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 I 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: Pip and Leo

Week 2: Molly Goes to Camp

Week 3: Tom and the Wrong Buddy

Week 4: Tika Learns to Surf

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

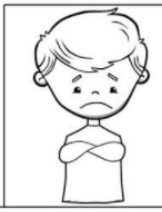
Max had a bad day. He was mad. And he was sad. Max did not have fun. It was all bad.

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!

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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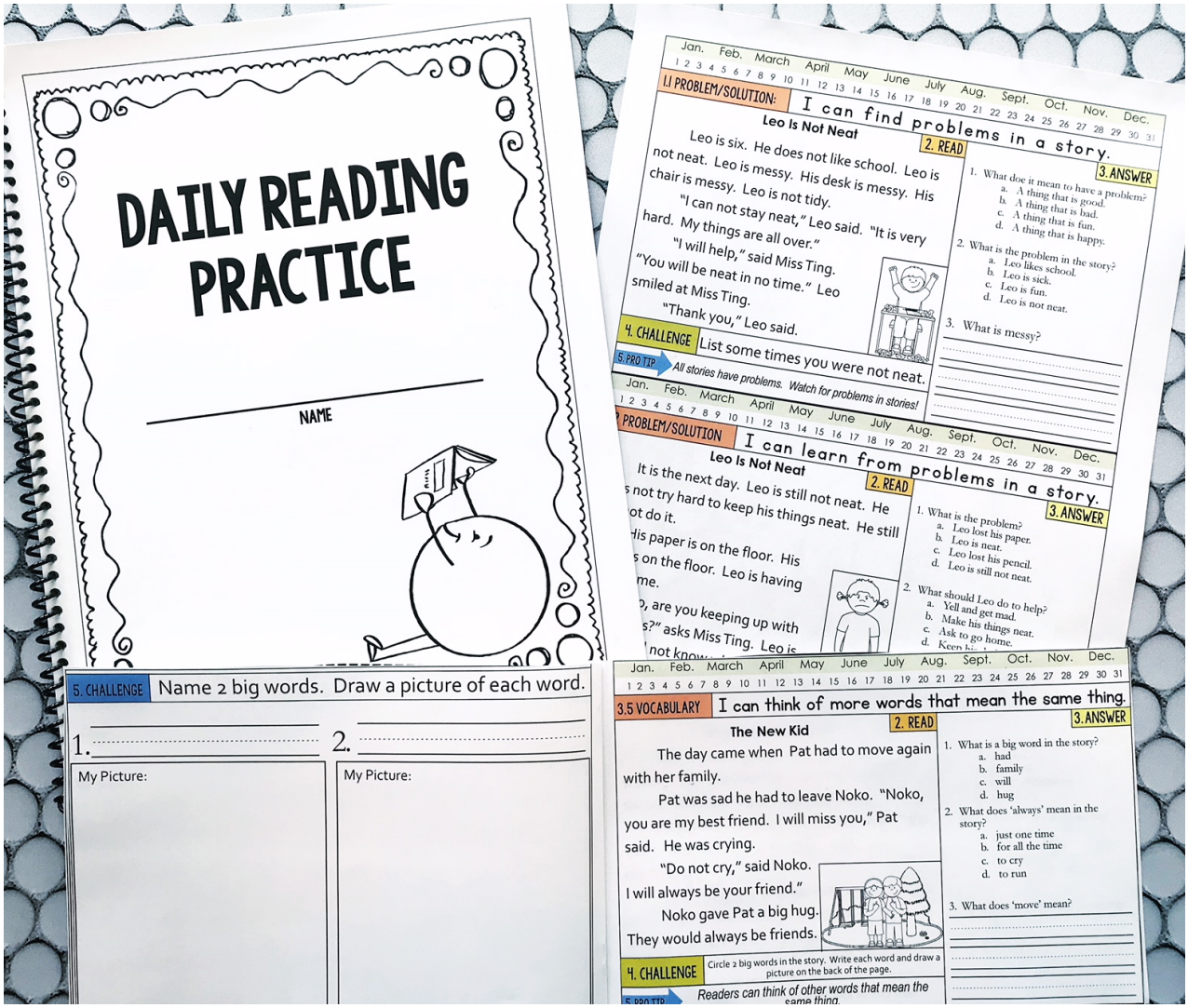

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THIS SET INCLUDES...

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

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2. READ

did lots of things
egos. They built forts.
this summer. Pip went to
lots
ey flew on an airplane. Leo
stayed hom
pool. He stayed up late playing
video games.

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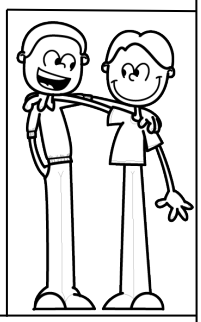

3. ANSWER

1. What did Pip do in summer?
   a. He stayed home
   b. He went camping
   c. He flew on an airplane
   d. He swam in the pool

2. What did Leo do in summer?
   a. He flew in an airplane
   b. He stayed home
   c. He played football
   d. He played soccer

3. What does it mean to be best friends?

4. CHALLENGE — Make a list of what you know about Pip and what you know about Leo.

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

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 EVIDENCE — I can find evidence that supports the setting.

2. READ

Pip and Leo

The boys went to class. Pip had Miss Tera. Leo had Mr. Binda. They liked their teachers. Miss Tera was nice. Mr. Binda was funny. But the boys still wanted to be in the same class.

Since they were not in the same class, Pip and Leo did not see each other very much. Pip missed Leo. Leo missed Pip.

It had been a long time since Pip had seen Leo.

"Mom, I miss my friend, Pip." Leo had big tears running down his face. "I am sad I do not see Pip at school. I miss Pip."

Leo's mom smiled. "Maybe Pip can come over and play. Would you like that, Leo?" Leo jumped up.

"YES!" he yelled.



3. ANSWER

1. What is one setting in the story?
   a. School
   b. The mall
   c. The baseball park
   d. The bank

2. What did Leo's mom say they could do?
   a. play Legos
   b. go to school
   c. see a movie
   d. Pip can come over

3. Tell about the setting in your own words.

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

THIS SET INCLUDES...



you know about Pip and what you know about Leo.

Leo

1.

2.

3.

4.

5.

2.

3.

4.

5.

5. CHALLENGE Draw a picture of the main setting. Describe the setting in your own words.

My Picture:

CHALLENGE ACTIVITIES FOR EVERY DAY!

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

ns about a theme.

2. READ

uddy

aid, "He did not do a
t with him." Miss Ting
w he was not being nice.
2. ou were nice to Steven?" Tom
looked down. eed to make things right with Steven.
He is very sad. The words you said to him hurt. You were paint
buddies.
I do not think that you acted very much like a buddy."
3.Tom's heart felt sad. He knew he was not nice
to Steven. He needed to help Steven. But, instead
he chose to be mean. Tom knew that he needed to
fi things.



3. ANSWER

1. What do you think of being a mean buddy?
   a. It is okay to do
   b. I want to have a mean buddy
   c. A buddy should be mean
   d. It is not ok to be a mean buddy

2. How do you feel about Steven?
   a. I think Steven is happy
   b. I think Steven is not nice
   c. I think Steven is mean
   d. I feel sad for Steven

3. What do you think about the story?

4
5.

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

2.5 QUESTIONING: I can ask questions before, during, and after reading.

t Give Up

2. READ

y! Rowe did not give
when it was hard.
the math problems.
up so easily anymore.
lown next to
ot giving up,"
lways easy.
But if you try, you can do it!"
"Thanks Miss Webb," Rowe sn

3. ANSWER

1. What did Miss Webb tell Rowe?
   a. She was tired
   b. She was sad
   c. She was proud of Rowe
   d. She was upset

2. What did Rowe say

4. CHALLENGE Draw a picture of a time you did not give up.

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!

Pip and Leo → *Friendship*		
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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Molly Goes to Camp → *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

**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!

Tom and the Wrong Buddy → *Learning to work 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

**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!

Tika Learns to Surf → *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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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.

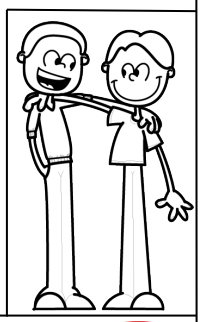
Pip and Leo

2. READ

Pip and Leo were best friends. They did lots of things together. They read books. They played Legos. They built forts.

They did not see each other a lot this summer. Pip went to lots of fun places with his family. They flew on an airplane. Leo stayed home. He swam in the pool. He stayed up late playing video games.

When Pip and Leo got to school, they were both sad. They were not in the same class. Pip wanted to be with Leo. Leo wanted to be with Pip. They were not together. The boys did not know what to do!



3. ANSWER

1. What did Pip do in summer?
   a. He stayed home
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2. What did Leo do in summer?
   a. He flew in an airplane
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   c. He played football
   d. He played soccer

3. What does it mean to be best friends?

4. CHALLENGE — Make a list of what you know about Pi… what you know abo… eo.

5. PRO TIP — *Readers are always looki… or evide… the te… hat t… them more … the c… rs!*

SAMPLE

Jan… b. Ma… April … Ju… Aug. S… Oct. Nov. Dec.
1 2… 4 … 6 7 8 … 12 … 14 … 18 20 21 22 23 24 25 26 27 28 29 30 31

1.2 EVID… I … d evidence that supports the setting.

Pip and Leo

2. READ

The boys went to class. Pip had Miss Tera. Leo had Mr. Binda. They liked their teachers. Miss Tera was nice. Mr. Binda was funny. But the boys still wanted to be in the same class.

Since they were not in the same class, Pip and Leo did not see each other very much. Pip missed Leo. Leo missed Pip.

It had been a long time since Pip had seen Leo.

"Mom, I miss my friend, Pip." Leo had big tears running down his face. "I am sad I do not see Pip at school. I miss Pip."

Leo's mom smiled. "Maybe Pip can come over and play. Would you like that, Leo?" Leo jumped up.

"YES!" he yelled.



3. ANSWER

1. What is one setting in the story?
   a. School
   b. The mall
   c. The baseball park
   d. The bank

2. What did Leo's mom say they could do?
   a. play Legos
   b. go to school
   c. see a movie
   d. Pip can come over

3. Tell about the setting in your own words.

4. CHALLENGE — Draw a picture of the main setting. Describe the setting in your own words.

5. PRO TIP — *Look for little clues the author leaves to describe the setting. Start picturing the setting in your mind as you*

5. CHALLENGE Make a list of what you know about Pip and what you know about Leo.

Pip	Leo
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

SAMPLE

5. CHALLENGE Draw a picture of the setting. Describe the setting in your own words.

My Picture

NUMBERED PARAGRAPHS:

The following formats of the daily practice include numbers at the front of each paragraph.

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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

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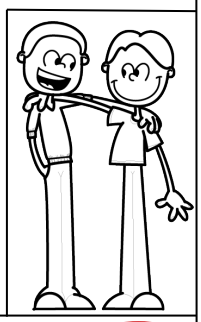
3. When Pip and Leo got to school, they were both sad. They were not in the same class. Pip wanted to be with Leo. Leo wanted to be with Pip. They were not together. The boys did not know what to do!



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2. Since they were not in the same class, Pip and Leo did not see each other very much. Pip missed Leo. Leo missed Pip.
3. It had been a long time since Pip had seen Leo.
4. "Mom, I miss my friend, Pip." Leo had big tears running down his face. "I am sad I do not see Pip at school. I miss Pip."
5. Leo's mom smiled. "Maybe Pip can come over and play. Would you like that, Leo?" Leo jumped up.
6. "YES!" he yelled.



3. ANSWER

1. What is one setting in the story?
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ANSWER KEYS:

Use these as a guide when grading the open-ended questions on the daily pages.

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ANSWER KEYS:

WEEK ONE	Q.1	Q.2
DAY 1	C	B
DAY 2	A	B
DAY 3	A	B
DAY 4	C	A
DAY 5	D	B

WEEK TWO	Q.1	Q2
DAY 1	B	C
DAY 2	C	A
DAY 3	A	B
DAY 4	B	C
DAY 5	D	B

WEEK THREE	Q.1	Q.2
DAY 1	C	D
DAY 2	B	A
DAY 3	C	B
DAY 4	D	D
DAY 5	A	C

WEEK FOUR	Q.1	Q.2
DAY 1	D	B
DAY 2	A	C
DAY 3	D	B
DAY 4	A	A
DAY 5	C	B

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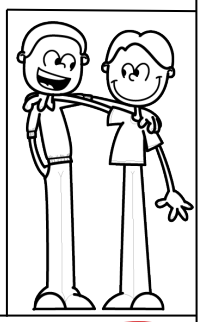

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COVER OPTIONS:

Let the kids color in the B/W versions or use the fun colorful versions on the following pages.

- **Print the covers are cardstock for extra durability.**
- **Glue the covers onto the front of a folder or small binders, with daily work inside.**

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DAILY READING PRACTICE

SAMPLE

NA



DAILY READING PRACTICE

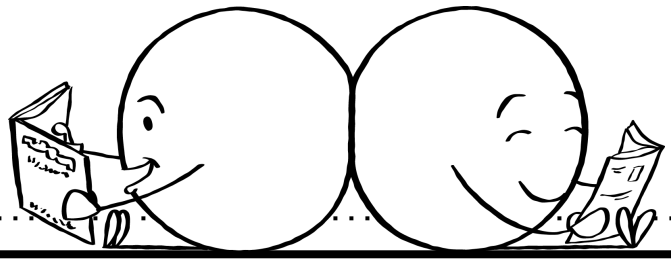
NAME



SAMPLE

DAILY READING PRACTICE

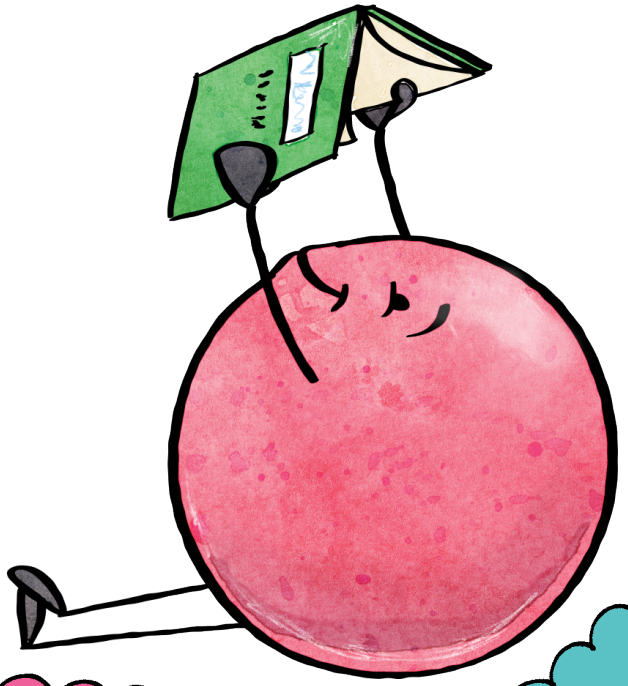
NAME



DAILY READING PRACTICE

SAMPLE

NAME



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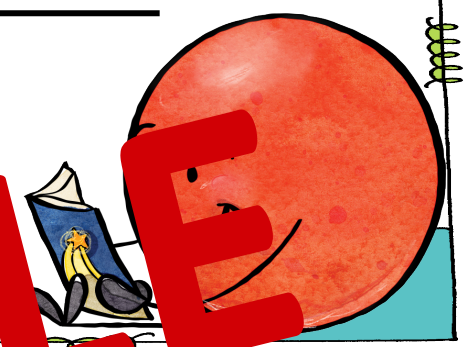

SAMPLE

DAILY READING PRACTICE

NAME

