

KNOWLEDGE BUILDERS



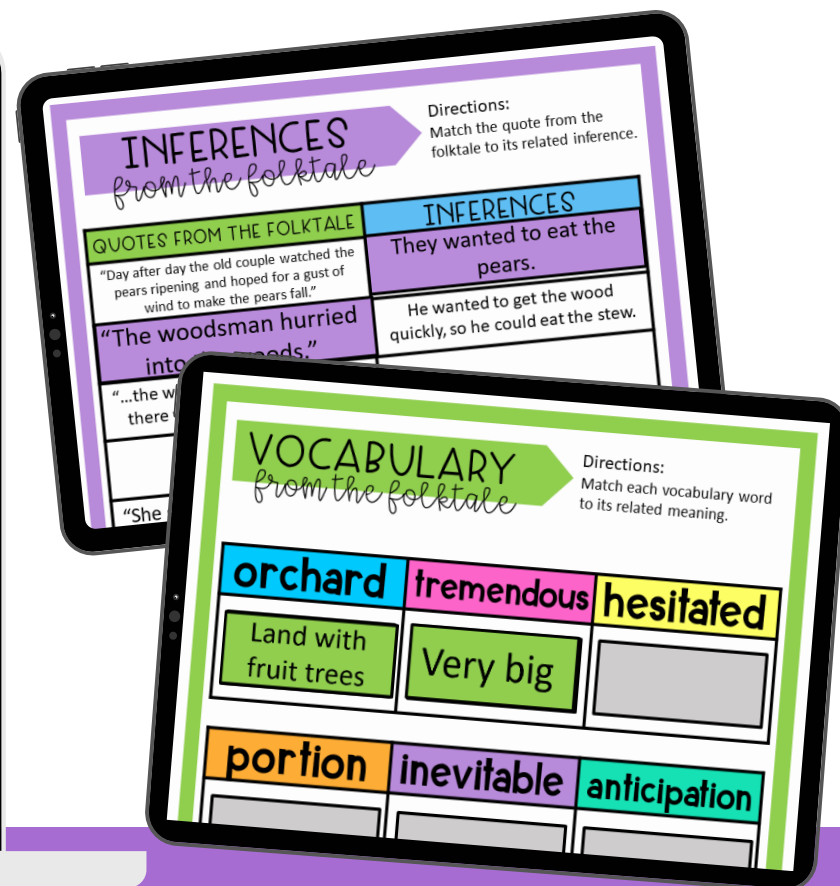
THE BEAR'S BAD BARGAIN
A Folktale from India

Long ago, an old woodsman and his wife lived in a tiny shack near a wealthy man's orchard. A pear tree's bough grew over the wall of the orchard into their backyard. It was agreed that if any pear from that tree fell into the yard, the old couple could eat it. Day after day, the old couple watched the pears ripening and hoped for a gust of wind to make the fruit fall. Soon, the old woman became impatient. She told her husband that it was inevitable that they would become beggars and insisted that he worked harder and harder to earn money to eat. After a short time, the woodsman was hungry and exhausted. He told his wife that he would not work anymore until she made a hearty stew for their dinner.

So, the old woman took rice, beans, butter, and spices and...

that, the bear agreed, and licked his lips in anticipation.

5TH GRADE FICTION



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 w there"	
"She"	

VOCABULARY from the folktale

Directions: Match each vocabulary word to its related meaning.

orchard	tremendous	hesitated
Land with fruit trees	Very big	
portion	inevitable	anticipation

INFERENCES

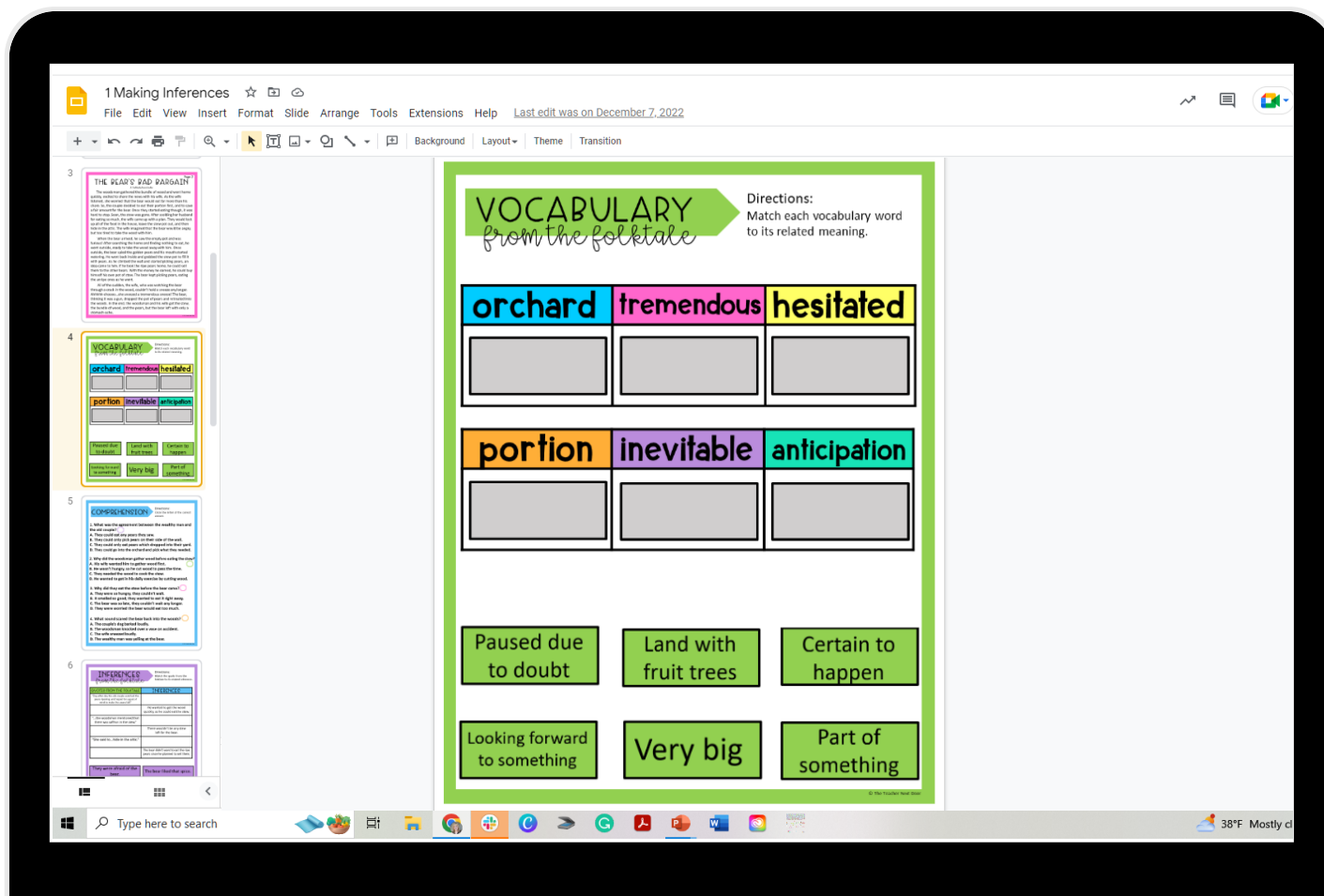
THE TEACHER NEXT DOOR

DIGITAL FORMAT

DRAG AND DROP – INTERACTIVE

NO-PREP, EASY TO ASSIGN

JUST CLICK AND SEND! 



THE TEACHER NEXT DOOR

TWO PASSAGES

READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!

THE BEAR'S BAD BARGAIN

A Folktale from India

Long ago, an old woodsman and his wife lived in a tiny shack near a wealthy man's orchard. A pear tree's bough grew over the wall of the orchard into their backyard. It was agreed that if any pear from that tree fell into the yard, the old couple could eat it. Day after day, the old couple watched the pears ripening and hoped for a gust of wind to make the fruit fall. Soon, the old woman became impatient. She told her husband that it was inevitable that they would become beggars and insisted that he worked harder and harder to earn money to eat. After a short time, the woodsman was hungry and exhausted. He told his wife that he would not work anymore until she made a hearty stew for their dinner.

So, the old woman took rice, beans, butter, and spices and began to cook the stew. A delicious smell filled the hut, and the old man sat down, ready to eat. The wife told him that before they ate together, he must go into the woods and gather more wood.

The woodsman hurried into the woods and began chopping small trees and branches until he had a large bundle. Soon, a bear walked by and asked what he was going to do with the wood. The woodsman explained that his wife promised him a delicious stew, after he brought back a bundle of wood. Just thinking about the stew made the bear's mouth water. The bear asked if the wife would share the stew with him, if he also brought her a bundle of wood. The woodsman told the bear that it would have to be a large bundle, like half of a ton of wood. The bear hesitated, so the woodsman mentioned that there was saffron (spice) in the stew! At that, the bear agreed, and licked his lips in anticipation.



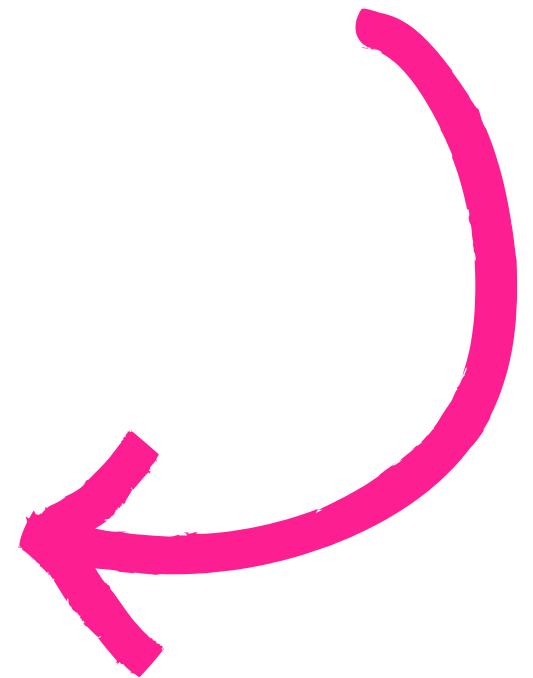
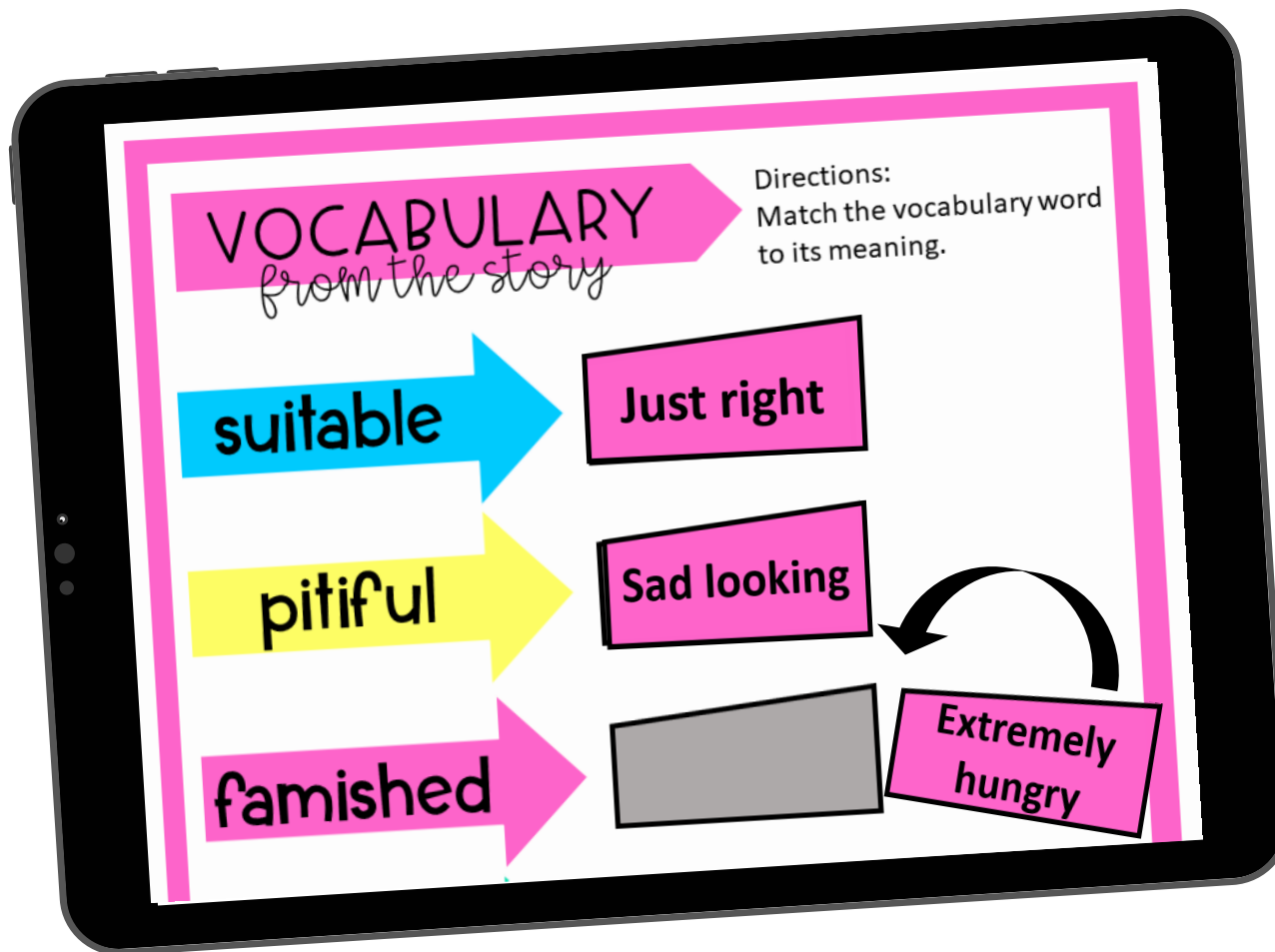
USE FOR
CENTERS OR
INDEPENDENT
WORK



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!

COMPREHENSION

Directions: Place a star in the box next to the correct answer.

1. When Little Penguins are on land, where do they live?

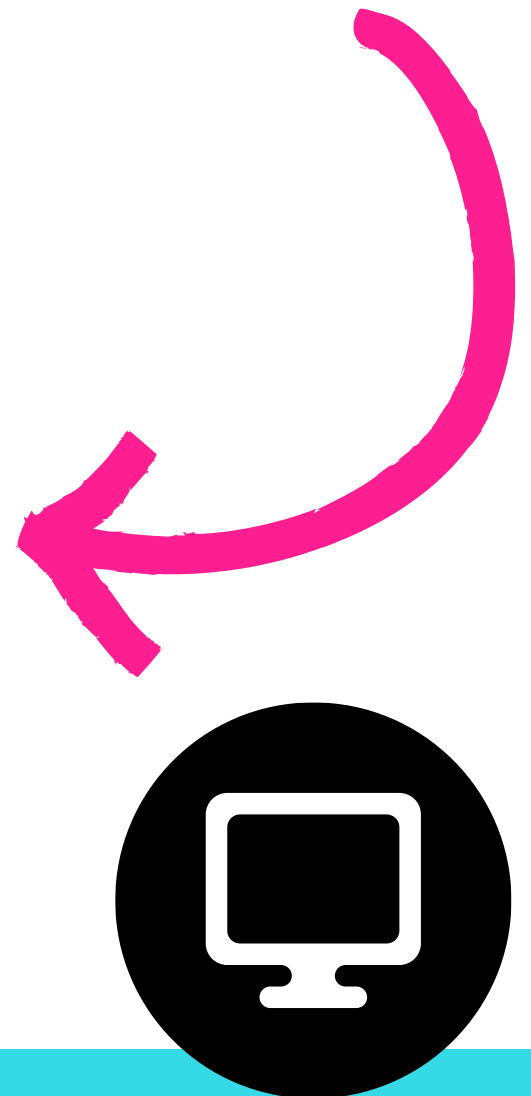
<input type="checkbox"/>	A. Ice caves
<input type="checkbox"/>	B. Trees
<input checked="" type="checkbox"/>	C. Burrows

2. Which parent brings food for the baby penguins?

<input type="checkbox"/>	A. Mother
<input type="checkbox"/>	B. Father
<input checked="" type="checkbox"/>	C. Both parents

3. How old are penguins when they have to fend for themselves?

<input type="checkbox"/>	A. Two days
<input type="checkbox"/>	B. Two months



SKILLS FOCUSED

REINFORCE THE

INFERENCE CONCEPT

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 LOVED THIS RESOURCE! THIS WAS
A GREAT ALTERNATIVE TO BASIC
PASSAGES AND QUESTIONS."
– KIMBERLY, 5TH GRADE TEACHER**

**"MY STUDENTS LOVED IT, AND IT
WAS A GREAT WAY TO PRACTICE
AND REVIEW INFERENCES."
– RACHEL, 5TH GRADE TEACHER**

**"THIS IS AN AMAZING RESOURCE!
I LOVE THE INTERACTIVE
COMPONENTS!"
– JENNIFER, 5TH GRADE TEACHER**

THE TEACHER NEXT DOOR

KNOWLEDGE BUILDERS FAQ

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

This set of Inferences 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 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.

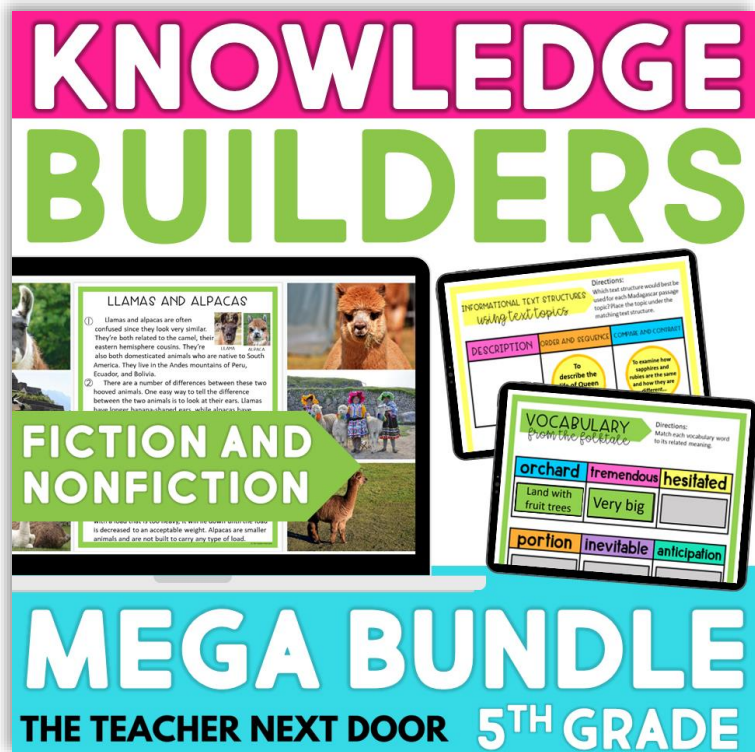
A NOTE ABOUT OUR CEO AND FOUNDER: Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers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



**THE TEACHER
NEXT DOOR**

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

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