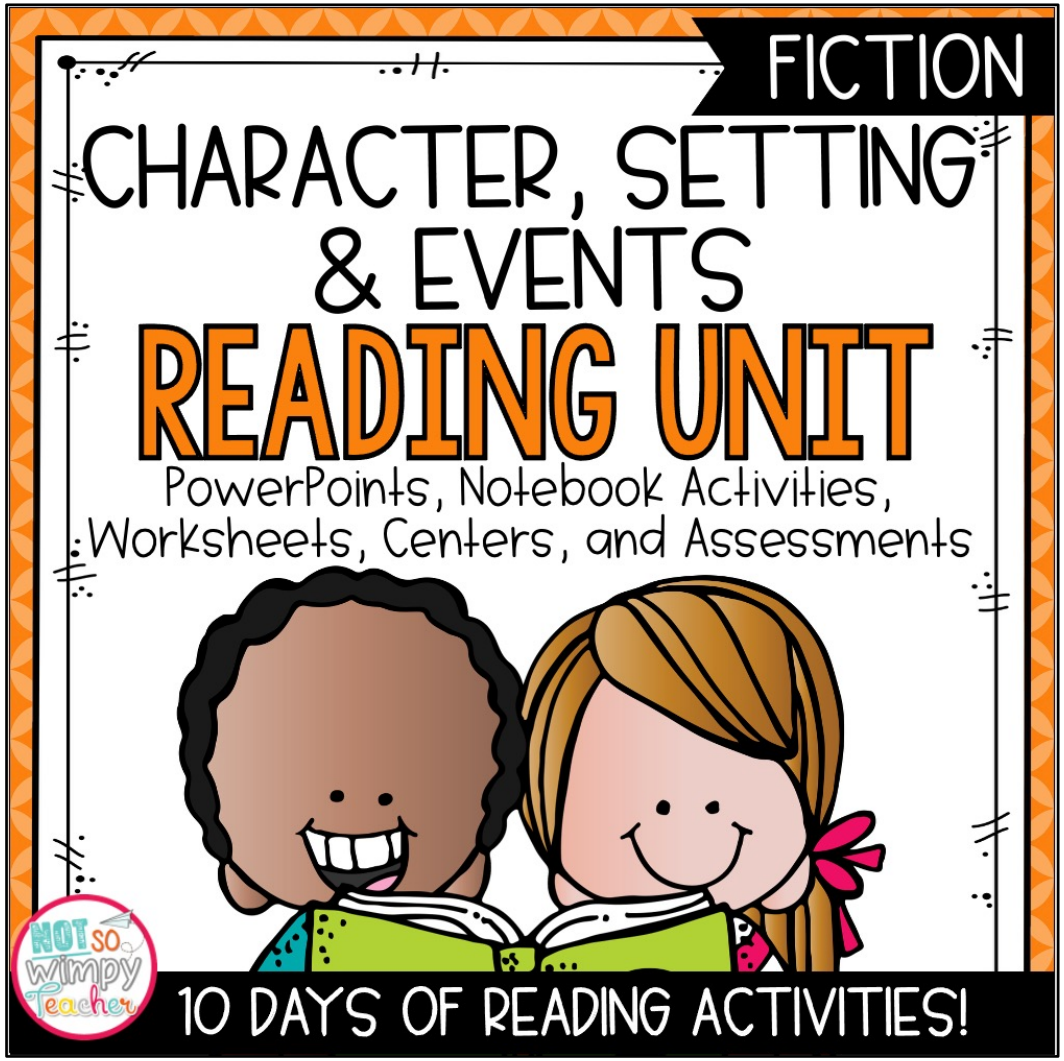
Help your students master individual reading skills with these 10-day units!

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!

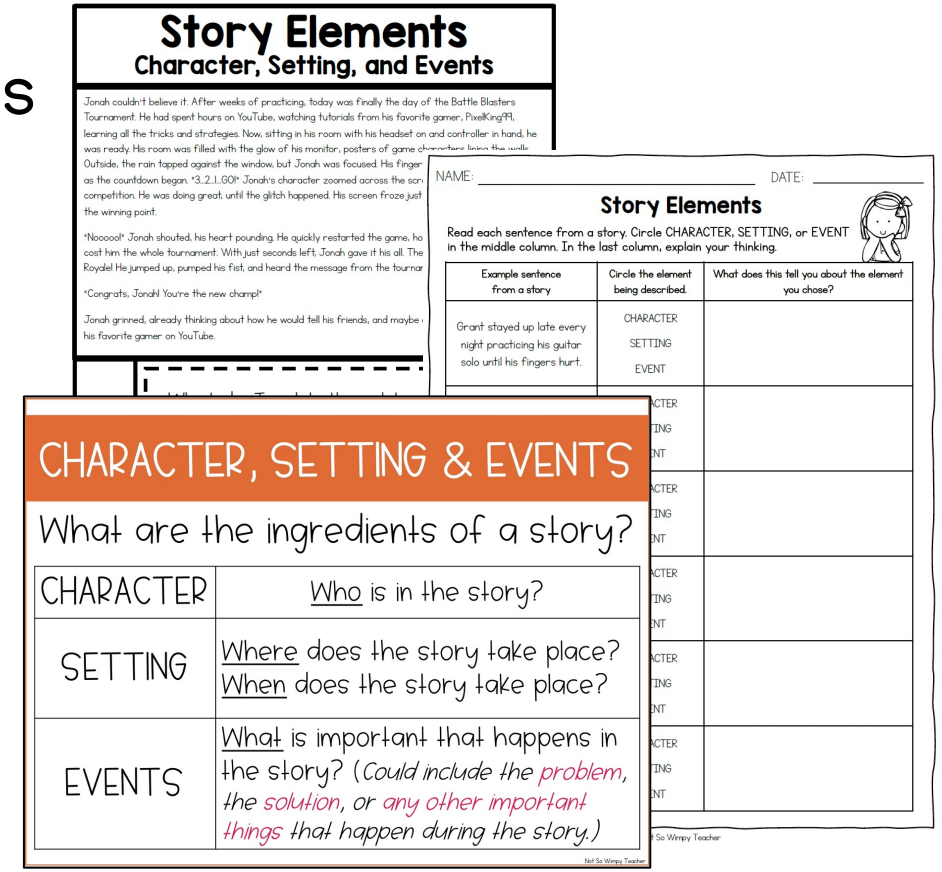
keep scrolling TO LEARN MORE!



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!

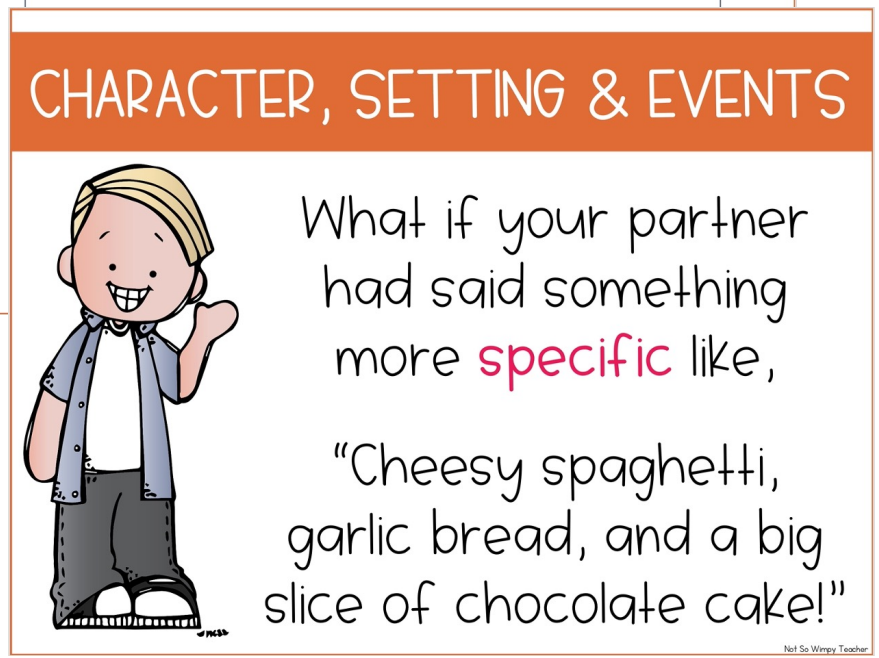
Here is how I recommend using the materials in this resource. A more detailed explanation of the materials is included on the following pages.

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

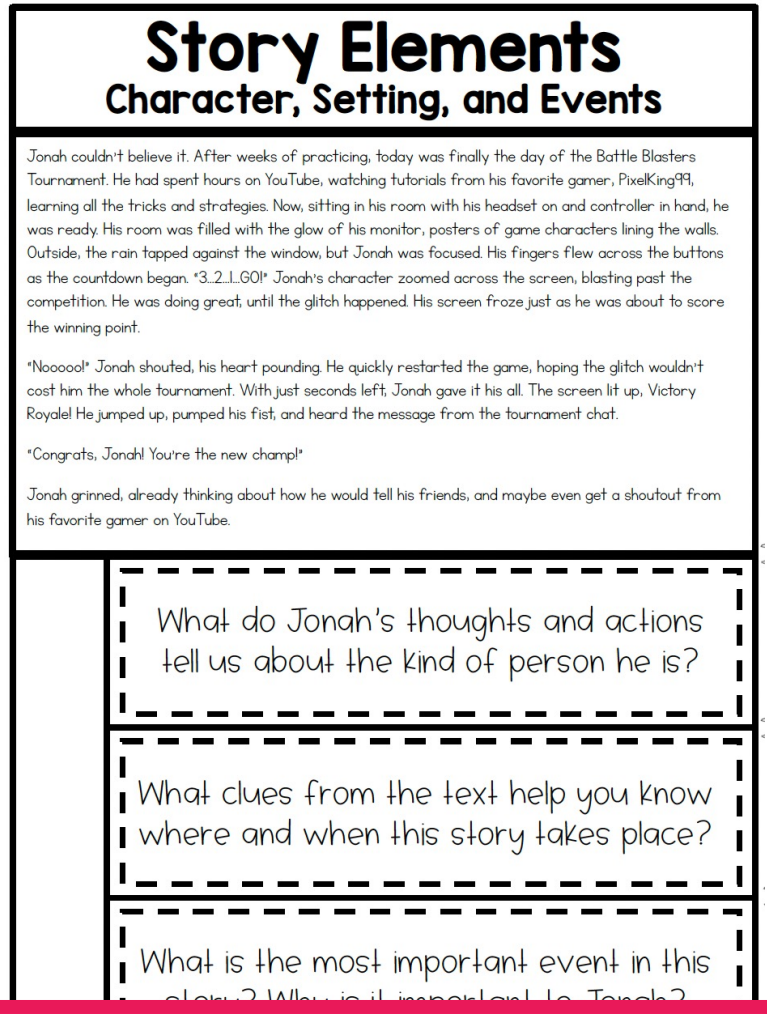






The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

Interactive Notebooks



Story Elements
Character, Setting, and Events

Jonah couldn't believe it. After weeks of practicing, today was finally the day of the Battle Blasters Tournament. He had spent hours on YouTube, watching tutorials from his favorite gamer, PixelKing99, learning all the tricks and strategies. Now, sitting in his room with his headset on and controller in hand, he was ready. His room was filled with the glow of his monitor, posters of game characters lining the walls. Outside, the rain tapped against the window, but Jonah was focused. His fingers flew across the buttons as the countdown began. "3...2...1...GO!" Jonah's character zoomed across the screen, blasting past the competition. He was doing great, until the glitch happened. His screen froze just as he was about to score the winning point.

"Noooooo!" Jonah shouted, his heart pounding. He quickly restarted the game, hoping the glitch wouldn't cost him the whole tournament. With just seconds left, Jonah gave it his all. The screen lit up, Victory Royale! He jumped up, pumped his fist, and heard the message from the tournament chat.

"Congrats, Jonah! You're the new champ!"

Jonah grinned, already thinking about how he would tell his friends, and maybe even get a shoutout from his favorite gamer on YouTube.

What do Jonah's thoughts and actions tell us about the kind of person he is?

What clues from the text help you know where and when this story takes place?

What is the most important event in this



Using Specific Details

Characters:

Claire - a thoughtful girl with a serious sweet tooth
Grandma - fun, supportive, and always up for a treat
Baker - friendly and pleasant

Scene One - The Department Store

(Claire and Grandma wait in line with a small shopping bag.)
Grandma: (leaning down, whispering) I think we should treat ourselves to Sprinkles Bakery this afternoon.
(Claire's eyes widen. She turns to Grandma with a huge grin.)
Claire: Yes! I was hoping you would say that!

Scene Two - Sprinkles Bakery

(Claire and Grandma step inside the bakery. A glass display case is filled with cupcakes, cookies, brownies, and more.)
Claire: (in awe) How am I supposed to pick just one?
Grandma (chuckling) Same here. Let's each pick one and share.
Claire: I'll have the cherry cream cupcake, please.
Grandma: And I'll take the caramel walnut square.
(The baker packs the treats in a small box.)
Baker: Would you like anything else?
(Claire and Grandma exchange a glance, then look back at the dessert case.)
Claire and Grandma: (together) One chocolate chip cookie, please!
(They laugh as the baker adds the cookie to the box.)

What do Claire's words and actions tell you about her character?

How does the setting of the bakery affect what happens in the story?

Why is the moment when Claire and

The first interactive notebook activity will review the skill with a story. The second notebook activity asks students to use the skill to demonstrate understanding with a drama.

Practice Sheets



3. Which best describes Mason's character?
   a. Proud
   b. Generous
   c. Selfish
   d. Quiet

4. Which best describes Gabe's character?
   a. Selfish
   b. Generous
   c. Silly
   d. Nervous

5. Give one detail from the story that proves your answer choice [illegible]

NAME: _____ DATE: _____

Cosmic Ice Cream

Mason and Gabe couldn't have been more different. Mason, an only child, always made sure he wore the newest trends, from his shiny new sneakers to his carefully chosen T-shirts. Gabe, on the other hand, was the youngest of five siblings and rarely gave a second thought to what he wore. His clothes were simple, and many times, they were hand-me-downs. He never minded as long as he had something to wear. When the two friends stood side by side, Mason's small frame seemed even smaller next to Gabe's tall, sturdy build.

One sunny morning, their class headed off on a field trip to the science center. As the bus rumbled al Mason leaned across the aisle, grinning. "I brought a ton of money today," Mason announced proudly. totally getting cosmic ice cream at the gift shop. I might even buy a hoodie, too!"

"That's cool," Gabe replied, pulling a crumpled five-dollar bill from his pocket. "I only brought this. I I'll just find a little something for my mom. Her birthday is tomorrow."

Once inside the science center, Mason wasted no time. He bought a neon green sweatshirt, a spinni keychain shaped like Saturn, and a silly hat that looked like a squishy brain. He piled it all into his ba proud of his purchases.

After lunch, the boys spotted the cart selling the famous cosmic ice cream. "Minty-mint-chip, pl Mason said, practically bouncing with excitement. But when he reached inside his pocket, his face he had left was a few coins, nowhere near enough for the ice cream.

Without a word, Gabe pulled his folded five-dollar bill from his pocket and handed it to the wor cart. "One minty-mint-chip, please," he said, nodding toward Mason.

Mason's eyes widened. A slow smile spread across his face. "Thanks, Gabe," he said softly. "Yo have to do that."

Gabe shrugged. "It's okay. I wanted to. My mom will be happy with a birthday gift of knowir able to spread kindness to my friends."

Answer the questions below.

1. What is one way that Mason and Gabe are different?
   a. Mason is older than Gabe.
   b. Gabe doesn't [illegible]
   c. Mason is an only child, and Gabe has mar
   d. Mason likes to wear bright colors, and G

NAME: _____ DATE: _____

Story Elements

Read each sentence from a story. Circle CHARACTER, SETTING, or EVENT in the middle column. In the last column, explain your thinking.

Example sentence from a story	Circle the element being described.	What does this tell you about the element you chose?
Grant stayed up late every night practicing his guitar solo until his fingers hurt.	CHARACTER SETTING EVENT	
The dark forest was silent, except for the crunch of leaves under Lucy's feet.	CHARACTER SETTING EVENT	
After the final whistle blew, Malachi knew his team had won the tournament.	CHARACTER SETTING EVENT	
The carnival lights twinkled in the night sky, and music filled the air.	CHARACTER SETTING EVENT	
Braden helped his little brother tie his shoes, even though he was running late.	CHARACTER SETTING EVENT	
After months of saving, Zoe bought the art supplies she had dreamed about.	CHARACTER SETTING EVENT	

Not So Wimpy Teacher

NAME: _____ DATE: _____

chef! Use your book to fill in the recipe card with the ingredients
ir story exciting. Use details from your book to support your answers.

Recipe for a Great Story

Ingredient #2
Story Element: Setting
Where and when does your story take place?

What words does the author use to describe the setting?

Ingredient #3
Story Element: Event
What is one important event in your story?

What makes this event exciting or important?

Character Actions

Read the text and answer the q

Amara stared at the cookie tray on counter. Only one cookie was left, a her favorite, chocolate chip! She ho thinking about it all day. Just as she For it, she heard her little brother's behind her.

"Is there any left?" he asked, tug sleeve. "I've been waiting all day

Amara looked at the cookie, ther brother. She paused, sliding the him.

"You can have it," she said with us more tomorrow."

1. What do Amara's actions about her?
   a. She is impatient and gre
   b. She is thoughtful and ki
   c. She is sneaky and quie
   d. She is proud and stubb

Story Element Review

Read each quote. Decide if it tells you about character, setting, or event. Wr the correct answer next to each quot

1. "He took a deep breath, nervous about what was coming next." _____
2. "The gym was packed, and music echoed off the walls." _____
3. "A soft wind blew through the orange leaves." _____
4. "She tripped but jumped back up and kept running. She never gives up." _____
5. "Everyone stood and clapped when he stepped onto the stage." _____
6. "She stayed behind to stack chairs. She always [illegible]

Story Element Match

Read the story. Then, match the statement to the text evidence.

Tasha stood at the edge of the playground track, staring at the sky. Thick clouds hung overhead, and the air smelled like rain. Most of the other kids had already decided to skip the race, but Tasha shook her head.

"I've trained too hard for this," she whispered, tying her shoelaces tighter. As the first drop hit her nose, she took off running.

By the time she crossed the finish line, she was soaked but smiling.

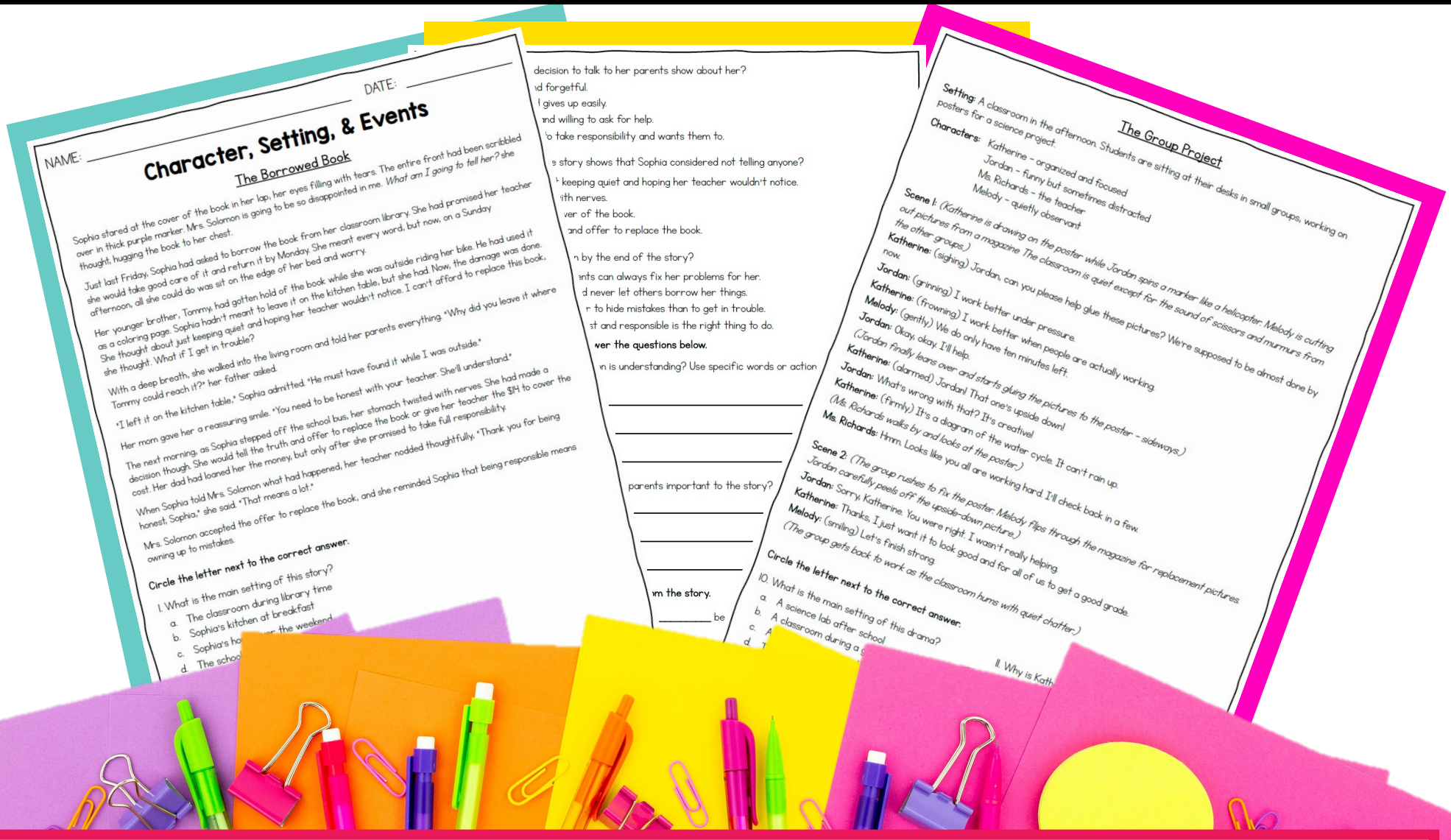
Statement

_____ Tasha is determined.
_____ Tasha feels proud in the end.
_____ The setting is gloomy and wet.
_____ Tasha chooses to run even when others don't.

Text Evide

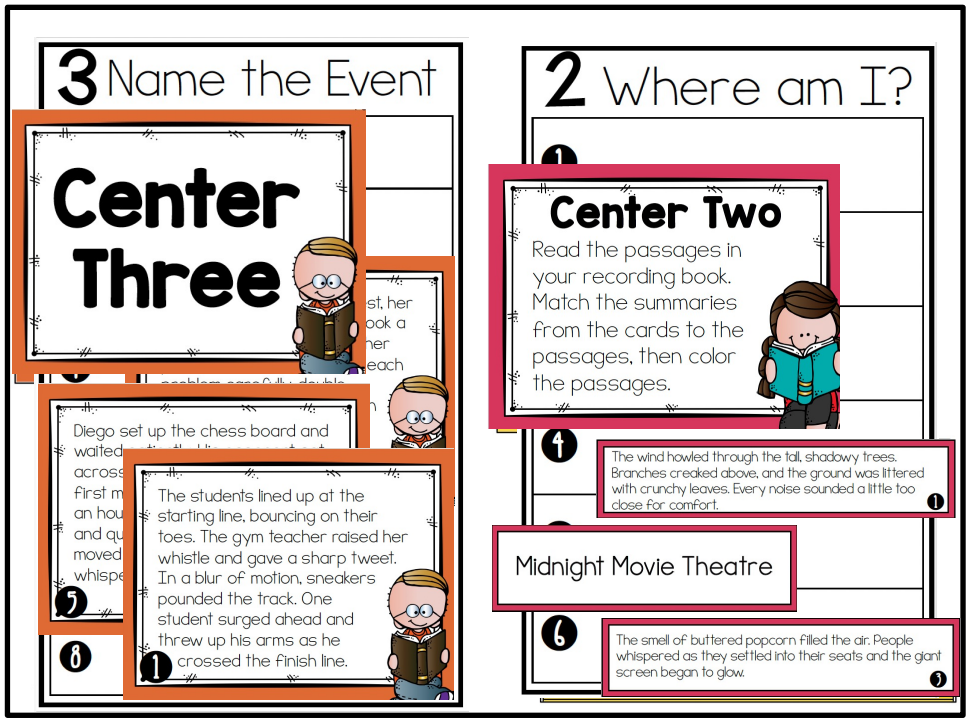
Students have multiple opportunities to practice the skill using the included original passages.

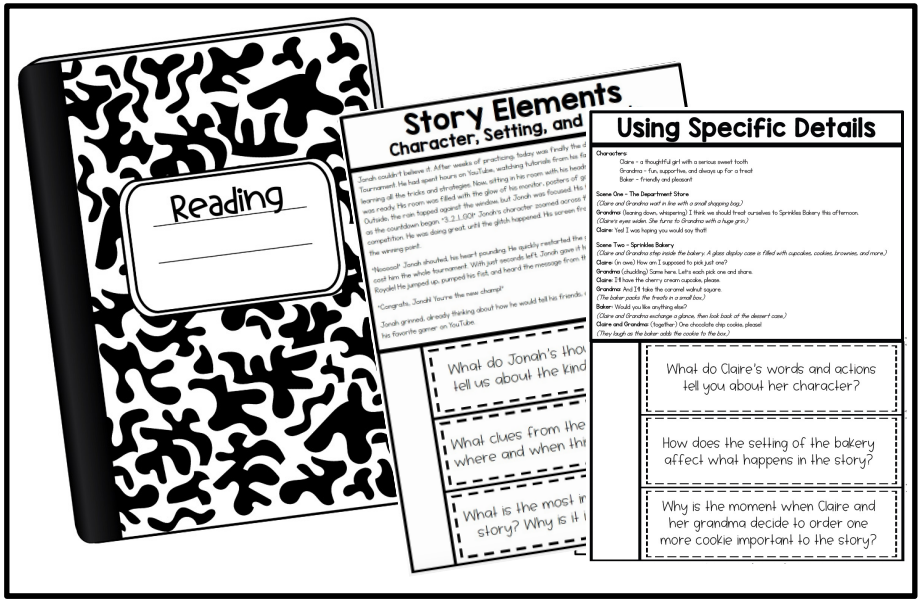
Assessments



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.

