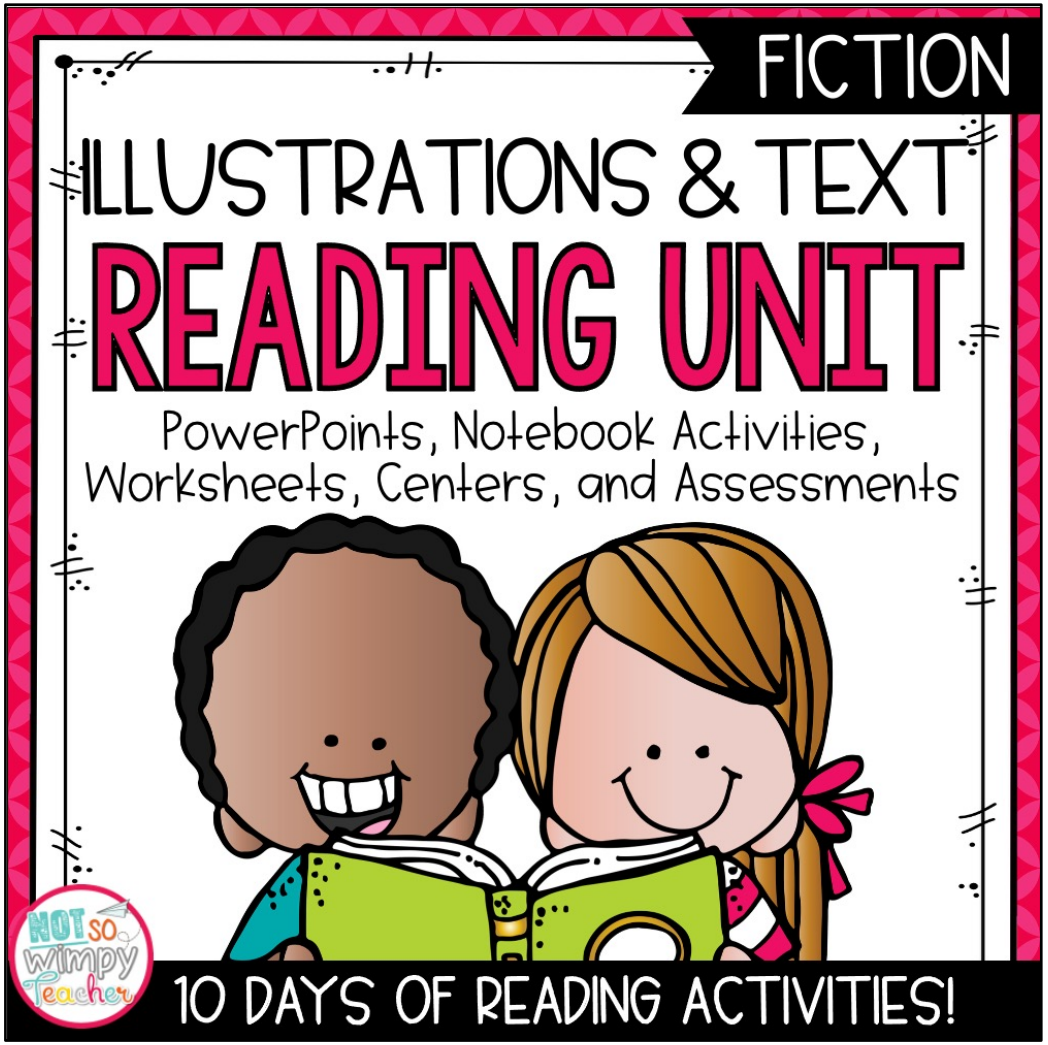
Help your students master individual reading skills with these 10-day units!

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!

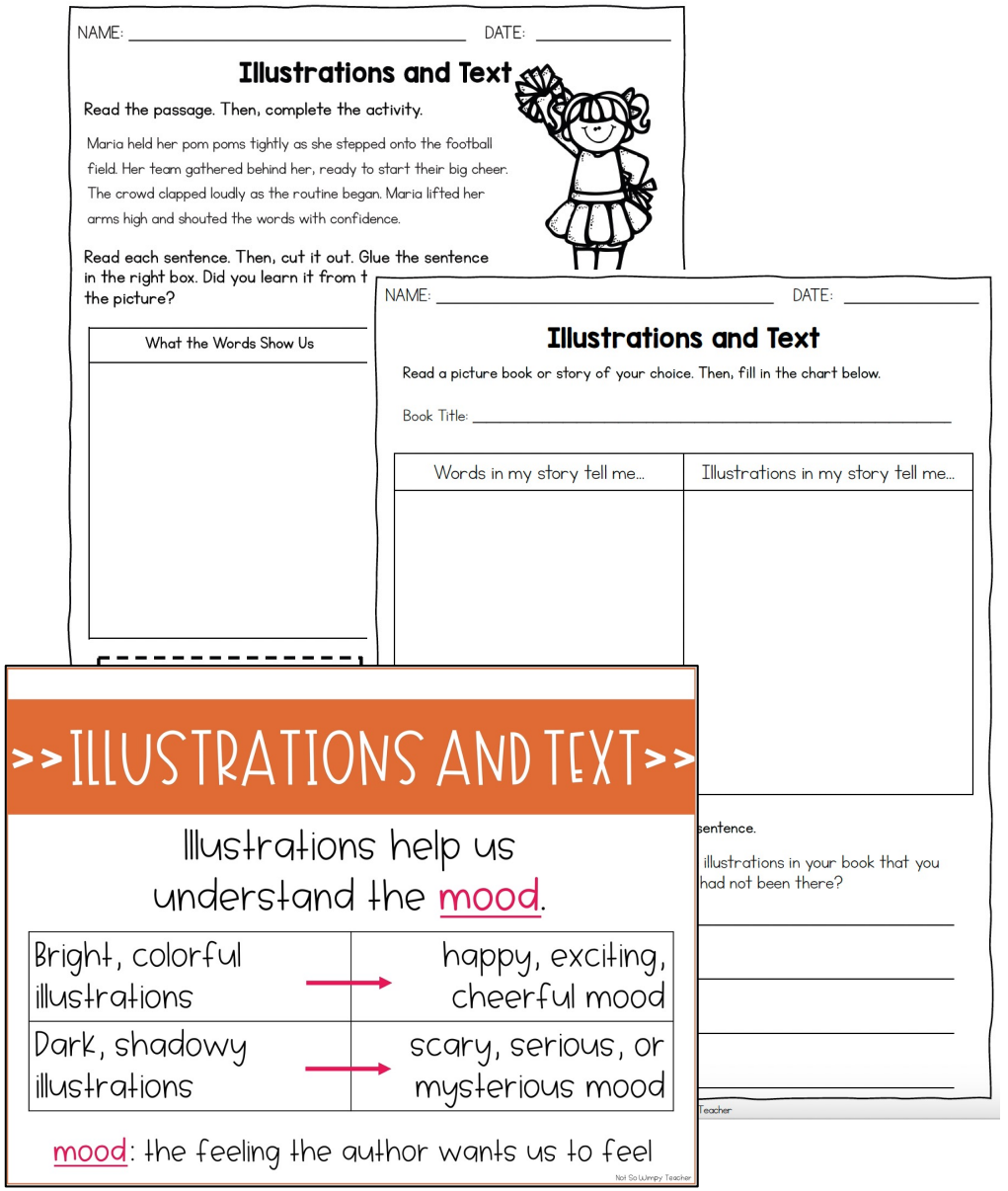
keep scrolling TO LEARN MORE!



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

>>ILLUSTRATIONS AND TEXT>>

Illustrations don't just show *where* a story takes place. They help us understand:

- time of day
- weather
- season
- how the setting affects the characters

Not So Wimpy Teacher



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

Interactive Notebooks

Illustrations and Text

Words and illustrations help tell the story.

What is another word for illustrations?

Why are illustrations helpful?

What is one thing an illustration can show that the words might not say?

Illustrations and Text

Words and illustrations can help us understand a story.

Jessie was excited to go camping with her mom, dad, and brother Max. They drove to their favorite campsite near Eagle Lake. When they arrived, Jessie and Max raced to the lake and dipped their feet in the cold water. After lunch by the shore, the family worked together to set up their campsite.

Jessie rolled out the sleeping bags while Max helped Dad at the picnic table. Later that evening, the family went fishing, but the fish weren't biting. Jessie didn't mind. She just loved spending time outdoors with her family.



What does the illustration help you understand about the setting?

What mood does the illustration help create?

What is one extra detail that the illustration shows that the text does not mention?

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

NAME: _____ DATE: _____

6. Which clues in the illustration show the setting (where the story happened)?

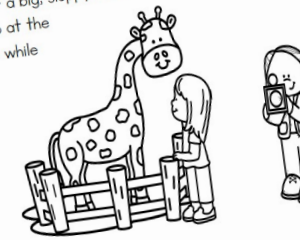
a. Jordan is standing next to a desk with school supplies.

NAME: _____ DATE: _____

Illustrations and Text

A Giraffe Surprise

Jordan had been waiting all week for her class field trip to the zoo. As soon as they walked through the gates, she hurried toward the giraffe habitat, where a tall giraffe was stretching its long neck over the fence. Jordan stepped closer for a better look. Suddenly, the giraffe leaned down and gave Jordan's hair a big, sloppy lick with its purple tongue. Jordan froze for a moment and then smiled up at the giraffe. Her teacher quickly snapped a picture while the rest of the class giggled behind her.



Answer the questions below.

1. Where is Jordan in the illustration?
   a. at a farm
   b. at the zoo
   c. in a classroom reading corner
   d. at a campsite
2. What is the giraffe doing in the illustration?
   a. eating leaves from a tall tree
   b. sleeping in the shade
   c. leaning over the fence toward Jordan
   d. running in a grassy field
3. Which detail in the illustration shows how Jordan feels?
   a. her smile
   b. the giraffe's long neck
   c. the fence in front of her
   d. her teacher's camera
4. Which detail from the illustration shows us that Jordan is comfortable around the giraffe?
   a. The giraffe is eating leaves from a tree.
   b. Jordan is standing close to the giraffe.

NAME: _____ DATE: _____

Illustrations and Text

Read a picture book or story of your choice. Then, fill in the chart below.

Book Title: _____

Words in my story tell me...	Illustrations in my story tell me...

Answer the question below using a complete sentence.

1. What is something you learned from the illustrations in your
   would not have known if the illustrations had not been there

_____

_____

_____

NAME: _____ DATE: _____

Illustrations and Text

Read the story. Then, answer the questions.

The Rainbow Waterfall

Olivia rushed to art club after school, excited to
inish her drawing of a rainbow over the city.
e set out her markers and smoothed her
per, ready to add bright colors. Suddenly,
neone bumped the supply table, and a cup of
er spilled across her picture. The colors
ed and dripped down the page, and Olivia's
t sank. Ben walked over and said, "That
like a cool waterfall. You could turn it into
hing new!" Olivia smiled and picked up her
ready to try again.



the correct

Using Words

Read the passage. Then, answer the questions.

Liam walked into the art room aft
school. He hung his backpack on c
and sat down at the long table w
classmates. Today, they were le
new painting method, and Liam c
wait to try it. He carefully mixec
and green paints on his palette
brushed them across his pape
picture of a twisting ocean w
to form. Liam grinned, proud c
was turning out.

1. Where does the story take plac
   a. in Liam's backyard
   b. in the art room at school
   c. at a community pool
   d. in the library
2. What is happening in the sto
   a. Liam is reading a new b
   b. Liam is building a mode

Using Illustrations

Look at the illustration. Then, answer the questions.



1. What could the kids in this illustration be d
   a. creating artwork together
   b. playing a sport
   c. cleaning the classroom
   d. waiting for the bus
2. How do the kids look like they are feelin
   a. frustrated
   b. excited
   c. tired
   d. scared

The Full Story

Read the passage and look at the illustration. Then, answer the questions.

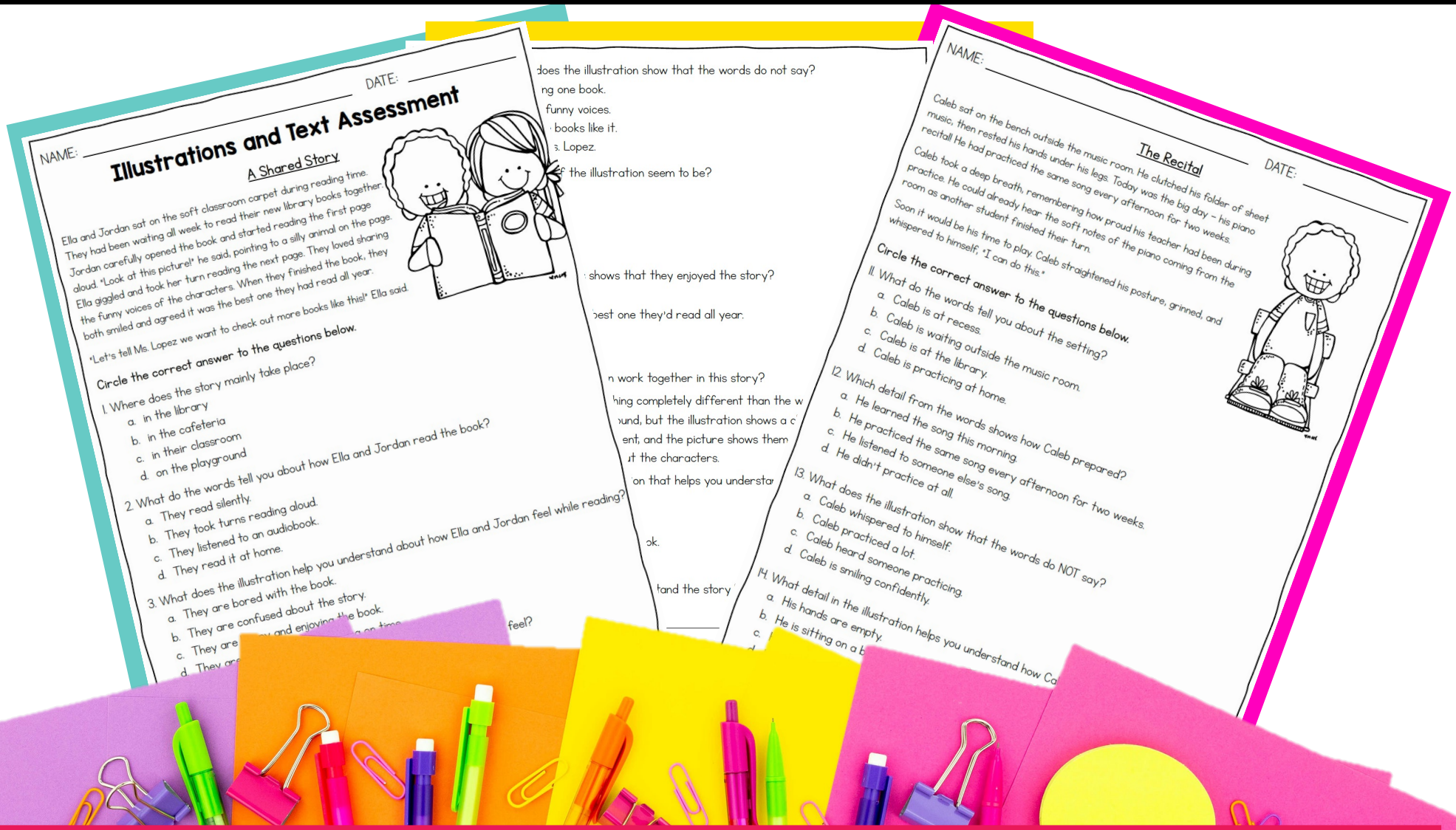
Emma spread out her sketchbook on the art table. She loved drawing the tall sunflowers outside the school window. As she added the last few petals, a bright streak of sunlight shone across her page. Emma smiled, proud of how realistic her flower looked. She held it up for her friends to see, hoping they would notice the tiny details she worked hard to include.



1. What is Emma doing in the story?
   a. running outside to play
   b. sketching flowers in her notepad
   c. painting the classroom walls
   d. watering the school garden
2. How do you know Emma is happy with her drawing?
   a. The words say she frowned.
   b. The illustration shows her ripping her page.
   c. The words

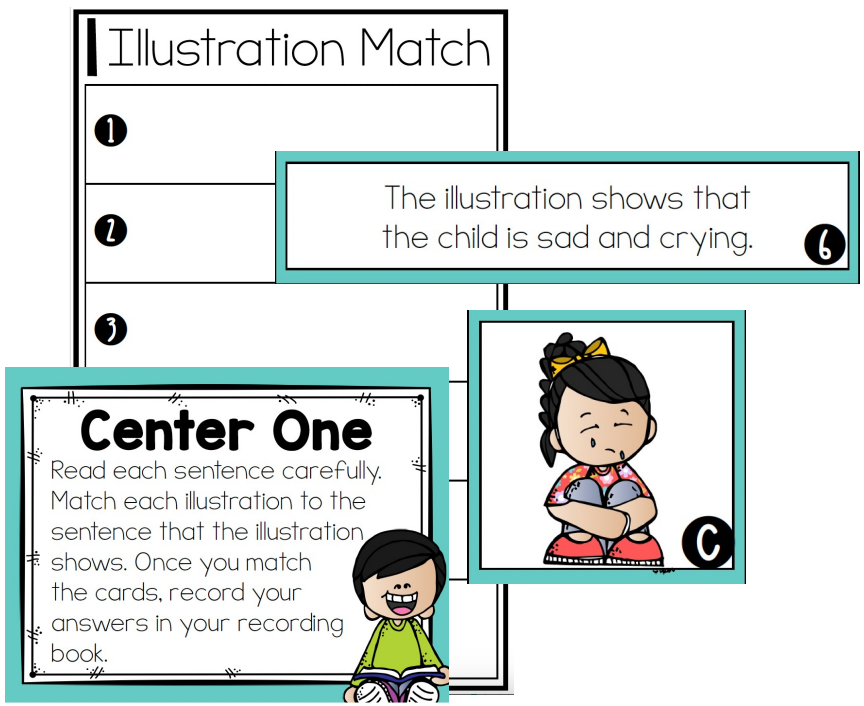
Students have multiple opportunities to practice the skill using the included original passages and on a story of your choosing.

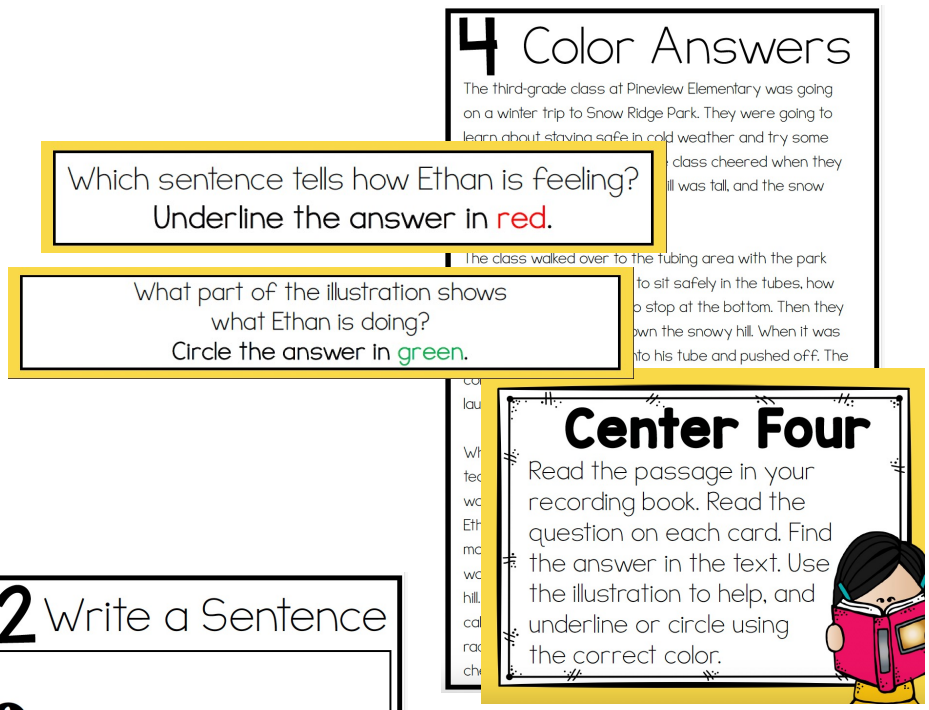
Assessments

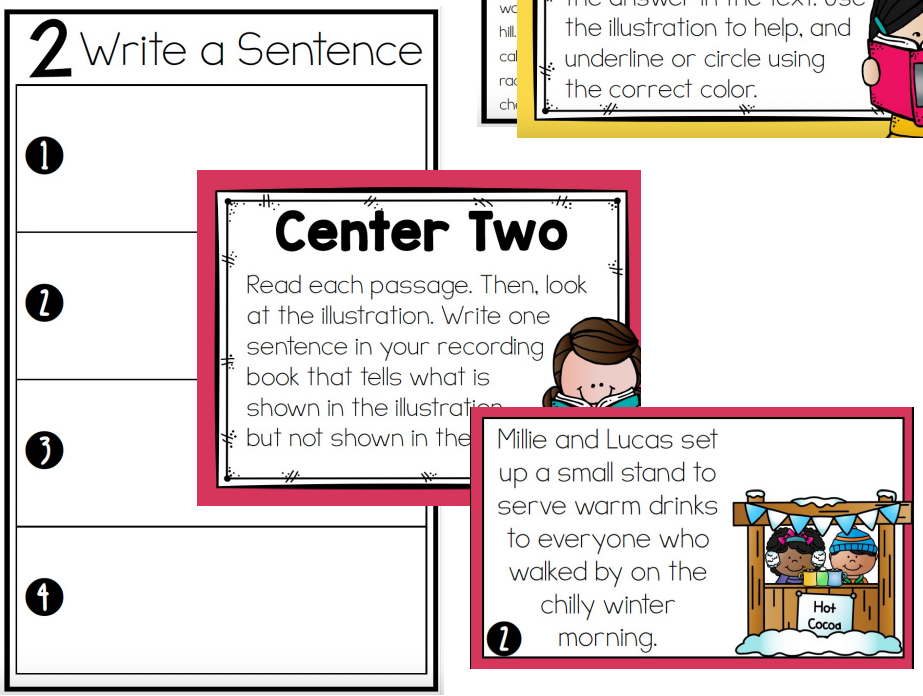


Check for student understanding with mid- and end-of-unit assessments.

Reading Centers







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