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Jen Bengel

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 4-5 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 grades 4-5 included in this set, enough for an entire month!**

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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...

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

ons for what characters say in a story.

hing **2. READ**

Wiggins was in line
ggins about some of
e you a mean girl?! I am
weet."
say. She just started crying. "No! I'm not a mean girl. Why do people keep saying that?" Sofia put her head down as tears streamed down her face.

Mrs. Wiggins didn't expect that reaction. She was taken aback. Mrs. Wiggins sat down in the empty seat next to Sofia.

"Sofia, let's talk about why you are so upset. Obviously, this has hit a nerve for you. Why don't you go to the restroom and dry your eyes and come back to the lunch table."



3. ANSWER

1. Why did Mrs. Wiggins say, "are you a mean girl?"
   a. She was asking for homework
   b. She did not like Sofia
   c. Sofia was crying
   d. She heard Sofia was being mean
2. Why did Sofia say "Why does everyone keep saying that?"
   a. Mrs. Wiggins was happy
   b. Sofia was being called a mean girl
   c. Sofia was sad
   d. Sofia was not a friend
3. What do you think Mrs. Wiggins' reasons were for saying "let's talk about why you are so upset" ?

4. CHALLENGE Make a list of reasons why Mrs. Wiggins might be surprises Sofia is being a mean girl.

5. PRO TIP *Readers pay attention to how characters interact with each other in a story.*

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

1.4 REASONSING I can find reasons for why certain words are used.

Friendships are Everything

2. READ

Later that day, Mrs. Wiggins pulled Sofia aside to chat. "You were so upset at lunch. Do you want to talk about why you reacted that way?"

Sofia just looked down. She started to explain to Mrs. Wiggins how students in her class stopped being friends with her. Her friends finally told her they were tired of her being bossy, rolling her eyes at the things they would say, and just being flat out rude to them. They were tired of it and didn't want to be friends anymore. Sofia felt alone.

"I know this has to be hard for you. But sometimes, we have to learn some tough lessons. It sounds like you have some apologizing to do to your friends. You need your friends back."



3. ANSWER

1. What does 'explain' mean in the story?
   a. To take a break
   b. To ask a question
   c. To give a description
   d. To tell a joke
2. What does "rolling her eyes "mean in the story?
   a. Sofia was crying
   b. Sofia was being disrespectful
   c. Sofia was happy
   d. Sofia was angry
3. What do you think was the author's reason for using the word "apologizing?"

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

THIS SET INCLUDES...

why Mrs. Wiggins might be surprises Sofia is being a mean girl.

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. CHALLENGE Draw a picture of how Sofia acted in the story. Then describe your opinion of her actions.

How Sofia Acted:

My Opinion of her actions:

_____

_____

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

April May June July Aug. Sept. Oct. Nov. Dec.
11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

an stop and retell a text.

2. READ

is True Colors

lking past the playhouse and saw
you guys playing? Can we play with
t Justin. Justin knew he needed to
wanted to see if Eli was serious about

ging out. We aren't really playing
ammered. Matty could see something in Eli's
hand, but he wasn't sure what it was. It looked like a lighter, but he couldn't tell. He knew that he should tell Coach Sharpe, but He didn't want to seem like a tattle tail. Matty was going to tell Coach. It was the right thing to do.

3. Matty left Eli and Justin and headed to tell Coach



3. ANSWER

1. What happened in the first paragraph?
   a. Eli ate snack
   b. Matty saw Eli and Justin
   c. Matty got lost
   d. Eli went to PE
2. What happened in the second paragraph?
   a. Matty saw the lighter
   b. Matty ran away
   c. Eli ate snack
   d. Justin yelled at Eli
3. Retell what happened in your own words.

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

v a plot ends in a story.

2. READ

aunt called the airline
. Casia had no motivation
didn't want to eat, and
wanted the sweater.
aybe she should get some
an you tell me where the
asia saw something. She
sweater.
sked.

"Oh, that?" the attendant said, "Someone found it at the airport and thought maybe it belonged to a guest.

"It's mine," Casia said as she hugged the sweater, "Poppa, you found me."

4. CHALLENGE Describe something you have lost th would be excited to find.

5. PRO TIP *Readers can take the life lessons that characters apply them into their own lives.*

3. ANSWER

1. What is the first thing that happens in this part of the story?
   a. Casia goes to camp
   b. Casia went for a walk
   c. Casia went swimming
   (d.) Casia did not sleep
2. How does the story end?
   a. Casia is mad
   b. Casia went to a pool
   c. Casia is swimn
   (d.) Casia found P

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!

Friendships are Everything → *Changing Behaviors*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Reasoning	I can find reasons for using descriptive language.
DAY 2	Reasoning	I can find reasons for the problem in the story.
DAY 3	Reasoning	I can find reasons for what characters say in a story.
DAY 4	Reasoning	I can reasons for why certain words are used.
DAY 5	Reasoning	I can find reasons that support how a problem was solved.

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The Comprehension Skills

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Eli Shows His True Colors → *Making Good Friend Choices*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Self-Monitoring	I can stop and check for understanding.
DAY 2	Self-Monitoring	I can stop and check the meaning of words.
DAY 3	Self-Monitoring	I can stop and retell a text.
DAY 4	Self-Monitoring	I can stop and make connections.
DAY 5	Self-Monitoring	I can stop and analyze a text.

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Lending a Helping Hand → *Learning to Ask for Help*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Point of View	I can identify a character's point of view.
DAY 2	Point of View	I can identify the main point of view.
DAY 3	Point of View	I can find other potential points of view.
DAY 4	Point of View	I can find more than one point of view.
DAY 5	Point of View	I can find the most common point of view.

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The Comprehension Skills

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Poppa's Sweater → *Sentimental Treasures*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Understanding Plot	I can define what a plot means in a story.
DAY 2	Understanding Plot	I can identify the main plot.
DAY 3	Understanding Plot	I can identify details in a plot.
DAY 4	Understanding Plot	I can identify the climax of a story.
DAY 5	Understanding Plot	I can identify how a plot ends in a story.

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