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 1 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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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Week 1: Max Had to Learn

Week 2: Sam's Bubble

Week 3: Make a Good Choice

Week 4: Maya is Brave

LINKS ACTIVE IN PAID VERSION

Circle the month and date

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 SUMMARIZING FOCUS I can find important details.

Max Had to Learn

2. READ

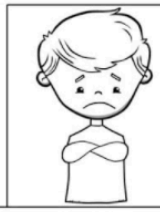
Max had a bad day. He was mad. And he was sad. Max did not have fun. It was all bad.

He did not read fast. He did not read well. He did not want to try.

"I am sad," he said to his pal Matt.

"It will be okay," Matt said.

But Max was still sad. He did not like school.



3. ANSWER

1. What is an important detail?
   a. Max did not read fast.
   b. Matt was sad.
   c. Matt was mad.
   d. Max was glad.
2. Why does Max have a bad day?
   a. He is sick.
   b. He did not read fast.
   c. He is late.
   d. He is not nice.
3. Why is Max sad?

4. WORD WORK Circle all the words that have a short a sound.

5. CHALLENGE *Make a list of things that make you sad.*

5. CHALLENGE Make a list of things that make you sad.

1.

2.

3.

4.

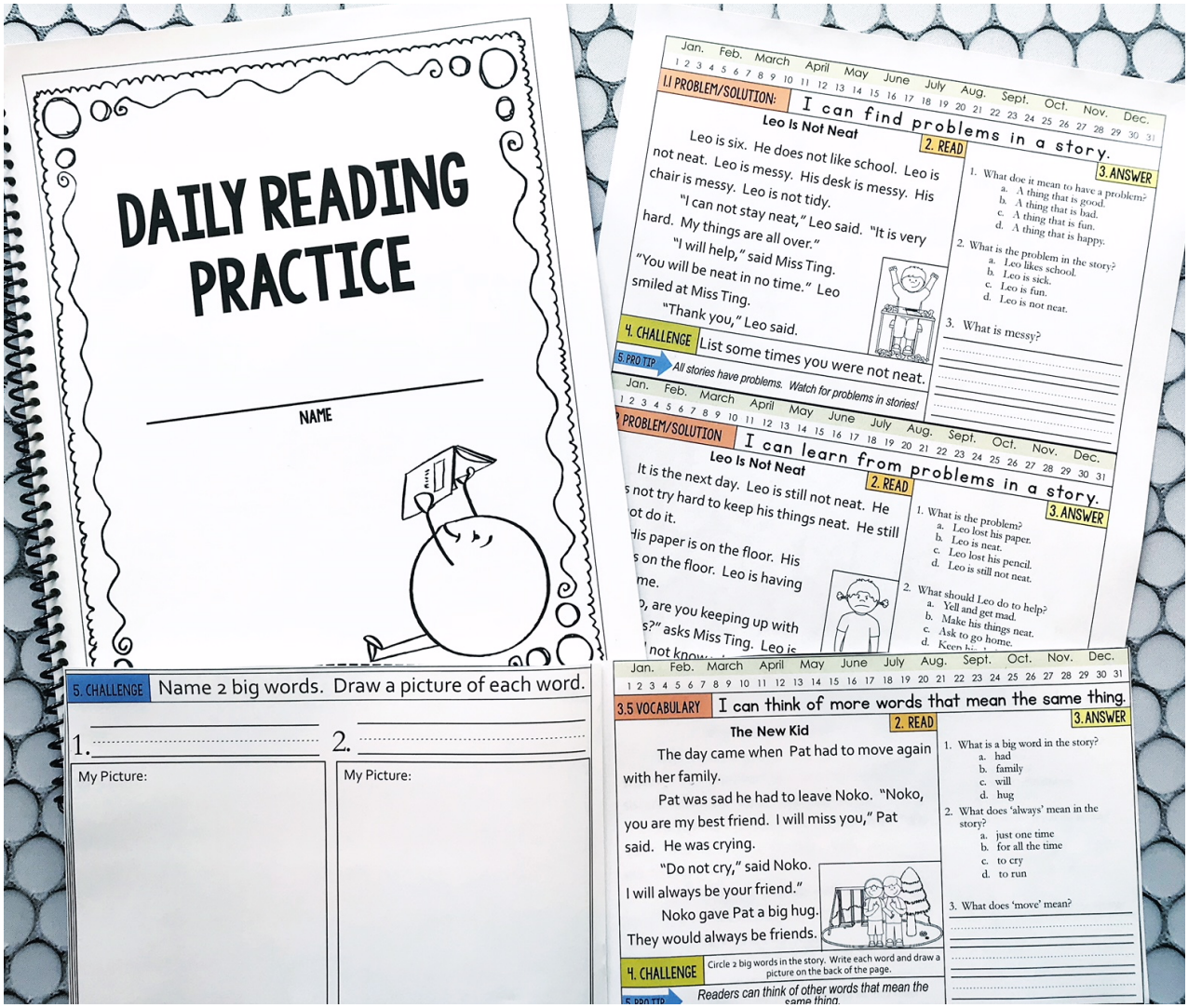
5.

DIGITAL VERSIONS INTERACTIVE!

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...

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

ow characters feel in a story.

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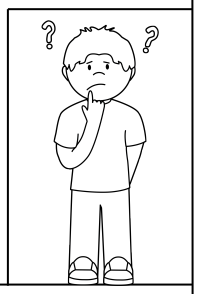
2. READ

ve anything to

Legos. He

pl d.

d. "I will go ask my mom and dad if we can go see a movie. I think they will say 'yes!'" Sam went down the stairs. He saw his mom and dad in the kitchen. Sam smiled at his mom and dad.



3. ANSWER

1. How does Sam feel at the beginning?
   a. Excited
   b. Happy
   c. Sad
   d. Silly

2. How does Sam feel at the end?
   a. Hopeful
   b. Upset
   c. Sad
   d. Tired

3. How else does Sam Feel?

4. CHALLENGE — List some things you like to do.

5. PRO TIP — *Characters have feelings in stories.*

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

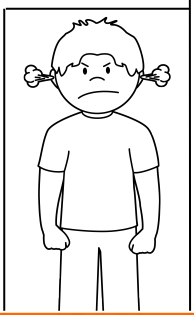
1.2 CHARACTERS: I can see how characters act in a story.

Sam Is Not Thankful

2. READ

"Mom and Dad," Sam said, "Can we go see a movie tonight. I want to see a movie and eat popcorn." Sam loved popcorn and loved going to the movies.

Sam's dad looked at Sam. "Not tonight, Sam. We are tired. We want to rest." Sam was mad. He ran upstairs and slammed the door. Sam started to cry.



3. ANSWER

1. What does Sam love at the movies?
   a. Getting a soda
   b. Popcorn
   c. Candy
   d. The big seats

2. How does Sam act when his parents say no?
   a. Calm
   b. He feels Okay
   c. Excited
   d. Upset

3. Why was Sam crying?

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

THIS SET INCLUDES...

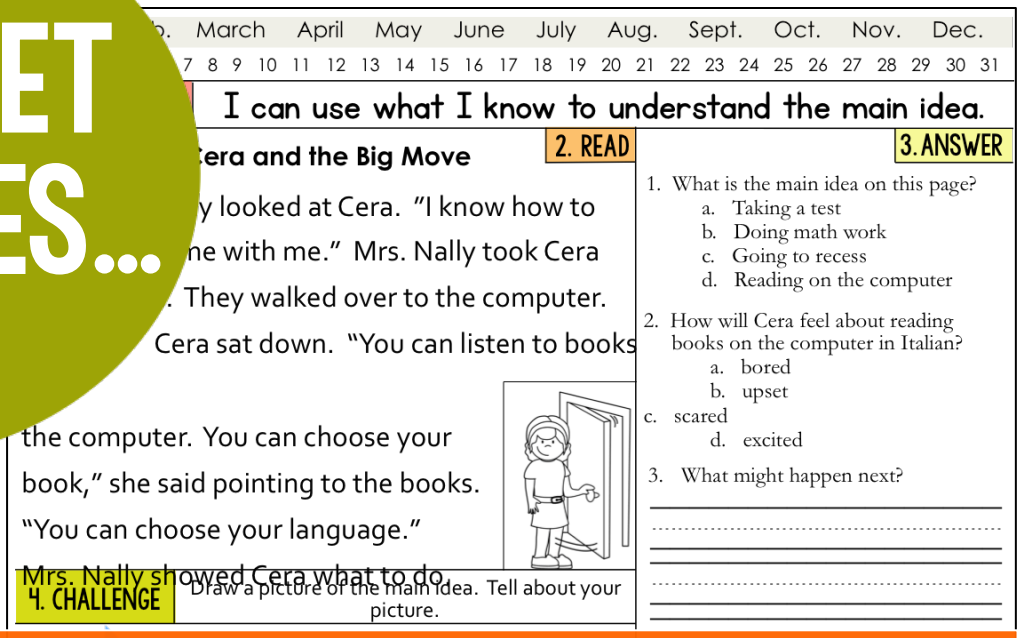
of the problem in the story. Tell about it.

5. CHALLENGE Make a list of feelings you might have about moving.

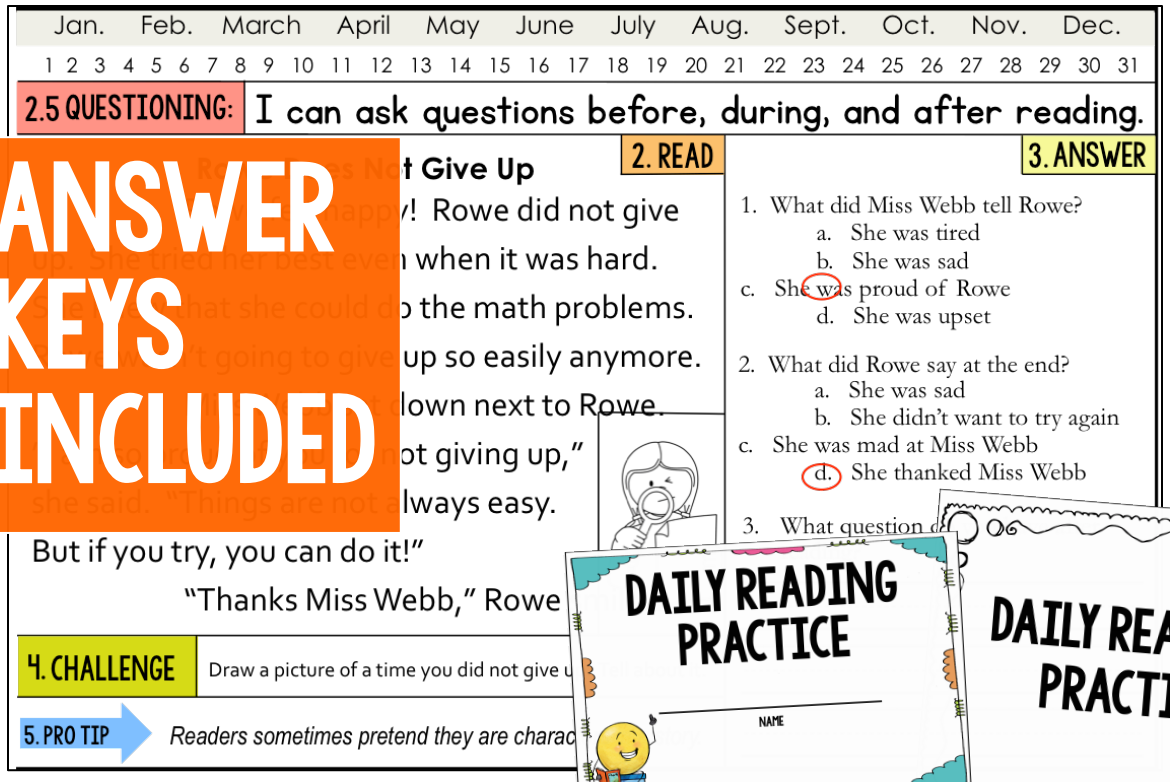
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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!

Max had to Learn → *learning perseverance*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Summarizing	I can find important details
DAY 2	Summarizing	I can find the main idea and details
DAY 3	Summarizing	I can tell what I learned
DAY 4	Summarizing	I can find the problem and solution
DAY 5	Summarizing	I can tell what happened in order

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The Comprehension Skills

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Sam's Bubble → *Understanding autism and building empathy*

Week 2	Comprehension Focus	'I can' statement
DAY 1	Predicting	I can use a text to make predictions
DAY 2	Predicting	I can make predictions before I read
DAY 3	Predicting	I can use pictures to make predictions
DAY 4	Predicting	I can predict what might happen next
DAY 5	Predicting	I can look for clues in a text

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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!

Make a Good Choice → *Making good choices*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Inferring	I can use what I learn and what I know to make an inference
DAY 2	Inferring	I can infer what the author was really trying to say
DAY 3	Inferring	I can use pictures and the text to make an inference
DAY 4	Inferring	I can infer how other readers may feel about a story
DAY 5	Inferring	I can use events from my own life to make an inference

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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!

Maya is Brave → *Dealing with Bullies*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Making Connections	I can make think how a story is like my life
DAY 2	Making Connections	I can think how a story is like other stories
DAY 3	Making Connections	I can make think how a story is like the world
DAY 4	Making Connections	I can think about a story and how I feel
DAY 5	Making Connections	I can think about how characters are the same and different

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