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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...

e the beginning of a story to the end.

erself 2. READ

le the show! The next
on her stellar

g job!," Todd told her. "I didn't believe th erra shouted from down the hall. Janet was so proud of herself. She felt like she was walking on sunshine!

Janet finally felt like she knew who she was. She loved acting. She loved getting on the stage and playing the different parts. She felt like she accomplished something every time she left the stage!



There was no more being a chameleon. The only chameleon she was going to be now was the one on stage—playing so many different parts!

3. ANSWER

1. What happened at the beginning of the story?
   a. Janet joins Drama Club
   b. Janet goes to math class
   c. Janet goes to science class
   d. Janet is like everyone else

2. What happened at the end?
   a. Janet has no friend
   b. Janet found what she loved
   c. Janet leaves the play
   d. Janet is in art class

3. How did things change for Janet from the beginning to the end?

4. CHALLENGE — Describe how the story changed from the beginning to the end.

5. PRO TIP — *Readers know that so much can change from the beginning of a story to the end.*

4.1 AUTHOR'S PURPOSE — I can identify the author's purpose.

Nimah Needs Routine

2. READ

The sky was dark and heavy. A storm was rolling in and Nimah just wanted to get home. She had had a terrible day at school. Nothing went her way.

Earlier in the day, Nimah had failed her math test on adding and subtracting fractions. Then, at PE, Jenna was being rude to her and calling her names. Nimah tried to be the bigger person and ignore it, but she felt like she was going to burst.

On top of that, her parents had been out of town at national conference for engineers all week, and her grandmother was staying with her and her brother. She did a good job, but everything was out of her normal routine. Nimah liked routine. She needed routine. Her life depended on things being routine.



3. ANSWER

1. What is the author's purpose?
   a. To tell a funny story
   b. To tell jokes
   c. To describe a problem
   d. To tell a mysterious story

2. What does the author say that is entertaining?
   a. Nimah failed her math test
   b. She had a terrible day
   c. The sky was dark and heavy
   d. Nimah liked routine

3. How do you know the author's purpose?

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

THIS SET INCLUDES...

...nd one of your good friends. Tell how you help each other.

How You Help Each Other:

_____

_____

_____

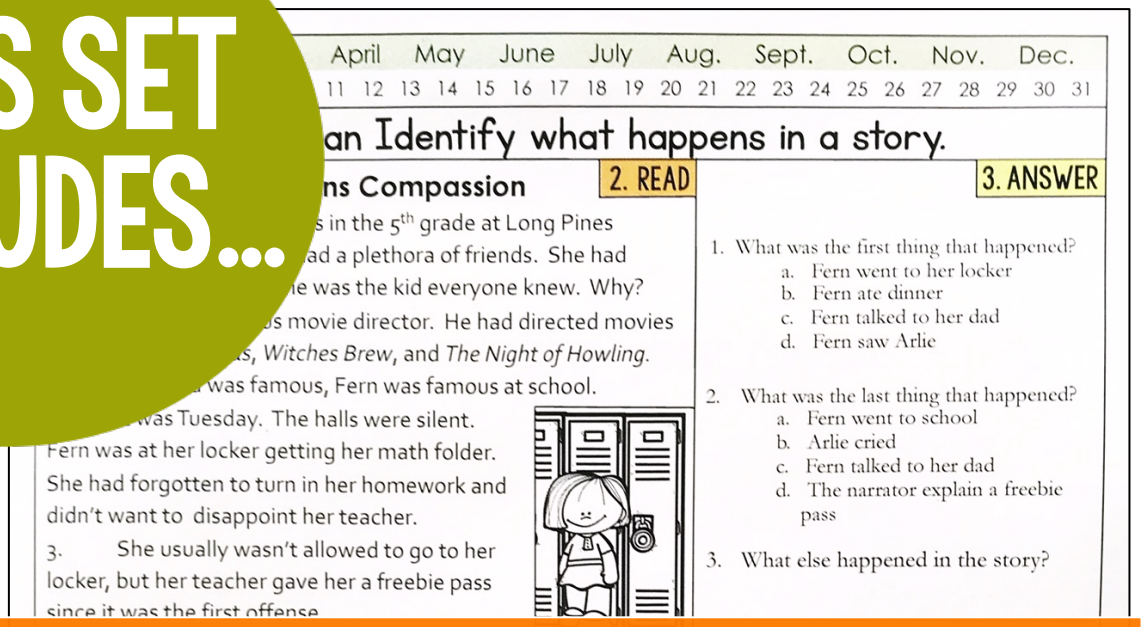
_____

4. CHALLENGE Make a list of reasons to do your best in school.

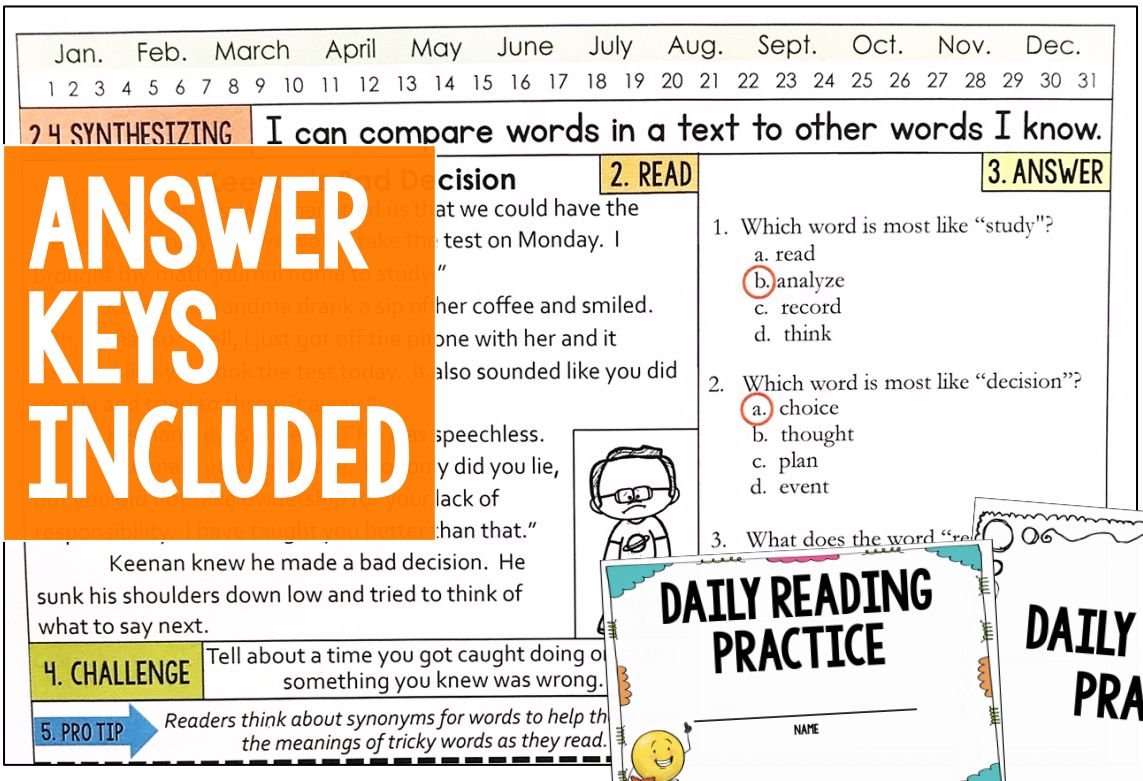
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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!

Fern Learns Compassion → *Compassion Towards Others*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Cause/Effect	I can identify what happens in a story
DAY 2	Cause/Effect	I can describe why things happen in a story
DAY 3	Cause/Effect	I can predict what might happen next
DAY 4	Cause/Effect	I can make connections between two events
DAY 5	Cause/Effect	I can infer what else might happen in a story

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The Comprehension Skills

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Keenan's Bad Decision → *Learning to Tell the Truth*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Synthesizing	I can identify new learning as I read
DAY 2	Synthesizing	I can combine more than one thing I learn in a text
DAY 3	Synthesizing	I can retell the order events happen in a text
DAY 4	Synthesizing	I can compare words in a text to other words I know
DAY 5	Synthesizing	I can notice how thinking can change during reading

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The Comprehension Skills

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Janet Learns About Herself → *Self-Awareness*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Comparing	I can compare how characters act in a story
DAY 2	Comparing	I can compare events in a text
DAY 3	Comparing	I can compare the mood to other parts of the text
DAY 4	Comparing	I can compare the problems in a story
DAY 5	Comparing	I can compare the beginning of a story to the end

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The Comprehension Skills

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Nimah Needs Routine → *Learning to Manage Stress*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Author's Purpose	I can identify the author's purpose
DAY 2	Author's Purpose	I can find more than one purpose for writing
DAY 3	Author's Purpose	I can identify what it means to entertain
DAY 4	Author's Purpose	I can identify what it means to inform
DAY 5	Author's Purpose	I can identify what it means to persuade

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