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!

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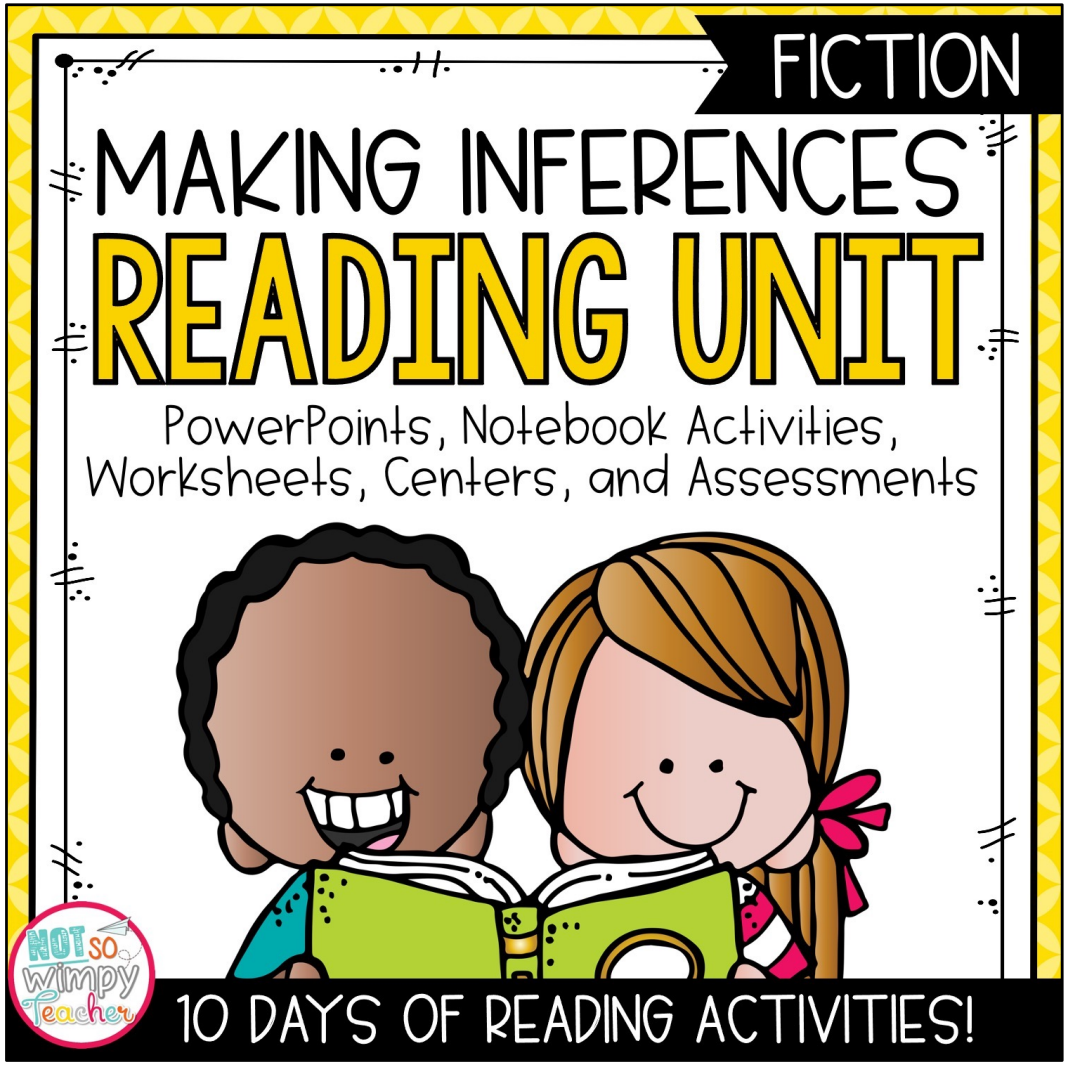
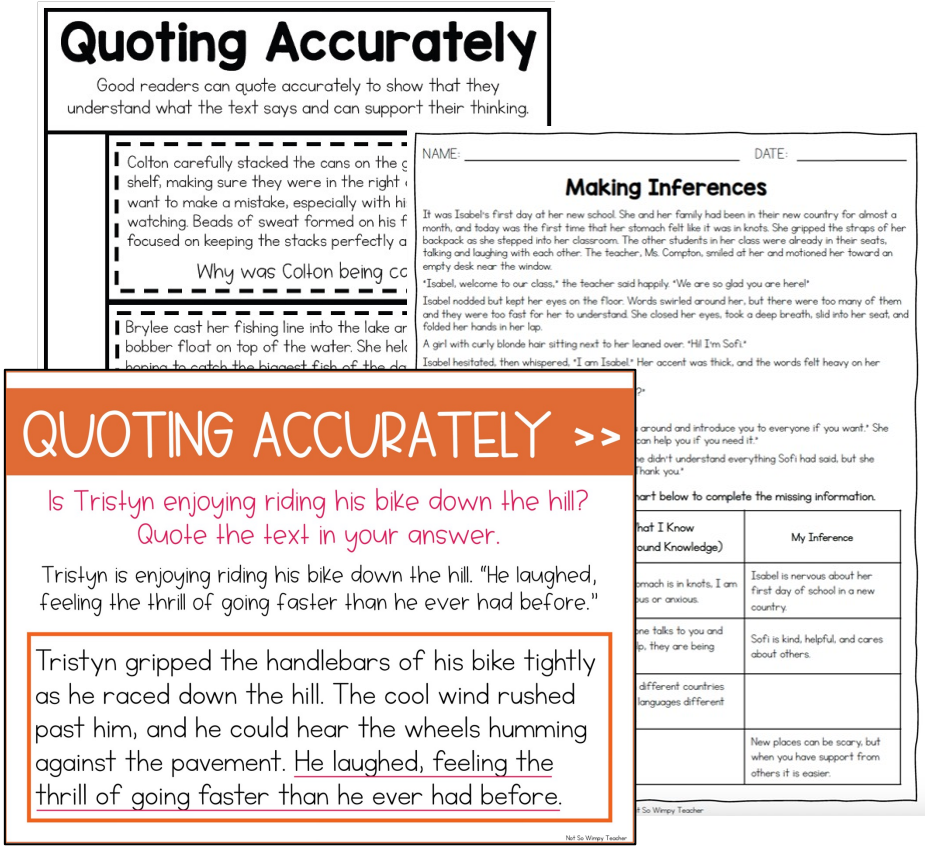


What's Included

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

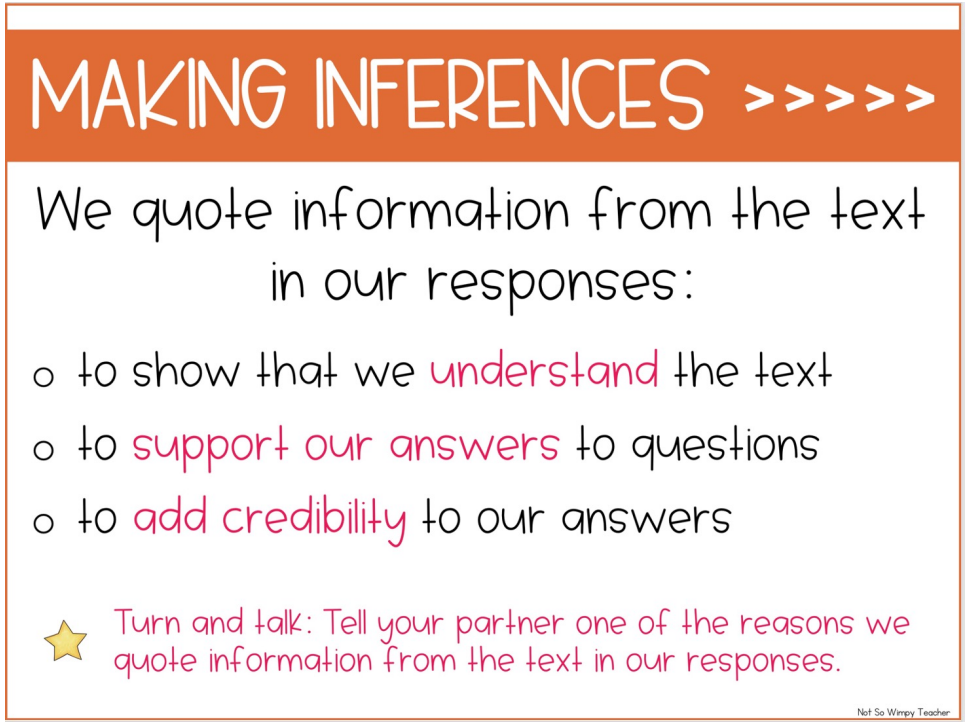
This reading unit is intended to be used over a **two-week time frame**, but this can easily be adjusted to meet your needs.

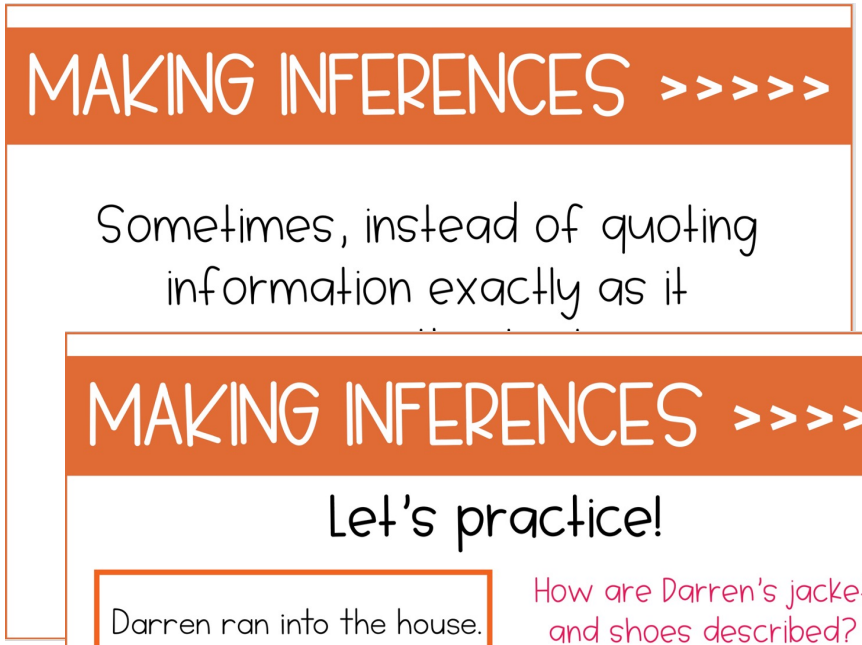
This unit does not correlate with one particular reading curriculum, but it has been designed to supplement any materials or routines that you already have in place!

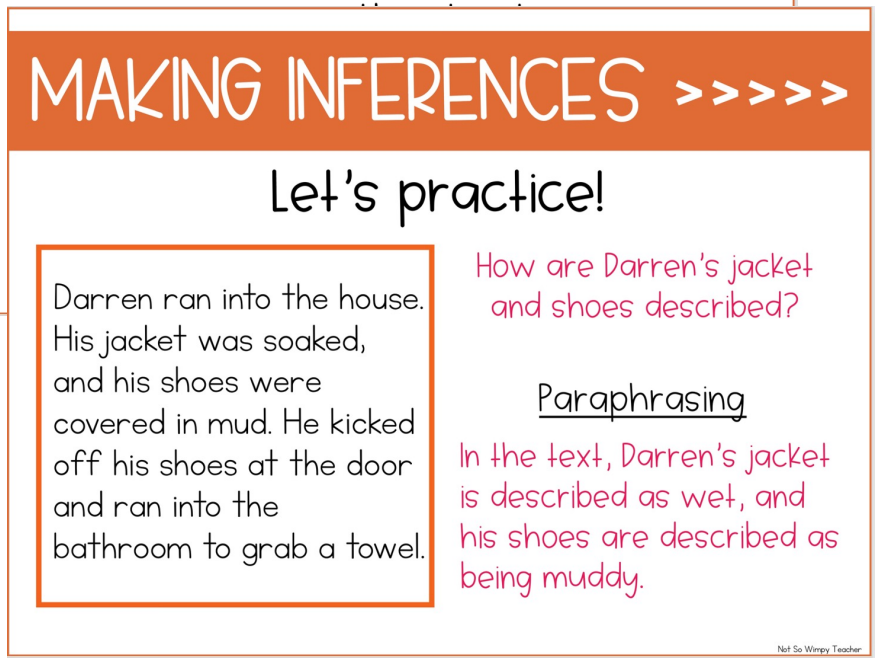
Here is how I recommend using the materials in this resource. A more detailed explanation of the materials is included on the following pages.

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

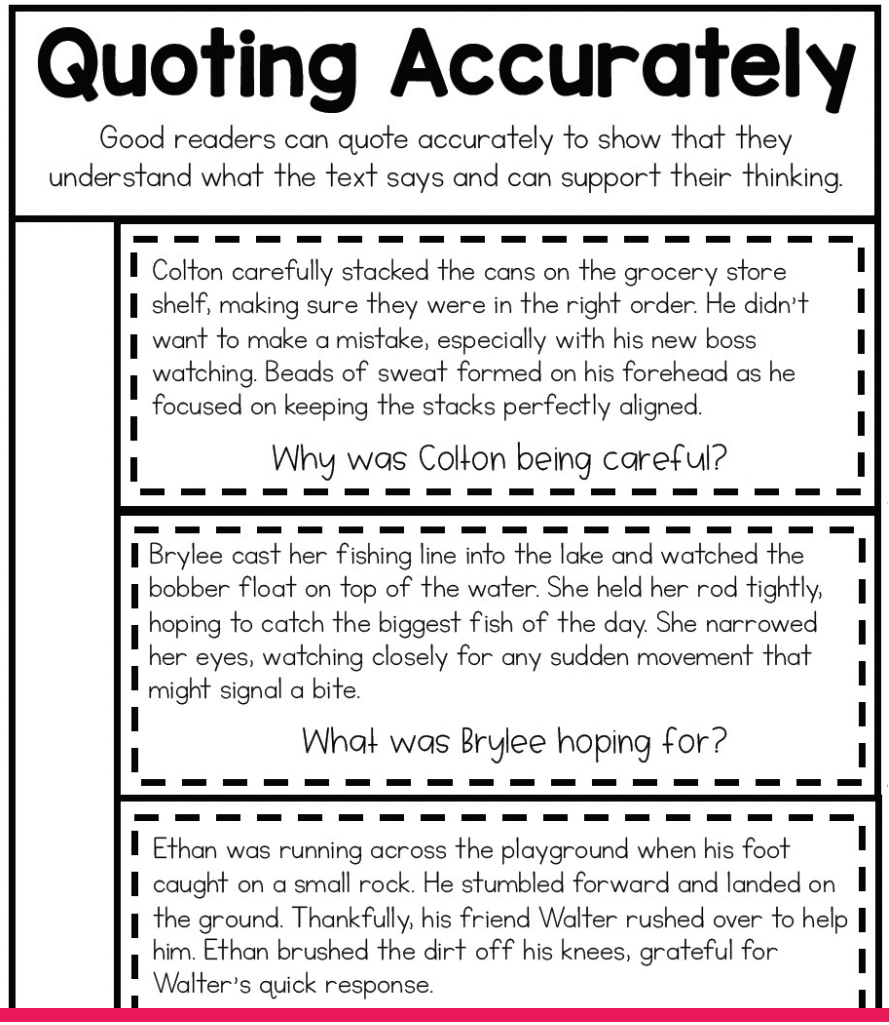


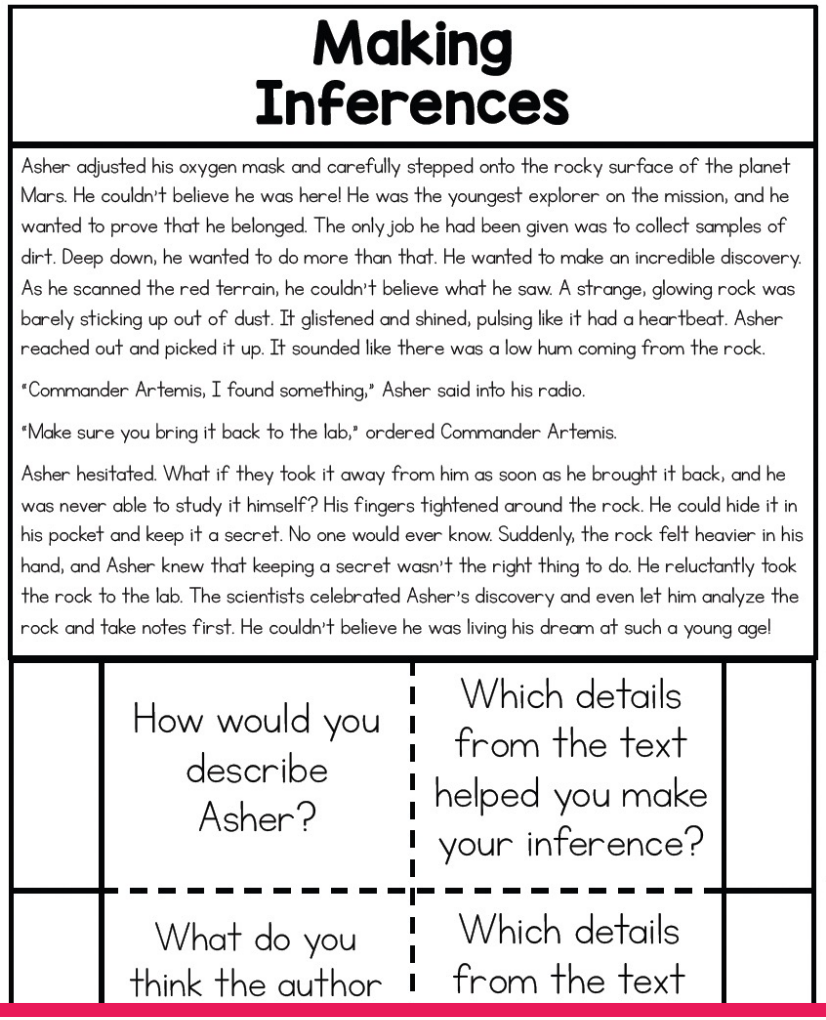




The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

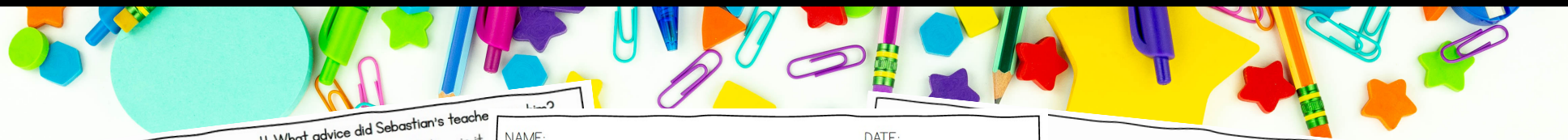
Interactive Notebooks





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



3. Why was Sebastian frustrated?
   a. His pitching was not improving.
   b. He didn't toss a coin in the fountain.
   c. He kept missing baseball practice.
   d. His coach told him he was not good.

4. What advice did Sebastian's teache
   a. Magic is real if you believe in it.
   b. He should try tossing another c
   c. He should stop playing baseball.
   d. It takes hard work to make dr

5. What did Sebastian do to improve his pitching?

NAME: _____ DATE: _____

The Wishing Fountain

For years at school, Sebastian had heard stories of kids making wishes by throwing coins into the fountain in front of the school. Everyone said if you tossed a coin into the well and made a wish, it would come true. One day before he started to walk home, Sebastian decided he would see for himself if this wishing fountain could really make wishes come true. He dug deep into his pocket ar pulled out a quarter. He stood over the well, closed his eyes, and made a wish.

"I wish I could pitch the winning game for my baseball team," he said, dropping the coin into the crystal clear water.

Days passed, and nothing seemed to change. At practice, Sebastian still struggled to throw a pe pitch. His coach reminded him to stay focused and keep his arm steady, but the ball kept flying high or too low. Frustrated, he walked back to the fountain after practice.

"I made a wish, but nothing happened!" Sebastian whispered while gazing into the fountain. He' his head and could not understand why his wish had not come true. As he started walking tow home, he noticed his favorite teacher coming down the steps outside the school. She smiled a Sebastian and glanced down while shaking her head.

"Sebastian, you know wishes do not come true by simply tossing a coin into a fountain. You m hard to make your dreams come true."

Sebastian thought about that. He had wished to throw the winning pitch for his team, but h really practiced any harder. The next day, he arrived early to practice and stayed late, w his form and control. He listened carefully to his coach and repeated each motion until it f

One week later, Sebastian stood on the pitcher's mound during the final inning of a tied championship game. He took a deep breath, steadied his arm, and threw the ball. It flew the catcher's mitt–strike three! The crowd cheered as his teammates ran onto the fiel that moment it wasn't the fountain or magic but his hard work that helped his wish cor

Answer the questions below. Underline the information in the text that you answer the questions.

1. Where was the wishing fountain located?
   c. behind the baseball fie
   d. inside the gym

NAME: _____ DATE: _____

Making Inferences

It was Isabel's first day at her new school. She and her family had been in their new country for almost a month, and today was the first time that her stomach felt like it was in knots. She gripped the straps of her backpack as she stepped into her classroom. The other students in her class were already in their seats, talking and laughing with each other. The teacher, Ms. Compton, smiled at her and motioned her toward an empty desk near the window.

"Isabel, welcome to our class," the teacher said happily. "We are so glad you are here!"

Isabel nodded but kept her eyes on the floor. Words swirled around her, but there were too many of them and they were too fast for her to understand. She closed her eyes, took a deep breath, slid into her seat, and folded her hands in her lap.

A girl with curly blonde hair sitting next to her leaned over. "Hi! I'm Sofi."

Isabel hesitated, then whispered, "I am Isabel." Her accent was thick, and the words felt heavy on her tongue.

Sofi smiled at her. "Where are you from, Isabel?"

Isabel hesitated again. "Argentina."

"That is so awesome!" Sofi said. "I can show you around and introduce you to everyone if you want." She pulled out her notebook. "We have math first. I can help you if you need it."

Isabel felt warmth spread through her chest. She didn't understand everything Sofi had said, but she understood enough. She smiled and whispered, "Thank you."

Use information from the text and the chart below to complete the missing information.

Text Clue	What I Know (Background Knowledge)	
Isabel felt like her stomach was in knots.	When my stomach is in knots, I am usually nervous or anxious.	Isabe first countr
	When someone talks to you and offers to help, they are being friendly.	Sofi is i about o
Isabel has a hard time understanding the language. She is from Argentina.	People from different countries might speak languages different than English.	
		New places when you h others it is

Not So Wimpy Teacher

DATE: _____

Quoting Accurately

f your choice, find information in the text that helps you answer ite the quote and then explain your thinking.

Quoted Text (with page number)	Write a sentence that restates the question and cites the evidence.

RACE Strategy

Explain each step of the RACE s

R

A

C

Making Inferences

Read the text and answer the questions.

Calvin fidgeted in his seat. His knee was bouncing as his grandpa steered the truck down the windy road toward the fishing pond. When they arrived, Calvin couldn't believe how sparkly the water looked. Calvin gritted his teeth as he hoisted the ta box. His arms were burning, but he refused to ask for help. After two h of patiently waiting, Calvin walked bo the truck, his cooler heavy. He could help smiling as he thought about wh great day it had been.

1. Which detail helps you understanc Calvin felt at the beginning of the
   a. He couldn't believe how sparkly the w
   b. He fidgeted in his seat and bounced h
   c. He couldn't help smiling.
   d. The cooler was heavy.

2. Did Calvin catch any fish? How know?

Character Inferences

Read the passage carefully. Then, answer the questions.

Taylor stared at her math test, her stomach twisting into knots. She tapped her pencil against the desk as her eyes glanced at the clock. When Ms. Jackson strolled past, Taylor hunched over her paper, shielding it with her arm.

Remi whispered, "How's it going?"

Taylor forced a laugh. "Oh...fine," she muttered.

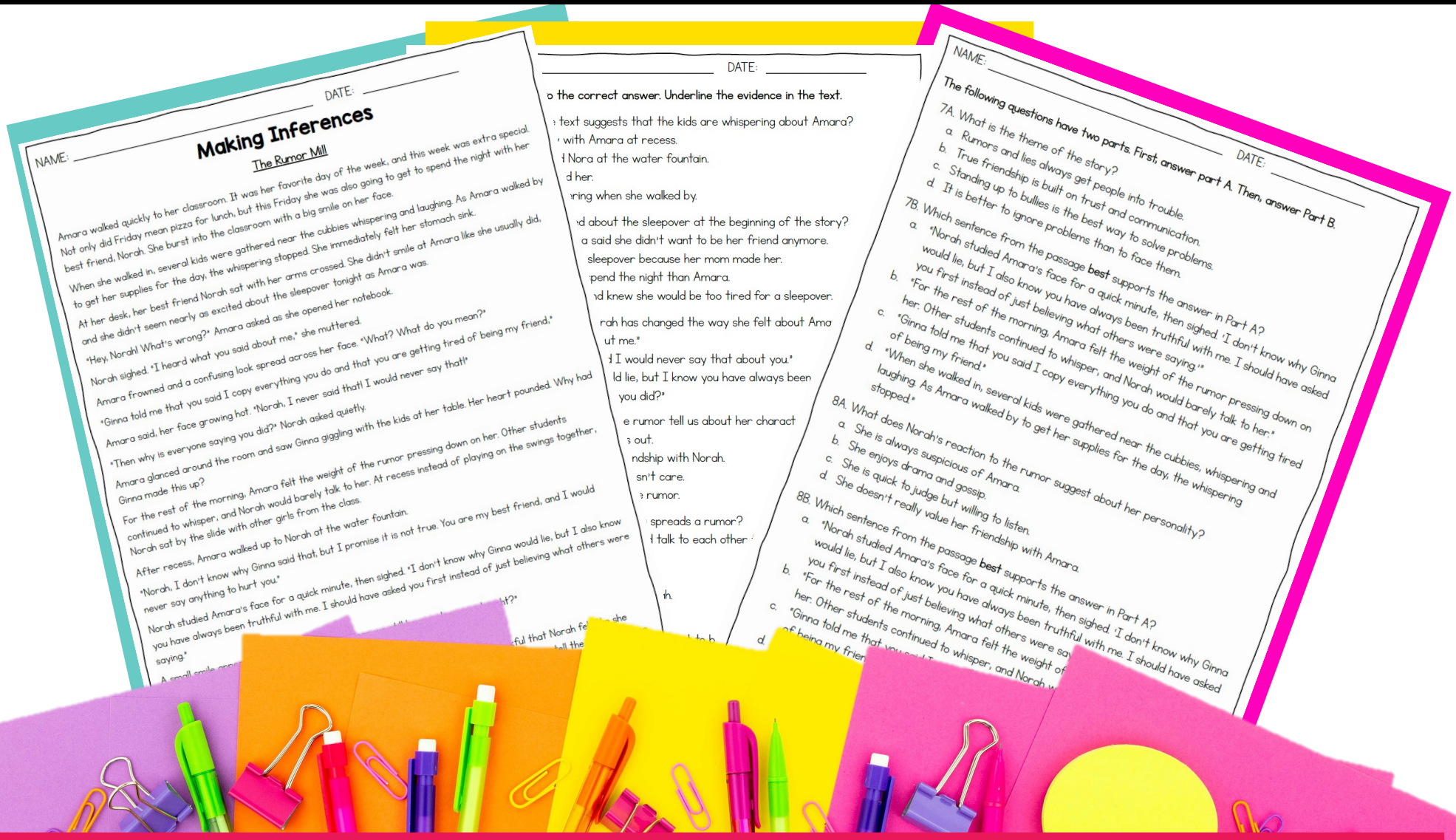
Remi raised an eyebrow. "Are you sure?"

Taylor nodded, but her tapping pencil and chewed lip told a different story.

1. How does Taylor's body language reveal her emotions?

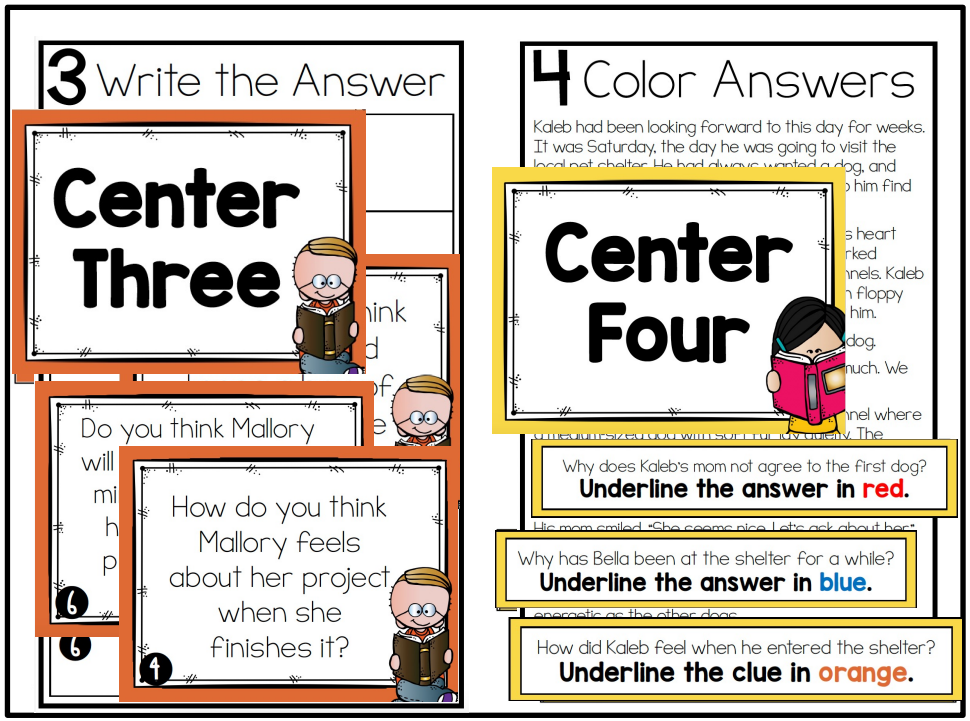
Students have multiple opportunities to practice the skill using the included original passages and on a story of your choosing.

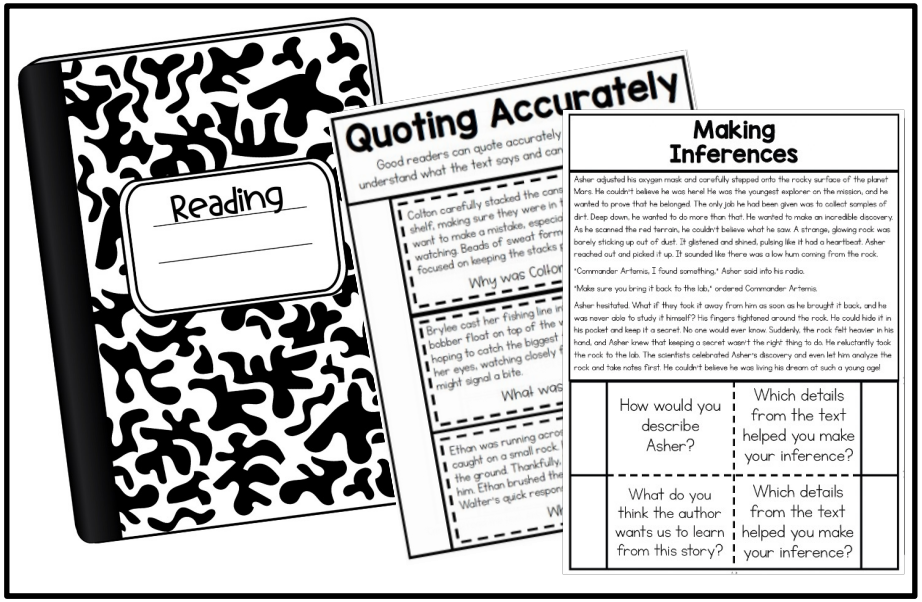
Assessments

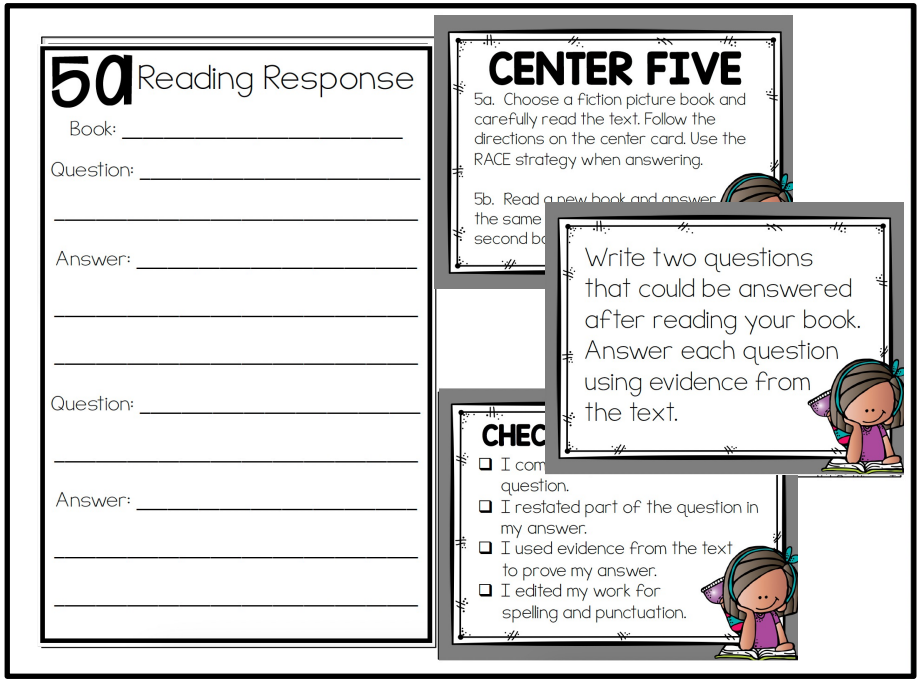


Check for student understanding with mid- and end-of-unit assessments.

Reading Centers







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