

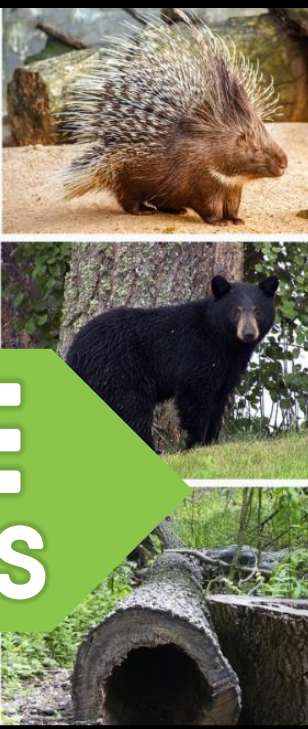
# KNOWLEDGE BUILDERS

**HOW PORCUPINE GOT HIS QUILLS**  
*Lakota Legend*

Long ago, Porcupine had no quills. He did have a thick coat of fur, but that didn't keep him safe like Bear's claws, Skunk's smell, or Deer's antlers. One day, Porcupine was walking through the woods looking for something to eat. Bear, who was feeling grumpy (and hungry) happened to notice Porcupine and decided he would make a tasty morsel for lunch.

Porcupine decided the only way to escape was to trick bear. So, he told Bear that he realized that Bear must be famished, since he was trying to get ready to hibernate for the winter. Porcupine casually mentioned that he had just returned from the berry patch where he had sampled the most

by the hollow log. He knew Porcupine would have to leave at some point. Porcupine though was stubborn and knew that Bear fell asleep easily. He decided to wait to leave until he heard Bear snoring.



**5TH GRADE  
10 DIGITAL UNITS**

**VOCABULARY**  
*from the fables*

Directions: Look at the vocabulary word in the top box. Place a happy face by all of the boxes which are definitions for that word.

content	
	pleased
	upset
	satisfied

commotion	
	calm
	noise
	disturbance

**VOCABULARY**  
*from the folktale*

Directions: Look at the vocabulary word in the top box. Find all the meanings for that word and circle them.

vanish	
appear	<u>disappear</u>
polish wood	<u>go away</u>

frail	
<u>weak</u>	<u>feeble</u>
powerful	pretty

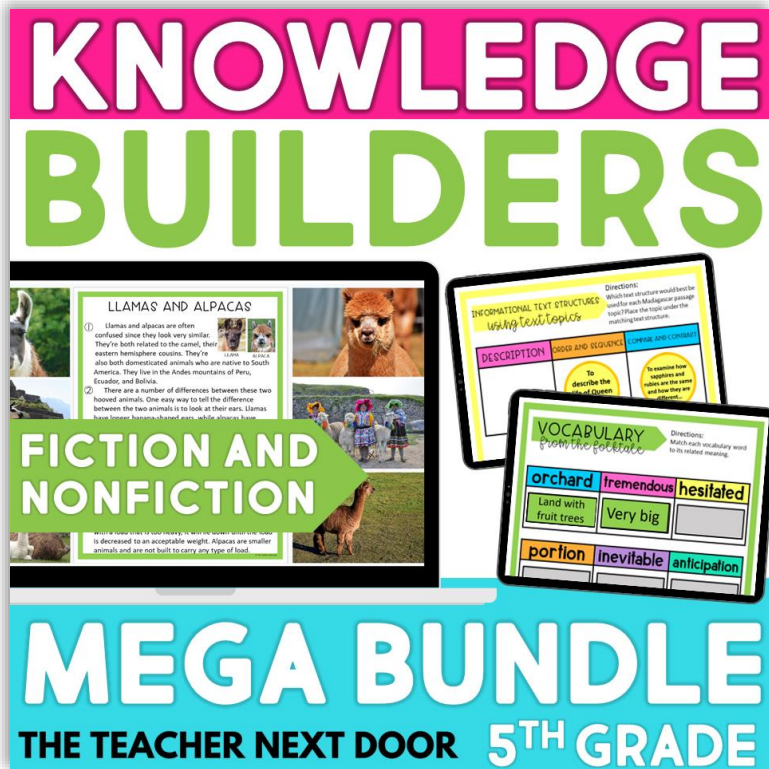
astonished	

realized	

# FICTION BUNDLE

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# BIG BUNDLE, BIG SAVINGS!



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**MAKE YOUR TEACHER LIFE SIMPLE.**

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# WHAT'S INCLUDED?

**10**

**KNOWLEDGE  
BUILDER UNITS**

**FOR  
CENTERS OR  
INDEPENDENT  
WORK**

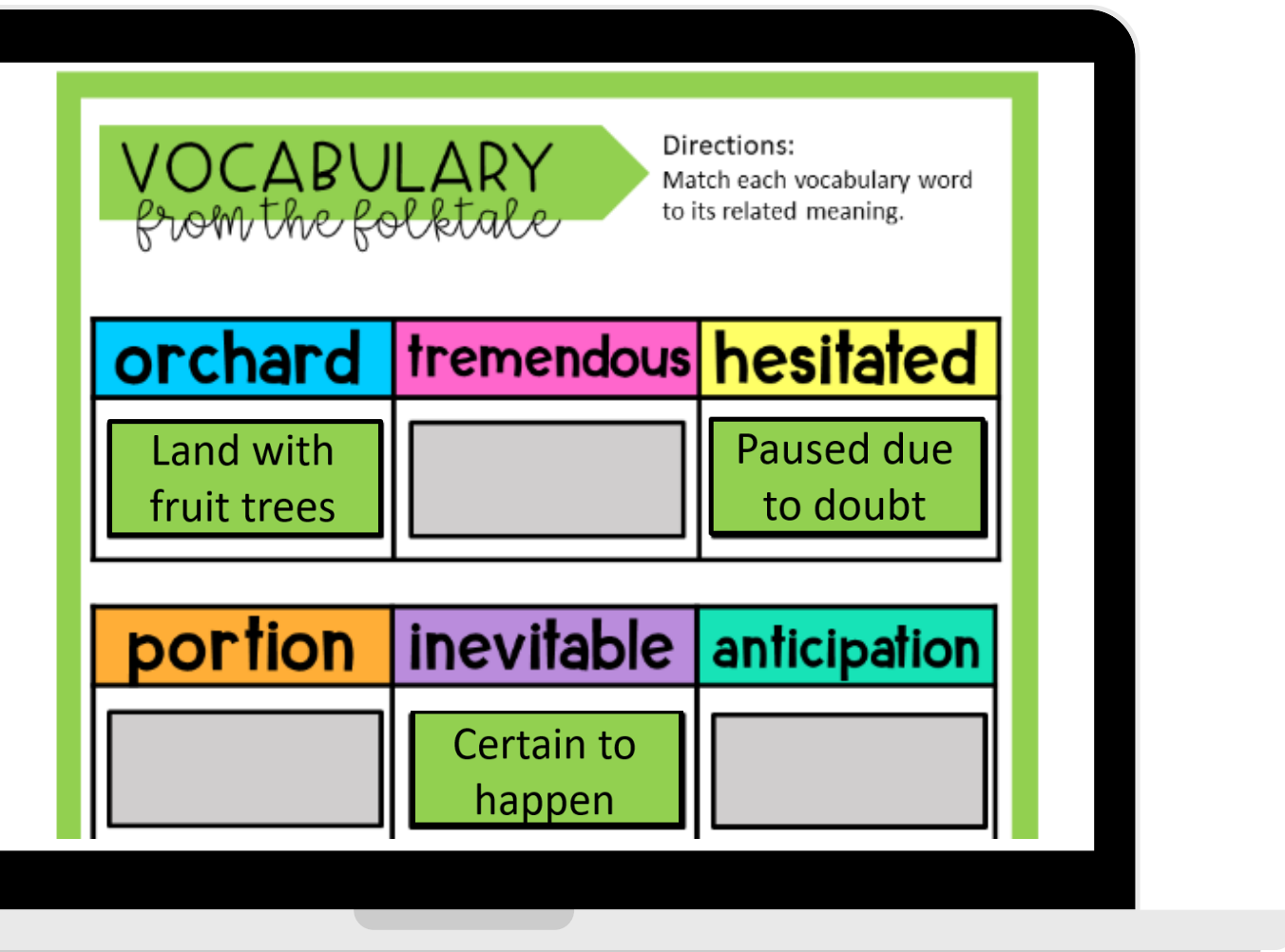
# COVERS KEY SKILLS

## FICTION

- Inferences
- Theme
- Characters, Settings, and Events
- Compare and Contrast
- Context Clues
- Figurative Language
- Elements of Poetry, Dramas, and Prose
- Point of View
- Visual Elements
- Compare and Contrast
- Reading Comprehension Using Literature

# DIGITAL FORMAT

**DRAG AND DROP – INTERACTIVE**  
**NO-PREP, EASY TO ASSIGN**  
**JUST CLICK AND SEND! **








# PASSAGES

READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!



### BLUEBIRD'S TALE

*Cherokee Folktale*




Long ago, when the world was new, there was a little bird that was pure white. The bird longed though, to be blue like the sky and the water. He decided to ask Grandfather for wisdom. Grandfather listened to the bird as he lamented the plain color of his feathers. Grandfather taught him a special song and told him that he must learn to pay close attention, to be patient, and to be grateful for the smallest gifts. The bird listened attentively and took Grandfather's lessons to heart. Soon, the bird had learned all of the lessons and was sent on his way.

Once the little bird arrived at the lake, he sang the song Grandfather had taught him. Then he dove into the cold water and swam all the way to the bottom of the lake. Although he was fearful, he remembered to be patient. He waited in the water for five days and then swam to the surface. From then on, his feathers were blue and he was called a bluebird.

When Coyote saw Bluebird, he was jealous. Back then, coyotes were white, but he wanted to be blue too. Coyote approached Bluebird and asked to learn Grandfather's song. Bluebird didn't want to reveal the secret, so he told Coyote to ask Grandfather himself, but he also refused. Grandfather told Coyote that he was not meant to be blue. Coyote was determined though! He went back to Bluebird and told him that if he didn't tell him the song, he would be eaten. Bluebird trembled with fear and sadly told him the secrets.

Immediately, Coyote went to the lake, sang the song, and dove into the water where he stayed for five days. As Coyote emerged, he was overjoyed to see that he was blue! He called out to all of the animals with pride, to see his glorious color. As he was walking, Coyote was busy bragging and soon, he crashed into a tree. Coyote fell down into the mud and rolled in it with pain and embarrassment. As the animals watched Coyote get up, they were amazed to see that his blue color began to fade away. Coyote's fur was brown and it stayed that way.

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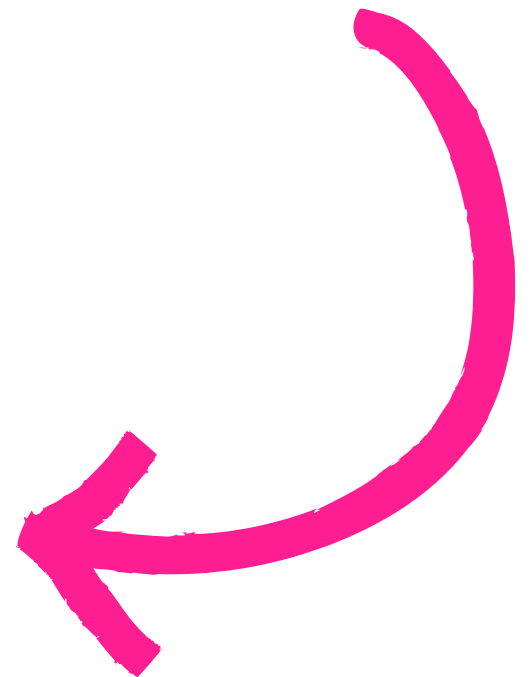
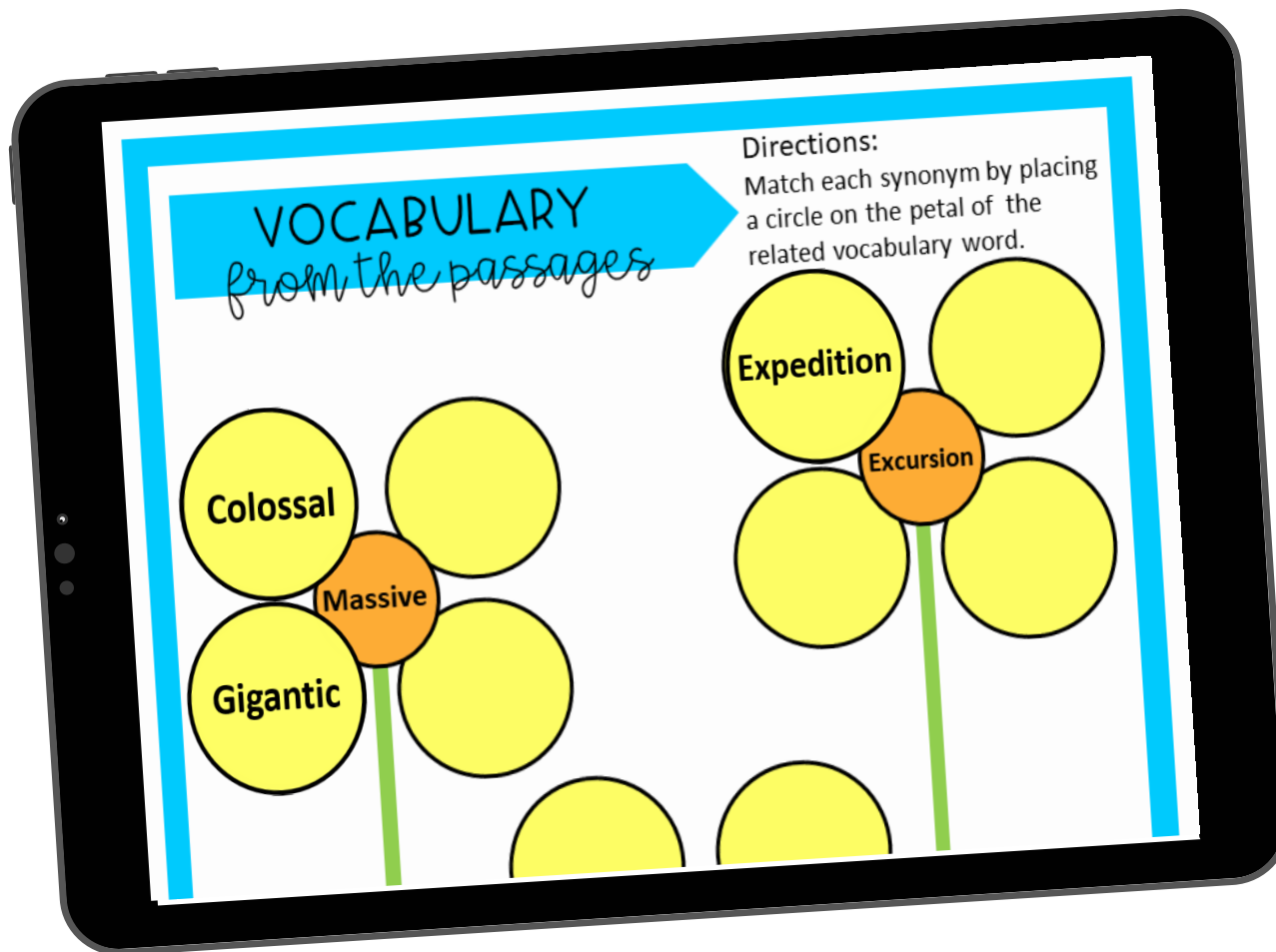


USE FOR  
CENTERS OR  
INDEPENDENT  
WORK



# VOCABULARY

TARGET WORDS IN CONTEXT  
FROM THE PASSAGE  
WITH INTERACTIVE PRACTICE!



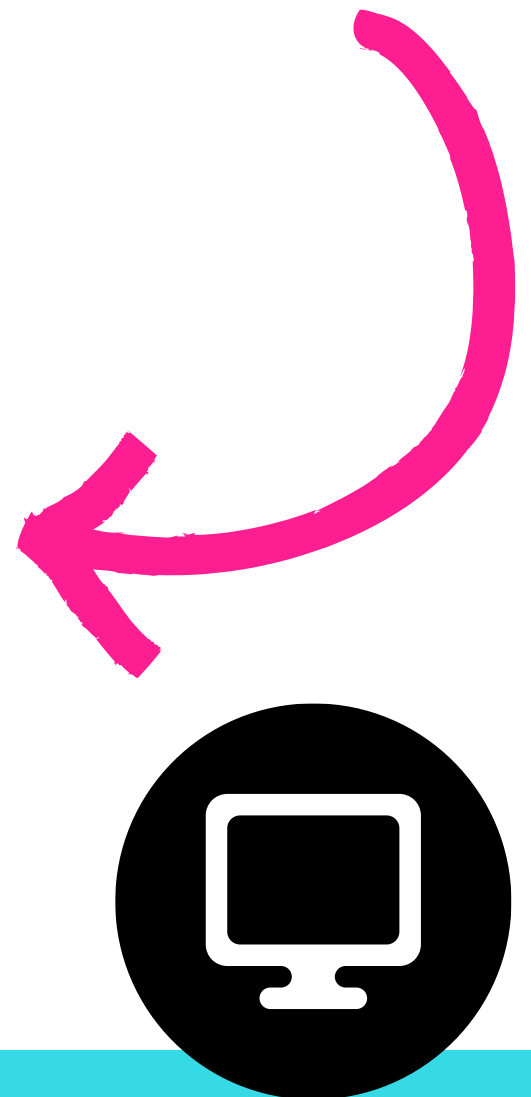
# COMPREHENSION

STUDENTS PRACTICE  
DIGGING INTO THE TEXT  
TO SHOW UNDERSTANDING!

**COMPARE AND CONTRAST**  
*the fables*

**Directions:**  
Is the information true for the first fable, the second fable, or for both of them? Move the pieces to show your answers.

① THE ROOSTER AND THE FOX	BOTH	② THE FOX AND THE ROOSTER
<ul style="list-style-type: none"><li>Fox told Rooster that he had good news.</li><li>Rooster never left the tree.</li><li>Fox was afraid of dogs.</li></ul>	<ul style="list-style-type: none"><li>Fox tried to trick Rooster</li><li>Rooster ended up tricking Fox.</li></ul>	<ul style="list-style-type: none"><li>Fox carried Rooster in his mouth.</li><li>The villagers yelled at Fox.</li><li>Rooster's pride in his voice got him in trouble.</li></ul>





# SKILLS FOCUSED

## REINFORCE THE READING SKILL

USING A VARIETY OF APPROACHES!

### INFERENCES *from the folktale*

Directions:  
Match the quote from the  
folktale to its related inference.

QUOTES FROM THE FOLKTALE	INFERENCES
"Day after day the old couple watched the pears ripening and hoped for a gust of wind to make the pears fall."	They wanted to eat the pears.
"The woodsman hurried into the woods."	He wanted to get the wood quickly, so he could eat the stew.
"...the woodsman mentioned that there was saffron in the stew."	The bear liked that spice.
	There wouldn't be any stew left for the bear.
"She said to...hide in the attic."	

"Once they started eating though, it was hard to stop. Soon the stew was gone."

They were afraid of the bear.



# ASK THE EXPERTS

**"I LOVE THESE! THEY ARE A  
QUICK AND EASY WAY TO  
ASSESS STUDENT PROGRESS  
ON THE READING STANDARDS!"**

**– MEL, 5TH GRADE TEACHER**

**"THANK YOU FOR CREATING  
SUCH INTERACTIVE,  
MEANINGFUL ACTIVITIES!"**

**– CAITLIN, 5TH GRADE SPED TEACHER**

**"WONDERFUL PRODUCT  
THAT WAS ENGAGING FOR  
MY STUDENTS!"**

**– AUTUMN, 4TH GRADE TEACHER**

**THE TEACHER NEXT DOOR**

# KNOWLEDGE BUILDERS FAQ

## Which classrooms would benefit from a KNOWLEDGE BUILDERS FICTION BUNDLE like this?

This Knowledge Builders Fiction Bundle is for you **if your reading curriculum is lacking** when it comes to focused reading skills practice or your students could benefit from more content knowledge. If you'd like to **stop endlessly searching for high-interest reading activities** that align with this reading standard and are looking for **easy-to-use** reading activities, this resource is for you.

## What age is best suited for this Knowledge Builder?

This digital reading unit is **aligned to 5th grade reading standards**. It can also be used with **older students in need of extra practice** and support or for **enrichment for younger students**. Teachers, homeschool educators, and tutors have used the materials successfully.

## How can this resource be used in my classroom?

This resource is **extremely versatile**. Many teachers will use the knowledge builder as part of their weekly literacy stations. You can also use the digital unit for independent work, partner practice, test prep, and for whole-class lessons. Our **best recommendation is to use them for independent or partner work while you meet with small groups to differentiate**.

# WHO IS TTND?

At **The Teacher Next Door**, we know that you strive to be an effective reading teacher while maintaining a healthy work-life balance. In order to do that, you need resources that are impactful yet simple. The problem is that most reading resources and curriculums out there are far from simple. The pages upon pages of daily lesson plans are just plain overwhelming. We believe teachers should be living their lives outside the classroom and not spending hours lesson planning and searching for resources.

Now, more than ever, teachers need space to be themselves, which is why we create and support teachers with time-saving tips and standards-aligned resources.

**We can't wait to help you get started.**

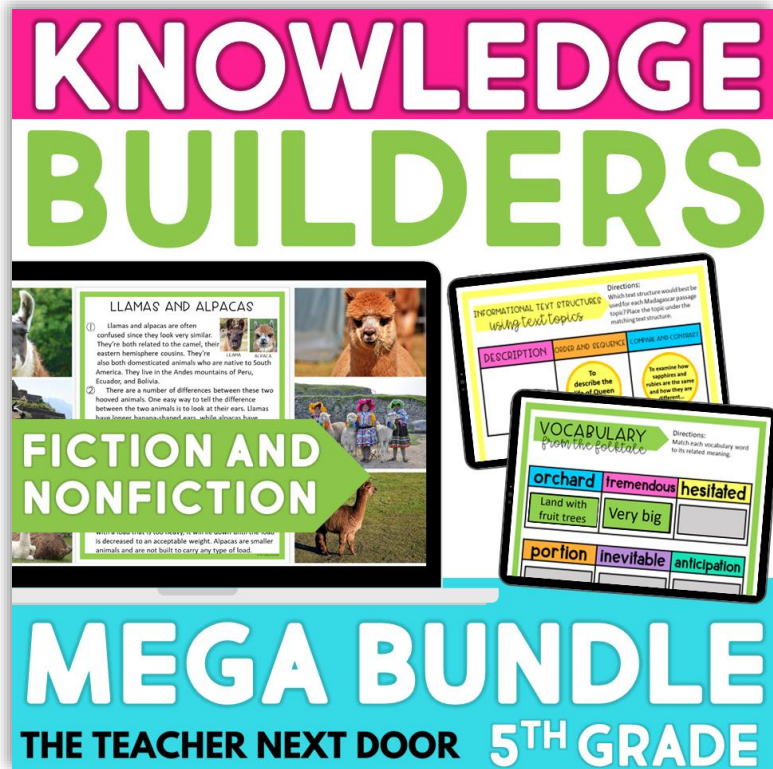
**A NOTE ABOUT OUR CEO AND FOUNDER:** Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers by providing ready-to-use resources that target standards and help students grow in amazing ways.



**THE TEACHER  
NEXT DOOR**

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# TAKE BACK YOUR TEACHER TIME!



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**NO MORE HOURS OF LESSON PLANNING!**  
**YOUR FUTURE TEACHER-SELF WILL**  
**THANK YOU, YEAR AFTER YEAR.**

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