

KNOWLEDGE BUILDERS

MAUSHOP THE GOOD GIANT and the Circle of Life
Wampanoag Legend

Long ago, a good giant, named Maushop, lived in Cape Cod, which is now part of Massachusetts. His only companion was a Giant Frog, who went everywhere with him. One day, when Maushop emptied sand from his moccasin, he created the island of Martha's Vineyard. When he was hungry, Maushop went to the water's edge to catch whales with his bare hands. First, the Giant threw large boulders into the bay, and then he stood on them to fish. Those boulders stretched into the ocean over a mile and became known as the *Devil's Bridge*. Each day after fishing, he sat at the top of the cliffs, which made a crater.

4TH GRADE FICTION

people had nothing to do and became lazy.

Humpback Whale

Martha's Vineyard

MORE INFERENCES from everyday life

Directions: Match the inference to the related sentence.

1. There is a large audience. Nolan is next to speak. His papers are shaking. His heart is beating rapidly. → He was nervous.

2. A hungry cat climbs a tree. A mother bird squawks at the cat loudly. She dives down from her nest. → She was worried and scared.

3. The day felt heavy but his eyes were dry.

4. Book...

INFERENCES using text clues

Directions: Match the text clue to the related inference.

TEXT CLUE	INFERENCE
1. The Great Spirit transformed Maushop into a white whale.	He had magical powers.
2. Maushop made an island from the sand in his moccasin.	
3. The giant frog followed Maushop everywhere.	They were good friends.
4. Maushop pulled trees out of the ground and carried them on his back.	
5. The Wampanoag became like little children due to Maushop's help.	

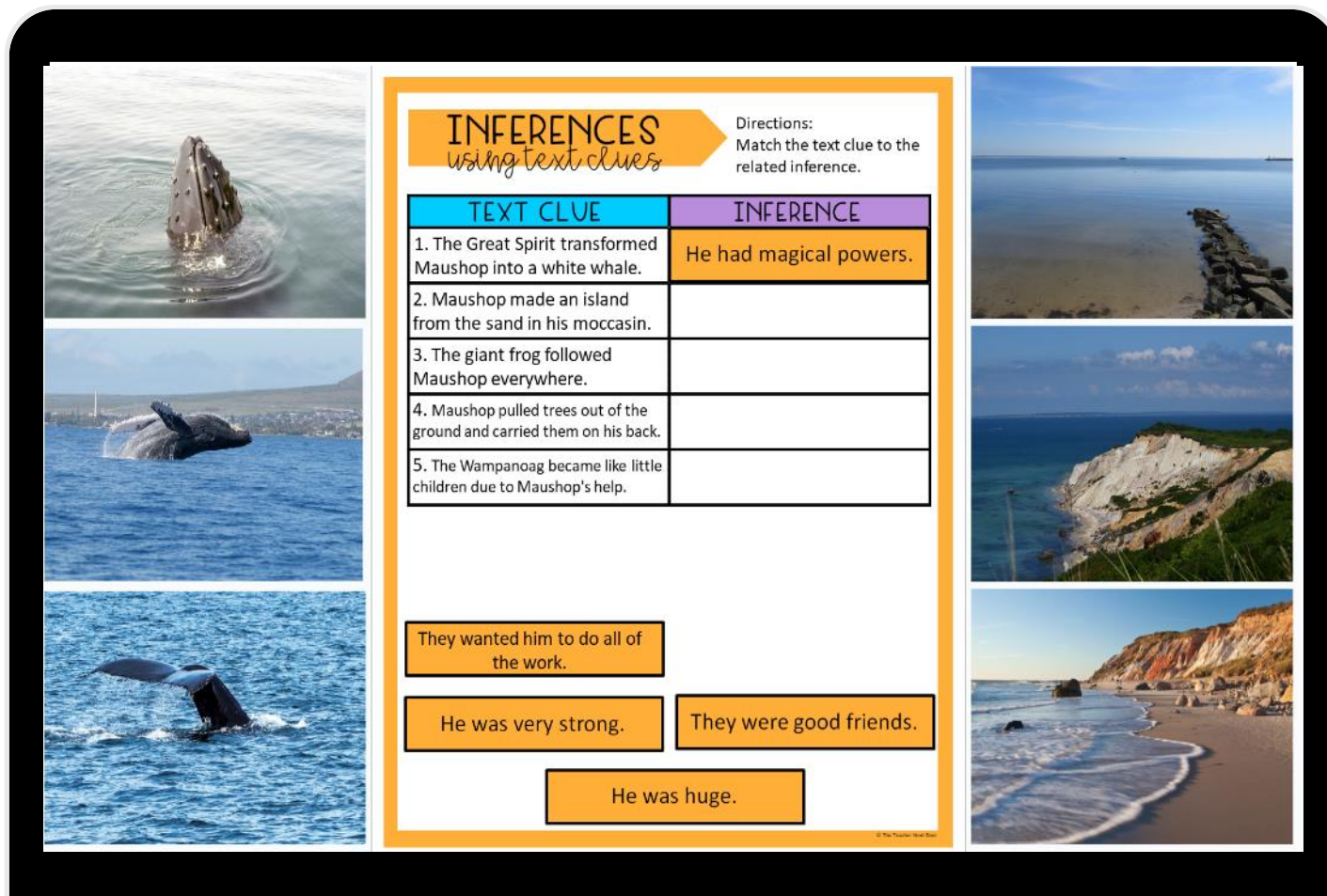
INFERENCES

THE TEACHER NEXT DOOR

DIGITAL FORMAT

DRAG AND DROP – INTERACTIVE
NO-PREP, EASY TO ASSIGN

JUST CLICK AND SEND! 



INFERENCES
using text clues

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They wanted him to do all of the work.

He was very strong.

They were good friends.

He was huge.



TWO PASSAGES

READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!



MIA'S BIG WISH

In the basement of the Nelson-Atkins Museum, in Kansas City, there lived a Mouse Family. Mother Mouse made gourmet cheese, using leftover milk she found from the cafeteria milk cartons. Father Mouse was the chief of the mouse patrol. He was on the lookout for anything dangerous to mice, like mousetraps with cheese, mice poison, or pest control workers. Luckily, cats were not allowed in the museum, so that was one worry they didn't have. Their two sons, Pablo and Claude were learning to be scouts, and spent their time helping Father Mouse. Their only daughter, Mia, wanted to do something different though. She wanted to be an artist!

Each night, after the museum closed and the lights were turned off, Mia tiptoed out of the basement. Her tiny backpack was filled with bits of paper and a pencil stub she found in the trash. Mia walked cautiously, making sure to avoid the security guard's gaze, as he made his rounds through the museum.

Mia walked past the sculptures, the African shields, and the Asian pottery. Finally, she made her way to the paintings. She stopped to study Georgia O'Keeffe's beautiful *Apple Blossom* painting. Mia sat down and practiced sketching it. With only a few hours before the museum opened, Mia was getting tired, but she walked to one of her favorite paintings of a ballet dancer. It was called *Dancer Making Points* by Edgar Degas.

Soon, the sun was up and Mia realized she was late. She stuffed her sketches in her backpack and scurried down the museum hall to the stairs leading to her home in the basement. Her mother was there to give her a quick scolding, along with a hug. The Mouse Family ate a breakfast of gouda cheese, pieces of Cheerios (dropped by a toddler), and some apple slices left by a museum visitor. Then, it was time for sleep.

Each night was the same. Mia studied paintings by skilled artists like Mary Cassatt and Vincent Van Gogh. She admired each piece, learned the different styles of art, and memorized the artist's names. And every night, she practiced, and sketched, and drew...until one day, she decided to create her own painting!

The next night, instead of exploring the museum, Mia crept into the children's art area. There, volunteer artists taught children to sculpt, draw, or paint each week. Mia opened some watercolors, found a paintbrush, a large piece of paper, and with much effort, filled a small cup with water. For the next few hours, she painted the most beautiful flowers she had ever seen, from memory. When she was finished, instead of signing her name, she placed her paw print in the corner. The painting dried quickly, and she pulled it across the floor to the office of the museum curator. She carried it to the top of the curator's desk, hoping to be discovered. That night, Mia couldn't sleep.

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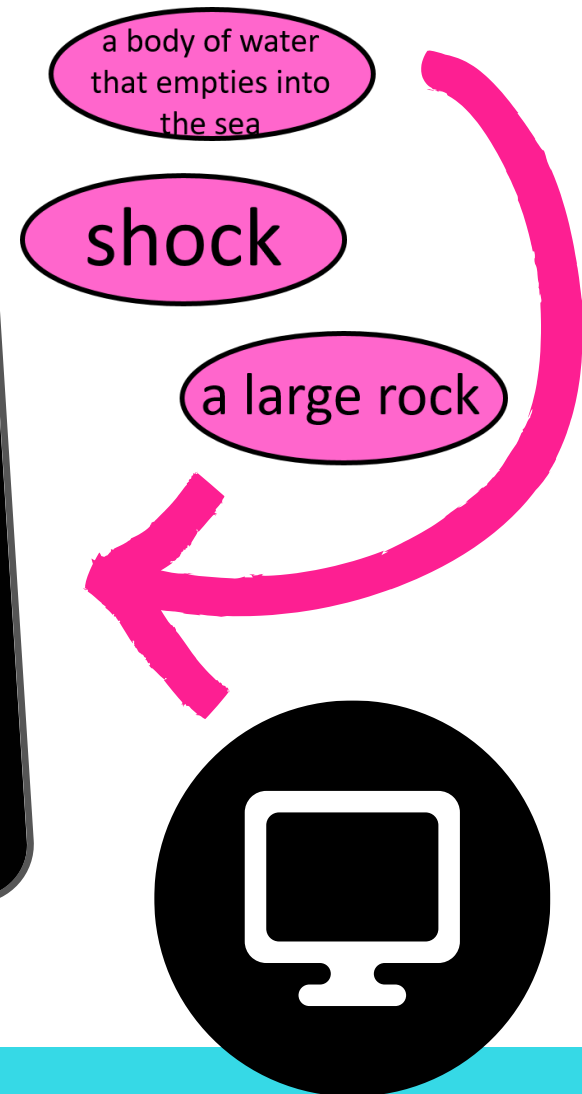
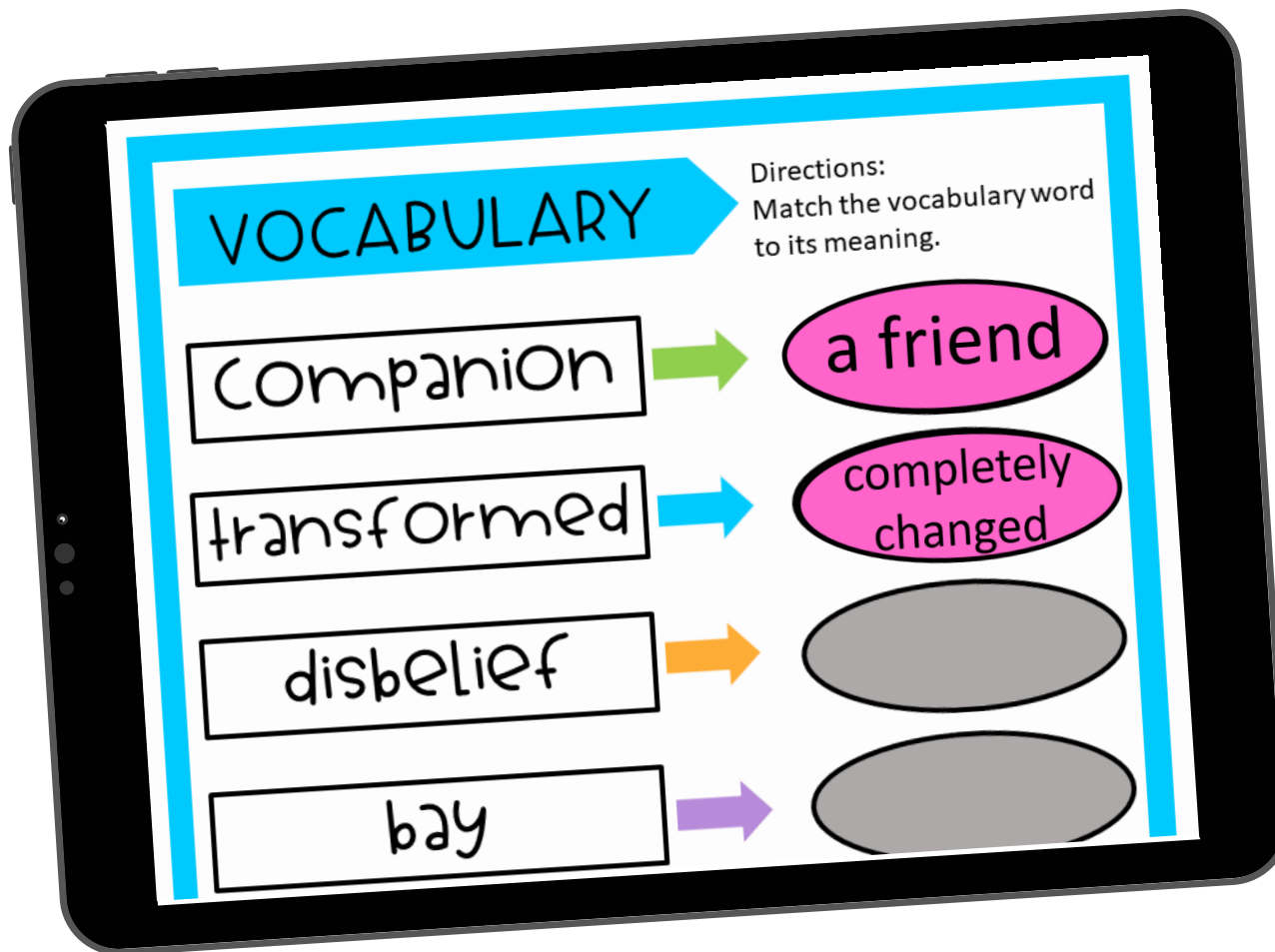
USE FOR
CENTERS OR
INDEPENDENT
WORK



THE TEACHER NEXT DOOR

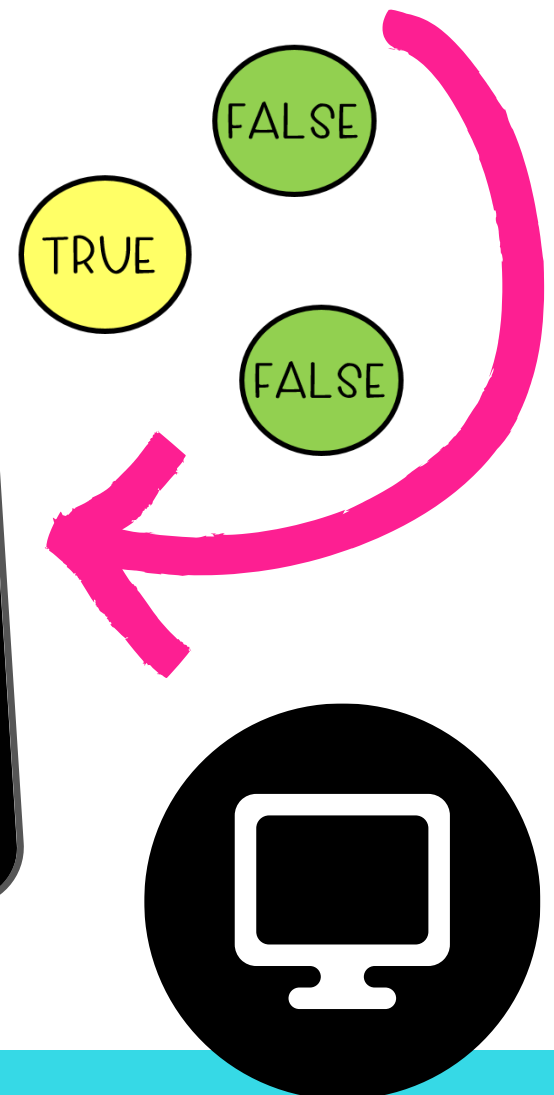
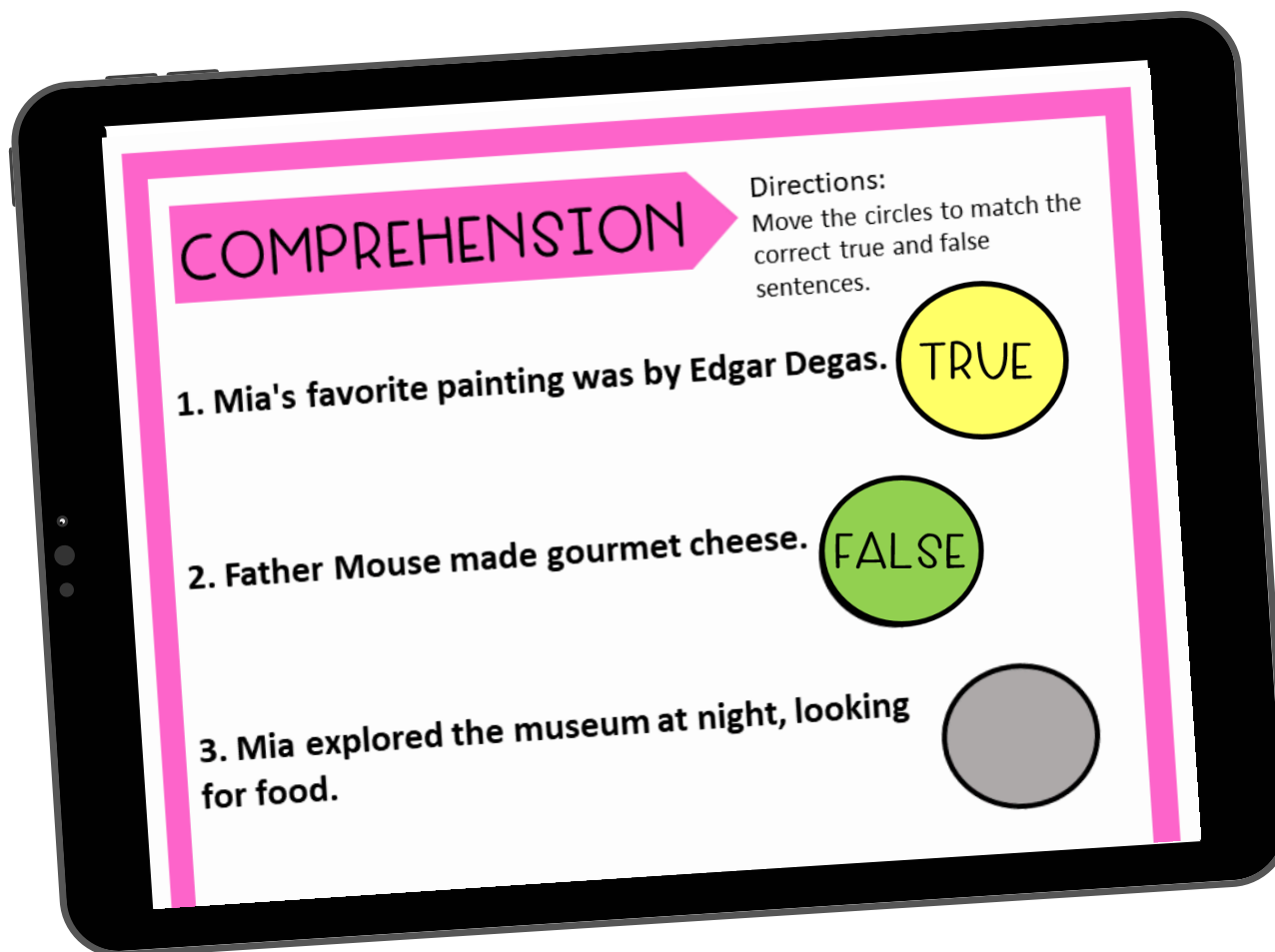
VOCABULARY

TARGET WORDS IN CONTEXT
FROM THE PASSAGE
WITH INTERACTIVE PRACTICE!



COMPREHENSION

**STUDENTS PRACTICE
DIGGING INTO THE TEXT
TO SHOW UNDERSTANDING!**



SKILLS FOCUSED

REINFORCE

MAKING INFERENCES

USING A VARIETY OF APPROACHES!

INFERENCES *using text clues*

Directions:
Match the text clue to the
related inference.

TEXT CLUE	INFERENCE
1. Mia walked cautiously around the museum at night.	She was nervous about being caught.
2. Father Mouse was on the lookout for mousetraps, mice poison, and pest control workers.	He wanted to protect his family.
3. Mother Mouse quickly scolded Mia for being late.	
4. Mia walked past the sculptures, shields, and pottery.	
5. The Mouse Family ate a breakfast of cheese, Cheerios, and apple slices.	

She was worried about her.

She wasn't interested in them.

The mice sometimes leave their home to find food.



ASK THE EXPERTS

**"GREAT RESOURCE! MY
STUDENTS LOVED IT!
VERY ENGAGING!"**

– JENNIFER, 4TH GRADE TEACHER

**"MY STUDENTS WERE
ENGAGED AND ENJOYED
THIS PRODUCT!"**

– TAYLOR, 4TH GRADE TEACHER

**"LOVE THESE! GREAT
REVIEW FOR MY
STUDENTS!"**

– JANEL, 4TH GRADE TEACHER

KNOWLEDGE BUILDERS FAQ

Which classrooms would benefit from a Digital Reading Inferences Unit like this?

This set of Inferences using fiction Knowledge Builders 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 4th 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.

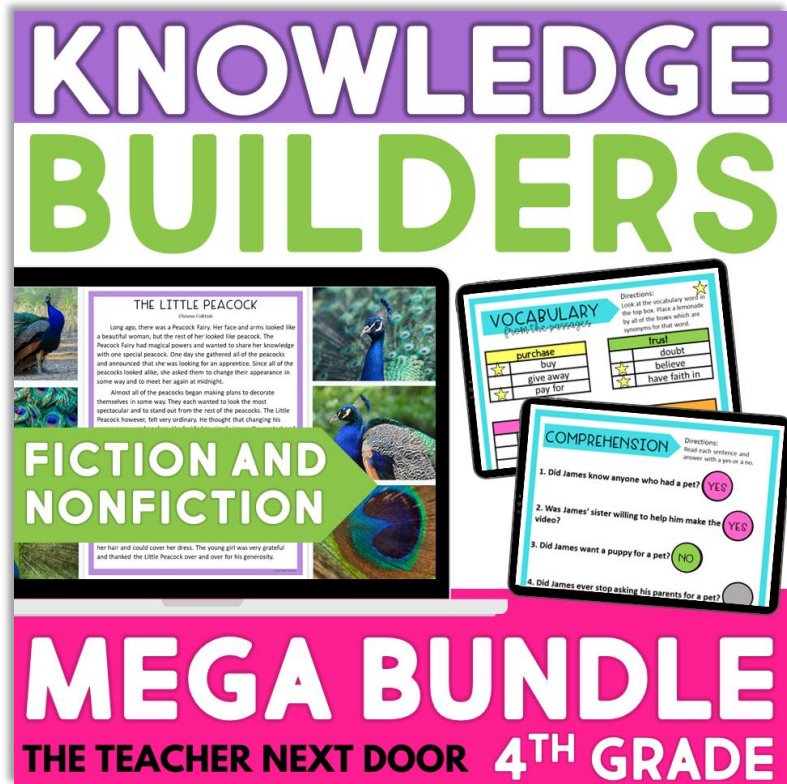
A NOTE ABOUT OUR CEO AND FOUNDER: Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers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

REACH OUT AT: contact@the-teacher-next-door.com



**THE TEACHER
NEXT DOOR**

TAKE BACK YOUR TEACHER TIME!



BUY NOW



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

THE TEACHER NEXT DOOR