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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...

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

usions about lessons I learn from reading.

2. READ

low much his back
eeded to tell him now.

Arti

stole my lunch money and
hit me while I w the bus. My back hurts and I do not
have money to pay for my lunch." Mr. Tather looked at Artie. "I'm sure that happened, Artie. Go ahead and take your seat. Your stories and lies are getting old." Artie paused. "But, Mr. Tather, I'm serious! This really happened."

By now, Mr. Tather wasn't even listening. No one ever knew what was true or not when it came to Artie. Artie had lied one too many times. No one believed a word he said. Artie felt doomed. He knew he needed to change.



3. ANSWER

1. What is one lesson from the story?
   a. Telling lies is right
   b. You should always tell the truth
   c. Teachers like to teach
   d. The truth is not important
2. What did you learn from reading?
   a. No one believes Artie anymore
   b. Telling the truth is not good
   c. Teachers do not like teaching
   d. Telling lies is ok
3. What do you think about playing the wrong jokes?

4. CHALLENGE Make a list of things you learned from reading this story.

5. PRO TIP *Readers can find lots of lessons for their own lives by reading about mistakes that characters make.*

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

2.1 DIALOGUE I can identify dialogue in stories I read.

Unlikely friendship

2. READ

Marlan was different. He did not do all the things other kids did. Marlan marched to the beat of his own drum. Marlan liked to collect Legos and eat crackers and cheese. He liked to talk about history and all the cool things that happened in the past. Marlan did not have many friends.

Marlan didn't mind not having a lot of friends. "I have my Lego guys. They keep me company. Plus, I can make them wherever I want. So that's kinda cool. Who really needs actual people anyways?"

One day Marlan was at the bus stop. He was waiting, just like he always did. Today was no different. Marlan had noticed something, though.



3. ANSWER

1. Who said "I have many Lego guys"?
   a. Marlan
   b. Marlan's mom
   c. Marlan's dad
   d. Marlan's sister
2. Why did Marlan say "Who really needs actual people"?
   a. He was feeling happy
   b. He did not have many friends
   c. He did not like people
   d. He did not want to play Legos
3. What else could Marlan have said?

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

THIS SET INCLUDES...

you do each morning before heading off to school.

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

4. CHALLENGE Draw a picture of an event from the story. Describe how each character acted.

Picture of a Story Event:

How Each Character Acted:

_____

_____

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

...n use what I learn to draw conclusions about events.

...o Many Lies **2. READ**

...n the science lab. His class was
...and solutions. Artie suddenly stood
...effard!! My baking soda spilled all
...tally mixed with the sodium! Everything
...Mrs. Sheffard ran over to Artie's table.
...e, there was nothing that was spilled. In fact,
...k spotless. The only things on the table
...hat Mrs. Sheffard had set on the table before class.

3. Artie started to laugh. "Ha! Did you guys see how fast Mrs. Sheffard ran over here?!? That was HILARIOUS!"

4. Mrs. Sheffard was not laughing. None of the other students were laughing. Artie was the only one who thought the whole thing was funny.



3. ANSWER

1. What happened in this part of the story?
   a. Artie goes home
   b. Artie feels sick
   c. Artie tricks Mrs. Sheffard
   d. Mrs. Sheffard leaves school
2. What did you learn from reading?
   a. Mrs. Sheffard did not like Artie's jokes
   b. Artie was hurt
   c. The class liked Artie
   d. Science lab is boring
3. What conclusion can you draw about Mrs. Sheffard?

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

4.2 PERSPECTIVE I can tell how characters feel in a story.

ANSWER KEYS INCLUDED

...mily **2. READ**

...at the orphanage. She
..."Who wants a 10 year old
...ome?" This thought
...e laid in bed crying. She felt

...phanage for 4 years now.
...med to overlook her for the
...er childhood in the

Marcie immediately wished the thought from her mind and took out a crumpled picture she had in her pocket. She unfolded it and closed her eyes. Her heart grew with hope.

4. CHALLENGE Name two different ways Marcie is f... describe why she feels each

5. PRO TIP *Readers can compare the feelings of characte... their own as they read.*

3. ANSWER

1. How does Marcie feel in the story?
   a. Excited
   b. Joyful
   c. Hopeless
   d. Upset
2. How long had Marcie been at the orphanage?
   a. Four days
   b. Four months
   c. Four years



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!

One Too Many Lies → *The Importance of Telling the Truth*

Week 1	Comprehension Focus	'I can' statement
DAY 1	Drawing Conclusions	I can use what I learn to draw conclusions about characters.
DAY 2	Drawing Conclusions	I can use what I learn to draw conclusions about events.
DAY 3	Drawing Conclusions	I can use what I already know to draw conclusions.
DAY 4	Drawing Conclusions	I can use what the text says to infer my own conclusions.
DAY 5	Drawing Conclusions	I can draw conclusions about lessons I learn from reading.

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The Comprehension Skills

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Unlikely Friends → *Making New Friends*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Dialogue	I can identify dialogue in stories I read.
DAY 2	Dialogue	I can notice who is speaking in a story.
DAY 3	Dialogue	I can infer how characters feel based on what they say.
DAY 4	Dialogue	I can use dialogue to make predictions.
DAY 5	Dialogue	I can use dialogue to form opinions.

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The Comprehension Skills

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Trey's Birthday → *Adjusting to a Change in Routine*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Tension	I can identify a problem in a story.
DAY 2	Tension	I can find tension in stories I read.
DAY 3	Tension	I can predict what kind of tension might happen next.
DAY 4	Tension	I can describe how characters feel about tension in a story.
DAY 5	Tension	I can identify how the tension is fixed in a story.

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The Comprehension Skills

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Finding a Family → *Living in an Orphanage*

Week 4	Comprehension Focus	'I can' statement
DAY 1	Perspective	I can identify who the main character is in a story.
DAY 2	Perspective	I can tell how a character feels in a story.
DAY 3	Perspective	I can find more than one point of view in a story.
DAY 4	Perspective	I can tell what a character thinks in a story.
DAY 5	Perspective	I can tell how characters change in a story.

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