# 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: Sam is Not Thanksful

Week 2: Rowe Does Not Give Up

Week 3: Ice Cream Day

Week 4: Cera and the Big Move

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**

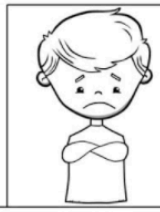
Max had a bad day. He was mad. And he was sad. Max did not have fun. It was all bad.

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.

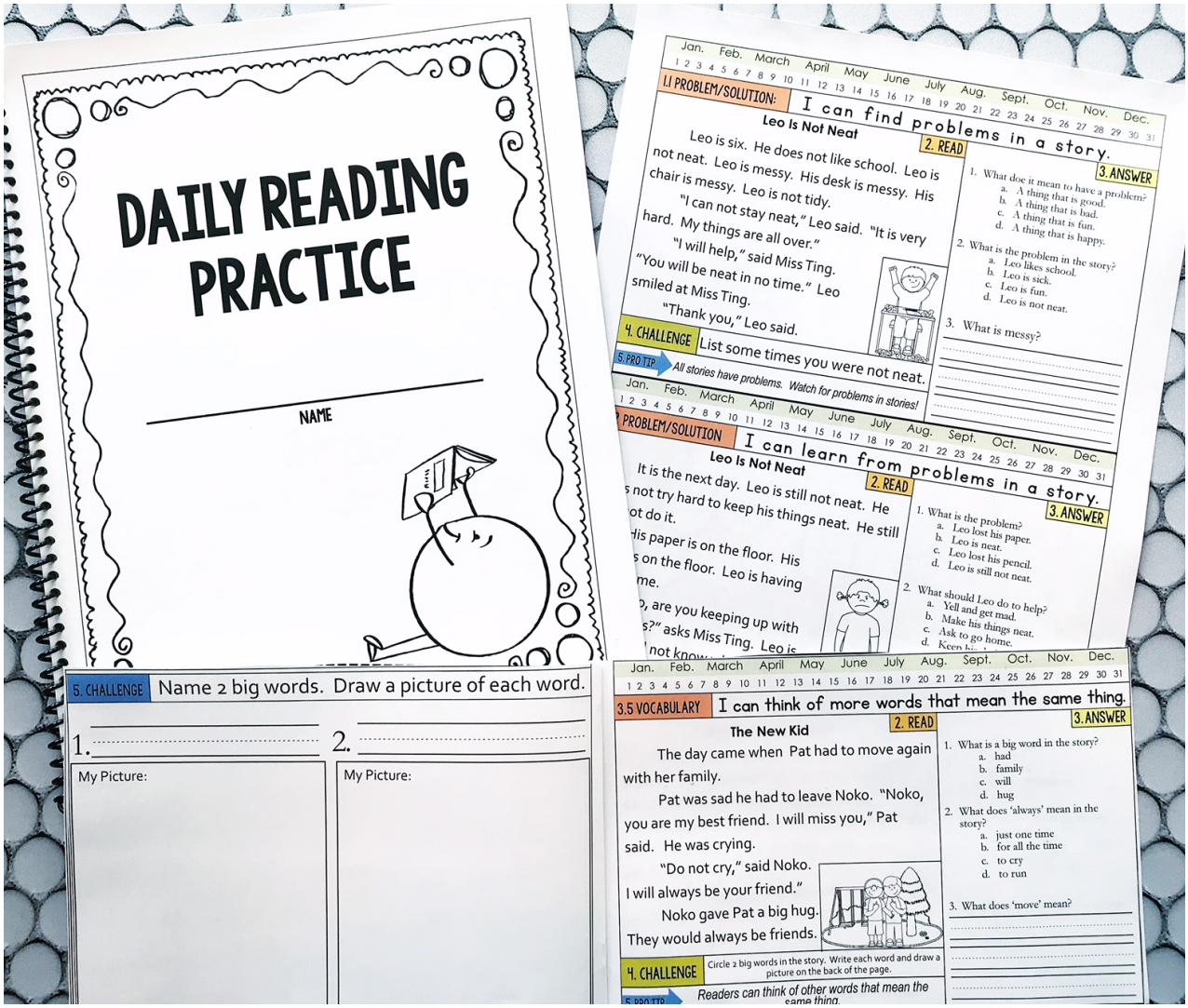
**DIGITAL VERSIONS INTERACTIVE!**

# ASSEMBLE THE WORKBOOKS:

**There are several options for putting together the daily reading work.**

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- **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.

**2. READ**

**3. ANSWER**

ul

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.



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.

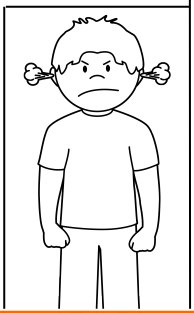
**2. READ**

**3. ANSWER**

**Sam Is Not Thankful**

"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.



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...

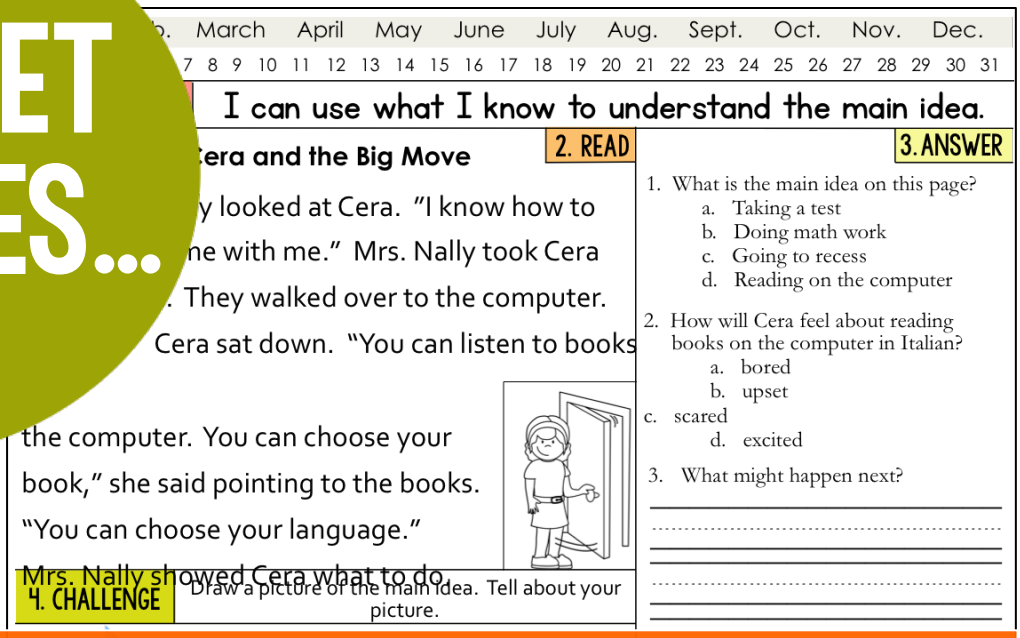
of the problem in the story. Tell about it.

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

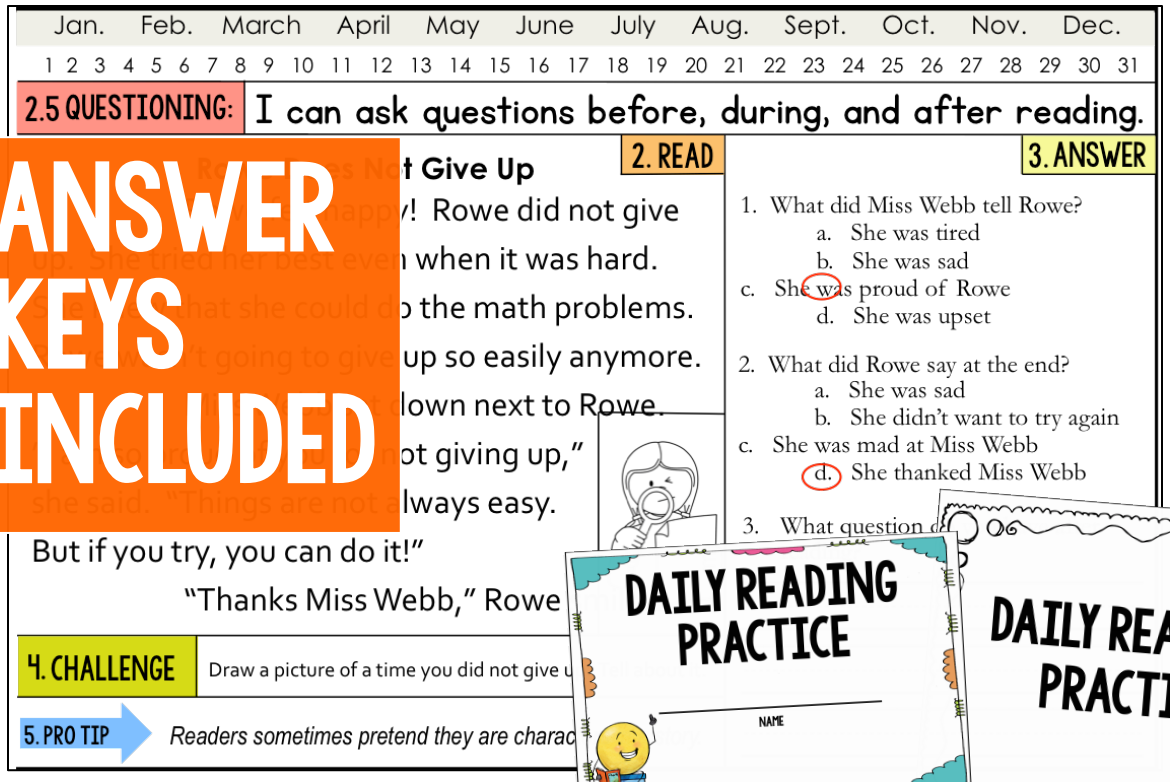
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

**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!

| Sam is Not Thankful → *Being Grateful* | | |
|---|---|---|
| **Week 1** | **Comprehension Focus** | **'I can' statement** |
| DAY 1 | Understanding Characters | I can see how characters feel in a story |
| DAY 2 | Understanding Characters | I can see how characters act in a story |
| DAY 3 | Understanding Characters | I can think about how characters act and talk |
| DAY 4 | Understanding Characters | I can have opinions about characters |
| DAY 5 | Understanding Characters | I can think about what characters might do next |

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# The Comprehension Skills

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| **Rowe Does Not Give Up** → *Diligence and perseverance* | | |
|---|---|---|
| **Week 2** | **Comprehension Focus** | **'I can' statement** |
| DAY 1 | Questioning | I can ask myself questions as I read |
| DAY 2 | Questioning | I can give my best answer to questions |
| DAY 3 | Questioning | I can ask questions about characters as I read |
| DAY 4 | Questioning | I can ask questions about events as I read |
| DAY 5 | Questioning | I can ask questions before, during, and after reading |

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# The Comprehension Skills

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## Ice Cream Day → *Dealing with Bullies*

| Week 3 | Comprehension Focus | 'I can' statement |
|---|---|---|
| DAY 1 | Reflecting | I can reflect on my new learning |
| DAY 2 | Reflecting | I can reflect on how characters acted |
| DAY 3 | Reflecting | I can reflect on the main topics |
| DAY 4 | Reflecting | I can reflect on the problem |
| DAY 5 | Reflecting | I can reflect on the solution |

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# The Comprehension Skills

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| **Cera and the Big Move** → *Learning in Different Ways* | | |
|---|---|---|
| **Week 4** | **Comprehension Focus** | **'I can' statement** |
| DAY 1 | Background Knowledge | I can use what I know to solve new words |
| DAY 2 | Background Knowledge | I can use what I know to judge a text |
| DAY 3 | Background Knowledge | I can use what I know think how characters feel |
| DAY 4 | Background Knowledge | I can use what I know to understand the main idea |
| DAY 5 | Background Knowledge | I can use what I know to understand the big message |

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