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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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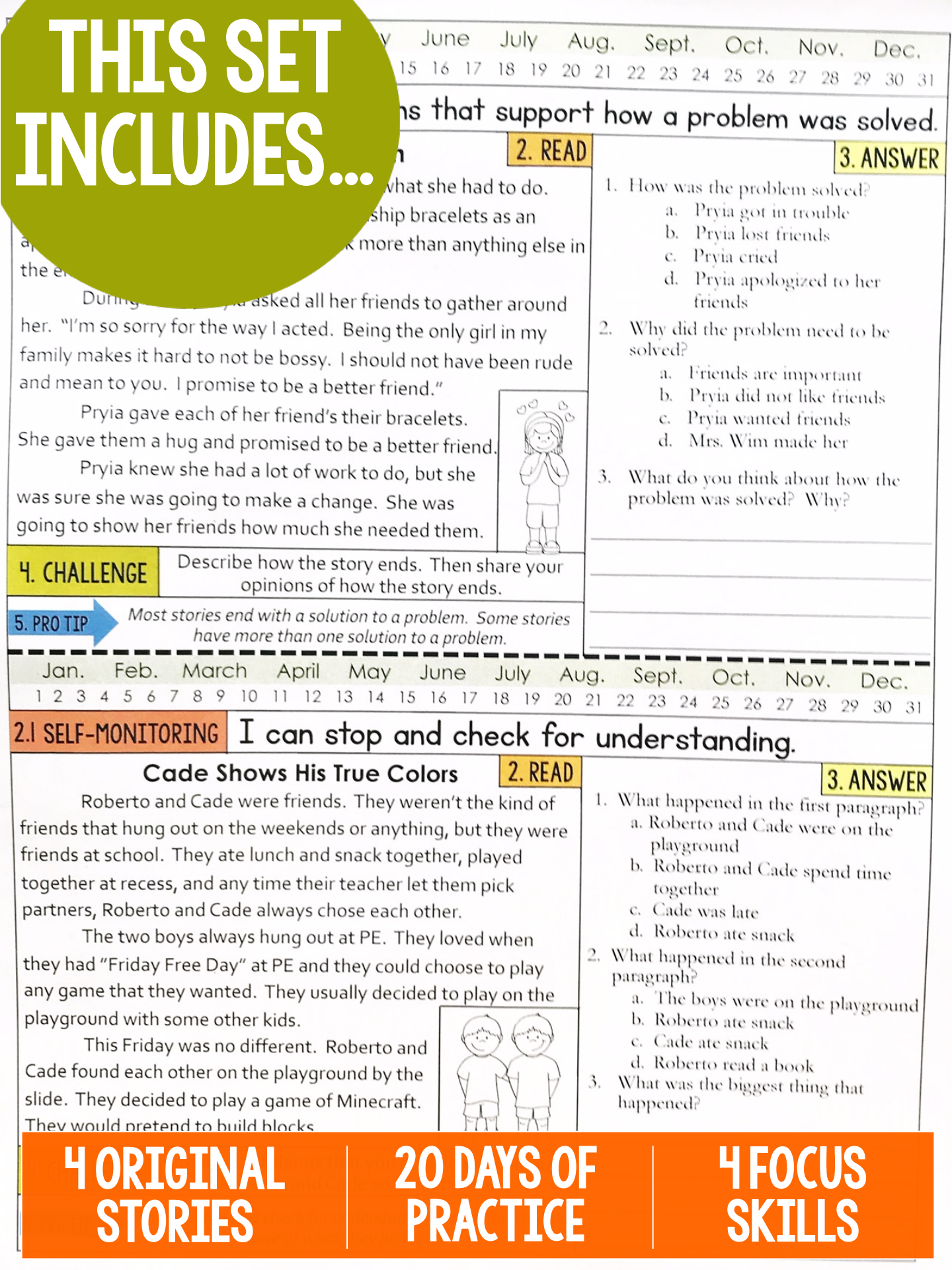
THIS SET INCLUDES...



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

ns that support how a problem was solved.

2. READ

n

what she had to do.
ship bracelets as an
a k more than anything else in
the e

During asked all her friends to gather around her. "I'm so sorry for the way I acted. Being the only girl in my family makes it hard to not be bossy. I should not have been rude and mean to you. I promise to be a better friend."

Pryia gave each of her friend's their bracelets. She gave them a hug and promised to be a better friend.

Pryia knew she had a lot of work to do, but she was sure she was going to make a change. She was going to show her friends how much she needed them.

3. ANSWER

1. How was the problem solved?
   a. Pryia got in trouble
   b. Pryia lost friends
   c. Pryia cried
   d. Pryia apologized to her friends
2. Why did the problem need to be solved?
   a. Friends are important
   b. Pryia did not like friends
   c. Pryia wanted friends
   d. Mrs. Wim made her
3. What do you think about how the problem was solved? Why?

4. CHALLENGE Describe how the story ends. Then share your opinions of how the story ends.

5. PRO TIP *Most stories end with a solution to a problem. Some stories have more than one solution to a problem.*

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 SELF-MONITORING I can stop and check for understanding.

Cade Shows His True Colors

2. READ

Roberto and Cade were friends. They weren't the kind of friends that hung out on the weekends or anything, but they were friends at school. They ate lunch and snack together, played together at recess, and any time their teacher let them pick partners, Roberto and Cade always chose each other.

The two boys always hung out at PE. They loved when they had "Friday Free Day" at PE and they could choose to play any game that they wanted. They usually decided to play on the playground with some other kids.

This Friday was no different. Roberto and Cade found each other on the playground by the slide. They decided to play a game of Minecraft. They would pretend to build blocks

3. ANSWER

1. What happened in the first paragraph?
   a. Roberto and Cade were on the playground
   b. Roberto and Cade spend time together
   c. Cade was late
   d. Roberto ate snack
2. What happened in the second paragraph?
   a. The boys were on the playground
   b. Roberto ate snack
   c. Cade ate snack
   d. Roberto read a book
3. What was the biggest thing that happened?

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

THIS SET INCLUDES...

of things you are thinking about Pryia.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

---

4. CHALLENGE Draw a picture of a problem from the story. Describe possible reasons for the problem.

Picture of a Story Problem:

Reasons for the Problem:

_____

_____

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

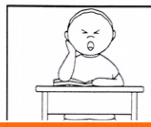
...n find other potential points of view.

...cept Help

...ut adding money. Damon was so
...r how much each coin was worth.
...mon needed some guidance. He
...k like you could use a little help," Mr.

...ugged his shoulders at Mr. Trotter. "I guess,"
...ck. "I don't know how to do this."

4. Mr. Trotter looked at Damon. "I'm trying to help you. There's no need for you to be rude. Let's try to start over."
5. Damon let out a sigh and rolled his eyes.
6. "I can't help you if you aren't willing to



2. READ

3. ANSWER

1. What do you think Damon thinks about math?
   a. He doesn't like it
   b. It is frustrating
   c. It's boring
   d. He'll never use it.
2. What do you think Mr. Trotter thinks about being respectful?
   a. It is a good quality
   b. It does nothing
   c. It is not important
   d. He thinks its silly
3. What is your point of view about working hard?

5. PRO TIP *When readers know a little about a character, they can infer that character's point of view about many things.*

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

...w a plot ends in a story.

2. READ

...r aunt called the airline
...weater. Callie did not want
..., didn't want to eat, and
...t wanted the sweater.
...th her mom. She walked
...where the arcade is?"
She thought it looked like
...is that?" Callie asked.
Someone brought this in this morning. They found it in the parking lot. It must have fallen off someone's suitcase."

She turned and grabbed the sweater. "Poppa," Callie whispered, "You found me."

3. ANSWER

1. What is the first thing that happens in this part of the story?
   a. Callie goes to camp
   b. Callie went for a walk
   c. Callie slept well all night
   d. Callie did not sleep
2. How does the story end?
   a. Callie is mad
   b. Callie went to a pool
   c. Callie is swin...
   d. Callie finds ...

4. CHALLENGE Describe something you have lost ... would be excited to find.

5. PRO TIP *Readers can take the life lessons that character... apply them into their own lives.*

ANSWER KEYS INCLUDED

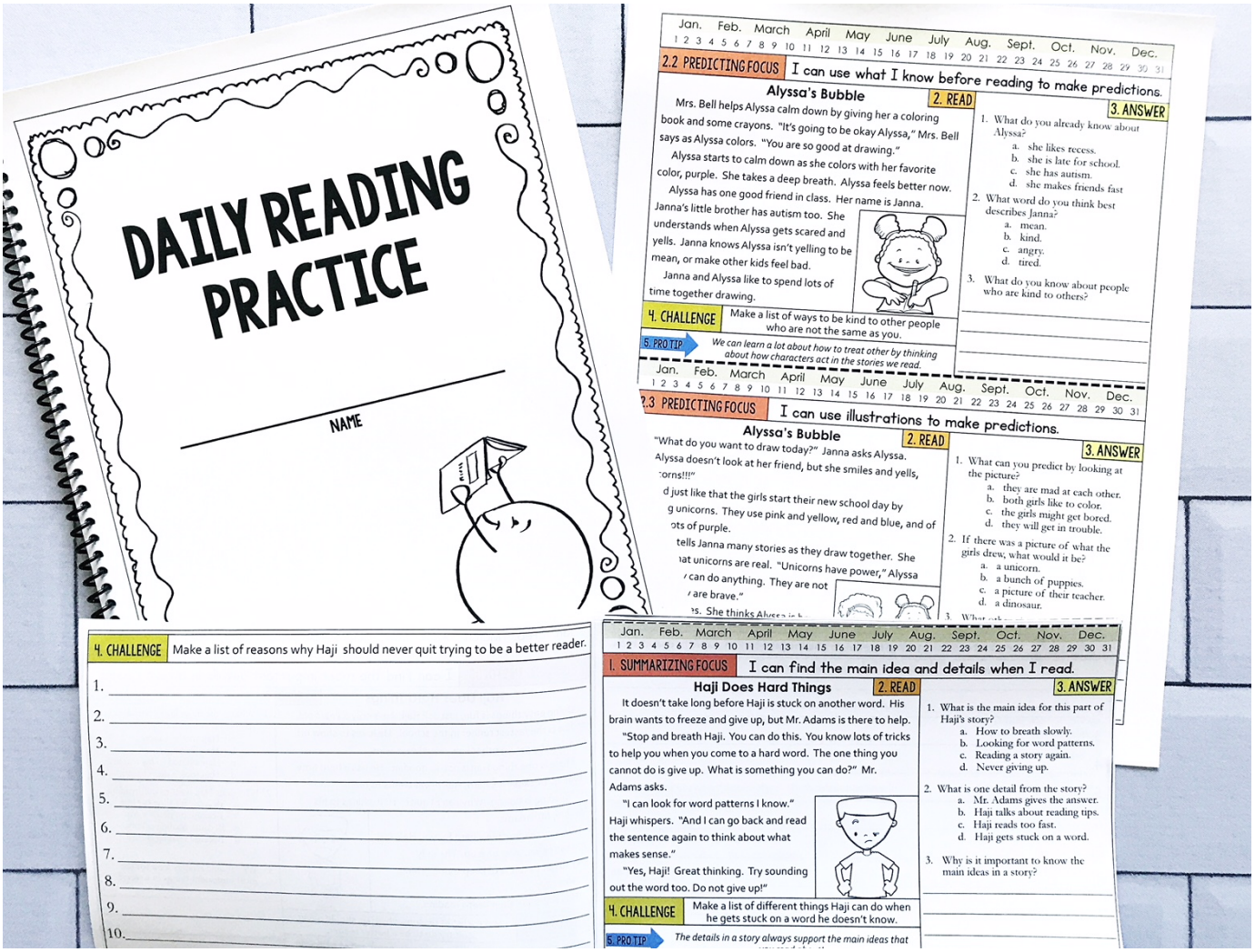


20 COVER OPTIONS!

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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3.A custom illustration to match each day.
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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 2-3 included in each set, enough for an entire month!**

10 Months of Morning Work Available!

Check out the following pages to see what comprehension skills are covered over the 10 months of morning work!

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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!

Enough is Enough → *Changing Behaviors*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Reasoning	I can find reasons for using descriptive language.
DAY 2	Reasoning	I can find reasons for the problem in the story.
DAY 3	Reasoning	I can find reasons for what characters say in a story.
DAY 4	Reasoning	I can reasons for why certain words are used.
DAY 5	Reasoning	I can find reasons that support how a problem was solved.

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The Comprehension Skills

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Cade Shows His True Colors → *Making Good Friend Choices*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Self-Monitoring	I can stop and check for understanding.
DAY 2	Self-Monitoring	I can stop and check the meaning of words.
DAY 3	Self-Monitoring	I can stop and retell a text.
DAY 4	Self-Monitoring	I can stop and make connections.
DAY 5	Self-Monitoring	I can stop and analyze a text.

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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!

Learning to Accept Help → *Learning to Ask for Help*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Point of View	I can identify a character's point of view.
DAY 2	Point of View	I can identify the main point of view.
DAY 3	Point of View	I can find other potential points of view.
DAY 4	Point of View	I can find more than one point of view.
DAY 5	Point of View	I can find the most common point of view.

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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!

Poppa's Sweater → *Sentimental Treasures*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Understanding Plot	I can define what a plot means in a story.
DAY 2	Understanding Plot	I can identify the main plot.
DAY 3	Understanding Plot	I can identify details in a plot.
DAY 4	Understanding Plot	I can identify the climax of a story.
DAY 5	Understanding Plot	I can identify how a plot ends in a story.

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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 SELF-MONITORING I can stop and check for understanding.

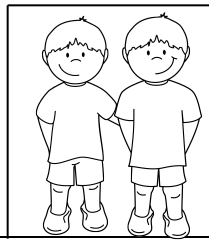
Cade Shows His True Colors

2. READ

Roberto and Cade were friends. They weren't the kind of friends that hung out on the weekends or anything, but they were friends at school. They ate lunch and snack together, played together at recess, and any time their teacher let them pick partners, Roberto and Cade always chose each other.

The two boys always hung out at PE. They loved when they had "Friday Free Day" at PE and they could choose to play any game that they wanted. They usually decided to play on the playground with some other kids.

This Friday was no different. Roberto and Cade found each other on the playground by the slide. They decided to play a game of Minecraft. They would pretend to build blocks.



3. ANSWER

1. What happened in the first paragraph?
   a. Roberto and Cade were on the playground
   b. Roberto and Cade spend time together
   c. Cade was late
   d. Roberto ate snack
2. What happened in the second paragraph?
   a. The boys were on the playground
   b. Roberto ate snack
   c. Cade ate snack
   d. Roberto read a book
3. What was the biggest thing that happened?

4. CHALLENGE Make a list things that you have learned about Roberto and Cade so far in the story.

5. PRO TIP *Readers stop and check for understanding when they aren't sure of what they just read.*

4. CHALLENGE

Make a list things that you have learned about Roberto and Cade so far in the ~~story.~~

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

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

2.2 SELF-MONITORING I can stop and check the meaning of words.

Cade Shows His True Colors

2. READ

After playing for a few minutes, Cade told Roberto to meet him under the playhouse bridge. "I have something to show you. Meet me under the playhouse bridge. It's so awesome!"

Roberto waited a few minutes and met Cade under the playhouse bridge. Roberto was curious. What did Cade have to show him? "So what did you call me over here for? What do you have to show me?" Cade pulled out a lighter. "Whoa! What do you have that for? That's not allowed at school!"

Cade smiled. "I stole it from my house. I'm going to use it to burn a leaf."



Roberto knew this was not a good idea. His heart started beating really fast and he knew he had to get out from under the playhouse bridge.

3. ANSWER

1. What does the word "curious" mean?
   a. An exciting trip
   b. To prepare for a test or quiz
   c. A difficult decision
   d. To be interested

2. What does the word "stole" mean?
   a. A hard decision
   b. To take something without asking
   c. To be upset
   d. To believe in yourself

3. What does the phrase "can not" mean?

4. CHALLENGE Make a list of things you think might happen next in the story.

5. PRO TIP *Readers stop and reread a sentence to make sure they understand the meaning of an important word.*

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

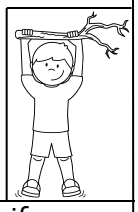
2.3 SELF-MONITORING I can stop and retell a text.

Cade Shows His True Colors

2. READ

Manny and Benji were walking past the playhouse and saw the boys. "Hey! What are you guys playing? Can we play with you?" Benji asked. Cade looked at Roberto. Roberto knew he needed to get out of there fast, but he wanted to see if Cade was really going to use the lighter.

"We're just hanging out. We aren't really playing anything," Cade replied. Manny could see something in Cade's hand, but he wasn't sure what it was. It looked like a lighter, but he couldn't tell. He knew that he should tell Coach Jackson, but he didn't want to seem like a tattle tail. Manny decided to tell Coach. It was the right thing to do.



Manny left the playground and headed to tell Coach what the boys were doing with the lighter.

3. ANSWER

1. What happened in the first paragraph?
   a. Cade ate snack
   b. Manny saw Cade and Roberto
   c. Manny got lost
   d. Cade went to PE

2. What happened in the second paragraph?
   a. Manny saw the lighter
   b. Manny ran away
   c. Coach yelled
   d. Roberto left the playground

3. Retell what happened in your own words.

4. CHALLENGE Describe what you would do and why if you were Manny.

5. PRO TIP *Stopping to retell what has happened so far in a story is a great way to remember all the little details.*

4. CHALLENGE Make a list of things you think might happen next in the story.

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

---

4. CHALLENGE Describe what you would do and why if you were Manny.

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

2.4 SELF-MONITORING — I can stop and make connections.

Cade Shows His True Colors

2. READ

Roberto and Cade were still underneath the playhouse bridge. Cade had just found some leaves and was getting ready to burn them.

Coach Jackson walked up behind the bridge so the boys didn't see him. "Hey guys! What's going on over here?" Coach asked. Startled, the boys jumped. They jumped so high they almost hit the top of the bridge!

Cade instantly threw the lighter at Roberto. "It's not mine!!! He brought it! I was just trying to tell him that he shouldn't have it at school!"



Roberto couldn't believe what he was hearing! Cade was so fast to blame him! "I thought we were friends!" he whispered to himself. Roberto was hurt.

3. ANSWER

1. What means almost the same as "threw"?
   a. Correct answer
   b. Toss
   c. Smart Decision
   d. Bad idea
2. What means almost the same as "blame"?
   a. Hear
   b. Accuse
   c. Hurt
   d. Run
3. What connection can you make to the story? Explain.

4. CHALLENGE — Make a list of things you think about Cade as a friend.

5. PRO TIP — *Readers often put themselves in the shoes of a character and imagine what it might be like to be that person.*

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 SELF-MONITORING — I can stop and analyze a text.

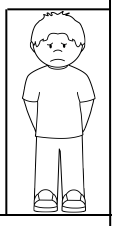
Cade Shows His True Colors

2. READ

Coach Jackson walked both boys up to the principal's office. Roberto had never been in the principal's office before. He'd seen Mrs. Leo, the school, but he had never been in trouble.

Mrs. Leo talked to each of the boys separately. "Mrs. Leo, I promise that I didn't bring it to school. I'm innocent. Cade is trying to get me in trouble because *he* doesn't want to get in trouble. I know I should have told Coach right away."

Surprisingly, Mrs. Leo was understanding. "You know that what you did was was wrong; you should've let Coach know right away. I would consider finding other friends too--friends who won't blame you so quickly. Those aren't your true friends."



Roberto couldn't agree more.

3. ANSWER

1. What did Mrs. Leonard mean when she said "Ones that won't blame you for things."
   a. You don't need friends
   b. Have fun with your friends
   c. Don't trust your friends
   d. You need to trust your friends
2. What does "I'm innocent" mean?
   a. I'm right
   b. Doing a difficult thing
   c. I didn't do it
   d. I'm wrong
3. What is your opinion of the story? Why?

4. CHALLENGE — Make a list of things you think about the story.

5. PRO TIP — *To analyze means to think deeply about a story. It requires thinking beyond just your surface thoughts.*

4. CHALLENGE Make a list of things you think about Cade as a friend.

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

---

4. CHALLENGE Make a list of things you think about the story.

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