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.

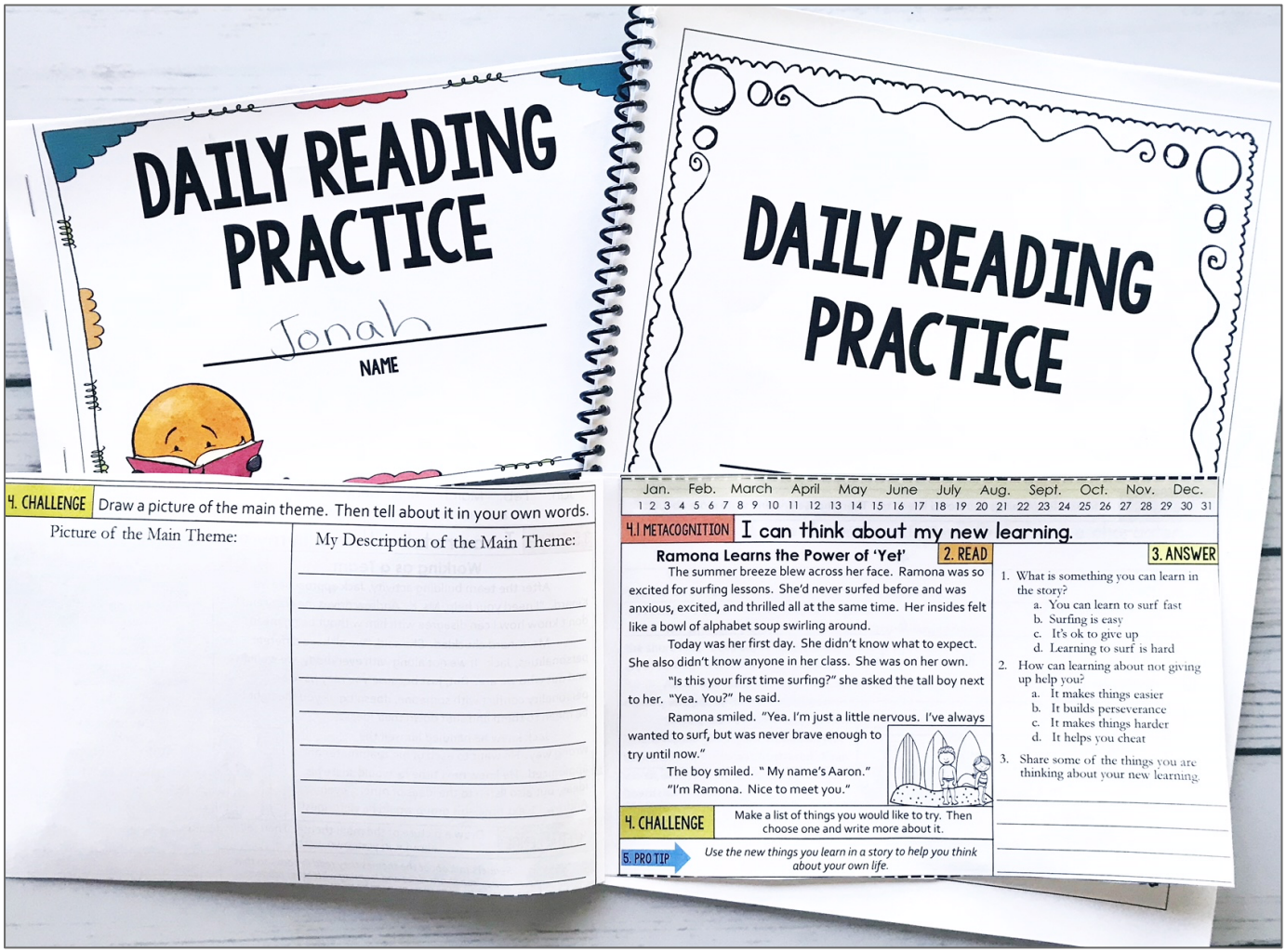
***** There are 20 days of practice for grades 4-5 included in this set, enough for an entire month!**

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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...

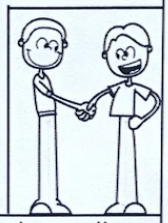
June July Aug. Sept. Oct. Nov. Dec.
5 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

ne in my own words.

n **2. READ**

ck approached Ms.
ew drives me crazy and I
him without being mean."
Ms. She said, "we all have different personalities, Jack. If we got along with everybody, we wouldn't find out who we are. But, just because you may have a personality conflict with someone, doesn't give you the right to be mean to them and shut down their ideas."

Jack knew he handled himself the wrong way. He went to each of his teammates and apologized. He knew next time he would share his ideas, but also listen to the ideas of others, even Andrew. Next time--his group would be victorious!



3. ANSWER

1. What is the theme in this part of the story?
   a. Differences are a good thing
   b. You can get angry
   c. Group work is not fun
   d. It's ok to quit
2. What is another way to describe the theme?
   a. Be mean
   b. Working by yourself is better
   c. Everyone has something to contribute.
   d. It's ok to be mean
3. Tell about the main theme in your own words.

4. CHALLENGE Draw a picture of the main theme. Then tell about it in your own words.

5. PRO TIP *Readers talk about the themes they read in books so that they can share ideas and leanring with other readers.*

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 METACOGNITION I can think about my new learning.

Ramona Learns the Power of 'Yet'

2. READ

The summer breeze blew across her face. Ramona was so excited for surfing lessons. She'd never surfed before and was anxious, excited, and thrilled all at the same time. Her insides felt like a bowl of alphabet soup swirling around.

Today was her first day. She didn't know what to expect. She also didn't know anyone in her class. She was on her own.

"Is this your first time surfing?" she asked the tall boy next to her. "Yea. You?" he said.

Ramona smiled. "Yea. I'm just a little nervous. I've always wanted to surf, but was never brave enough to try until now."

The boy smiled. " My name's Aaron."

"I'm Ramona. Nice to meet you."



3. ANSWER

1. What is something you can learn in the story?
   a. You can learn to surf fast
   b. Surfing is easy
   c. It's ok to give up
   d. Learning to surf is hard
2. How can learning about not giving up help you?
   a. It makes things easier
   b. It builds perseverance
   c. It makes things harder
   d. It helps you cheat
3. Share some of the things you are thinking about your new learning.

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

THIS SET INCLUDES...

e main theme. Then tell about it in your own words.

My Description of the Main Theme:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. CHALLENGE Make a list of things you would like to try. Then choose one and write more about it.

Things I'd Like to Try:

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

More About It:

_____

_____

_____

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

ake judgments about how problems are solved.

amp Counselor

2. READ

ouldn't run because of the braces.
past her, nearly knocking her
were young, but couldn't they at
iyana immediately knew she was going
e girl during summer camp.
en the young girl reached the stage, Tiyana
own. "Hi! What's your name? My name is Tiyana."
The girl smiled. As she spoke, her voice was shaky. It seemed like it took her forever to just say her name.
3. "My name is Olive." Tiyana smiled. "Olive, I think you and me are going to become great friends."
Tiyana helped Olive walk towards the door.



3. ANSWER

1. How is the problem solved?
   a. Tiyana works at the camp
   b. Tiyana models being a good friend
   c. A boy is nice
   d. Tiyana feels excited
2. How else could the problem have been solved?
   a. Tiyana could have another job
   b. Kids could yell at each other
   c. Brooklyn could have shown compassion
   d. The kids could be mean
3. What is your opinion of the way the problem was solved? Why?

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

1.1 EVIDENCE I can find evidence that describes characters.

ANSWER KEYS INCLUDED

Change

2. READ

st friends since first
ey listened to the same
hey even played the
able.
fifth grade. The boys
dn't seen much
gh.
he summer
t on a few
playing
video games and swimming in the pool.
The boys were excited to finally see one another after a long time apart.



3. ANSWER

1. What part of the story tells you that Jayden is athletic?
   a. He listens to music
   b. He likes to relax
   c. He and Marco play the same sports
   d. He likes video games
2. What evidence in the story tells you that Marco likes to travel?
   a. He likes music
   b. He spent the summer in London
   c. He plays sports
   d. He is best friend

4. CHALLENGE Make a list of evidence from the text th... you about the boys' friendship.

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



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!

When Friendships Change → *Changing Friendships*		
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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The Junior Camp Counselor → *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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Working as a Team → *Learning to work together 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

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Ramona Learns the Power of Yet → *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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