the Farm by Alexa Andrews. One of the easiest ways to appreciate reading awareness for kindergarten students is the informal Reading Inventory, also known as the Quality Reading Inventory. THE IRI allows instructors to individually evaluate student dexterity, vocabulary recognition, vocabulary, understanding, and oral reading accuracy. Kindergarten pupils should be evaluated at the middle and end of the school year. Children are usually asked to read the passage. The reading flust rate determines how many correct words a student sounds in one minute. Interpretation accuracy can help an instructor determine a student's reading level and ability to decipher words. Understanding can be verified by asking questions about the passage or by asking students to summarize what he read. Vocabulary is evaluated using inasive questions about words in the passage. It is important that children see that their parents and teachers appreciate reading. Teachers can help by abolishing to 20 minutes for a quiet , quiet Every day. At this time, students and their teacher choose books to read silently. Parents can help by ensuring that children see them reading at home. Teachers and parents need to read students regularly so that children can hear the role of reading speed and voice deviation in the flow. Choose books that are above the level that children would read on their own to expose them to a new vocabulary. Parents should make bedtime stories part of the nightly routine. Improve the understanding of kindergarten students reading by asking questions. Before reading, look at the title and illustrations of the book, and invite students to make predictions about what will happen. During the story, ask questions about what's going on, what students think will happen next, or what they might do if they are the main character. After the story, ask questions about what happened, how the story made the children feel, or why they think the book ended the way it did. Helping students connect is another effective way to improve understanding. Give students the basis for what they read. Talk or watch a video about an unfamiliar experience before you read about them. Help children connect stories with their experiences. Reading a book about a boy getting a new puppy like talking to students about who is a pet. Ask where they got their pet and how they chose it. Teach the children what to do if they don't understand what they're reading. Ask students: Reread the passageSo: Get to the threadsThisdom about what happened before, or read what happens next If these tips don't help, students can read an overly complicated book. Don't forget the five-finger rule. Increasing a student's vocabulary is a great way to improve your reading awareness. Give students confidence in their budding reading skills by defining unfamiliar words ahead of time so they don't lose the meaning of the story. Teach them to infer the meaning of a new word from the context of the story. For example, if a student reads: A tiny ant passes a little hole, he may be unfamiliar with the word tiny, but recognizes little of his visual name on the list. Teach children to ask themselves questions like Who could go through a small hole? Is it something small or something big? When reading a word in context, children can learn to conclude that tiny means small or little. Teach children to create spiritual images, often called brain films or mind films, when they read. Ask them to draw a picture of what is happening or what the character is thinking or feeling. Ask them to use their five senses to picture an action story in your mind. Predicting the story is a fun way to improve student reading. Understanding.