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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.

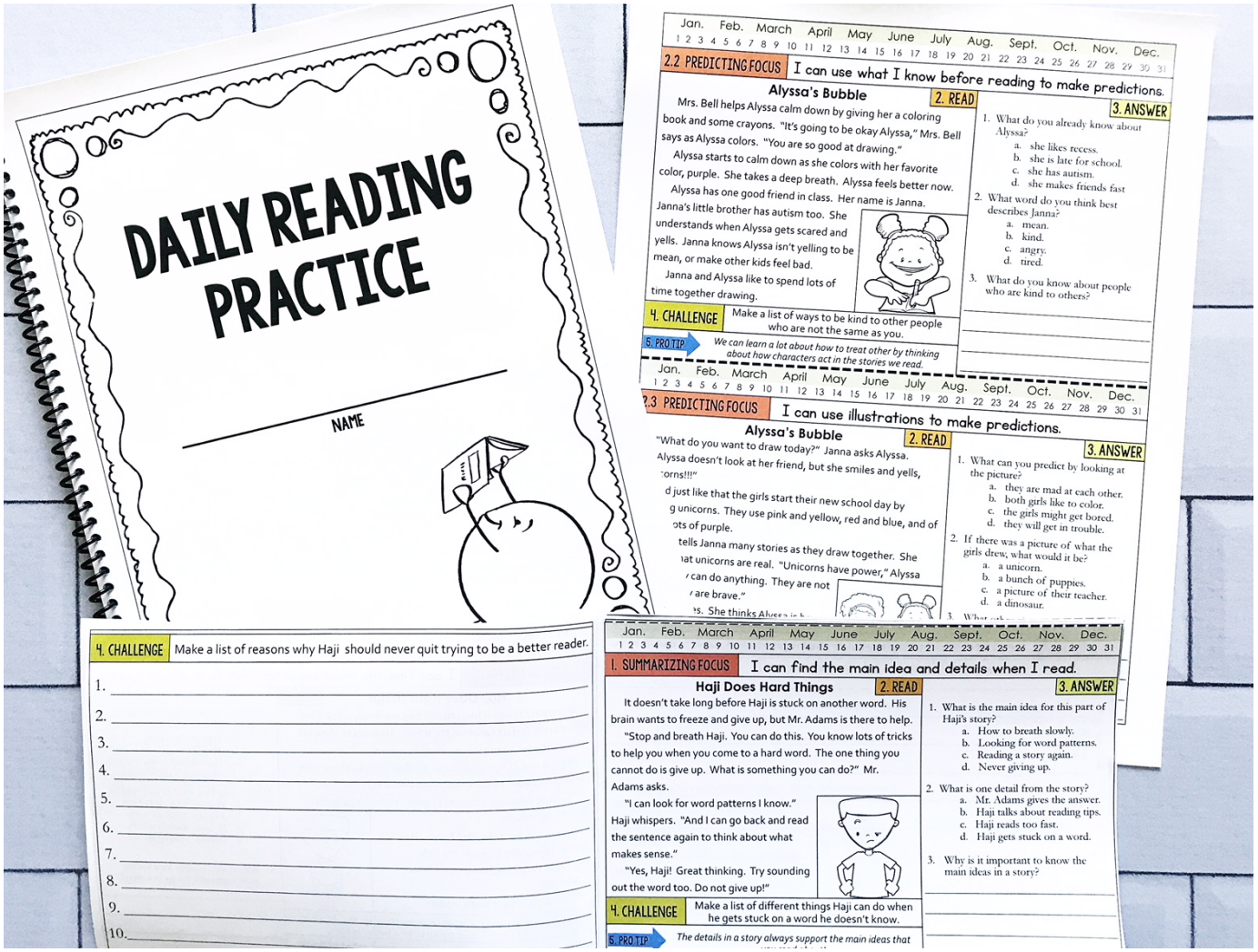
***** There are 20 days of practice for grades 4-5 included in this set, enough for an entire month!**

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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...

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

estions about events in a story.

2. READ

vere

there—she was

p when things got

e Fiona's "thing."

I don't want to be a person

that give ard. Can you help me become someone who perseveres?"

Mr. Beker smiled, "I would be happy to help."

Mr. Beker began telling Fiona about famous failures. "Did you know that Walt Disney was fired from a newspaper for not having any 'original ideas?' Or that Michael Jordan was cut from his high school basketball team for 'not having enough skills?"



3. ANSWER

1. What question might be asked about an event in the story?
   a. How tall is Mr. Beker?
   b. Does Fiona have a brother?
   c. What did Mr. Beker tell Fiona?
   d. What does Fiona's mom think?
2. How would you answer, 'what does Fiona decide to do?'
   a. Read a book.
   b. Stop giving up so easily.
   c. Take her math work home.
   d. Keep giving up easily.
3. What other questions could you ask about the events in the story?

4. CHALLENGE — Ask two questions about the text events and give your best answers for each one.

5. PRO TIP — *Asking questions about the events in a story can help readers visualize each event.*

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.

Fiona Learns to Persevere

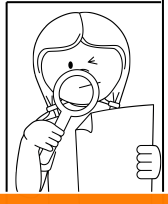
2. READ

Fiona listened to Mr. Beker tell stories of famous people who had failed. If they had given up, they would not have become the great leaders they were.

Next, Mr. Beker gave Fiona a list of strategies to try when things weren't easy. "Always have a back up plan to achieve your goals," he told her. "Any goal is achievable if you find a way."

Over the next few weeks, Fiona didn't give up when things got hard. At times, she felt like throwing in the towel, but she she remembered all the famous people who also struggled. She couldn't thank Mr. Beker enough for all that he had taught her.

Fiona had a new outlook and for the first time e



3. ANSWER

1. What question makes sense to ask before reading?
   a. How does the story end?
   b. How many words are there?
   c. What is the main idea?
   d. Did I like this story?
2. What question makes sense to ask after reading?
   a. What will this be about?
   b. How long will it take to read?
   c. Will I read this story?
   d. Did I like this story?
3. What question might you ask during reading?

4

5.

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

THIS SET INCLUDES...

rds from the story and tell what each word means.

	What Each Word Means:
3. _____	1. _____
	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

4. CHALLENGE List 5 important words from the story and tell what each word means.

	What Each Word Means:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

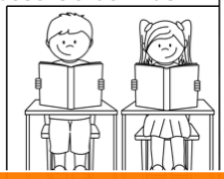
April May June July Aug. Sept. Oct. Nov. Dec.
11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

I can identify details in a story as I read.

2. READ

's Mistake

agan's best friend Mario sat down
said. "Next Friday is my birthday
trampoline park. I hope you can
ast!"
d to go to Mario's birthday party, but it
her big tournament and she new she needed
ght's sleep and be well rested for the game.
Oh," Teagan said disappointedly, "I'm not sure that I'll be
able to make it. My big soccer game is the
next day and I'll really need to practice and
get some rest. But, I'll see what my parents
think." Mario nodded, gave her a high-five
and said he hoped she could make it.



3. ANSWER

1. What does 'details' mean?
   a. The small events in the story.
   b. The beginning of the story.
   c. The end of the story.
   d. The big event in the story.

2. What is one detail from the story?
   a. Teagan was playing soccer.
   b. The kids were at recess.
   c. Teagan had a big tournament.
   d. Mario had a big tournament.

3. Why is it important for readers to find details in a story?

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

1.3 PROBLEM/SOLUTION

I can predict problems and solutions in a story.

Yiani Learns About Personal Space

2. READ

sometimes it's
g yourself into others'
's ok to keep your
gure out a way to keep

nd Maria to help Yiani
plan to
idea,
yellow
ection
' Mrs.
Topps smiled at Tyon and let him know what a
great idea it was.



3. ANSWER

1. Which of the problems do you think might happen in the story?
   a. Yiani does bad in history class.
   b. Yiani is late for school.
   c. Yiani has trouble creating.
   d. Yiani makes another big mess
2. How might the problem of a messy desk be solved?
   a. Get rid of all schoolwork.
   b. Ignore it.
   c. Organize papers into folders.
   d. Shove everything into a locker.
3. What is another proble
happen in the story?

4. CHALLENGE

Make a list of problems you think mi
happen next in the story.

5. PRO TIP

*After readers make predictions, they go back and think
their predictions actually happened!*

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!

Isaac Learns About Gratitude → *Being Grateful*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Understanding Characters	I can notice how characters feel in a story
DAY 2	Understanding Characters	I can notice how characters act in a story
DAY 3	Understanding Characters	I can think about why characters act and talk a certain way
DAY 4	Understanding Characters	I can form opinions about characters as I read
DAY 5	Understanding Characters	I can make predictions on what characters might say or do next

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The Comprehension Skills

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Fiona Learns to Persevere → *Diligence and perseverance*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Questioning	I can ask myself questions about a text
DAY 2	Questioning	I can give my best answer for questions about a text
DAY 3	Questioning	I can ask questions about characters in a story
DAY 4	Questioning	I can ask questions about events in a story
DAY 5	Questioning	I can ask questions before, during, and after reading

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Elliot and the Sno-Cone Money → *Dealing with Bullies*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Reflecting	I can reflect on my new learning after reading
DAY 2	Reflecting	I can reflect on how characters acted after reading
DAY 3	Reflecting	I can reflect on the main topics after reading
DAY 4	Reflecting	I can reflect on the problem after reading
DAY 5	Reflecting	I can reflect on the solution after reading

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The Comprehension Skills

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Lea is More Than a Test Score → *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 form opinions about a text
DAY 3	Background Knowledge	I can use what I know to infer 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 central message

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