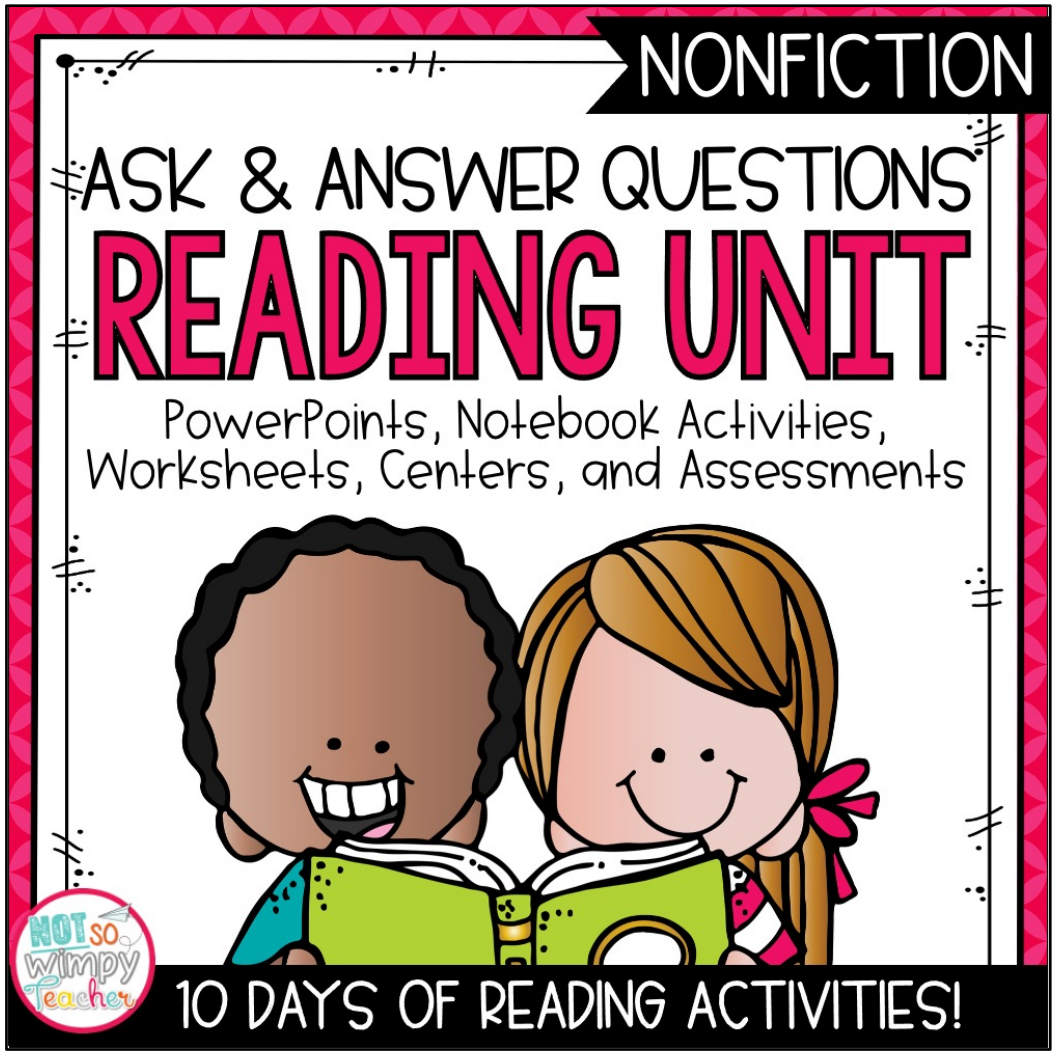
Help your students master individual reading skills with these 10-day units!

Not So Wimpy Teacher reading units focus on one reading skill at a time. These two-week units give students time to practice and master each individual skill!

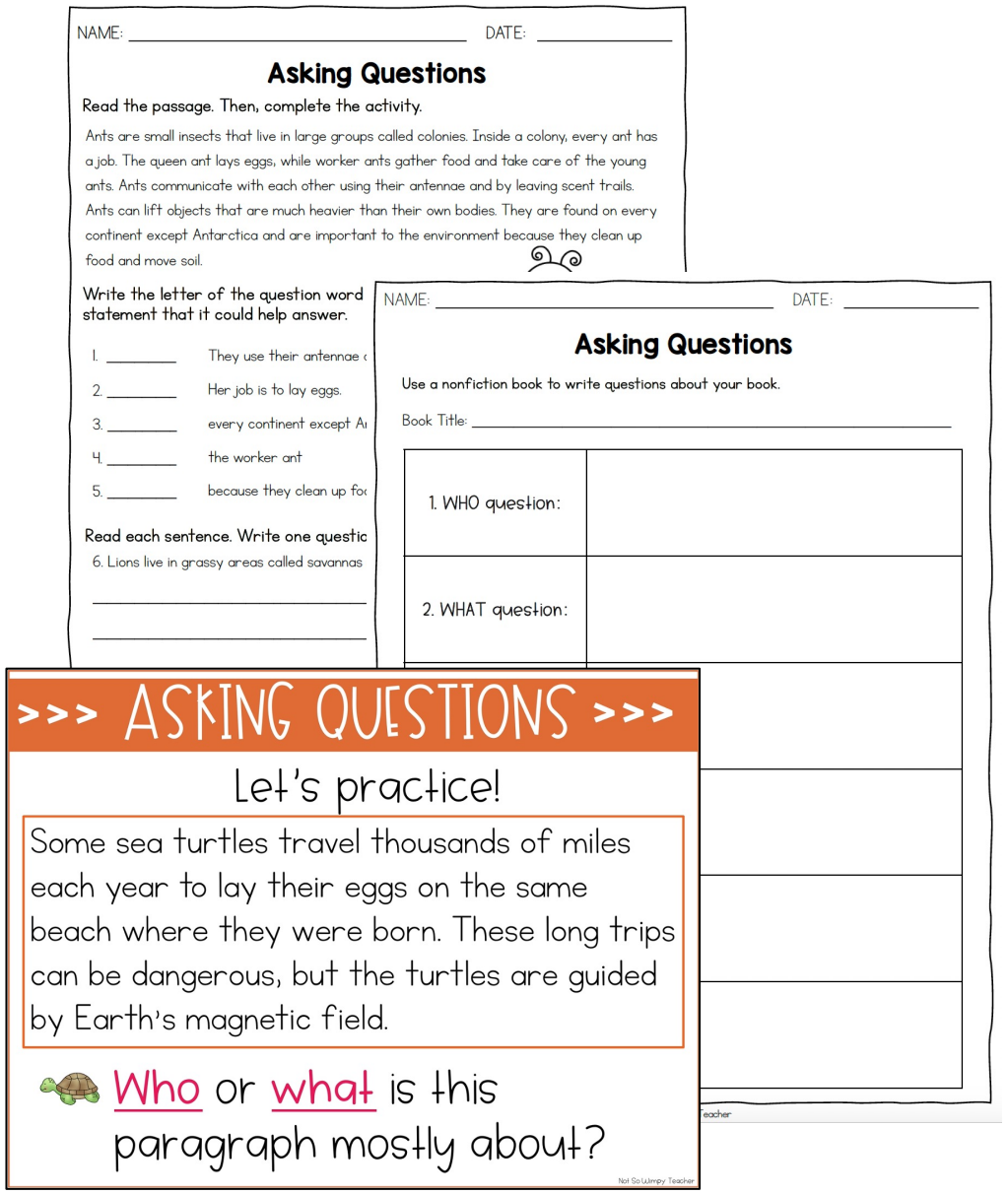
keep scrolling TO LEARN MORE!



What's Included

THIS RESOURCE INCLUDES:

- ✓ 2 instructional PowerPoints
- ✓ 2 interactive notebook activities
- ✓ 5 reading centers
- ✓ 4 worksheet activities
- ✓ Mid-unit checkpoint assessment
- ✓ End-of-unit assessment
- ✓ Multiple original passages



10 Days of Activities

This unit includes two instructional PowerPoints that explicitly teach the reading skill.

Students will practice the skill using interactive notebook activities, worksheets, original passages, reading centers, and other activities.

Directions

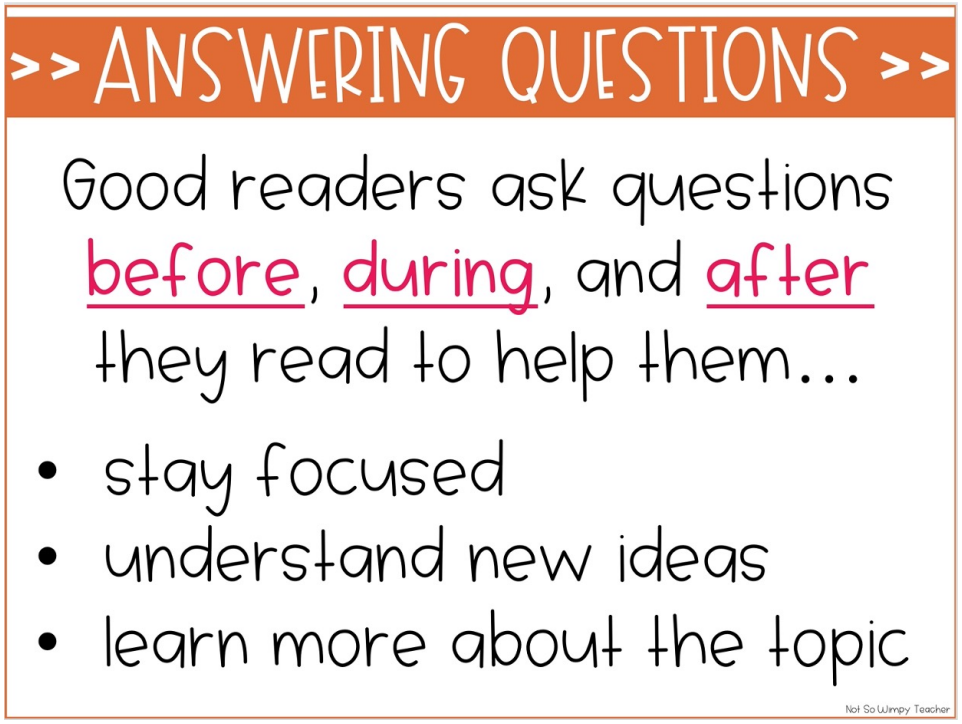
This reading unit is intended to be used over a **two-week time frame**, but this can easily be adjusted to meet your needs.

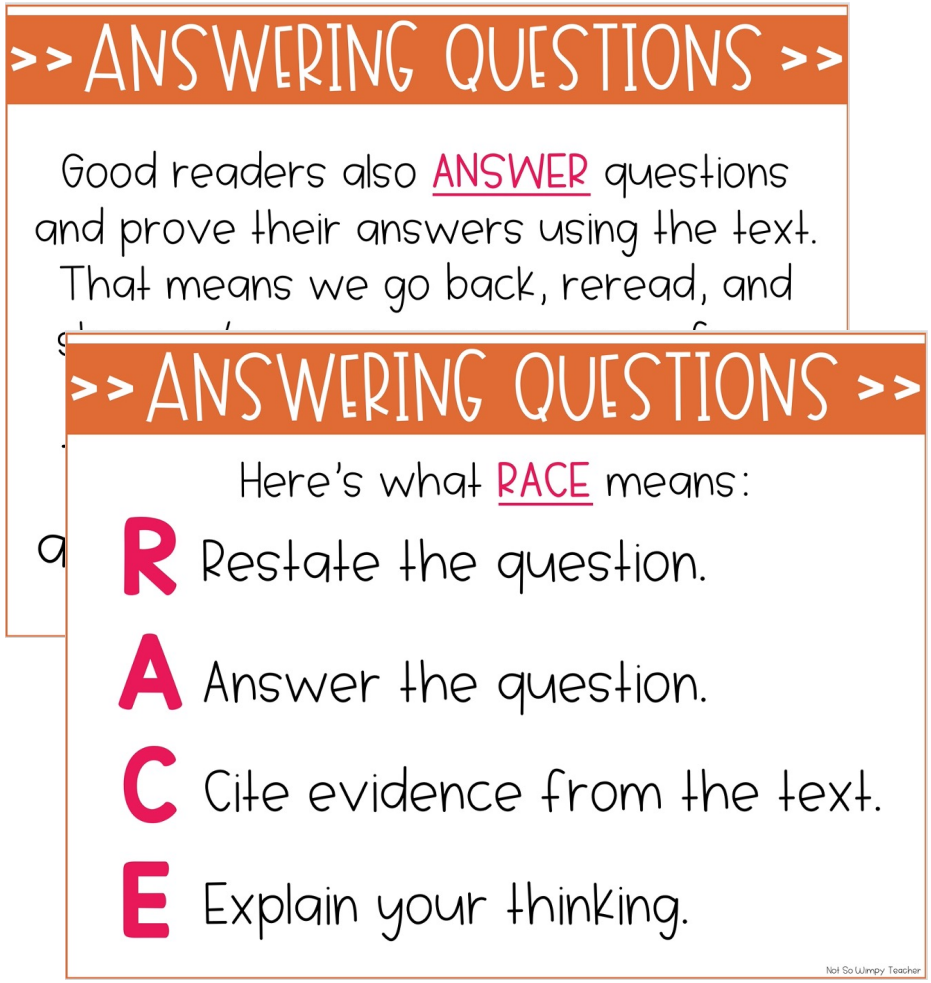
This unit does not correlate with one particular reading curriculum, but it has been designed to supplement any materials or routines that you already have in place!

Here is how I recommend using the materials in this resource. A more detailed explanation of the materials is included on the following pages.

DAY	LESSON MATERIAL	LESSON OBJECTIVE
Day 1	PowerPoint mini lesson	Introduce the skill using the PowerPoint lesson.
Day 2	Interactive notebook activity	Review the skill using an interactive notebook activity.
Day 3	Worksheet	Practice the weekly skill.
Day 4	Worksheet	Practice the weekly skill by applying it to a book/story of your choosing.
Day 5	Reading passage w/questions	Mid-unit checkpoint! You may choose to take a grade on this assignment.
Day 6	PowerPoint mini lesson	Dive deeper into applying the skill using this PowerPoint mini lesson.
Day 7	Interactive notebook activity	Apply the skill using an interactive notebook activity.
Day 8	Worksheet	Practice the weekly skill.
Day 9	Trifold activity sheet	Review the weekly skill using this trifold activity sheet.
Day 10	Assessment	Assess the weekly skill.
Small Group	Reading Centers	Complete independently during small-group time throughout the unit.

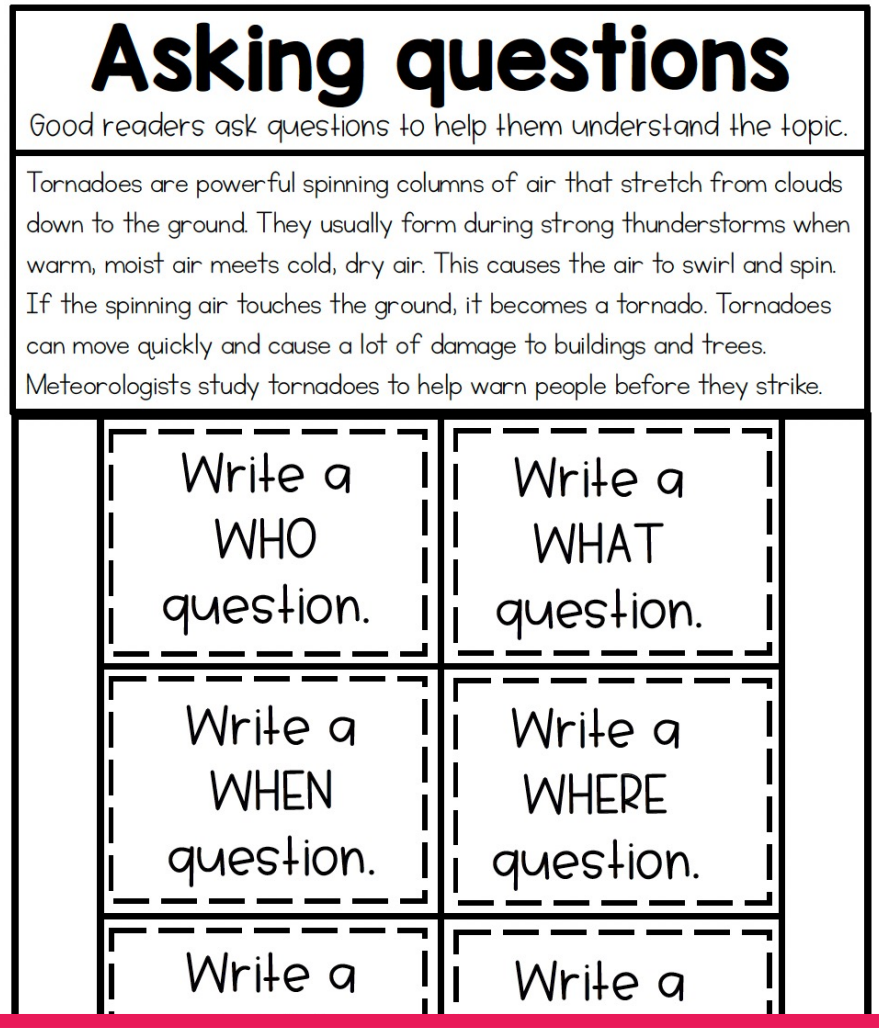
PowerPoint Lessons

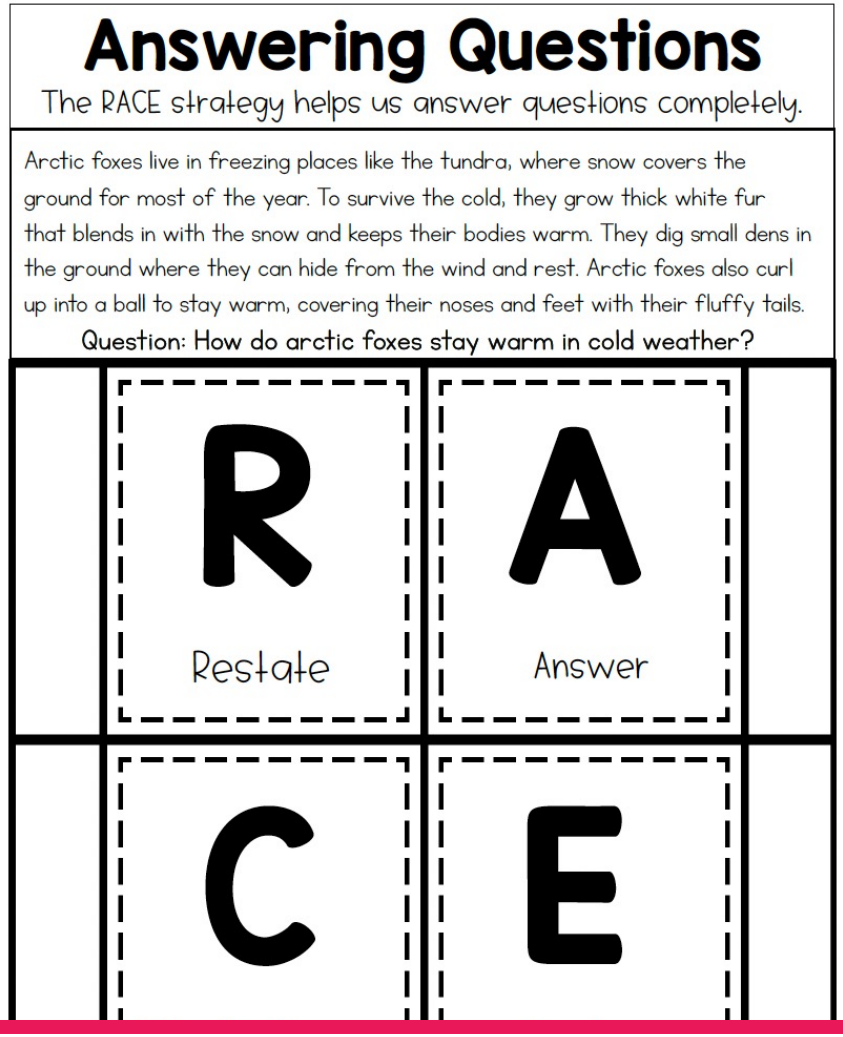




The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

Interactive Notebooks





The first interactive notebook activity will review the skill introduced in the first PPT lesson. The second notebook activity asks students to use the skill to demonstrate understanding.

Practice Sheets

4. Why do you think the author included: *"This step can take months or even year*
   a. to explain why games are fun
   b. to show that coding takes a long time
   c. to describe what testers do
   d. to show how short the process is

NAME: _____ DATE: _____

Answering Questions

Read the text. Then, answer the questions.

How Video Games are Created



Before a video game can be played, a lot of work happens behind the scenes. First, the game starts as an idea. Designers sketch out what the game will look like and how it will work. They think about the characters, settings, goals, and rules. Then, programmers use coding languages to build the game. This step can take months or even years.

Once the basic game is ready, testers play the game to find bugs, or problems. If anything doesn't work right, the programmers fix it. After the game works smoothly, it's ready to be shared with players. Some games are downloaded onto devices like tablets o game consoles, while others are played online. It takes a team of creative and skilled people to bring a video game to life.

Circle the correct answer for each question.

1. What is the first step in making a video game?
   a. selling the game to players
   b. drawing characters on paper
   c. testing the game for bugs
   d. coming up with an idea for the game
2. What do programmers do when they find a bug?
   a. throw the game away
   b. call the players for help
   c. fix the problem using code
   d. draw new characters

_fter the game is tested?

NAME: _____ DATE: _____

Asking Questions

How Bridges are Built

Bridges help people and vehicles cross over rivers, valleys, and roads. There are many types of bridges, but most follow similar steps during construction. First, workers choose a location and create strong supports in the ground or water. These supports hold up the weight of the bridge. Then, crews build the deck, which is the part that people drive or walk on. They use materials like steel and concrete to make it strong and safe. Engineers use math and science to make sure the bridge can hold heavy traffic and last for many years.

Answer the questions below.

1. Which of the following is a good question to ask about this passage?
   a. Why do people ride bicycles?
   b. Who invented steel?
   c. How do bridges help people?
   d. What color are bridges?
2. What question word would help you find the reason bridges are made strong?
   a. why
   b. what
   c. when
   d. where
3. If you want to learn about the part of the bridge that people u
   would you ask?
   a. What is the purpose of the supports?
   b. Why are bridges made of strong materials?
   c. Where are bridges usually built?
   d. What part of the bridge do people walk or drive on?
4. What question could you ask to learn more about engineers?
   a. How far can bridges stretch?
   b. How do engineers help build bridges?
   c. What kind of vehicles cross bridges?
   d. Where do bridges go?

Not So Wimpy Teacher

NAME: _____ DATE: _____

Asking Questions

Read the passage. Then, complete the activity.

Ants are small insects that live in large groups called colonies. Inside a colony, every ant has a job. The queen ant lays eggs, while worker ants gather food and take care of the young ants. Ants communicate with each other using their antennae and by leaving scent trails. Ants can lift objects that are much heavier than their own bodies. They are found on every continent except Antarctica and are important to the environment because they clean up food and move soil.

rite the letter of the question word beside the tement that it could help answer.



_____ They use their antennae and scent trails.
_____ Her job is to lay eggs.
_____ every continent except Antarctica
_____ the worker ant

A. WHAT
B. WHY
C. WHO
D. HOW

Review & Refle

Answer the questions below in com
sentences.

1. What is one thing you do now wh
answering questions that you didn
before we learned about the RAC
strategy?

2. What is still tricky abou
questions using evidence f

Asking Questions

Read the passage. Then, write questions using the question words below.

At the Library

Libraries are quiet places where people can read, study, or check out books. Some libraries even offer fre events, like story time or art classes Many libraries have computers and printers that the public can use. Librarians help people find books, research topics, and learn how to library tools.

1. WHAT: _____

2. WHY: _____

Match the Question Word

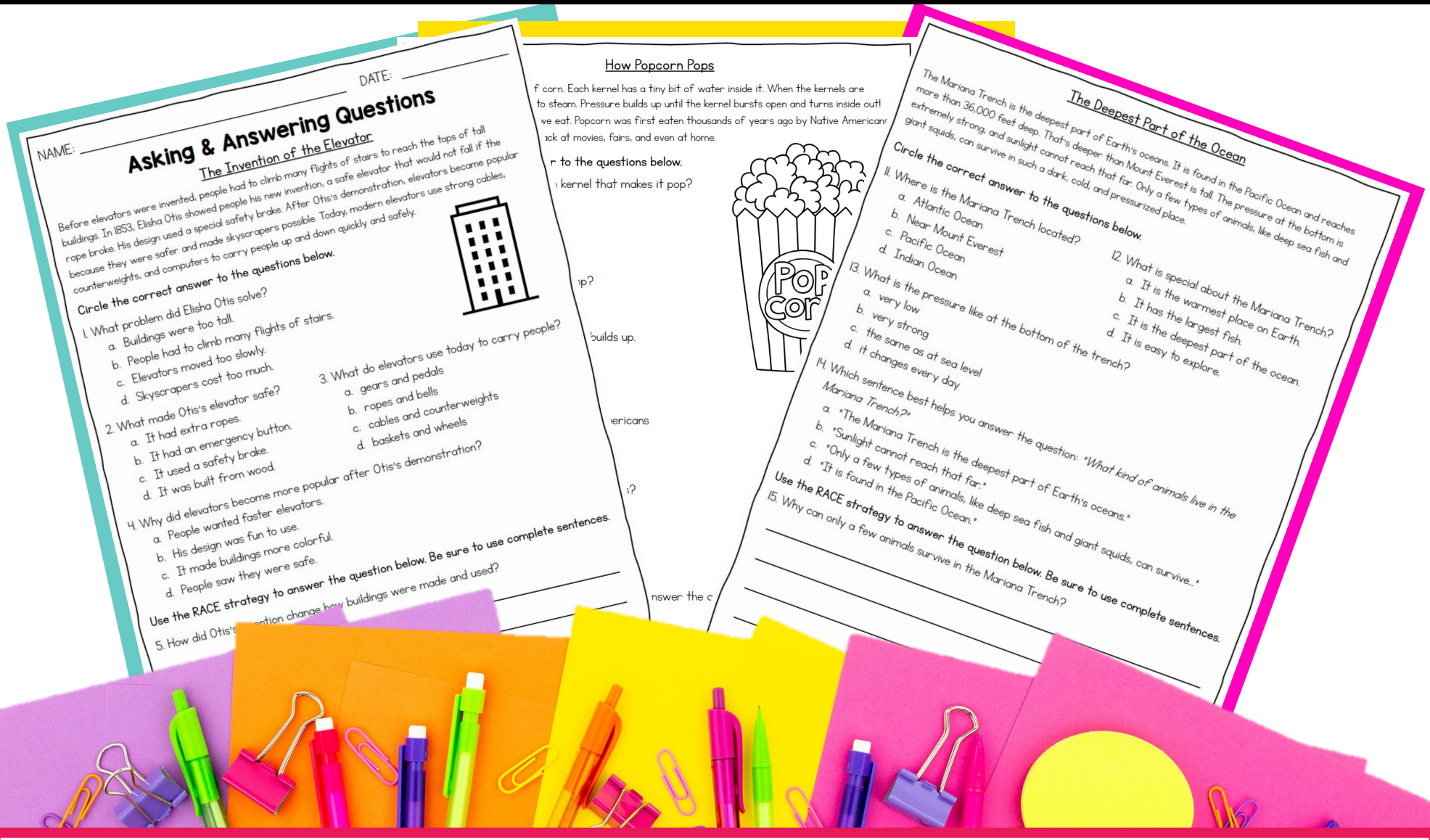
Write the letter of the description next to the question word it describes.

_____ 1. Who
_____ 2. What
_____ 3. When
_____ 4. Where
_____ 5. Why
_____ 6. How

A. A time something happened
B. A reason something happened

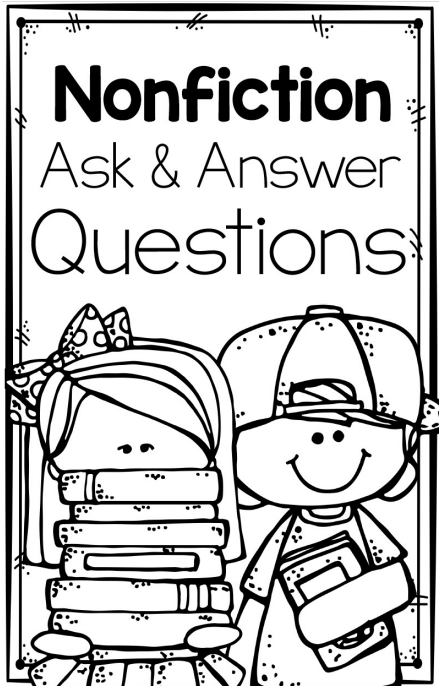
Students have multiple opportunities to practice the skill using the included original passages and on a story of your choosing.

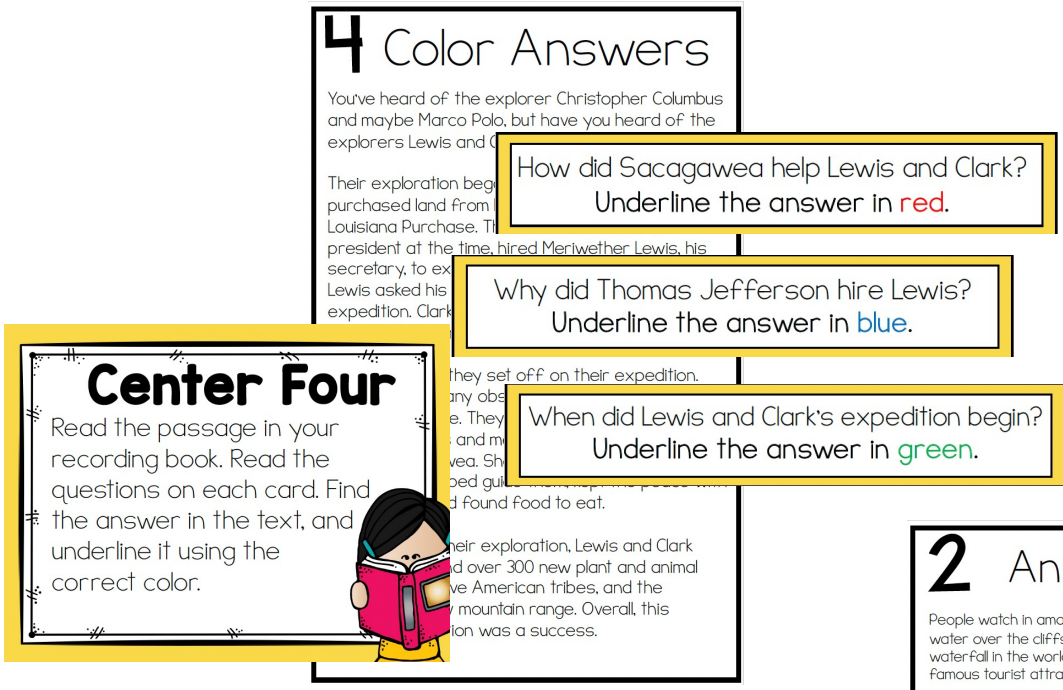
Assessments

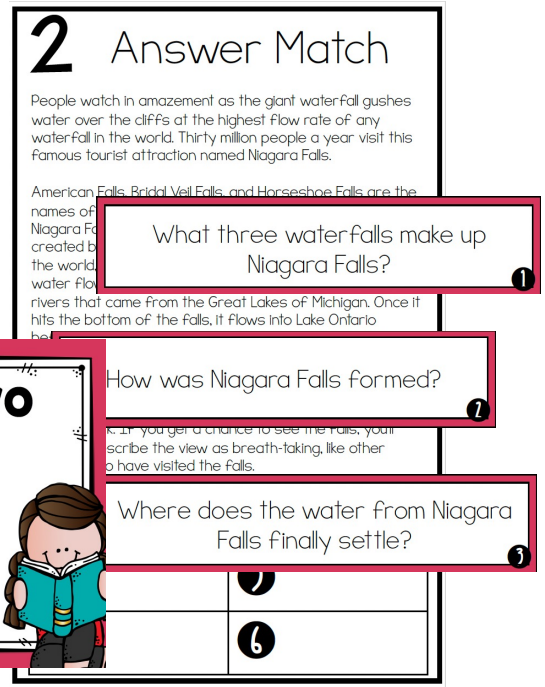


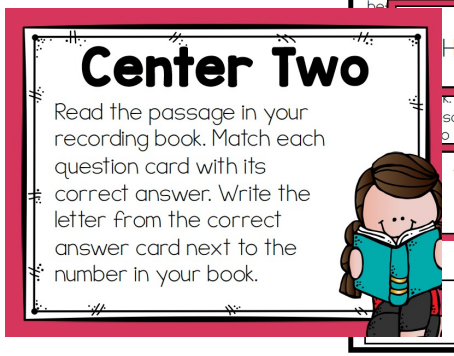
Check for student understanding with mid- and end-of-unit assessments.

Reading Centers









Five reading centers provide an engaging way for students to practice the skill independently.