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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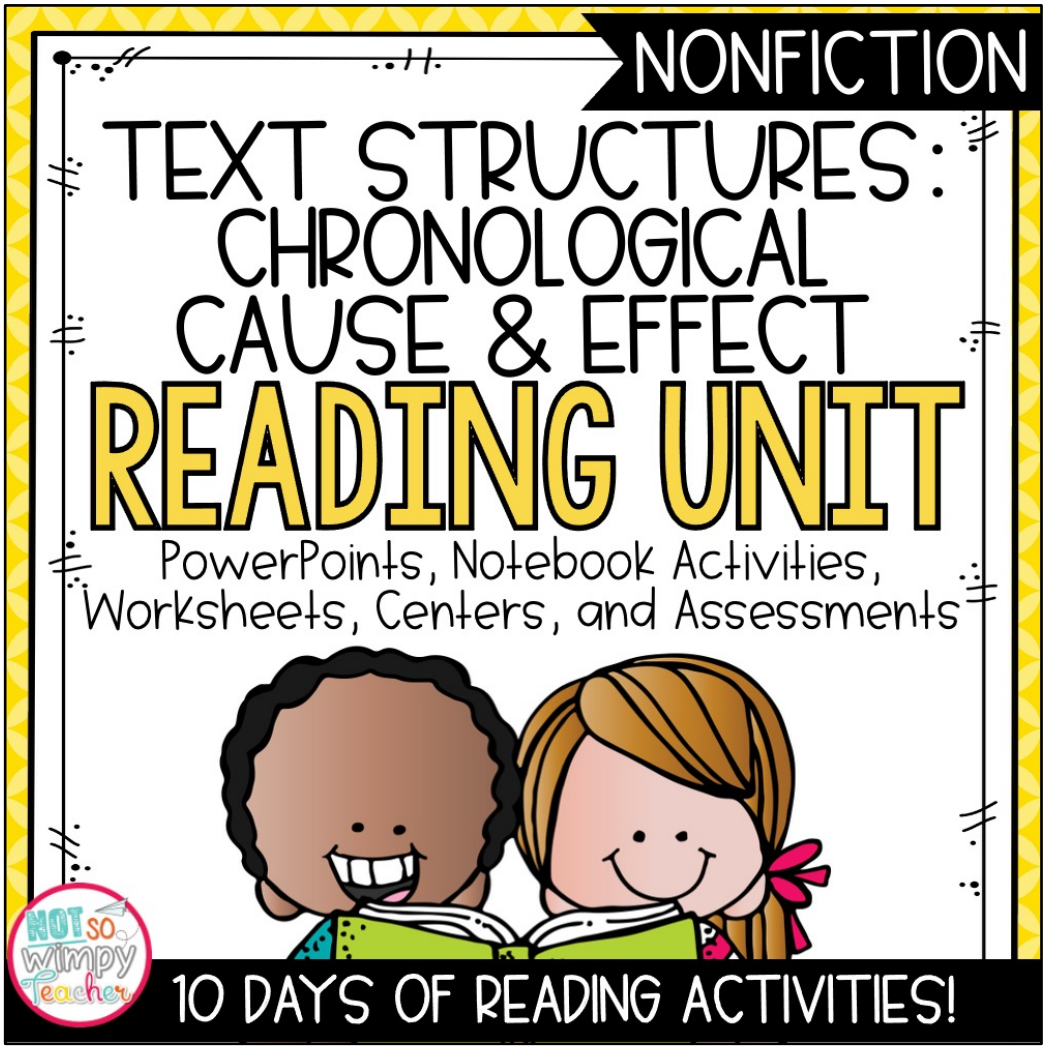
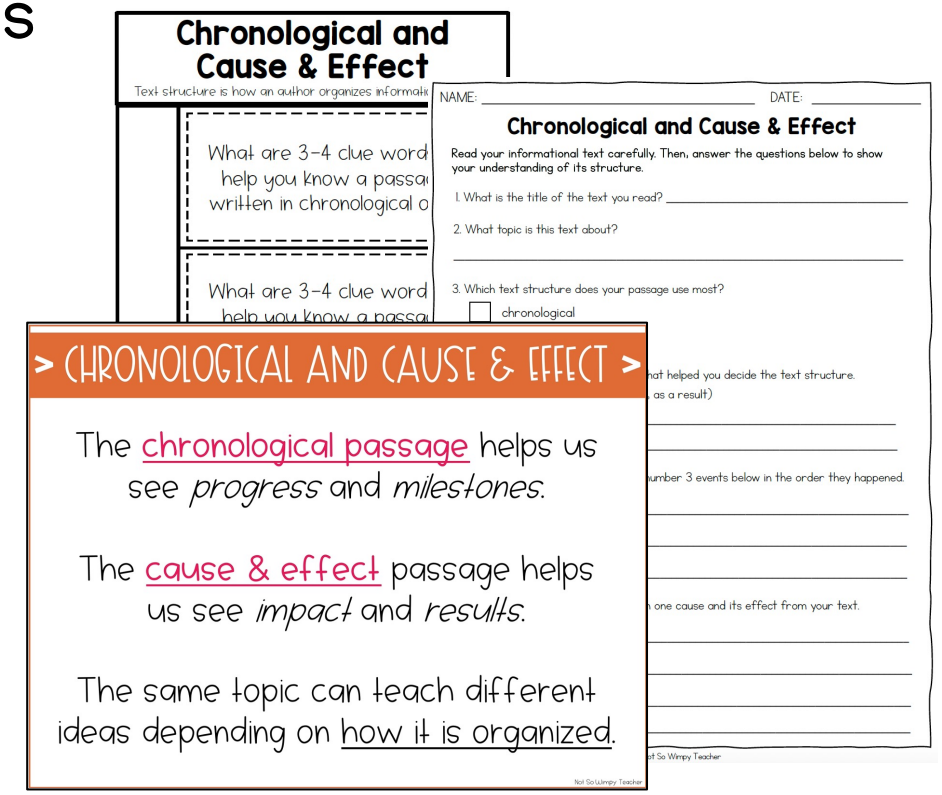


What's Included

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

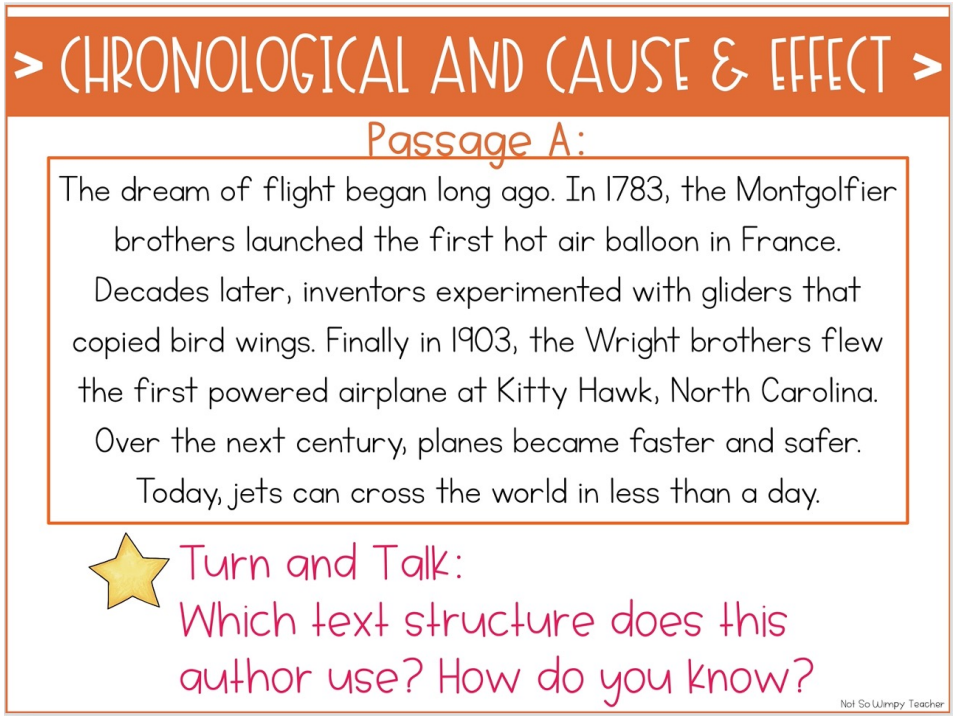
This reading unit is intended to be used over a **two-week time frame**, but this can easily be adjusted to meet your needs.

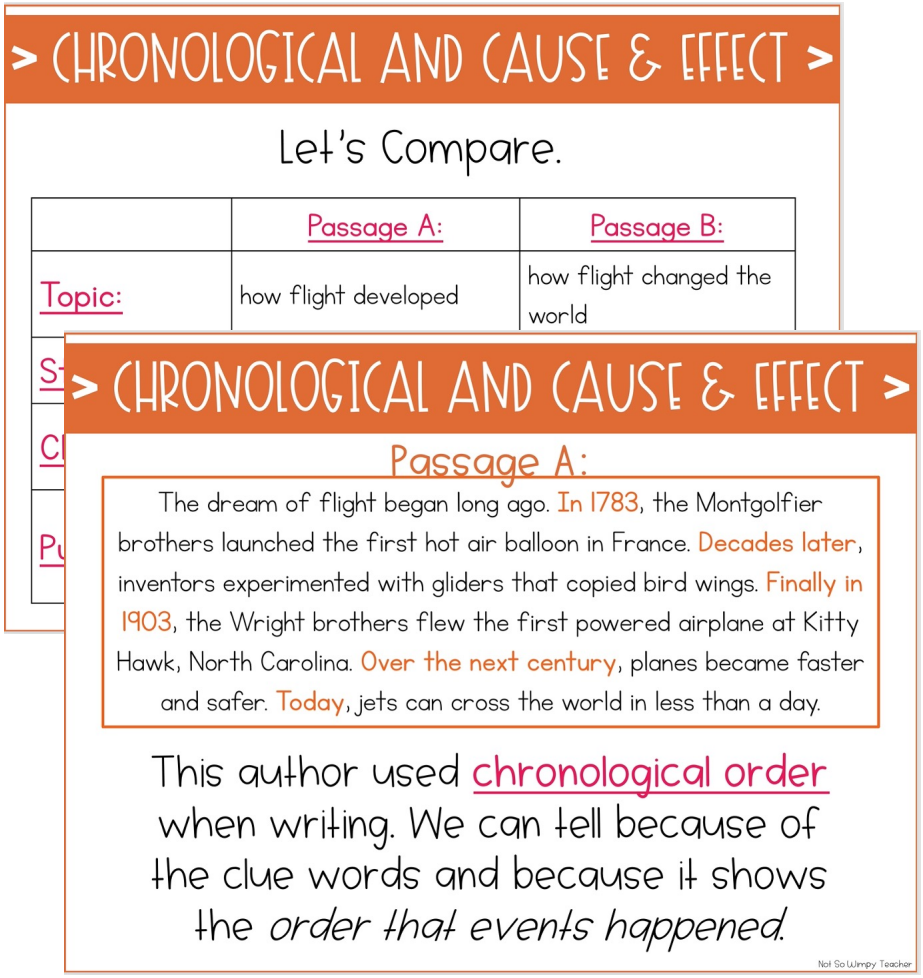
This unit does not correlate with one particular reading curriculum, but it has been designed to supplement any materials or routines that you already have in place!

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.

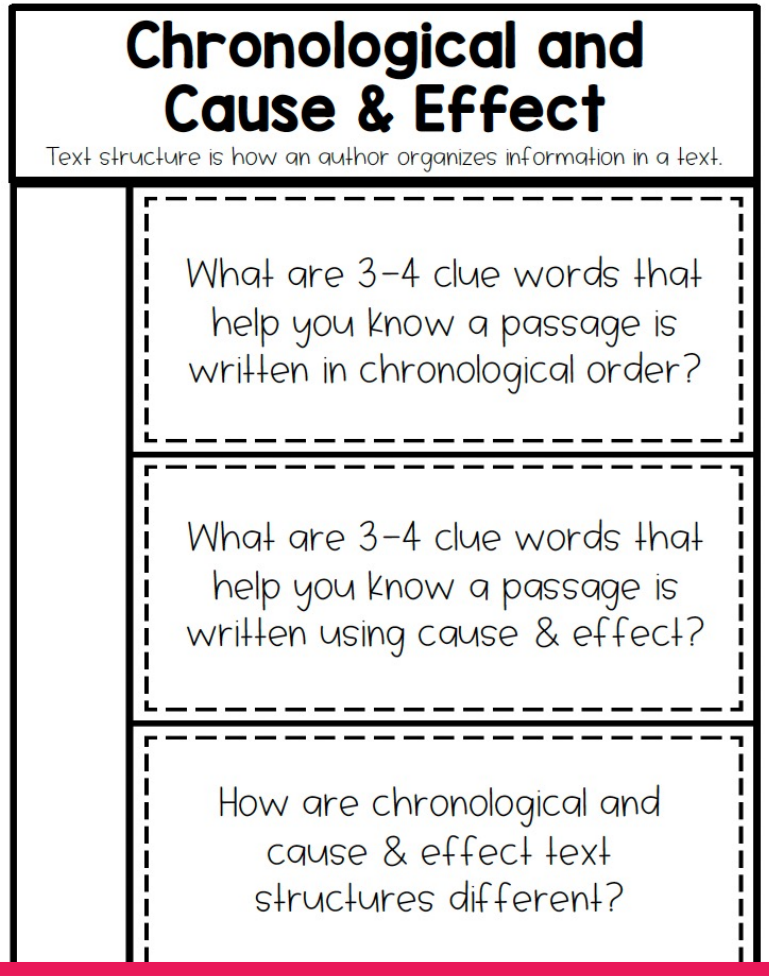
PowerPoint Lessons

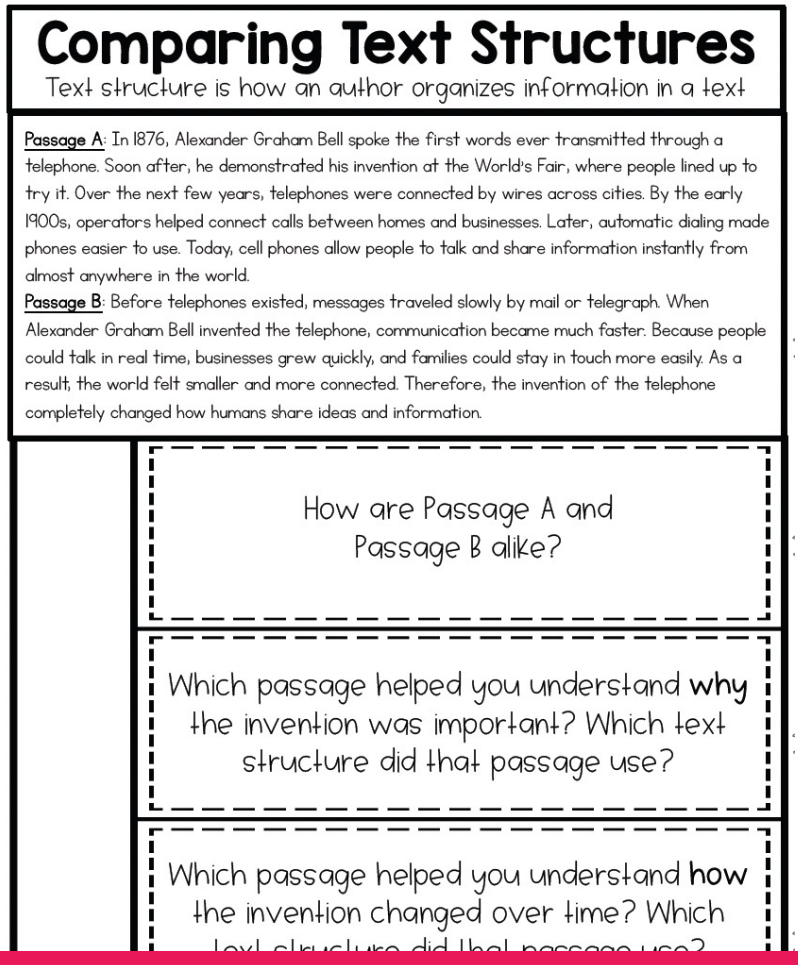




The first PPT lesson introduces the skill. The second PPT lesson reviews the skill and focuses on deeper application.

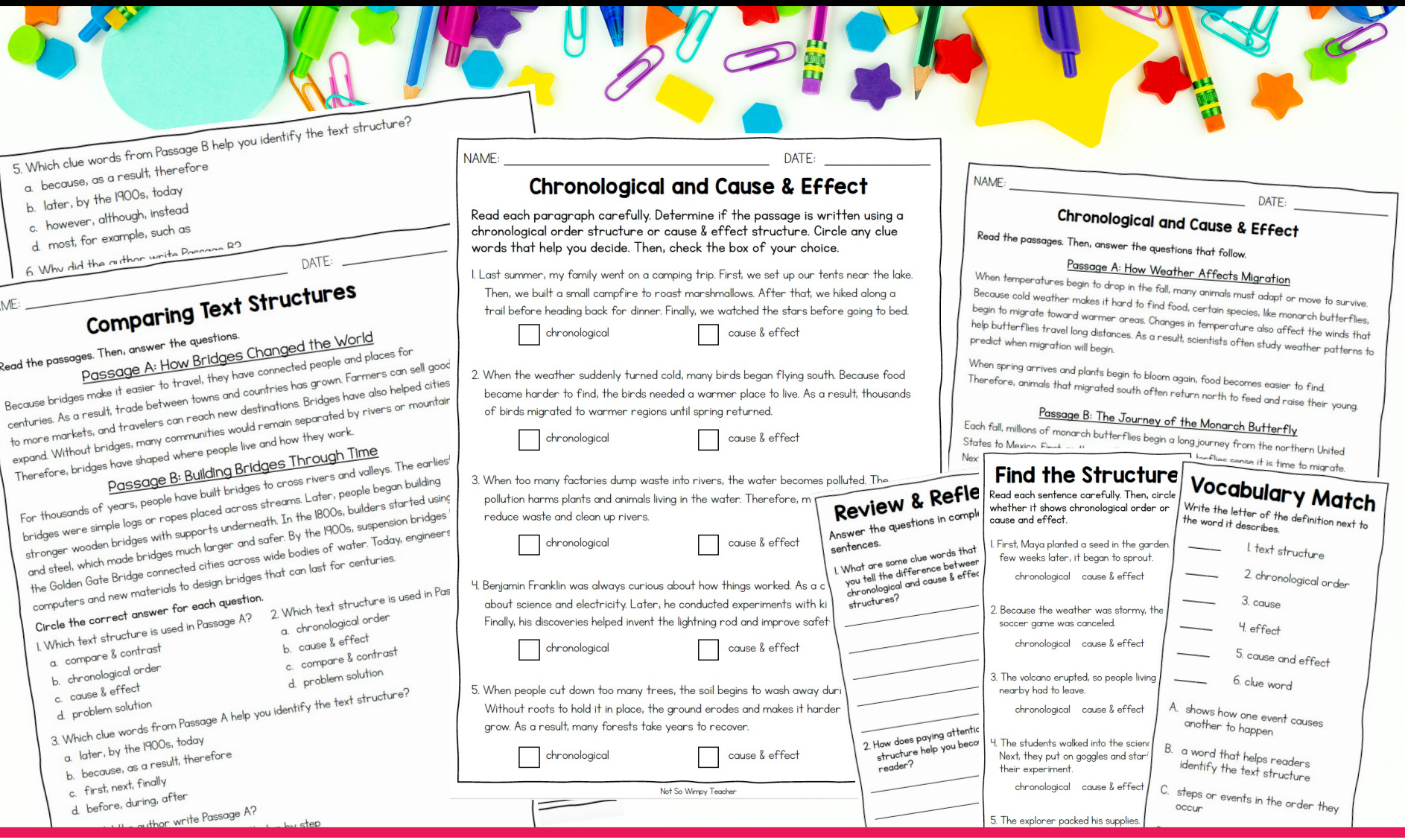
Interactive Notebooks





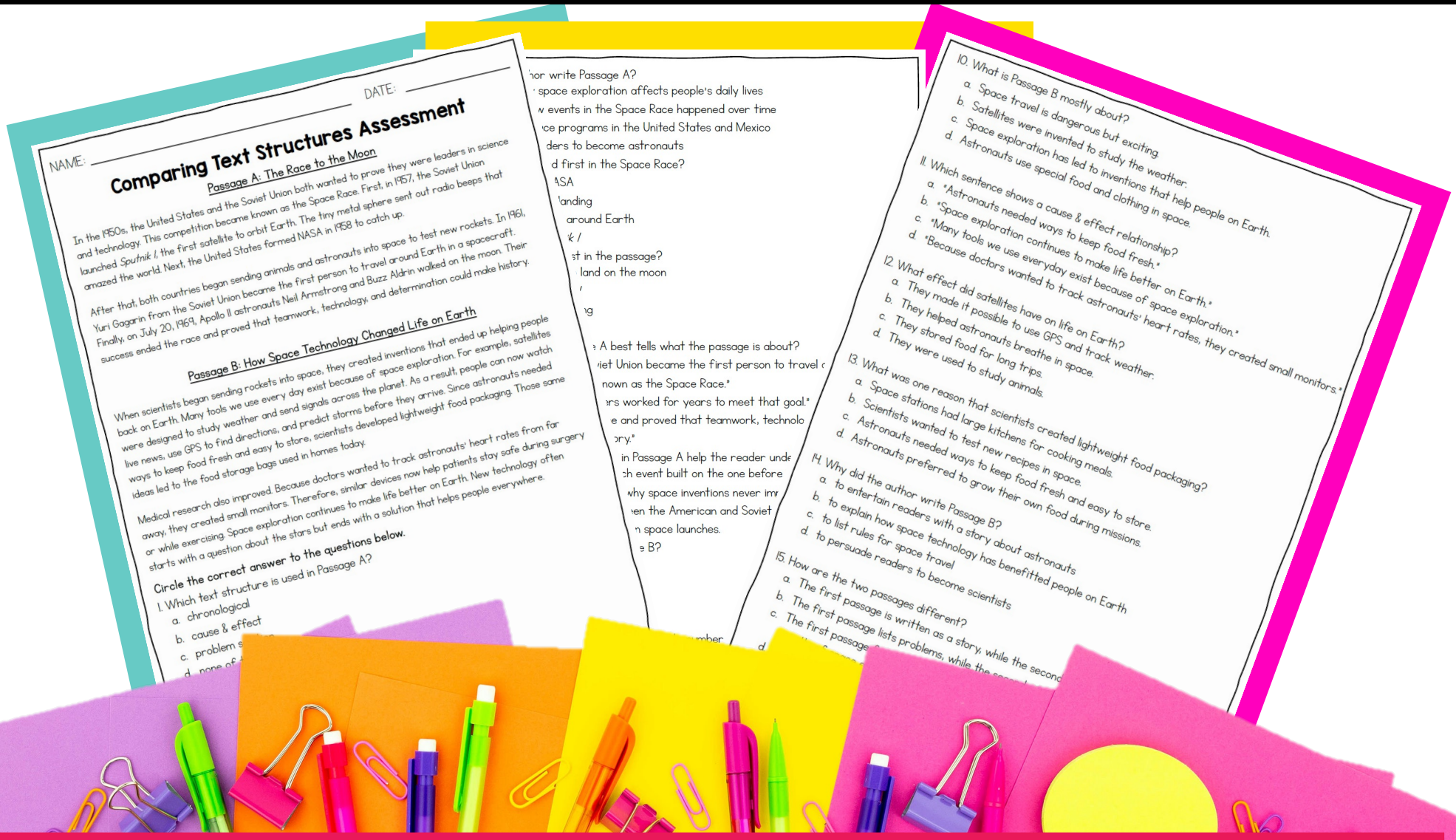
The first interactive notebook activity will review the skill with story structure. The second notebook activity asks students to use the skill to demonstrate an understanding text structures.

Practice Sheets



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

Assessments



NAME: _____ DATE: _____

Comparing Text Structures Assessment

Passage A: The Race to the Moon

In the 1950s, the United States and the Soviet Union both wanted to prove they were leaders in science and technology. This competition became known as the Space Race. First, in 1957, the Soviet Union launched *Sputnik I*, the first satellite to orbit Earth. The tiny metal sphere sent out radio beeps that amazed the world. Next, the United States formed NASA in 1958 to catch up.

After that, both countries began sending animals and astronauts into space to test new rockets. In 1961, Yuri Gagarin from the Soviet Union became the first person to travel around Earth in a spacecraft. Finally, on July 20, 1969, Apollo 11 astronauts Neil Armstrong and Buzz Aldrin walked on the moon. Their success ended the race and proved that teamwork, technology, and determination could make history.

Passage B: How Space Technology Changed Life on Earth

When scientists began sending rockets into space, they created inventions that ended up helping people back on Earth. Many tools we use every day exist because of space exploration. For example, satellites were designed to study weather and send signals across the planet. As a result, people can now watch live news, use GPS to find directions, and predict storms before they arrive. Since astronauts needed ways to keep food fresh and easy to store, scientists developed lightweight food packaging. Those same ideas led to the food storage bags used in homes today.

Medical research also improved. Because doctors wanted to track astronauts' heart rates from far away, they created small monitors. Therefore, similar devices now help patients stay safe during surgery or while exercising. Space exploration continues to make life better on Earth. New technology often starts with a question about the stars but ends with a solution that helps people everywhere.

Circle the correct answer to the questions below.

1. Which text structure is used in Passage A?
   a. chronological
   b. cause & effect
   c. problem s
   d. none of

hor write Passage A?
space exploration affects people's daily lives
v events in the Space Race happened over time
ce programs in the United States and Mexico
ders to become astronauts
d first in the Space Race?
ASA
'anding
around Earth
k /
st in the passage?
land on the moon
/
g

A best tells what the passage is about?
iet Union became the first person to travel
nown as the Space Race."
rs worked for years to meet that goal."
e and proved that teamwork, technolo
ory."
in Passage A help the reader unde
ch event built on the one before
why space inventions never im
en the American and Soviet
n space launches.
e B?

10. What is Passage B mostly about?
    a. Space travel is dangerous but exciting.
    b. Satellites were invented to study the weather.
    c. Space exploration has led to inventions that help people on Earth.
    d. Astronauts use special food and clothing in space.

11. Which sentence shows a cause & effect relationship?
    a. "Astronauts needed ways to keep food fresh."
    b. "Space exploration continues to make life better on Earth."
    c. "Space exploration and everyday exist because of space exploration."
    d. "Many tools we use everyday exist because of space exploration."

12. What effect did satellites have on life on Earth?
    a. They made it possible to use GPS and track weather.
    b. They helped astronauts breathe in space.
    c. They stored food for long trips.
    d. They were used to study animals.

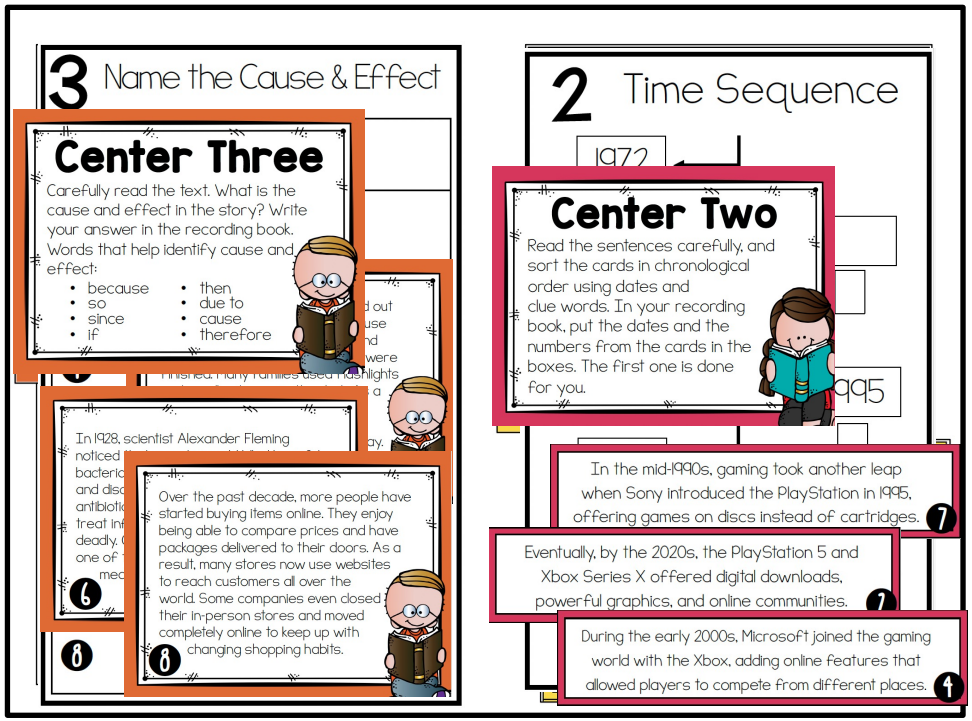
13. What was one reason that scientists created lightweight food packaging?
    a. Space stations had large kitchens for cooking meals.
    b. Scientists wanted to test new recipes in space.
    c. Astronauts needed ways to keep food fresh and easy to store.
    d. Astronauts preferred to grow their own food during missions.

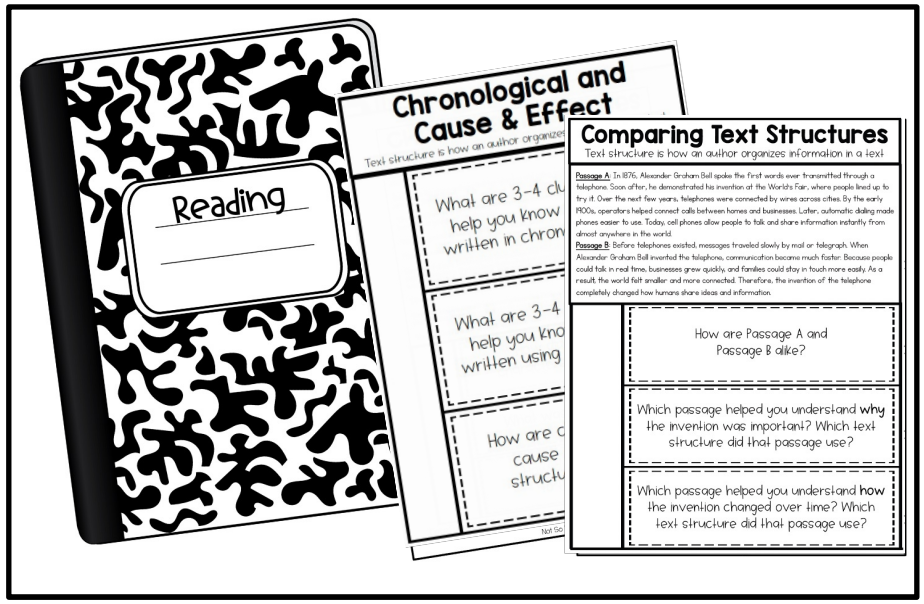
14. Why did the author write Passage B?
    a. to entertain readers with a story about astronauts
    b. to explain how space technology has benefitted people on Earth
    c. to list rules for space travel
    d. to persuade readers to become scientists

15. How are the two passages different?
    a. The first passage is written as a story, while the second
    b. The first passage lists problems, while the
    c. The first passage
    d.

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.

