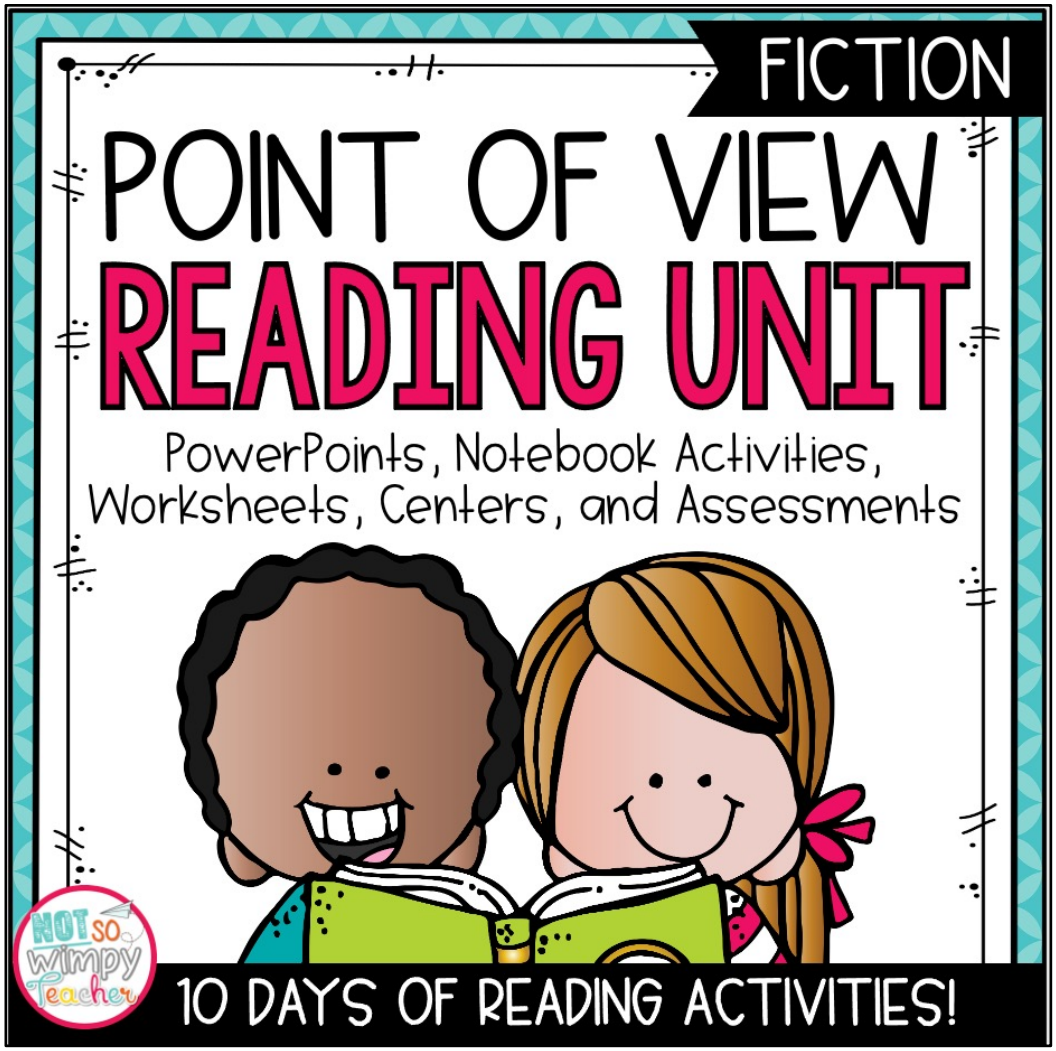
Help your students master individual reading skills with these 10-day units!

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!

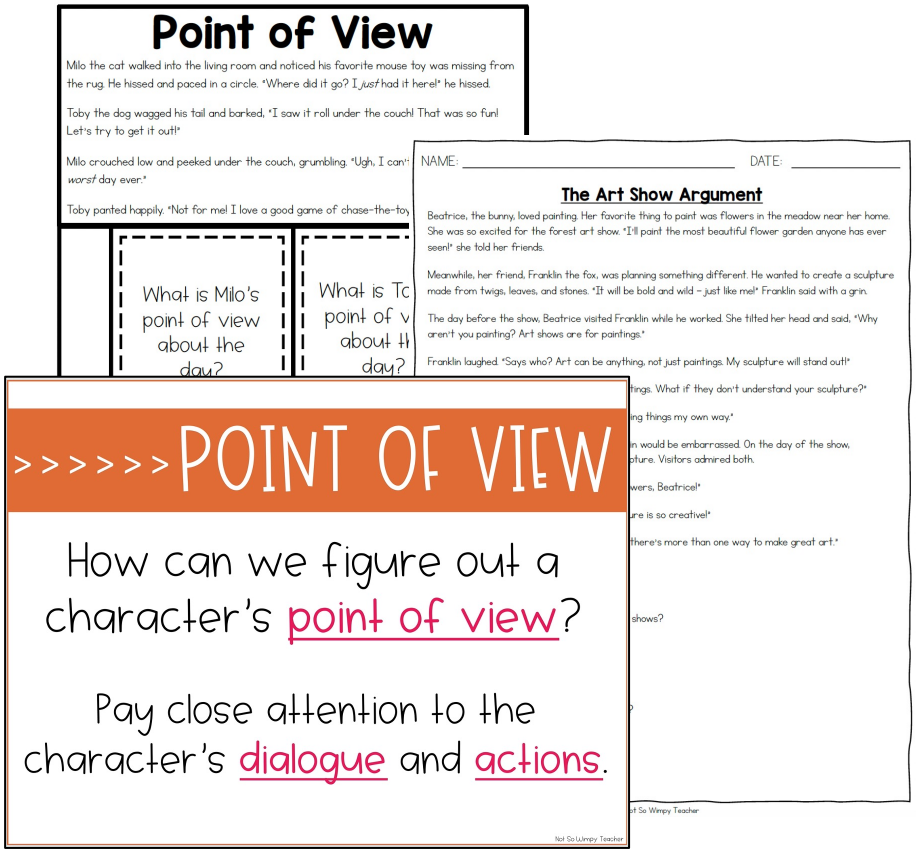
keep scrolling TO LEARN MORE!



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



"I love these for station time. The kids are excited when we use this. They are great with your higher leveled students. I also use this in small group instruction. - Missy P.

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

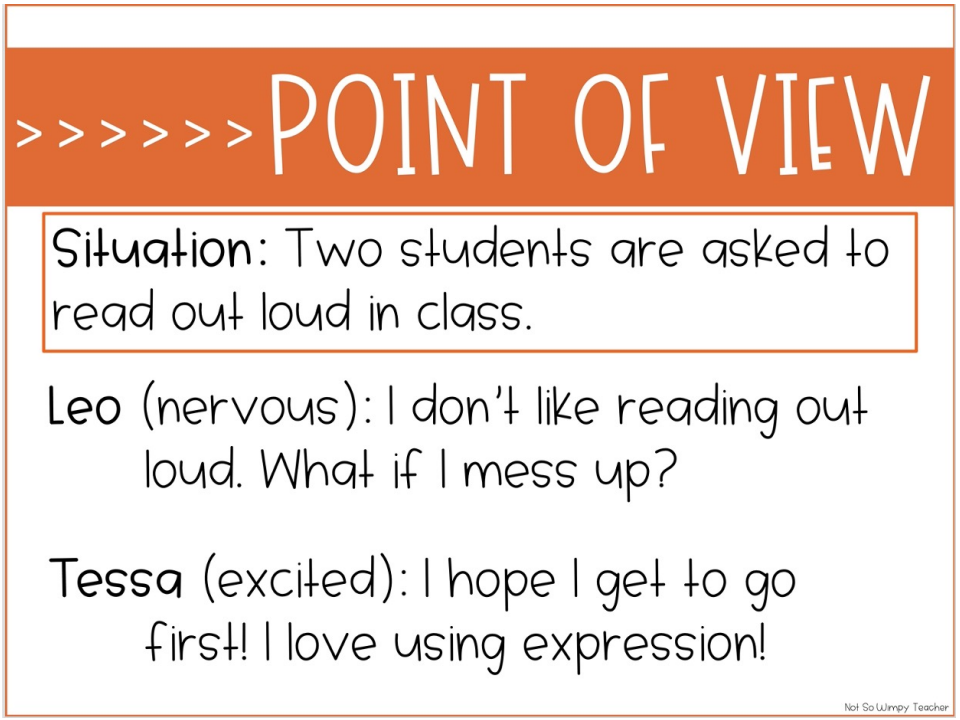
This reading unit is intended to be used over a **two-week time frame**, but this can easily be adjusted to meet your needs.

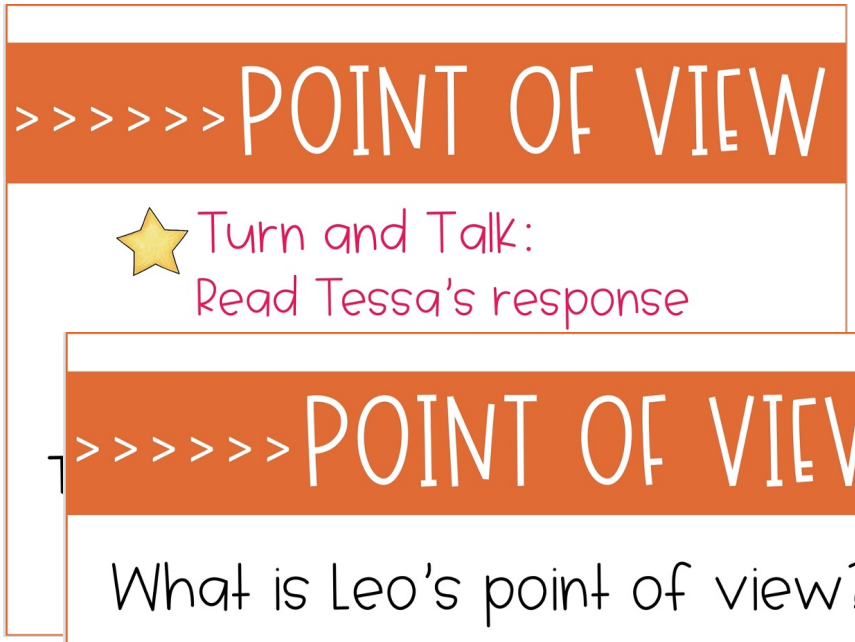
This unit does not correlate with one particular reading curriculum, but it has been designed to supplement any materials or routines that you already have in place!

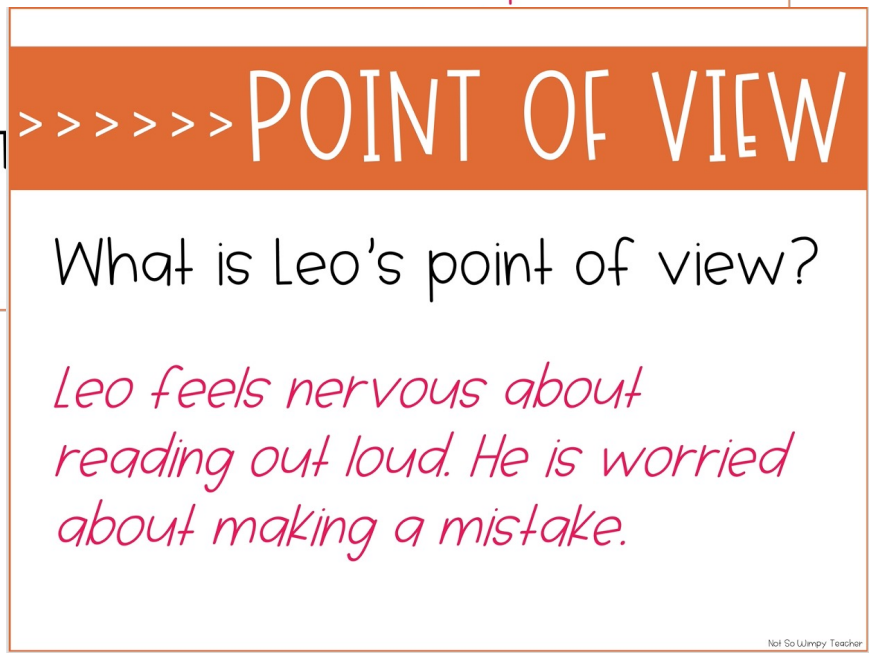
Here is how I recommend using the materials in this resource. A more detailed explanation of the materials is included on the following pages.

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

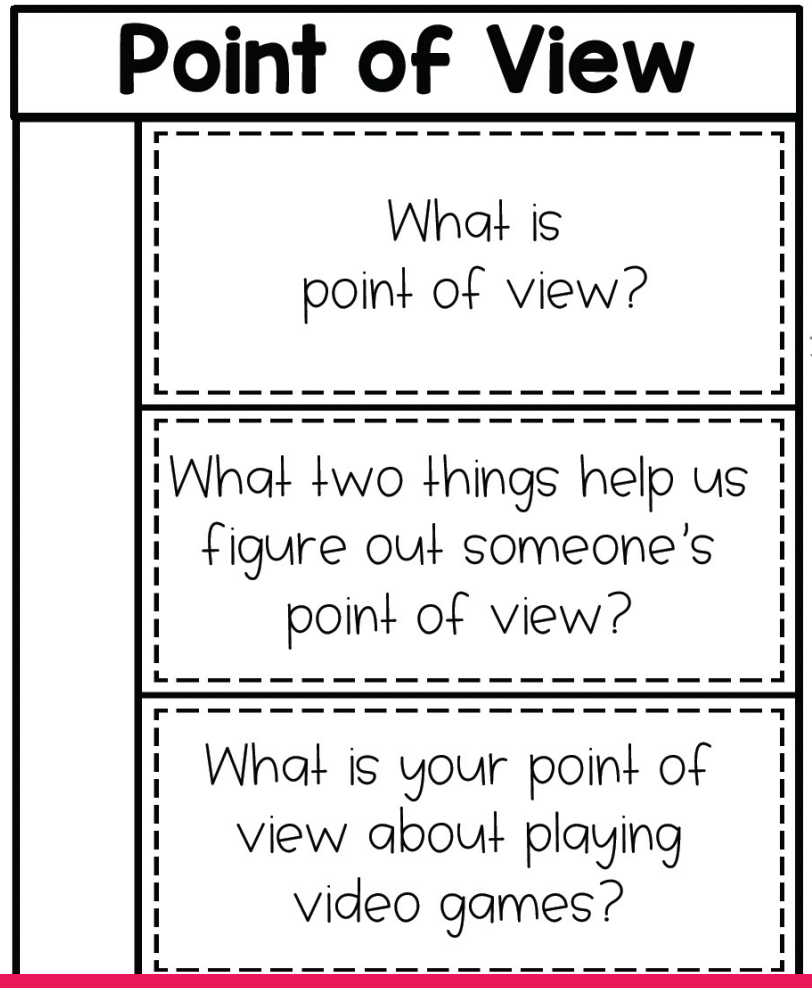


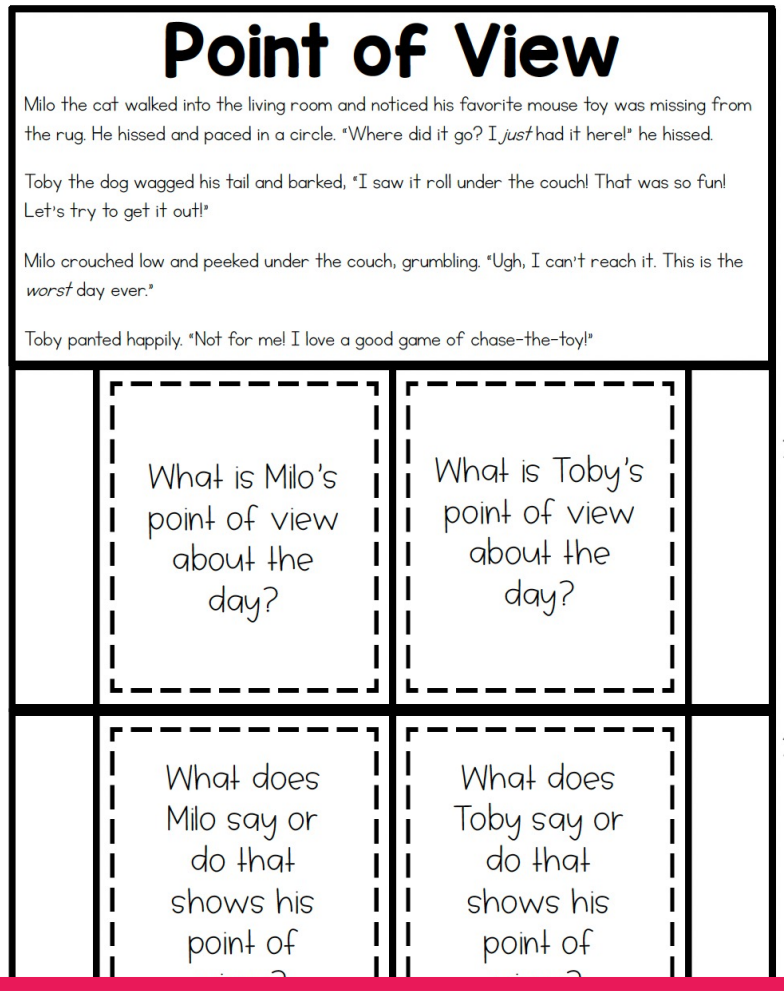




The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

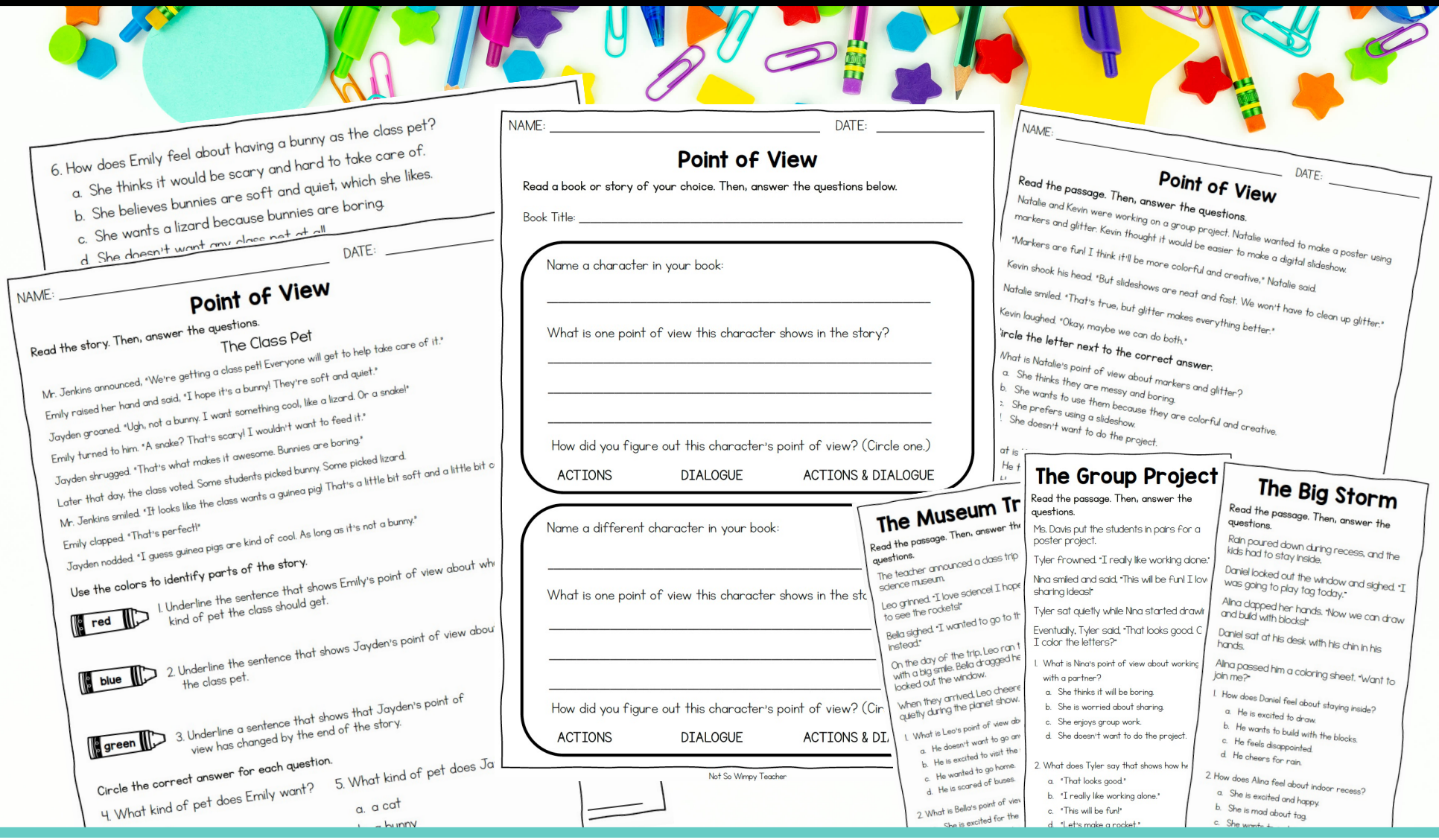
Interactive Notebooks





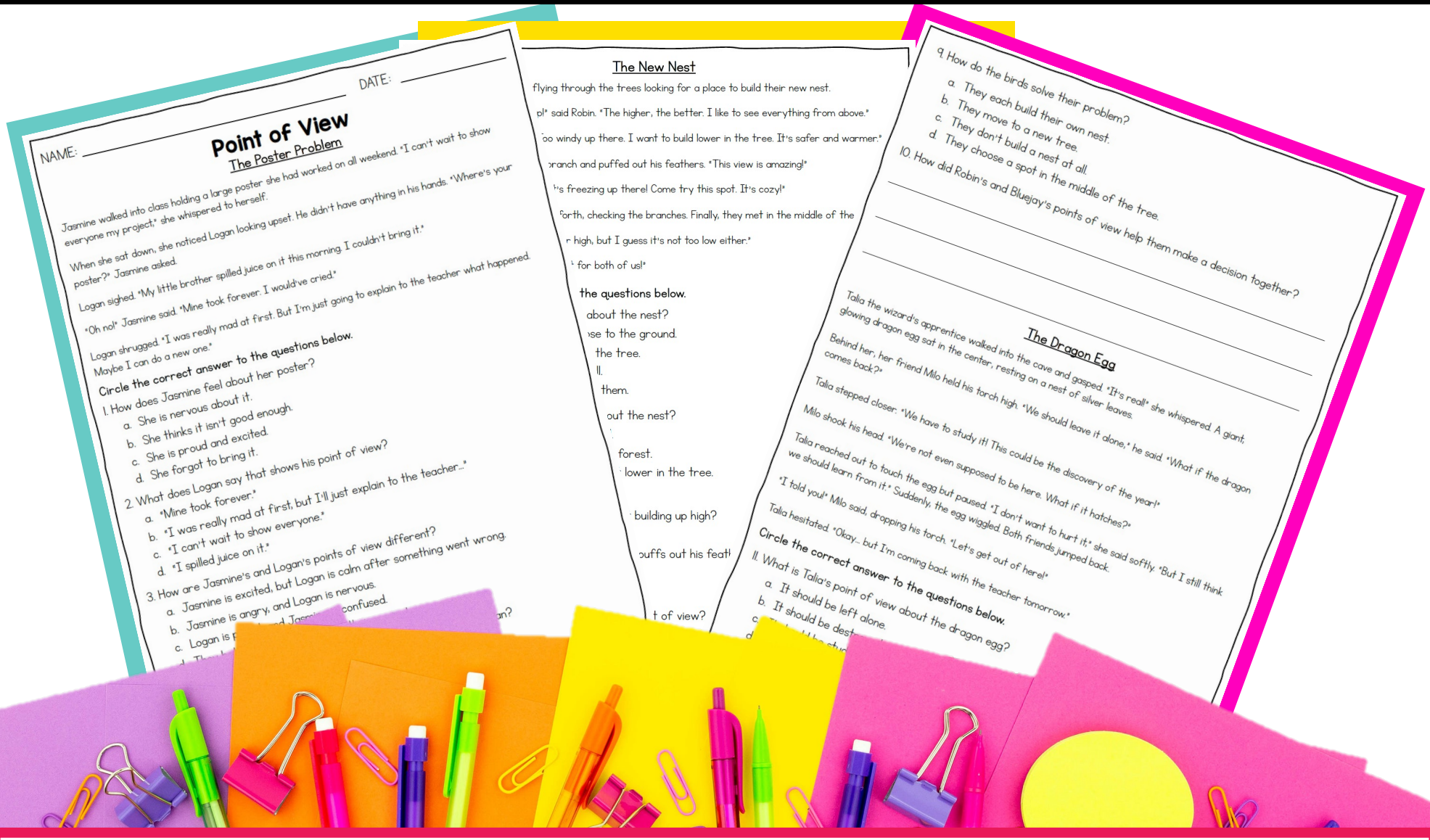
The first interactive notebook activity will review the skill introduced in the first PPT lesson. The second notebook activity asks students to use the skill to demonstrate understanding.

Practice Sheets



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

Assessments



NAME: _____ DATE: _____

Point of View

The Poster Problem

Jasmine walked into class holding a large poster she had worked on all weekend. "I can't wait to show everyone my project," she whispered to herself.

When she sat down, she noticed Logan looking upset. He didn't have anything in his hands. "Where's your poster?" Jasmine asked.

Logan sighed. "My little brother spilled juice on it this morning. I couldn't bring it."

"Oh no!" Jasmine said. "Mine took forever. I would've cried."

Logan shrugged. "I was really mad at first. But I'm just going to explain to the teacher what happened. Maybe I can do a new one."

Circle the correct answer to the questions below.

1. How does Jasmine feel about her poster?
   a. She is nervous about it.
   b. She thinks it isn't good enough.
   c. She is proud and excited.
   d. She forgot to bring it.
2. What does Logan say that shows his point of view?
   a. "Mine took forever."
   b. "I was really mad at first, but I'll just explain to the teacher..."
   c. "I can't wait to show everyone."
   d. "I spilled juice on it."
3. How are Jasmine's and Logan's points of view different?
   a. Jasmine is excited, but Logan is calm after something went wrong.
   b. Jasmine is angry, and Logan is nervous.
   c. Logan is

The New Nest

flying through the trees looking for a place to build their new nest.

p!" said Robin. "The higher, the better. I like to see everything from above."

oo windy up there. I want to build lower in the tree. It's safer and warmer."

branch and puffed out his feathers. "This view is amazing!"

's freezing up there! Come try this spot. It's cozy!"

forth, checking the branches. Finally, they met in the middle of the

r high, but I guess it's not too low either."

for both of us!"

the questions below.

about the nest?

se to the ground.

the tree.

ll.

them.

out the nest?

forest.

lower in the tree.

building up high?

uffs out his feath

t of view?

9. How do the birds solve their problem?
   a. They each build their own nest.
   b. They move to a new tree.
   c. They don't build a nest at all.
   d. They choose a spot in the middle of the tree.
10. How did Robin's and Bluejay's points of view help them make a decision together?

The Dragon Egg

Talia the wizard's apprentice walked into the cave and gasped. "It's real!" she whispered. A giant, glowing dragon egg sat in the center, resting on a nest of silver leaves.

Behind her, her friend Milo held his torch high. "We should leave it alone," he said. "What if the dragon comes back?"

Talia stepped closer. "We have to study it! This could be the discovery of the year!"

Milo shook his head. "We're not even supposed to be here. What if it hatches?"

Talia reached out to touch the egg but paused. "I don't want to hurt it," she said softly. "But I still think we should learn from it." Suddenly, the egg wiggled. Both friends jumped back.

"I told you!" Milo said, dropping his torch. "Let's get out of here!"

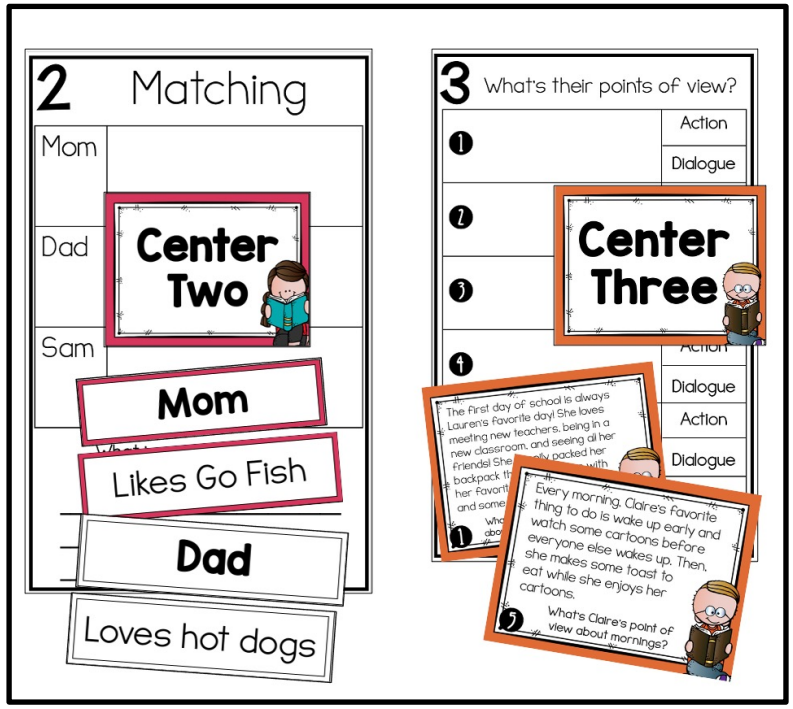
Talia hesitated. "Okay... but I'm coming back with the teacher tomorrow."

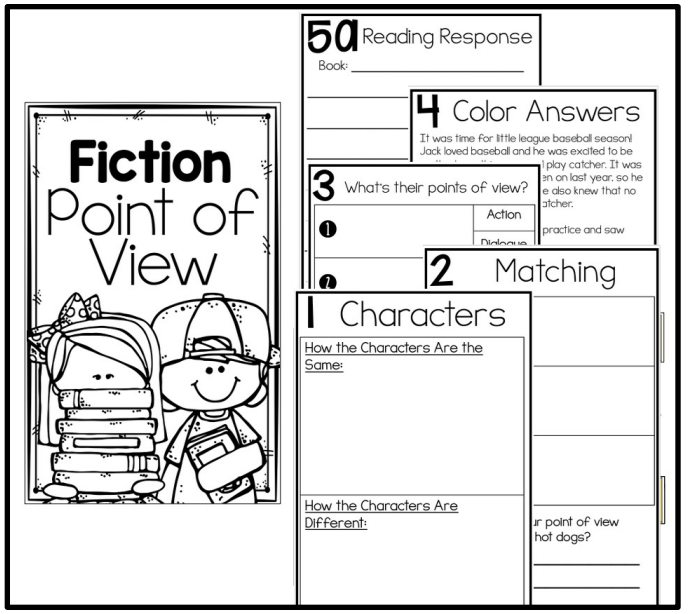
Circle the correct answer to the questions below.

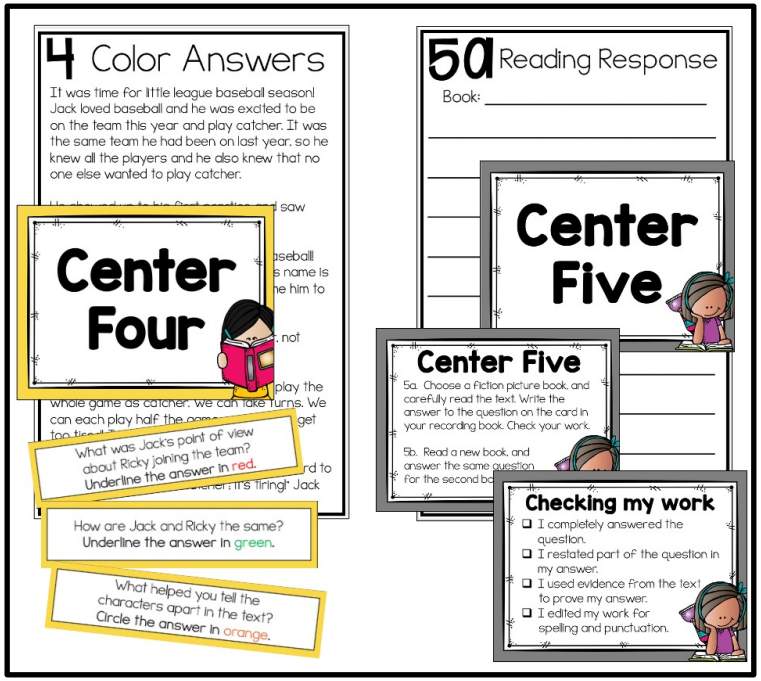
11. What is Talia's point of view about the dragon egg?
    a. It should be left alone.
    b. It should be dest

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.