GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Week 1: Leo is Not Neat

Week 2: Fin Plays Soccer

Week 3: The New Kid

Week 4: Vic Does Not Share

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

I.I SUMMARIZING FOCUS I can find important details.

Max Had to Learn

2. READ

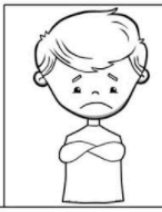
Max had a bad day. He was mad. And he was sad. Max did not have fun. It was all bad.

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!

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

3.5 VOCABULARY I can think of more words that mean the same thing.

2. READ

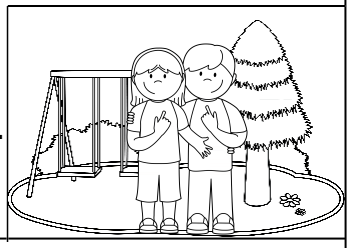
The New Kid

The day came when Pat had to move again with her family.

Pat was sad he had to leave Noko. "Noko, you are my best friend. I will miss you," Pat said. He was crying.

"Do not cry," said Noko. I will always be your friend."

Noko gave Pat a big hug. They would always be friends.



3. ANSWER

1. What is a big word in the story?
   a. had
   b. family
   c. will
   d. hug
2. What does 'always' mean in the story?
   a. just one time
   b. for all the time
   c. to cry
   d. to run
3. What does 'move' mean?

4. CHALLENGE Circle 2 big words in the story. Write each word and draw a picture on the back of the page.

5. PRO TIP *Readers can think of other words that mean the same thing.*

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

4.1 SETTING I can tell where the story takes place.

2. READ

Vick Does Not Share

Vick is in first grade. She has a hard time sharing. Vick does not have any brothers or sisters. She never has to share at home.

At school, Vick does not like to share. "You can't have that. It is only mine," Vick would say.

"I am not going to share with you." The boys and girls in her class



3. ANSWER

1. Where does the story take place?
   a. at home
   b. in school
   c. on the playground
   d. at a movie
2. What words tell about the setting?
   a. at school
   b. Vick was nice
   c. It is only mine
   d. You can't have that
3. What do you think about the setting?

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

5. CHALLENGE Name 2 big words. Draw a picture of each word.

1. _____

2. _____

My Picture:

My Picture:

---

5. CHALLENGE Draw a picture of the setting. Tell about your picture.

My Picture:

_____

_____

_____

_____

CHALLENGE ACTIVITIES FOR EVERY DAY!

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

2.4 MAIN IDEAS/DETAILS I can think of details to put in a story.

Fin Plays Soccer

2. READ

1. Fin choose to go to Fox's birthday party. Fin was happy. She was ready to play in the jump house.
2. On Thursday, Fin and Fox ran and played at the party. Fin was having fun! She was glad to to be at the party.
3. Fin and Fox were running in the jump house. Fin fell down.



3. ANSWER

1. What else might happen in the story?
   a. The kids eat apples.
   b. The kids are sweaty.
   c. Fin did not like jumping.
   d. Fox did not like jumping.
2. What detail might happen next?
   a. Fin starts to cry.
   b. Fin keeps jumping.
   c. Fox is happy.
   d. Fin is happy.
3. What happened to Fin?

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

4.2 SETTING I can find details that tell about where the story takes place.

Vick Does Not Share

2. READ

...k's teacher. She ... to share. "Vick, it ... you will have ... to Miss White ... es. ... playing ... to play. "Can I play, Leo?" Vick asked.



3. ANSWER

1. Where does the story take place?
   a. at home
   b. in school
   c. in music class
   d. at a party
2. What words tell about the setting?
   a. Learn to share
   b. Can I play
   c. At school
   d. Vick asked
3. What do you think ab...

4. CHALLENGE Draw a picture of the setting. Tell ab... picture.

5. PRO TIP *Readers look for details that describe the s...*

ANSWER KEYS INCLUDED



20 COVER OPTIONS!

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 in 1st grade 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!!

Copyright: Out of This World Literacy (Jen Bengel)

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 1st graders included in this set, enough for an entire month!**

Copyright: Out of This World Literacy (Jen Bengel)

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.**

Copyright: Out of This World Literacy (Jen Bengel)

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!

Leo Is Not Neat → Personal Space		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Problem/Solution	I can find problems in a story
DAY 2	Problem/Solution	I can learn from problems in a story
DAY 3	Problem/Solution	I can guess a problem in a story
DAY 4	Problem/Solution	I can find other books with the same problems
DAY 5	Problem/Solution	I can find a way to solve a problem

Copyright: Out of This World Literacy (Jen Bengel)

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!

Fin Plays Soccer → Making Tough Choices		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Main Ideas/Details	I can find the main idea in a story
DAY 2	Main Ideas/Details	I can find details in a story
DAY 3	Main Ideas/Details	I can find words that tell about the main idea
DAY 4	Main Ideas/Details	I can think of details to put in a story
DAY 5	Main Ideas/Details	I can learn from the main idea

Copyright: Out of This World Literacy (Jen Bengel)

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!

The New Kid → Moving to a New School		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Vocabulary	I can find big words in a sentence
DAY 2	Vocabulary	I can use clues to think of new words
DAY 3	Vocabulary	I can think of more than one thing to say about a word
DAY 4	Vocabulary	I can use parts of a word to sound it out
DAY 5	Vocabulary	I can think of more words that mean the same thing

Copyright: Out of This World Literacy (Jen Bengel)

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!

Vick Does Not Share → Learning to Share		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Setting	I can tell where the story takes place
DAY 2	Setting	I can find details that tell about where the story takes place
DAY 3	Setting	I can say things about where the story takes place
DAY 4	Setting	I can tell how characters feel in the story
DAY 5	Setting	I can tell how much time passes in a story

Copyright: Out of This World Literacy (Jen Bengel)