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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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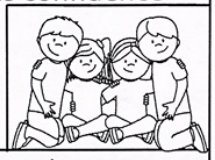
THIS SET INCLUDES...

about what lessons readers should learn.

2. READ

...oup members, he ...em a job. Everyone ...g roles, Isaiah asked ...anted to do for the ...as on the floor, mixed them up, and pulled one out. His group all agreed that the one that was picked would be the one they completed—no complaining allowed.

Isaiah was feeling great. His group was getting along and they were working on their presentation. He felt his confidence soar! "I helped my group solve a conflict. That's a great leadership quality," he said to himself as he looked at his group working hard.



3. ANSWER

1. Which of the following is a lesson taught in the story?
   a. It's okay to yell
   b. Working together is sometimes not easy
   c. Group work is easy
   d. Give all the work to 1 person
2. Which of the following is a lesson taught in the story?
   a. Don't help the group
   b. Its ok to make mistakes
   c. Being thankful is good
   d. Listen to others
3. What else could readers learn about?

4. CHALLENGE Describe how the story ends. Then share some lessons you learned.

5. PRO TIP *Readers can think about all the different lessons they can learn from reading.*

2.1 RETELLING I can retell the main idea of a story.

Madison's Bad Day

2. READ

Madison worked hard at everything she did. She was what some would call "dedicated." Madison knew what she had to do to be successful. Even though she was only 11, she had big plans for her life. Madison wanted to become a ballet dancer and spend her life dancing to beautiful music. Whatever it took to reach her goal, Madison was going to do.

Madison knew what it meant to work hard because she was always striving to reach her goals. Unlike many of Madison's friends, she worked hard to be good at dancing. Most of her friends wanted to be good at something, but didn't want to take the time to practice. They just wanted to be good. Madison knew being good didn't come without hard work and dedication.



3. ANSWER

1. What does main idea mean?
   a. The BIG idea/thought the author wants you to know
   b. The characters
   c. The setting
   d. The problem and solution
2. What is the main idea of the story?
   a. Hard work is not necessary
   b. Madison tries hard and does not give up
   c. Madison's brother gives her advice
   d. Madison is a cry baby
3. How can readers find the main idea in a story?

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

THIS SET INCLUDES...

ings you think might happen in the story.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

4. CHALLENGE Draw a picture of something you think might happen next in the story.

Picture of a Story Event:

My Opinion of the Event:

_____

_____

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

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

identify characters in a story.

Superhero

2. READ

got out her latest piece and
anything, just painted. Mr. Yelding
d over to Josie's art station.
ing?" he asked. Josie just shrugged.
. Yelding asked.
I just want to keep painting right now." Mr.
d and walked back to his desk.

4. A bit later Josie was painting when she whispered, "I just don't understand why I can't speak up. It's like my mind goes blank when people insult me."

5. Mr. Yelding look up from his desk. "So, that's what's bothering you. Ya know, sometimes when



3. ANSWER

1. Who is a major character in the story?
   a. Brandon
   b. The school nurse
   c. Josie
   d. Raysho

2. Who is a minor character in the story?
   a. Josie
   b. Raysho
   c. The school principal
   d. Josie's grandmother

3. Who is your favorite character? Why?

Readers often make a strong connection to one character and like that character best.

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

nd clues for solving new words.

llowing

2. READ

eally matter to him. He
the rest of the year, Omar
er rock to throw at the

ed him why, he just
know. I just don't feel like
ch or not, but he didn't
king the right choice for
ood.

Omar and Keshun didn't become friends and that was ok with Omar. Omar was going to continue to lead setting a good example for the kids at the bus stop and that included Keshun.

4. CHALLENGE Describe a time you stood up for some knew was the right thing to d

5. PRO TIP *Readers can skip over a sentence to keep reading can go back and read again to help solve new*

3. ANSWER

1. What clue helps solve the word "impacted"?
   a. Omar was not sure
   b. The bus stop was crowded
   c. Keshun stopped throwing rocks
   d. Keshun stood at the bus stop

2. What clue helps solve the word "setting"?
   a. Omar was a good example
   b. Keshun was not nice to Omar
   c. Keshun stopp
   d. Omar

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!

Isaiah's Group → *Working Together as a Group*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Speculating	I can speculate about what characters might do next.
DAY 2	Speculating	I can speculate about what might happen next.
DAY 3	Speculating	I can speculate about how a problem will be solved.
DAY 4	Speculating	I can speculate about how a story will end.
DAY 5	Speculating	I can speculate about what lessons readers should learn.

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The Comprehension Skills

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Madison's Bad Day → *Learning to Persevere*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Retelling	I can retell the main idea of a story.
DAY 2	Retelling	I can retell major events in a story.
DAY 3	Retelling	I can retell how characters act in a story.
DAY 4	Retelling	I can retell the problem and solution in a story.
DAY 5	Retelling	I can retell key details in a story.

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Find Your Superhero → *Sticking Up for Yourself*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Story Structure	I can identify the theme in a story.
DAY 2	Story Structure	I can identify parts of the plot in a story.
DAY 3	Story Structure	I can identify conflict in a story.
DAY 4	Story Structure	I can identify characters in a story.
DAY 5	Story Structure	I can identify settings in a story.

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The Comprehension Skills

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A Leader Not Worth Following → *Standing up for what's right*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Context Clues	I can use context clues to solve new words.
DAY 2	Context Clues	I can look for hints to solve new words.
DAY 3	Context Clues	I can find the base word inside bigger words.
DAY 4	Context Clues	I can find clues for solving new words.
DAY 5	Context Clues	I can find clues for solving new words.

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