

# 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

FICTION AND NONFICTION

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.



**INFORMATIONAL TEXT STRUCTURES**  
*using text topics*

Directions: Which text structure would best be used for each Madagascar passage topic? Place the topic under the matching text structure.

DESCRIPTION	ORDER AND SEQUENCE	COMPARE AND CONTRAST
To tell what elephant birds look like and how they lived...	To describe the life of Queen Rasoherina...	To examine how sapphires and rubies are the same and how they are different...

**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	frail
appear	weak
disappear	feeble
polish wood	powerful
go away	pretty

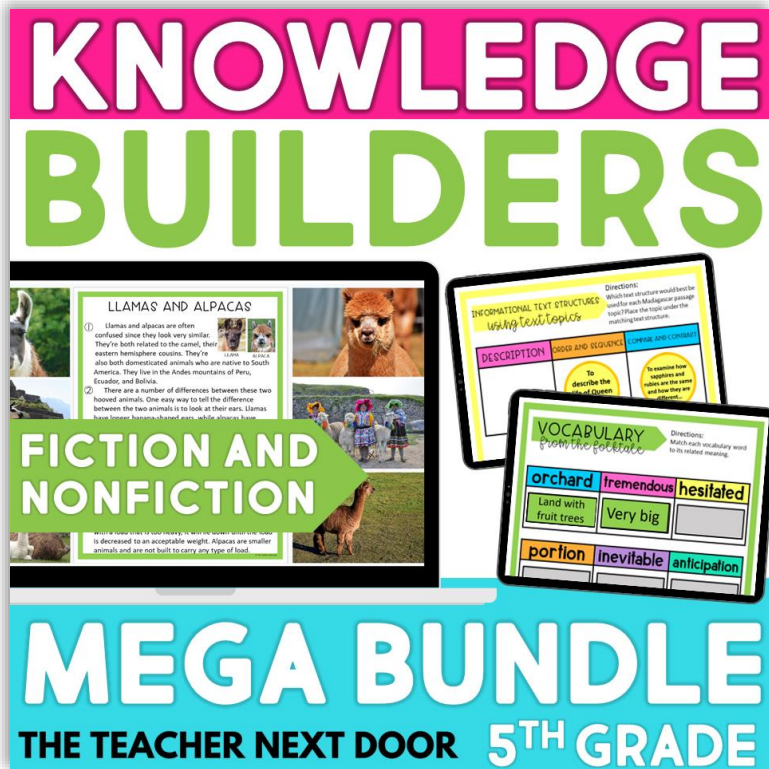
astonished

realized

# MEGA BUNDLE

THE TEACHER NEXT DOOR 5<sup>TH</sup> GRADE

# BIG BUNDLE, BIG SAVINGS!



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# WHAT'S INCLUDED?

**20**

**KNOWLEDGE  
BUILDER UNITS**

**FOR  
CENTERS OR  
INDEPENDENT  
WORK**

# COVERS KEY SKILLS

## FICTION

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




## NONFICTION

- Inferences
- Main Idea
- Cause and Effect
- Context Clues
- Informational Text Structures
- Point of View
- Information from Multiple Sources
- Text Evidence
- Paired Passages
- Reading Comprehension Using Literature

# DIGITAL FORMAT

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

**JUST CLICK AND SEND!** 



**Ostrich**




**INFORMATIONAL TEXT**  
*using a chart*

**OSTRICHES AND EMUS**

Ostriches and emus are both large, flightless birds. They look very similar with long necks and feathered bodies. They have strong legs that they use for sprinting, with emus running up to 25 mph and ostriches up to 42 mph. They also use their legs to defend themselves. Both birds are omnivores, although they mostly eat plants. They both eat small insects, but ostriches also eat lizards and mice.

The birds are also different in a number of ways. Ostriches live in Africa while emus inhabit Australia. An ostrich is unique as a bird, having only two toes, while an emu has three toes. An emu can grow to about 90 lbs. and has a lifespan of up to 20 years. An ostrich is much larger weighing up to 325 lbs. and living up to 70 years.

Characteristics	Emu	Ostrich
Lives in:	Australia	Africa
Eats:		
Weighs:		
Toes:	three	two
Lifespan:		



**Emu**

plants, insects,  
lizards, and mice

plants and insects



**THE TEACHER NEXT DOOR**




# PASSAGES



READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!



Masonry





### MACHU PICCHU


① Machu Picchu (Mah-choo Peek-choo) is an abandoned stone city built by the Incas. It can be found at 8,000 feet above sea level in the Andes Mountains of Peru in South America. Archaeologists believe that the city was built in the 1400s, at the height of the Inca Empire.

② No one is sure why the Inca King Pachacutec decided to build the city. Some think since it was built in a beautiful location and was warmer than the capital city of Cuzco, that it may have been built as a refuge for the Inca aristocracy. Some think since it contains several different temples, it was built as a religious center. Others believe that the steep cliffs and narrow trails may mean that it was built as a fortress. Possibly, it was built for a combination of these theories.

③ Machu Picchu is made up of over 150 buildings, including houses, baths, temples, and sanctuaries. Most of the buildings were made from granite stones which were precisely cut and wedged tightly together. The Incas didn't use mortar to hold the stones together. Each stone was heavy, weighing 50 lb. or more. Workers moved the rocks up steep hills using grass ropes and levers. It is thought that they didn't use carts or animals to move the stones.



The Temple of the Sun



USE FOR  
CENTERS OR  
INDEPENDENT  
WORK



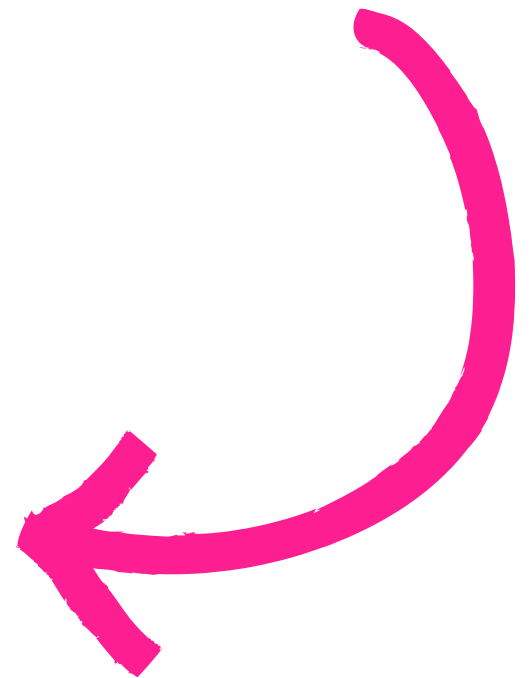
# COMPREHENSION

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	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 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>
<b>BOTH</b> <ul style="list-style-type: none"><li>Fox tried to trick Rooster</li><li>Rooster ended up tricking Fox.</li></ul>	



# VOCABULARY

TARGET WORDS IN CONTEXT  
FROM THE PASSAGE  
WITH INTERACTIVE PRACTICE!

**VOCABULARY**  
*from the text*

Directions: Look at the vocabulary word in the top box. Place a happy face by all of the boxes with correct meanings for that word.

physician	
<input type="checkbox"/>	engineer
<input checked="" type="checkbox"/>	doctor
<input type="checkbox"/>	lawyer

conquer	
<input checked="" type="checkbox"/>	defeat
<input type="checkbox"/>	build
<input checked="" type="checkbox"/>	beat

risky	
<input type="checkbox"/>	simply
<input type="checkbox"/>	a chance of loss
<input type="checkbox"/>	dangerous

bribed	
<input type="checkbox"/>	persuaded with a gift
<input type="checkbox"/>	money given to influence behavior
<input type="checkbox"/>	avoid





# SKILLS FOCUSED

## REINFORCE THE READING CONCEPT

### USING A VARIETY OF APPROACHES!

**MORE CONTEXT CLUES**  
*practice with marsupials*

Directions:  
Use context clues to match the underlined vocabulary word to its definition.

1. Since most people know that kangaroos live Down Under, they are arguably Australia's most famous animal.

2. Koalas sleep much of the time to conserve their energy as their body digests their food.

3. It is accurate to say that Tasmanian devils have one of the strongest bites in the world!

4. Quokkas drink very little water because they extract the water they need from the plants they eat.

5. Bandicoots are rarely visible since their coloring blends in with their surroundings.

6. The echidna has spines, so some may assume that it is related to a porcupine, but it is not.

**Kangaroo**

**Koala**

**Tasmanian Devil**

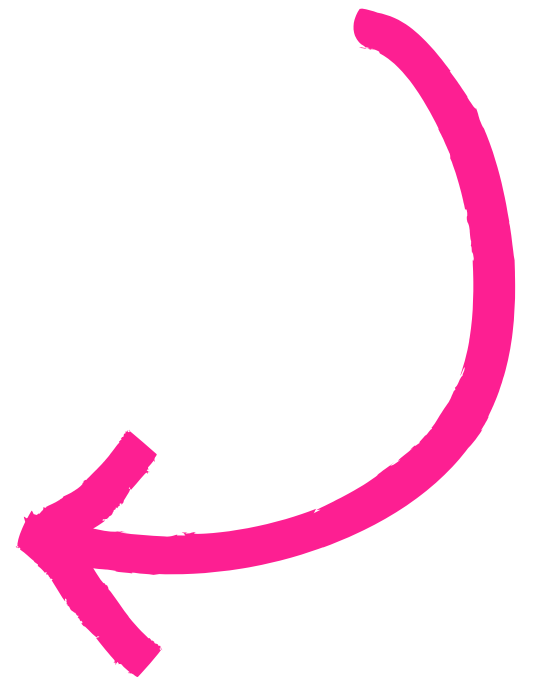
possibly or might be

to save

able to be seen

to think or to guess

correct or right



# ASK THE EXPERTS

**"I ABSOLUTELY LOVE, LOVE, LOVE THIS RESOURCE! I CAN'T SAY ENOUGH ABOUT WHAT A GREAT INVESTMENT THIS RESOURCE IS!"**

**– AUTUMN, 4TH GRADE TEACHER**

**"THIS IS AN AMAZING RESOURCE, AND I ABSOLUTELY LOVE IT AND SO DO MY STUDENTS!!!"**

**– BECCA, 5TH GRADE TEACHER**

**"AN AMAZING RESOURCE THAT IS FULL OF ENGAGING LESSONS. MY STUDENTS REALLY ENJOY THE WORK IN THIS BUNDLE!"**

**– TARA, 5TH GRADE TEACHER**

**THE TEACHER NEXT DOOR**

# KNOWLEDGE BUILDERS FAQ

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

This Knowledge Builders Fiction Mega 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.**

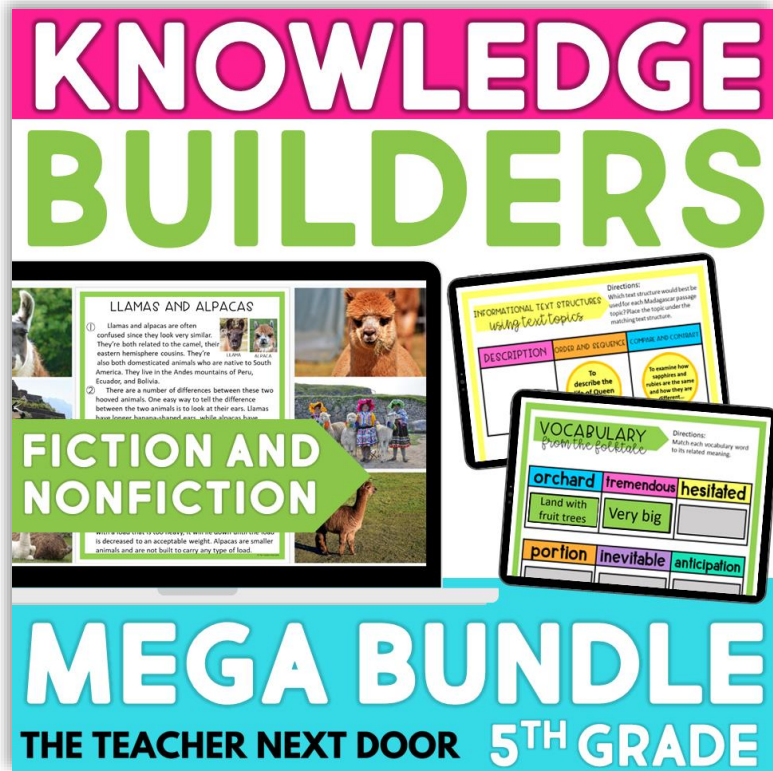
**A NOTE ABOUT OUR CEO AND FOUNDER:** Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers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



**THE TEACHER  
NEXT DOOR**

**REACH OUT AT: [contact@the-teacher-next-door.com](mailto:contact@the-teacher-next-door.com)**

# TAKE BACK YOUR TEACHER TIME!



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**YOUR FUTURE TEACHER-SELF WILL**  
**THANK YOU, YEAR AFTER YEAR.**

**THE TEACHER NEXT DOOR**