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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TO LEARN MORE!
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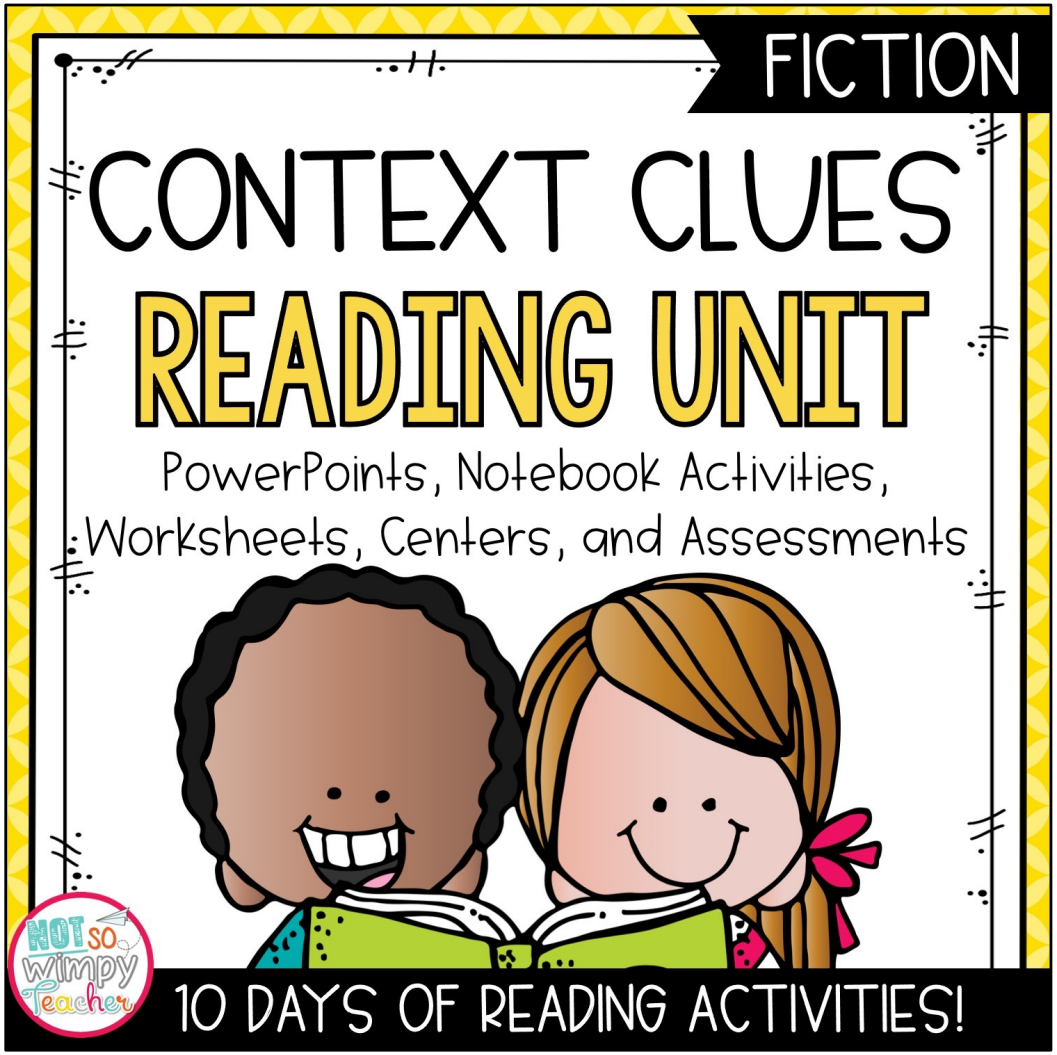
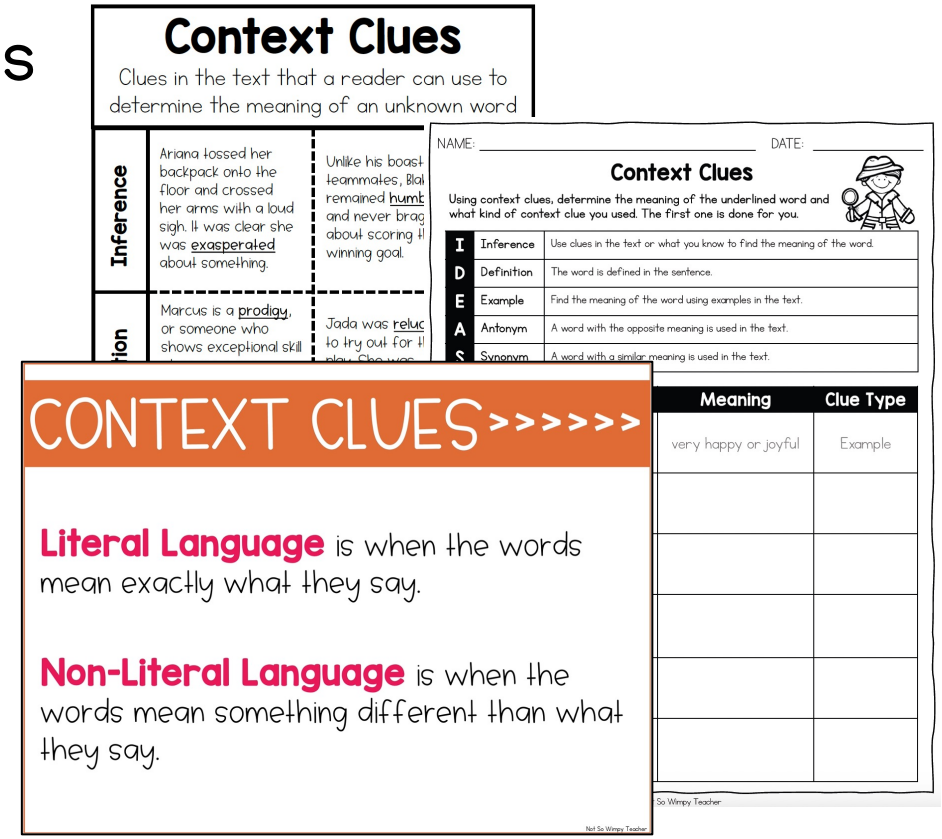


What's Included

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 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

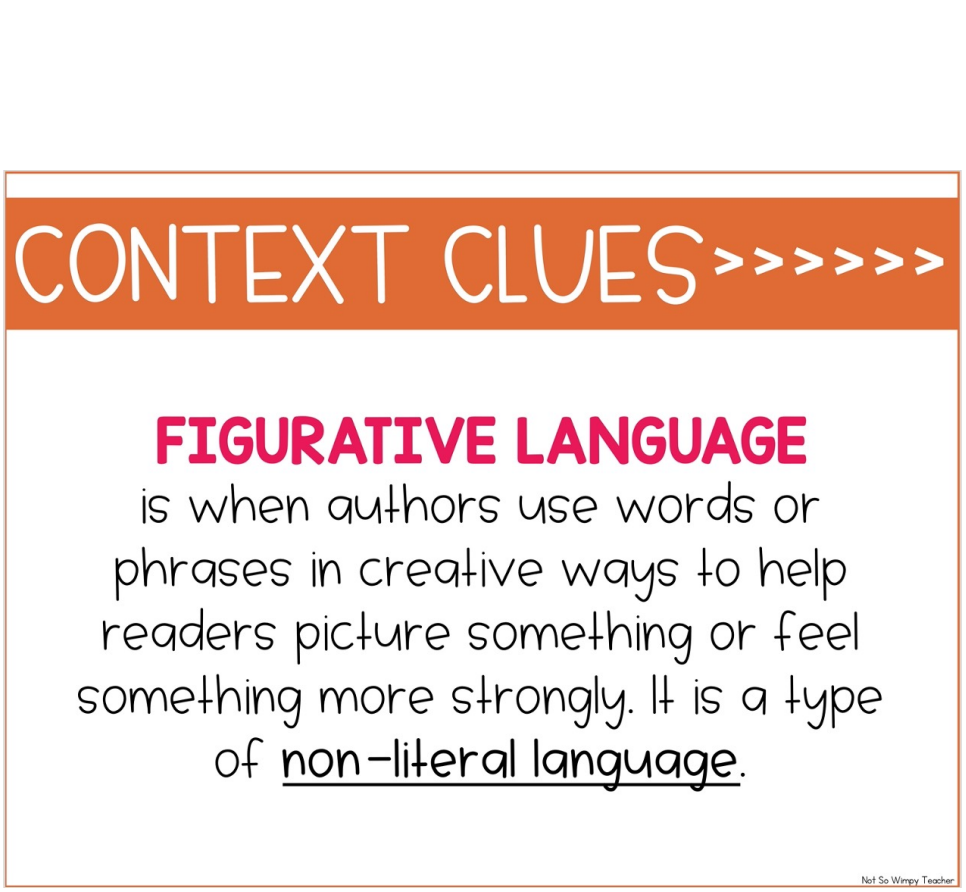
This reading unit is intended to be used over a **two-week time frame**, but this can easily be adjusted to meet your needs.

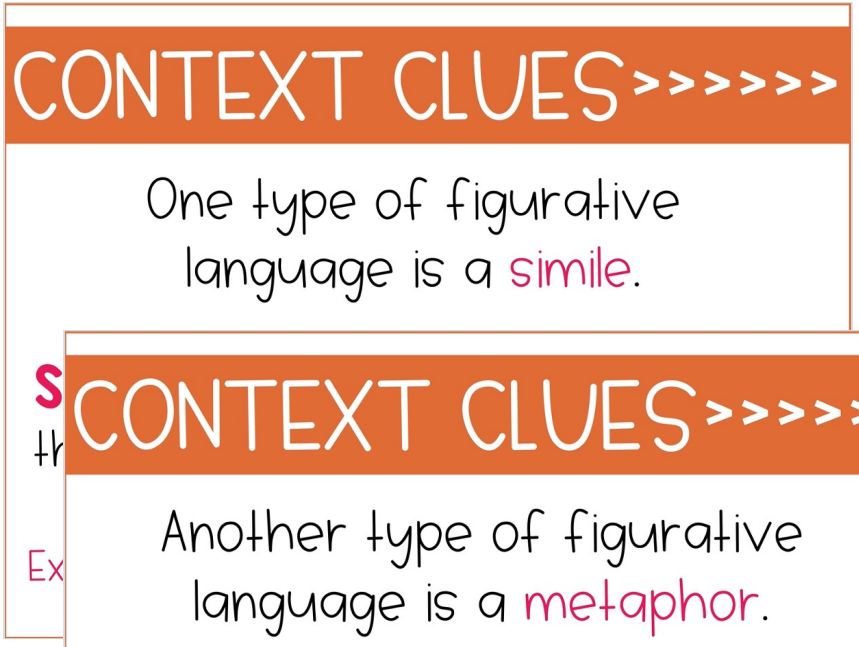
This unit does not correlate with one particular reading curriculum, but it has been designed to supplement any materials or routines that you already have in place!

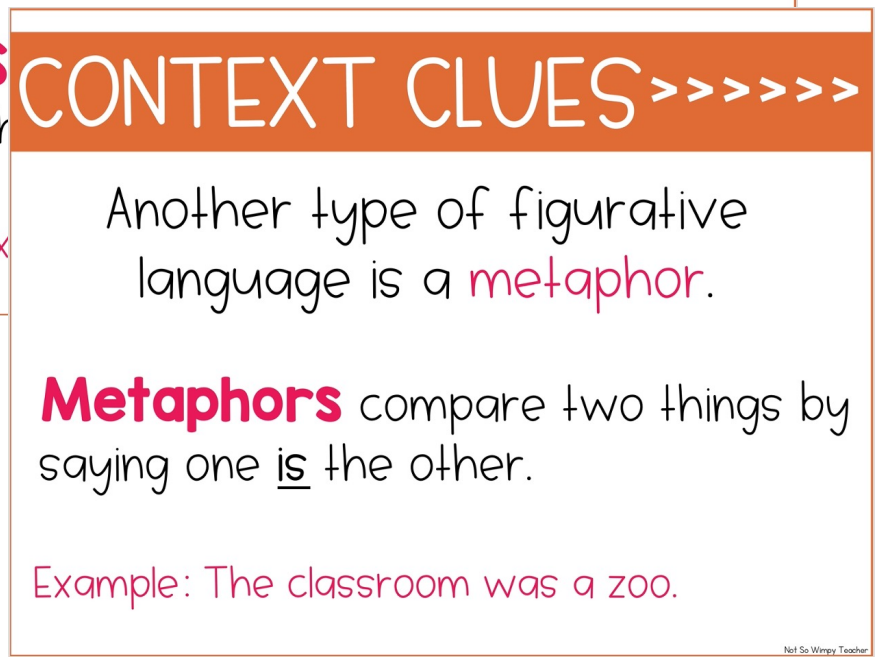
Here is how I recommend using the materials in this resource. A more detailed explanation of the materials is included on the following pages.

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

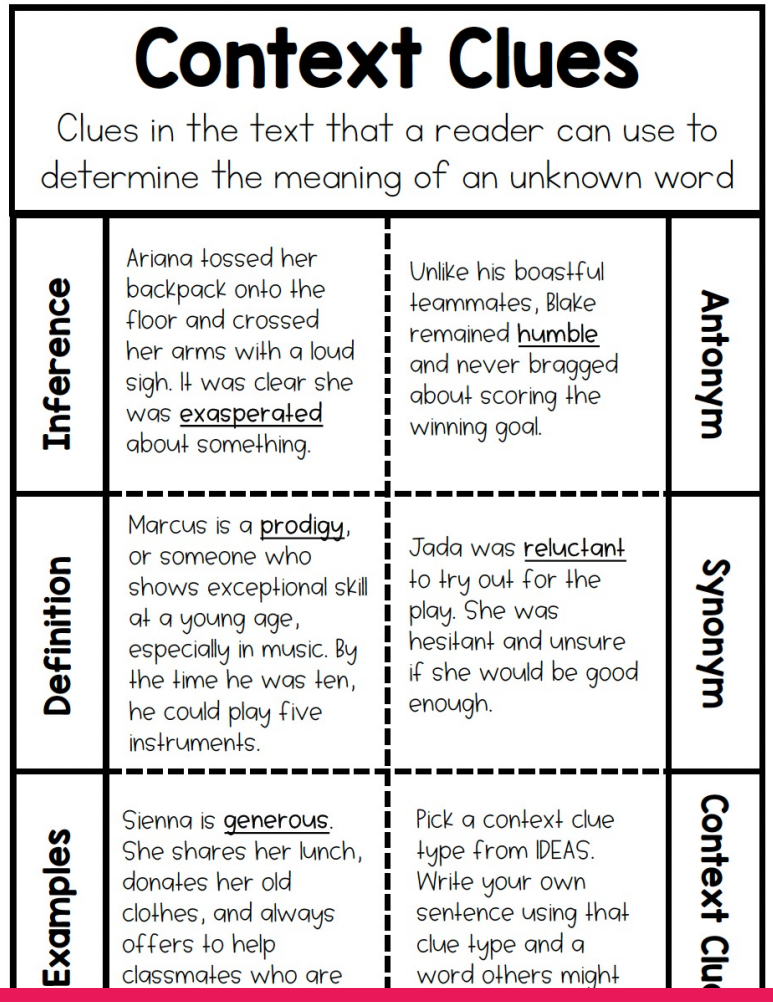






The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

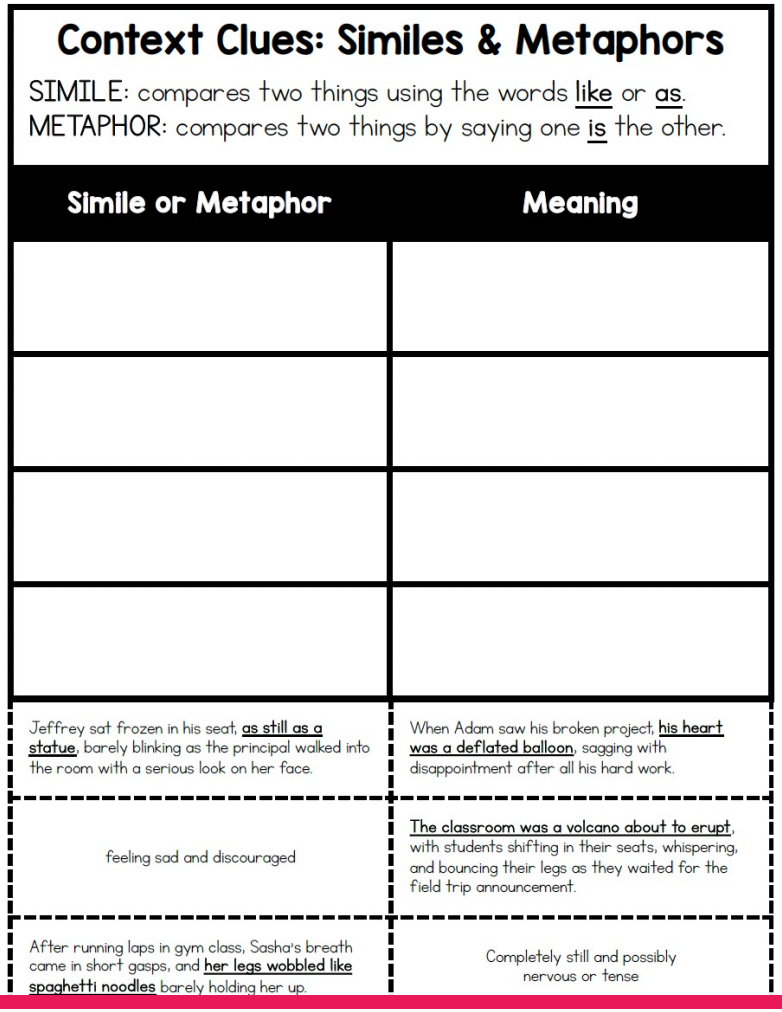
Interactive Notebooks



Context Clues

Clues in the text that a reader can use to determine the meaning of an unknown word

Inference	Ariana tossed her backpack onto the floor and crossed her arms with a loud sigh. It was clear she was exasperated about something.	Unlike his boastful teammates, Blake remained humble and never bragged about scoring the winning goal.	**Antonym**
Definition	Marcus is a prodigy, or someone who shows exceptional skill at a young age, especially in music. By the time he was ten, he could play five instruments.	Jada was reluctant to try out for the play. She was hesitant and unsure if she would be good enough.	**Synonym**
Examples	Sienna is generous. She shares her lunch, donates her old clothes, and always offers to help classmates who are	Pick a context clue type from IDEAS. Write your own sentence using that clue type and a word others might	**Context Clue**



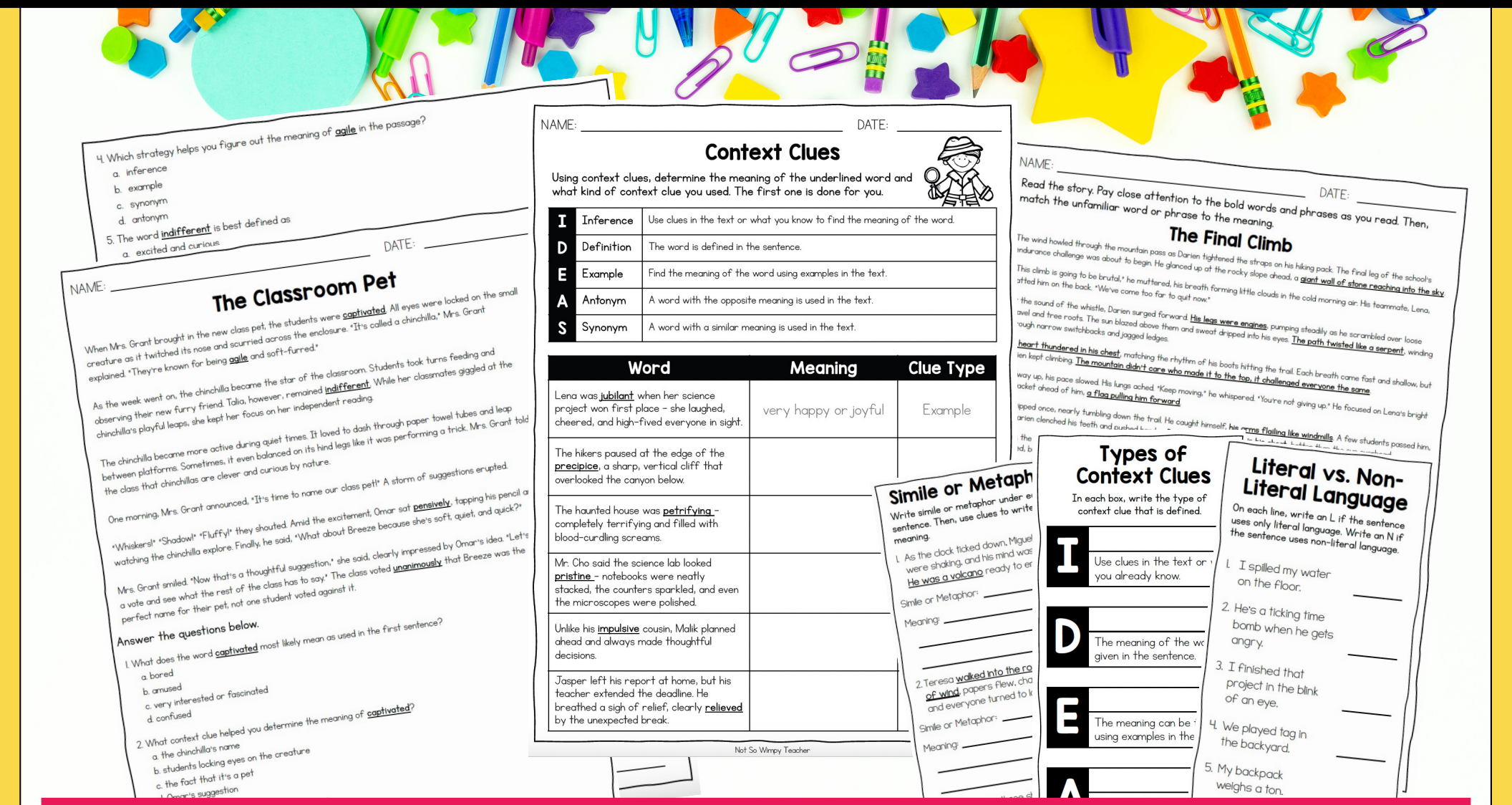
Context Clues: Similes & Metaphors

SIMILE: compares two things using the words like or as.
METAPHOR: compares two things by saying one is the other.

Simile or Metaphor	Meaning
Jeffrey sat frozen in his seat, as still as a statue, barely blinking as the principal walked into the room with a serious look on her face.	When Adam saw his broken project, his heart was a deflated balloon, sagging with disappointment after all his hard work.
feeling sad and discouraged	The classroom was a volcano about to erupt, with students shifting in their seats, whispering, and bouncing their legs as they waited for the field trip announcement.
After running laps in gym class, Sasha's breath came in short gasps, and her legs wobbled like spaghetti noodles barely holding her up.	Completely still and possibly nervous or tense

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. Which strategy helps you figure out the meaning of **agile** in the passage?
   a. inference
   b. example
   c. synonym
   d. antonym
5. The word **indifferent** is best defined as
   a. excited and curious

NAME: _____ DATE: _____

The Classroom Pet

When Mrs. Grant brought in the new class pet, the students were **captivated**. All eyes were locked on the small creature as it twitched its nose and scurried across the enclosure. "It's called a chinchilla," Mrs. Grant explained. "They're known for being **agile** and soft-furred."

As the week went on, the chinchilla became the star of the classroom. Students took turns feeding and observing their new furry friend. Talia, however, remained **indifferent**. While her classmates giggled at the chinchilla's playful leaps, she kept her focus on her independent reading.

The chinchilla became more active during quiet times. It loved to dash through paper towel tubes and leap between platforms. Sometimes, it even balanced on its hind legs like it was performing a trick. Mrs. Grant told the class that chinchillas are clever and curious by nature.

One morning, Mrs. Grant announced, "It's time to name our class pet!" A storm of suggestions erupted. "Whiskers!" "Shadow!" "Fluffy!" they shouted. Amid the excitement, Omar sat **pensively**, tapping his pencil a watching the chinchilla explore. Finally, he said, "What about Breeze because she's soft, quiet, and quick?"

Mrs. Grant smiled. "Now that's a thoughtful suggestion," she said, clearly impressed by Omar's idea. "Let's a vote and see what the rest of the class has to say." The class voted **unanimously** that Breeze was the perfect name for their pet, not one student voted against it.

Answer the questions below.

1. What does the word **captivated** most likely mean as used in the first sentence?
   a. bored
   b. amused
   c. very interested or fascinated
   d. confused
2. What context clue helped you determine the meaning of **captivated**?
   a. the chinchilla's name
   b. students locking eyes on the creature
   c. the fact that it's a pet
   d. Omar's suggestion

NAME: _____ DATE: _____

Context Clues

Using context clues, determine the meaning of the underlined word and what kind of context clue you used. The first one is done for you.

I	Inference	Use clues in the text or what you know to find the meaning of the word.
D	Definition	The word is defined in the sentence.
E	Example	Find the meaning of the word using examples in the text.
A	Antonym	A word with the opposite meaning is used in the text.
S	Synonym	A word with a similar meaning is used in the text.

Word	Meaning	Clue Type
Lena was **jubilant** when her science project won first place – she laughed, cheered, and high-fived everyone in sight.	very happy or joyful	Example
The hikers paused at the edge of the **precipice**, a sharp, vertical cliff that overlooked the canyon below.		
The haunted house was **petrifying** – completely terrifying and filled with blood-curdling screams.		
Mr. Cho said the science lab looked **pristine** – notebooks were neatly stacked, the counters sparkled, and even the microscopes were polished.		
Unlike his **impulsive** cousin, Malik planned ahead and always made thoughtful decisions.		
Jasper left his report at home, but his teacher extended the deadline. He breathed a sigh of relief, clearly **relieved** by the unexpected break.		

Not So Wimpy Teacher

Simile or Metaph

Write simile or metaphor under e
sentence. Then, use clues to write
meaning.

1. As the clock ticked down, Miguel
were shaking, and his mind was
He was a volcano ready to er

Simile or Metaphor: _____

Meaning: _____

2. Teresa walked into the ro
of wind, papers flew, cha
and everyone turned to l

Simile or Metaphor: _____

Meaning: _____

NAME: _____ DATE: _____

Read the story. Pay close attention to the bold words and phrases as you read. Then, match the unfamiliar word or phrase to the meaning.

The Final Climb

The wind howled through the mountain pass as Darien tightened the straps on his hiking pack. The final leg of the school's endurance challenge was about to begin. He glanced up at the rocky slope ahead, a **giant wall of stone reaching into the sky**.

"This climb is going to be brutal," he muttered, his breath forming little clouds in the cold morning air. His teammate, Lena, patted him on the back. "We've come too far to quit now."

the sound of the whistle, Darien surged forward. **His legs were engines**, pumping steadily as he scrambled over loose ravel and tree roots. The sun blazed above them and sweat dripped into his eyes. **The path twisted like a serpent**, winding rough narrow switchbacks and jagged ledges.

heart thundered in his chest, matching the rhythm of his boots hitting the trail. Each breath came fast and shallow, but ien kept climbing. **The mountain didn't care who made it to the top, it challenged everyone the same**.

way up, his pace slowed. His lungs ached. "Keep moving," he whispered. "You're not giving up." He focused on Lena's bright acket ahead of him, **a flag pulling him forward**.

ipped once, nearly tumbling down the trail. He caught himself, **his arms flailing like windmills**. A few students passed him, arien clenched his teeth and pushed

Types of Context Clues

In each box, write the type of context clue that is defined.

I	Use clues in the text or you already know.
D	The meaning of the wo given in the sentence.
E	The meaning can be using examples in the
A	

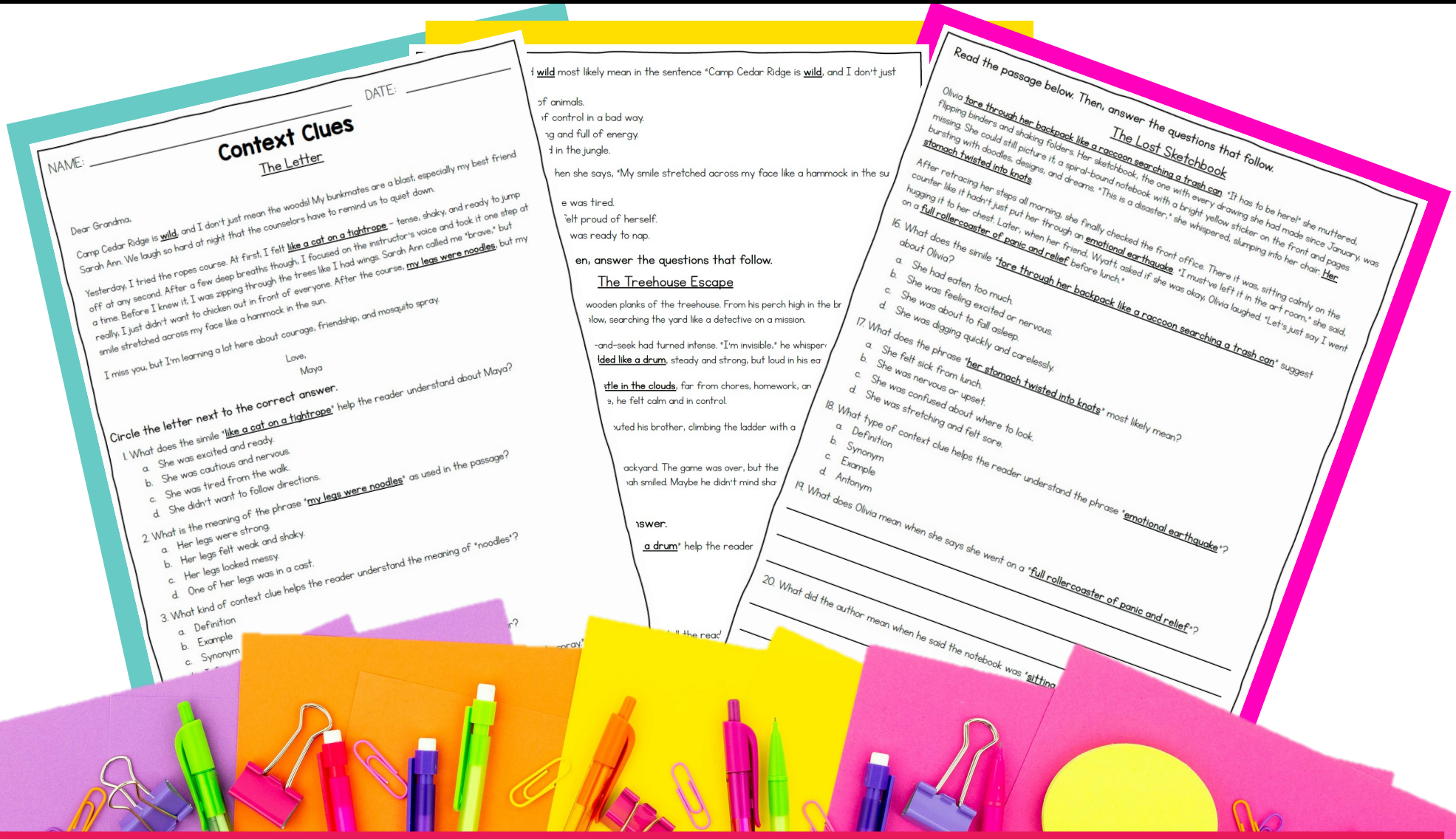
Literal vs. Non-Literal Language

On each line, write an L if the sentence uses only literal language. Write an N if the sentence uses non-literal language.

1. I spilled my water on the floor. _____
2. He's a ticking time bomb when he gets angry. _____
3. I finished that project in the blink of an eye. _____
4. We played tag in the backyard. _____
5. My backpack weighs a ton. _____

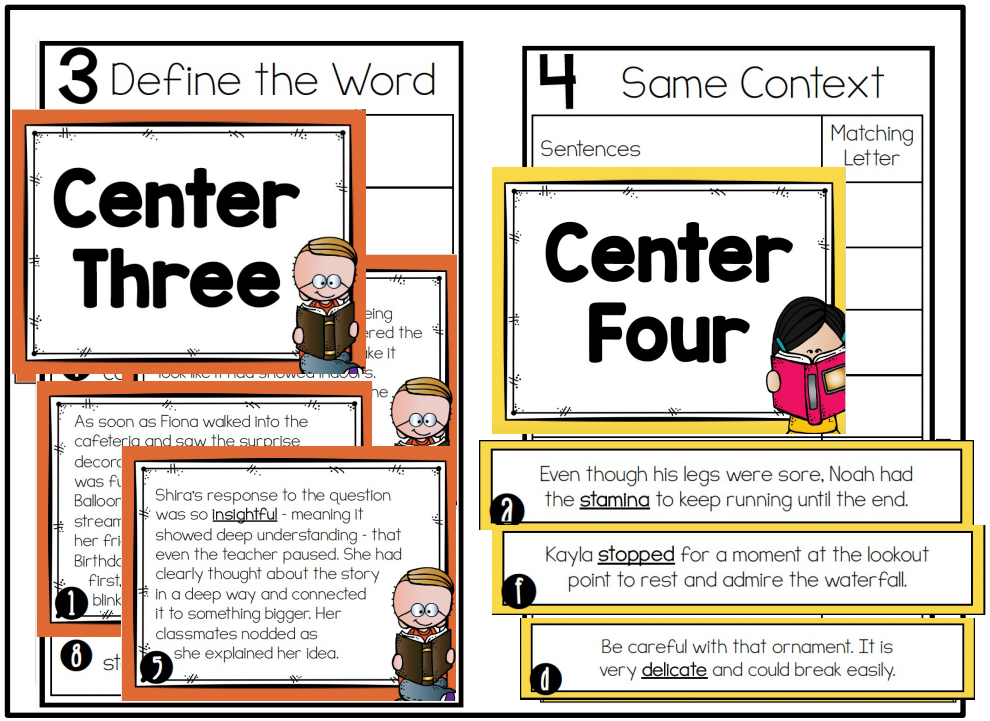
Students have multiple opportunities to practice the skill using the included original passages and on a story of your choosing.

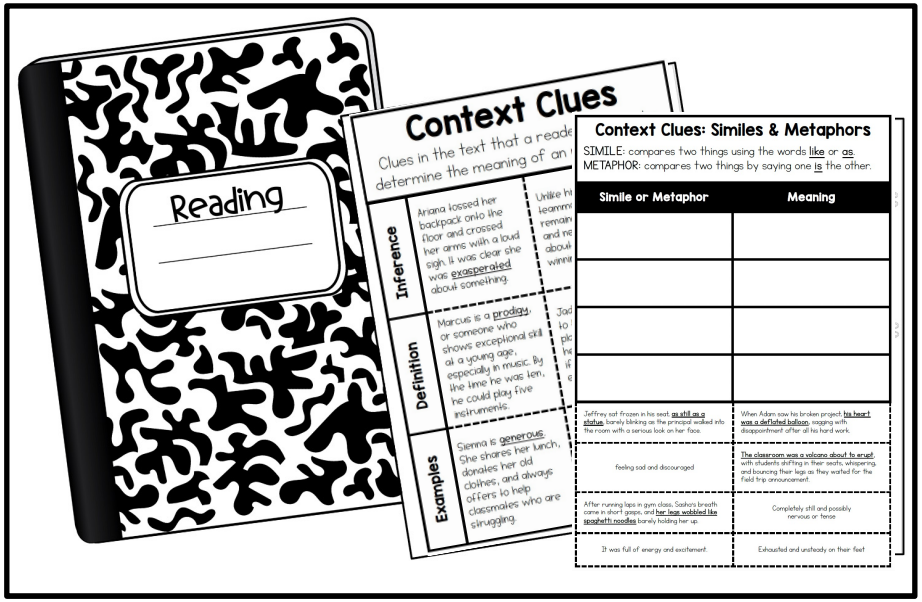
Assessments



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.

