

# KNOWLEDGE BUILDERS



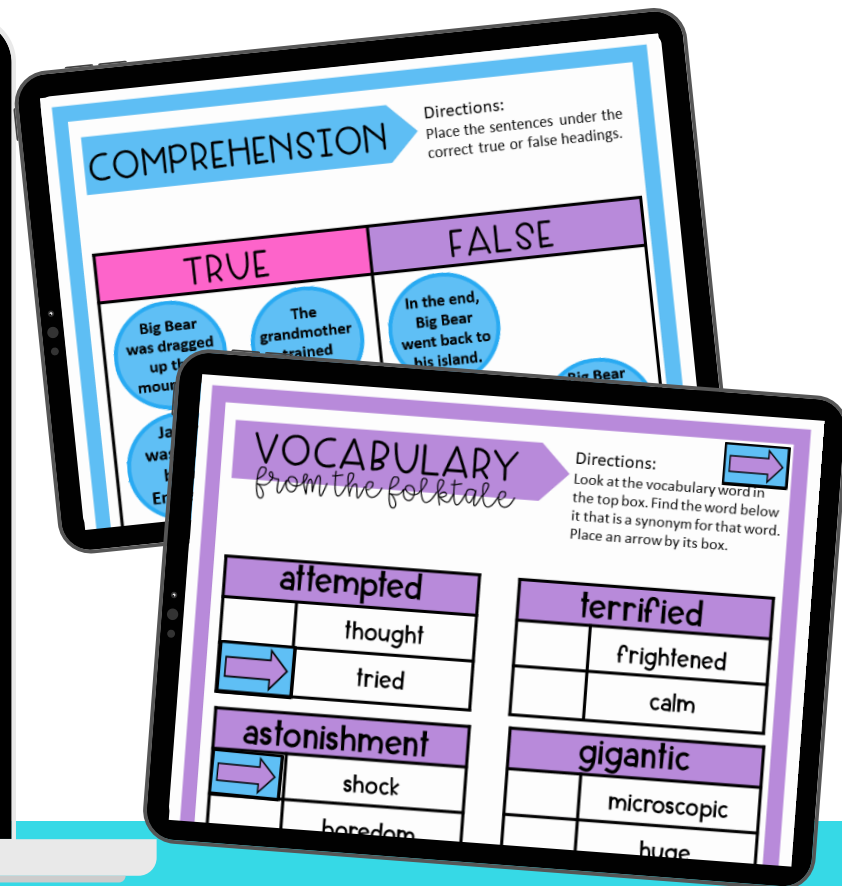
The laptop screen shows a lesson plan for 'THREE STRONG WOMEN', a Japanese folktale. The text on the screen includes a paragraph about the Emperor of Japan holding a sumo wrestling tournament, and another paragraph about a giant sumo wrestler named Forever Mountain. There are also illustrations of a man in a kimono, a pagoda, and a cow.

**THREE STRONG WOMEN**  
*Japanese Folktale*

Long ago, the Emperor of Japan held a sumo wrestling tournament each year. There the strongest and most determined wrestlers battled to win the pot of gold. The wrestlers were powerful, huge, and willing to be as brutal as needed to defeat their opponents.

A gigantic sumo wrestler named Forever Mountain lived on an island near Japan's mainland. One year, he decided to travel to the mountains of Japan to train for two months before

**5TH GRADE FICTION**



The two tablets show worksheets for the folktale. The top tablet is a 'COMPREHENSION' worksheet with a table for 'TRUE' and 'FALSE' statements. The bottom tablet is a 'VOCABULARY' worksheet with a table for words and their synonyms.

**COMPREHENSION**

Directions: Place the sentences under the correct true or false headings.

TRUE	FALSE
Big Bear was dragged up the mountain.	In the end, Big Bear went back to his island.
The grandmother trained.	

**VOCABULARY from the folktale**

Directions: Look at the vocabulary word in the top box. Find the word below it that is a synonym for that word. Place an arrow by its box.

attempted	terrified
thought	frightened
tried	calm
astonishment	gigantic
shock	microscopic
boredom	huge

# VISUAL ELEMENTS

**THE TEACHER NEXT DOOR**

# DIGITAL FORMAT

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

**MORE VISUAL IMAGES**  
*from a poem*


**TOM THUMB**  
By Jenn Larson

Tom Thumb was finally saved,  
When stuck inside a clock,  
The butterfly in the castle,  
Just opened up the lock.

He climbed upon her back,  
They flew so far away,  
To the Butterfly Kingdom,  
Where Tom was glad to stay.

He loved the tiny creatures

**Directions:**  
This poem tells part of the story of Tom Thumb. Circle the letter next to each correct answer.



*Illustration by Warwick Goble, 1913*



**THE TEACHER NEXT DOOR**

# TWO PASSAGES

READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!

## HOW SUN, MOON, AND WIND WENT OUT TO DINNER

*Fairytale from India*

Long ago, Sun, Moon, and Wind decided to go out to eat with their Uncle Thunder and Aunt Lightning. The mother of Sun, Moon, and Wind was a distant Star. As her children went out to dinner and enjoyed themselves, the mother stayed home alone, waiting for their return.



After everyone was seated, a lavish array of food was set on the table in front of them. Wind began eating eagerly. He and Sun were selfish and relished every single bite without thinking about their mother. Moon was more thoughtful though. She saved a portion of each dish that was placed before her to take home to her mother.

When Sun, Moon, and Wind came home, their mother was waiting. She asked what they brought her to eat. Sun, the eldest,



USE FOR  
CENTERS OR  
INDEPENDENT  
WORK



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# VOCABULARY

TARGET WORDS IN CONTEXT  
FROM THE PASSAGE  
WITH INTERACTIVE PRACTICE!

**VOCABULARY**  
*from the folktale*

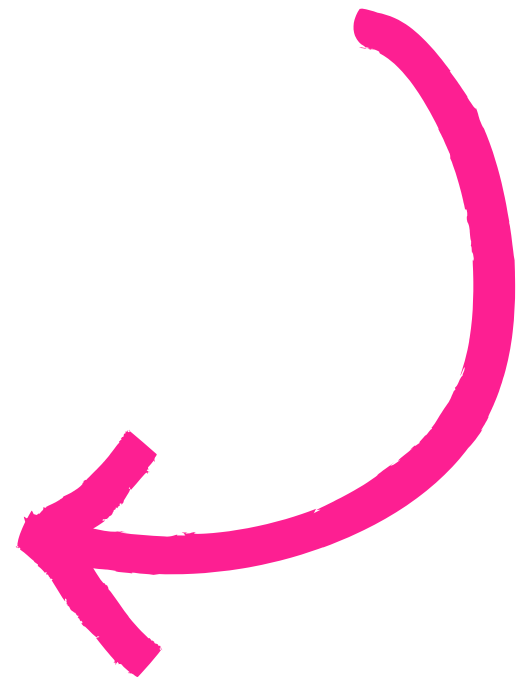
Directions: Look at the vocabulary word in the top box. Find the word below it that is a synonym for that word. Place an arrow by its box.

attempted	
<input type="checkbox"/>	thought
<input checked="" type="checkbox"/>	tried

terrified	
<input checked="" type="checkbox"/>	frightened
<input type="checkbox"/>	calm

astonishment	
<input checked="" type="checkbox"/>	shock
<input type="checkbox"/>	boredom

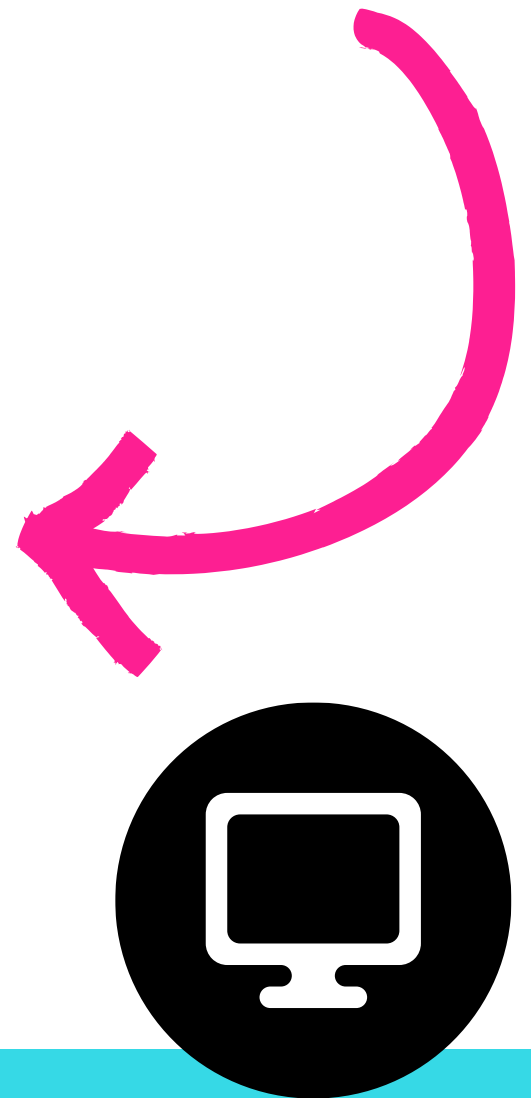
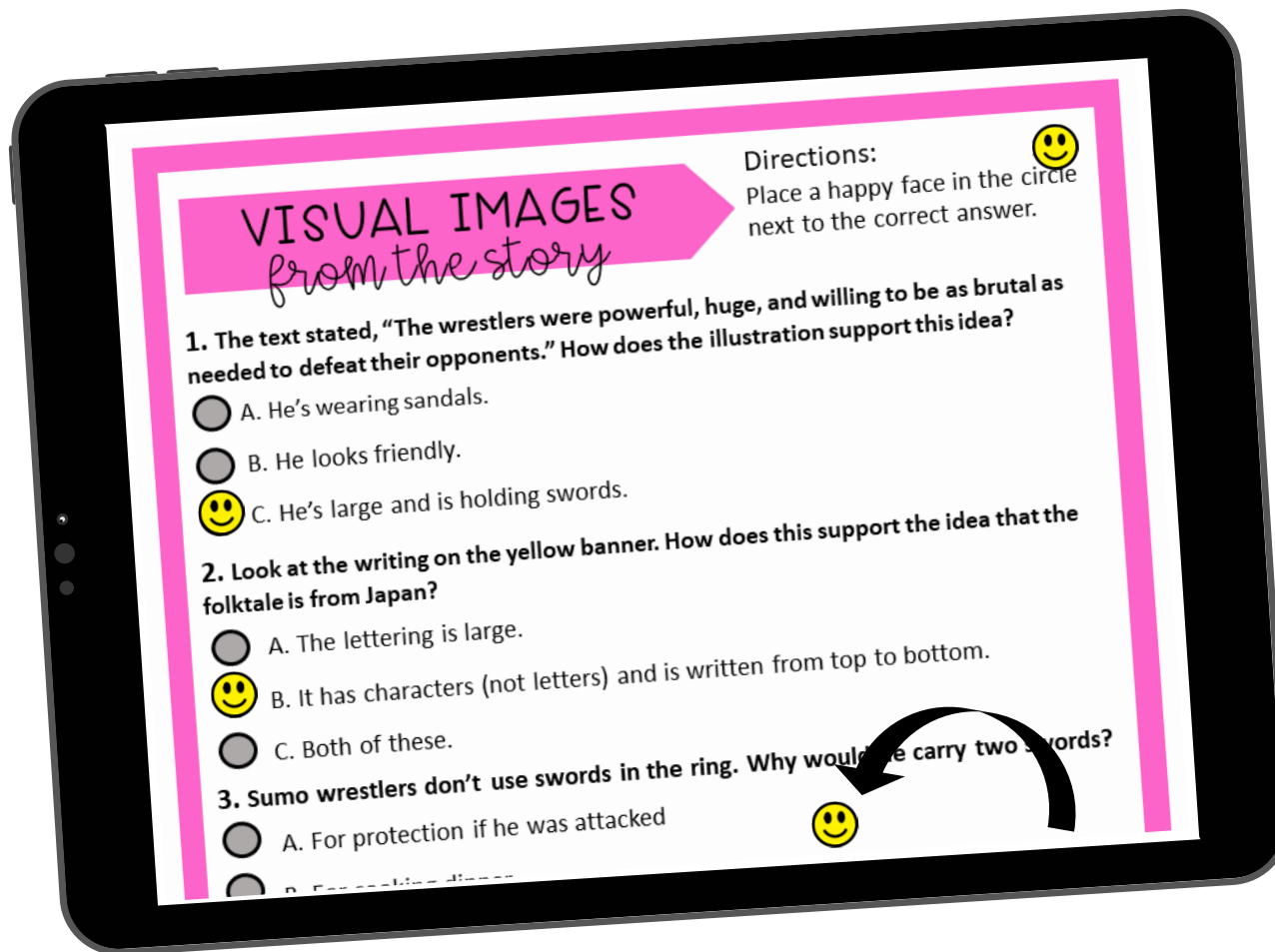
gigantic	
<input type="checkbox"/>	microscopic
<input checked="" type="checkbox"/>	huge





# COMPREHENSION

STUDENTS PRACTICE  
DIGGING INTO THE TEXT  
TO SHOW UNDERSTANDING!



# SKILLS FOCUSED

REINFORCE THE CONCEPT OF  
COMBINING VISUAL ELEMENTS WITH TEXT  
USING A VARIETY OF APPROACHES!

## MORE VISUAL IMAGES *from a fable*

Directions:  
Circle the letter next to each  
correct answer.

### THE QUACK FROG

Aesop's Fables

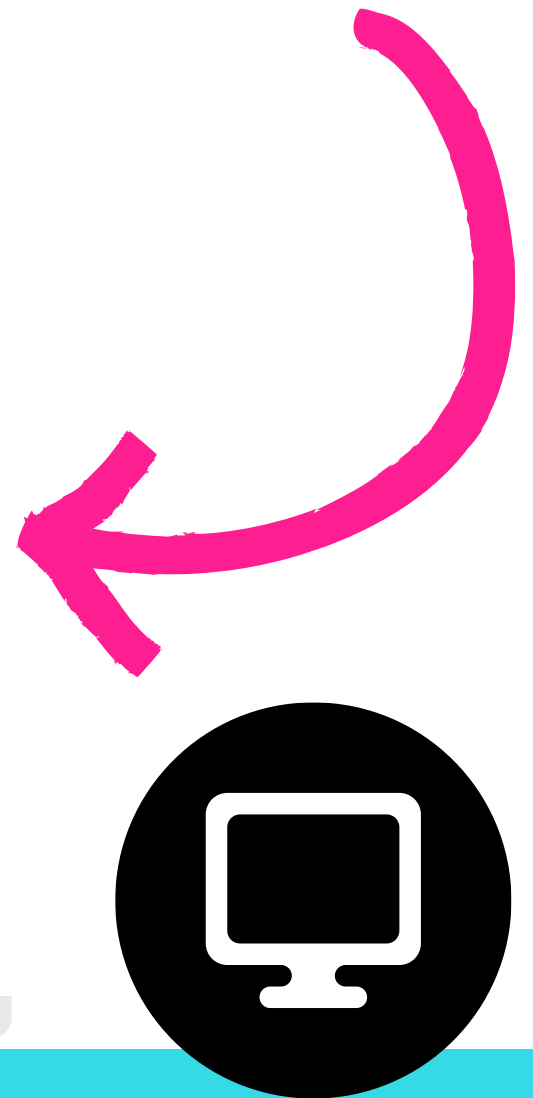
A Frog announced to all of the animals that he was a skilled physician. He stated how knowledgeable he was in the medical field and how he was able to heal all diseases.

A Fox, listening to all of the Frog's boastful words, asked him a question: "How can you pretend to heal others, when you can't fix your own weak legs and wrinkled skin?"

Moral: Those who pretend to mend others should first mend themselves. Then they will be more



Illustration by Arthur Rackham, 1912



# ASK THE EXPERTS

**"THANK YOU SO MUCH  
FOR SAVING ME  
A TON OF TIME!"**

– LOTTIE, 5TH GRADE TEACHER

**"MY STUDENTS LOVED  
THIS RESOURCE!"**

– LOANN, 4<sup>TH</sup>/5TH GRADE TEACHER

**"COLORFUL, INTERACTIVE,  
AND ALIGNED TO THE  
STANDARD!"**

– KASSANDRA, 5TH GRADE TEACHER

# KNOWLEDGE BUILDERS FAQ

## Which classrooms would benefit from a Digital Visual Elements Unit for Fiction like this?

This set of Visual Elements 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 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 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.**

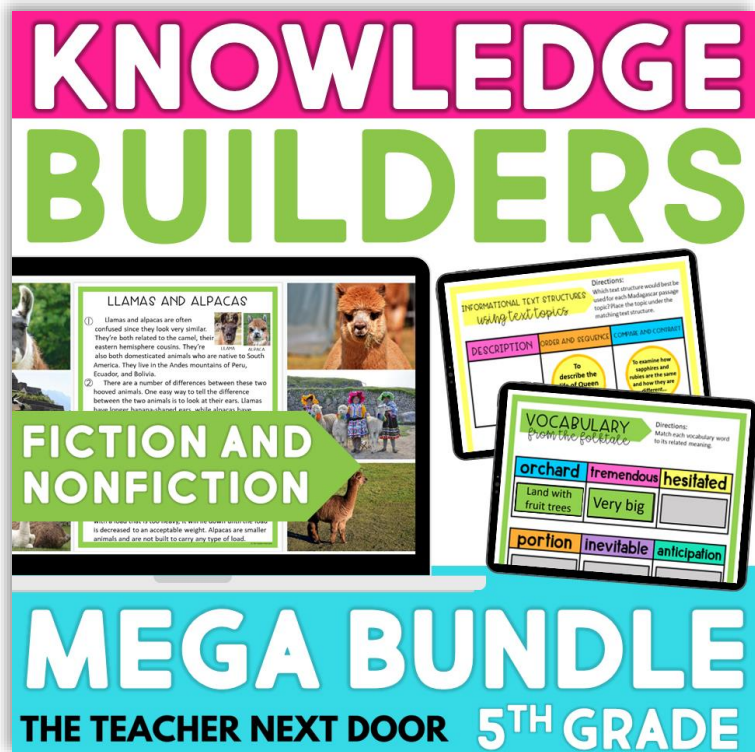
**A NOTE ABOUT OUR CEO AND FOUNDER:** Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers 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](mailto: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**