



Paul Bunyan

5

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “Paul Bunyan”
- ✓ Identify the characters, plot, and setting of “Paul Bunyan”
- ✓ Identify the tall tale elements in “Paul Bunyan”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Paul Bunyan” (RL.2.5)
- ✓ Compare and contrast two versions of “Paul Bunyan” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” onto a chart (W.2.8)
- ✓ Generate questions and gather information from class discussions and the read-aloud “Paul Bunyan” to determine whether a statement is a fact or tall tale (W.2.8)
- ✓ Create a drawing of a person they admire and share about this person with their partner or in small groups (SL.2.5)
- ✓ Identify real-life connections between words—*frontier*, *exaggeration*, and *admiration*—and their use (L.2.5a)

Core Vocabulary

admiration, n. A feeling of deep respect and liking

Example: Liz had a great deal of admiration for her younger sister, who always tried her best.

Variation(s): none

colossal, adj. Unbelievably large or great

Example: On Jim's family trip across the United States, they stopped to drive up Pike's Peak, a colossal mountain in Colorado.

Variation(s): none

frontier, n. The unsettled part of the American West

Example: Lewis and Clark explored the frontier with a skilled group of woodsmen.

Variation(s): frontiers

inseparable, adj. Seemingly always together; not able to be separated

Example: The two brothers were inseparable during the summer.


Variation(s): none

Vocabulary Chart for Paul Bunyan			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity word(s) have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Babe downstream flapjacks frontier logging Minnesota raft sawmill	admiration* colossal <i>exaggeration</i> inseparable shivered west	big grew ox pancakes river sneeze snore tree
Multiple Meaning	timber	coast	giant
Phrases	Appalachian Mountains Grand Canyon Great Lakes lumber jack Mississippi River Paul Bunyan Rocky Mountains Sourdough Sam	larger than life looked up to muffled whimper	big appetite big heart
Cognates	frontera	admiración* colossal <i>exageración</i> inseparable oeste costa	gigante(a)

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Baby Paul in a wagon cradle
2. 5A-2: Toddler Paul on a raft cot
3. 5A-3: The world's biggest lumberjack
4. 5A-4: Paul meets the baby blue ox
5. 5A-5: The world's largest frying pan
6. 5A-6: Paul and Babe straightening the river
7. 5A-7: Paul and Babe heading west

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing Tall Tales	Instructional Master 5A-1; storybooks of tall tales	15
	Introducing “Paul Bunyan”	Instructional Master 5A-2; and 5A-3 U.S. map and Response Card 4	
	Vocabulary Preview: Frontier, Exaggeration	U.S. map	
	Purpose for Listening		
Presenting the Read-Aloud	Paul Bunyan	Image Cards 2-6	15
Discussing the Read-Aloud	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Admiration	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Fact or Tall Tale?	Instructional Master 5B-1	20
	Domain-Related Trade Book		
Take-Home Material	Family Letter	Instructional Masters 5B-2, 5B-3	*

Advance Preparation

For Introducing Tall Tales, bring in several storybooks of tall tales, particularly the ones covered in this domain: Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. You may also wish to include tall

tales about Calamity Jane, Molly Pitcher, Slue-Foot Sue, and Johnny Appleseed.

Prepare a copy of Instructional Master 5A-1 (Tall Tales Characteristics Chart) for each student. Refer to this chart as their anchor chart for tall tales and tell students that they will fill in this anchor chart as they hear the different tall tales.

Prepare a copy of Instructional Master 5A-2 (U.S. Map) for each student. Students may use this map to identify the various locations and landmarks mentioned in the tall tales.

Prepare a copy of Instructional Master 5A-3 for each student. Refer to it as Response Card 4 (Paul Bunyan). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

Prepare a copy of Instructional Master 5B-1 (Fact or Tall Tale?) for each student.

Bring in another version of “Paul Bunyan” to read aloud to the class.

Note to Teacher

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.

Students will learn that tall tales have larger-than-life characters; this means the characters are physically very big or they do extremely interesting, exciting, or impossible things. Find opportunities to point out how the tall tale characters are larger than life in their size and actions at various points in the read-alouds.

Students will also learn that an important characteristic of tall tales is exaggeration—an overstatement of the truth. Sometimes exaggeration makes the characters seem larger than life and makes the tall tale humorous. You may wish to have the class come up with a certain motion or sound to signal that they just heard an exaggeration in the story. (Exaggerations are followed with an asterisk, *, in the read-aloud.)

Students will hear about several landmarks in this read-aloud: Image Cards 2 (Great Lakes), 3 (Rocky Mountains), 4 (Appalachian Mountains), 5 (Mississippi River), and 6 (Grand Canyon). You may wish to tape the image cards up on the board; then as they are mentioned, move them from the board and onto the U.S. map, around the region they are located.



Paul Bunyan

5A

Introducing the Read-Aloud

15 minutes

Introducing Tall Tales

- Tell students that the next several read-alouds they will hear are tall tales. Explain to students that tall tales are a type of folktale. They were first told orally many, many years ago and were later written down. Tall tales are also a type of fiction.
- Tell students that tall tales are humorous and funny stories. Sometimes they are about real-life heroes of the American frontier during the 1800s. [If you have a timeline in your classroom, point to the 1800s on the timeline. Otherwise, stress that the 1800s were two hundred years ago. Students who used the Core Knowledge Language Arts in Grade 1 have learned about the American frontier and the unexplored area of the American West in the *Frontier Explorers* domain.]
- Explain that, like fairy tales, tall tales also have special characteristics. Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Read and briefly explain the characteristics of American tall tales.
 - Frontier setting (stories are set in the American West) [**Note:** Tall tales exist in other cultures as well. The frontier setting applies to tall tales in the United States of America.]
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions (natural landmarks like the Grand Canyon)
 - Humor
 - Exaggerations/Larger-Than-Life



Introducing “Paul Bunyan”

← Show image 5A-3: The world’s biggest lumberjack

- Tell students that the main character in today’s tall tale is named Paul Bunyan.
- Say to students: “Tell your partner what is interesting about this picture of Paul Bunyan.” Allow fifteen seconds for students to talk. Call on two students to share.
- Tell students that Paul Bunyan grew up in Maine.

[Point to Maine on the U.S. map. Ask whether Maine is on the East Coast or West Coast.]

Later, Paul’s family decided to move to Minnesota.

[Point to Minnesota on the U.S. map. Ask whether his family moved east or west.]

Picture Walk

- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



← Show image 5A-1: Baby Paul in a wagon cradle

- Ask students who they think the baby in the cradle is. (Paul Bunyan)
- Have students tell their partner something unusual about the baby.



← Show image 5A-3: The world’s biggest lumberjack

- Ask students what they think Paul Bunyan’s job is.
- Explain that Paul Bunyan was a lumberjack or logger. He cut down trees so that they could be made into lumber or logs used for building. Cutting down trees also cleared the land to build new houses and to create spaces to farm. Mention that being a lumberjack was a popular job during the frontier times.



← Show image 5A-6: Paul and Babe straightening the river

- Ask students to point to another character.
- Tell students that this character is called Babe the Blue Ox.
- Tell students that they will hear how Paul and Babe meet and become good friends.

- Give students Response Card 4 (Paul Bunyan) from Instructional Master 5A-2. Have students describe what they see in the picture.

Vocabulary Preview

Frontier

1. Today's tall tale is set in the American frontier.
2. Say the word *frontier* with me three times.
3. The frontier is land that has not been explored or settled on. In American history, the frontier refers to the American West. [Share with students that the first European settlers lived on the East Coast of the United States. Help students locate the East Coast of the United States on a U.S. map. Then these settlers moved from the East Coast to the American West—the frontier—and helped to make the land on the frontier livable for others. Help students locate the West Coast of the U.S.]
4. The settlers were curious and excited to explore the frontier.
Many people wanted to be the first to discover something new about the frontier land.
5. Would you like to explore the frontier and be a frontier explorer? Why or why not? [Remind students that the frontier is land that has not been explored before.]

Exaggeration

1. One major characteristic of tall tales is *exaggeration*.
2. Say the word *exaggeration* with me three times.
3. An exaggeration makes something seem a lot bigger, better, or greater than it really is.
4. Exaggeration in a tall tale makes the main character seem larger than life. For example, when Paul Bunyan sneezed, he blew the birds from Maine to California—this is an exaggeration.
5. You will hear many exaggerations in the tall tales. When you hear an exaggeration, [prompt students to do a movement or make a noise]. Let's practice.
 - Claire eats cereal for breakfast.
 - Claire eats twenty bowls of cereal for breakfast.

- Johnny jumps so high; he can jump to the moon.
- Johnny can jump high.
- Francis reads three books a day.
- Francis can read through a whole shelf in the library during recess.

Purpose for Listening

Remind students that the title of this tall tale is “Paul Bunyan,” and the setting for this story is in the American frontier. Remind students that a tall tale is one type of fiction. Tell students to listen carefully for examples of exaggeration.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “Paul Bunyan”
- ✓ Identify the characters, plot, and setting of “Paul Bunyan”
- ✓ Identify characteristics of tall tales in “Paul Bunyan”

Paul Bunyan



Note: Examples of exaggeration are followed by an asterisk (*).

← **Show image 5A-1: Baby Paul in a wagon cradle**

[Ask students: “Does this picture show an example of exaggeration?”]

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.*

As you might imagine, young Paul Bunyan had a big appetite—he could eat a lot.

He gobbled up five barrels of porridge a day,* and his parents had to milk four dozen cows—that’s forty-eight cows—every morning and evening just to keep his baby bottle filled.*

Paul was so big it caused some problems in the little town in Maine where he grew up.

[Invite a student to point to Maine on a map. Ask students whether Maine is on the East Coast or West Coast.]

When he sneezed, he blew the birds from Maine to California.*

[Point from Maine to California. Ask: “Did Paul really blow birds from Maine to California with his sneeze?” Reinforce that this is an example of exaggeration.]

When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”*

[Reinforce that this is another example of exaggeration. These exaggerations make Paul Bunyan seem larger than life.]



← **Show image 5A-2: Toddler Paul on a raft cot**

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast—and into the water. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.*

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible—and reasonable—thing to do was to move out West.

[Say to students: “Tell your partner why Paul’s father thought it was better to move out west. Why were people moving west?” Explain that the west was new and unexplored land to the people in those days.]

So the Bunyan family moved to Minnesota.

[Point to Minnesota on a map. Ask whether Minnesota is to the east of Maine or to the west of Maine.]

In those days Minnesota was full of logging camps—where people who cut down trees worked and lived, sawmills—or places where logs were made into boards used for building, and lumberjacks—people who cut down trees and move them to the sawmills. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

[Invite students to think of a few more items made from trees.]



← **Show image 5A-3: The world’s biggest lumberjack**

When he grew up, Paul Bunyan went to work as a lumberjack, and what a lumberjack he proved to be! He made himself a giant ax, with a handle carved out of a full-grown hickory tree.* He could bring down a giant tree with a single swing of his ax.*

[Ask students: “Could a man really make an ax using a whole tree or chop down a giant tree with just one swing? Are these exaggerations?”]

As the tree tipped over, he would yell, “Timber!” so the other lumberjacks had time to get out of the way.

Everyone looked up to Paul Bunyan—way up! The other lumberjacks were full of **admiration** for him. Everyone thought he was amazing. The bosses were grateful for the amazing amount of work he could do in a day.

Paul had a big heart, too—he was a caring person. One thing he always wished for was a true friend. There simply wasn’t anybody else his size who could be his friend.



← **Show image 5A-4: Paul meets the baby blue ox**

That all changed during the winter of the Big Blue Snow. It was called the winter of the Big Blue Snow because it was so cold that everyone shivered and turned blue. Even the snow shivered and turned blue.*

[Ask students: “Do you think the snow really turned blue, or is this an exaggeration?”]

One day, as Paul made his way through the blue snowdrifts, he heard a muffled whimper—he thought he heard a cry but could not hear it clearly. He followed the noise until he saw two big, blue, furry things sticking up out of the snow. He reached down and gave a pull.

It turned out that the two big, blue, furry things were two big, blue ears. And connected to the big, blue ears was a giant, blue, baby ox!

Paul exclaimed, “The poor little fellow is half frozen.”

Paul carried the blue ox home, wrapped him in blankets, and fed him. The baby ox was so content that he took a long nap in Paul’s big, strong arms. When he woke up, he looked up at Paul and do you know what he said?

[Invite students to tell their partner that they think the blue ox will say.]

“Mama! Mama!” Then he gave Paul a big, slobbery—wet—lick on the face. Paul laughed and said, “Babe, we’re gonna be great friends!”

And they were. In fact, Paul Bunyan and Babe the Blue Ox were soon **inseparable**—they were always together. Everywhere Paul went, Babe went, too. The two of them worked together in the lumber camps. Paul chopped down the trees. Then Babe hauled them to the river and dropped them in so they could float downstream to a sawmill. Together, Paul and Babe did the work of a hundred men.*

Mid-story Check-In

1. *Literal* Who is the main character of this tall tale?
 - Paul Bunyan is the main character of this tall tale.
2. *Inferential* Describe Paul Bunyan. [Encourage students to use details from the read-aloud to support their description.]
 - Answers may vary and might include that he is very large, he eats a lot, he is a lumberjack, and he has a big heart.
3. *Literal* Who is Paul Bunyan's friend?
 - Babe the Blue Ox is Paul Bunyan's friend.



← **Show image 5A-5: The world's largest frying pan**

The lumber company figured the best way to keep Paul Bunyan happy was through his stomach, so they hired a special cook to feed Paul and Babe. The cook's name was Sourdough Sam.

[Have a student point to Sourdough Sam.]

Sourdough Sam was known for the giant flapjacks—or pancakes—he cooked in the world's biggest frying pan. The **colossal**—unbelievably large—pan sat on an enormous cast iron frame. Every morning Sourdough Sam would build a raging forest fire underneath the pan. Then he would call for his two helpers, Lars Larson and Pete Peterson. Lars and Pete would grease up the pan by tying slabs of bacon to their feet and skating back and forth across the sizzling pan.*

[Review the exaggerations in the previous paragraph showing how Sourdough Sam makes flapjacks: cooked in the world's largest frying pan; a raging forest fire underneath the pan; Lars and Pete skating back and forth to grease the pan.]

Sourdough Sam would make a giant stack of pancakes for Paul and an even larger stack for Babe.

Thanks to Sourdough Sam and his overgrown—larger than normal—flapjacks, Babe eventually grew to be even bigger than Paul. He was so big that, if you were standing at his front legs, you had to use a telescope to see all the way to his back legs.* In fact, he was so heavy that his footprints filled up with water and turned into lakes.* In fact, there are more than ten thousand lakes in

Minnesota today, and most of them were created by Babe the Blue Ox back in the frontier days.*

[Mention that it is fact that there are more than ten thousand lakes in Minnesota, but that Babe making lakes with his footprints is an example of an exaggeration.]



← **Show image 5A-6: Paul and Babe straightening the river**

Babe and Paul helped the lumberjacks solve all sorts of problems. Once there was a river that was full of twists and turns. Sometimes the trees would get stuck in the turns and never make it downstream to the sawmill. But Paul Bunyan thought of a way to fix that! He went to one end of the river and sent Babe to the other end. Paul grabbed the river and pulled in one direction. Babe pulled the other end in the opposite direction. Then—snap!

Just like that, all of the kinks—and twists—were pulled out, and the river was as straight as an ax handle.*

[Ask students: “Paul and Babe straightening a river is another example of what?” (exaggeration)]

Of course, this tightening operation left the river a good deal longer than it had been before, and there was a lot of extra water lying around. Paul and Babe worked together to dig five big holes to hold all the extra water. Nowadays these are called the Great Lakes.

[Place Image Card 2 (Great Lakes) on the U.S. map. Ask: “Did Paul and Babe actually create the Great Lakes? This is definitely another _____.” (exaggeration)]

One day, the logging bosses got to talking. One of them said that the United States was a fine country, to be sure, but it could still stand a little improvement—it could be better. For one thing, it could use a few more rivers. And what it really needed was a big river running right down the middle of the country, all the way from Minnesota down to New Orleans.

[Show students the U.S. map, trace a line from Minnesota down to New Orleans, and ask: “What river do you think they are talking about?” (Mississippi River)]



“If we had a river like that,” the man said, “we could ship timber down to New Orleans and all around the world!”

← **Show image 5A-7: Paul and Babe heading west**

Paul Bunyan happened to overhear this conversation. He told the bosses he would see what he could do. He hitched up Babe and they started plowing—and digging—south. As they plowed, they threw a great mound of dirt and rocks to the right and a smaller mound to the left. On the right side they made the Rocky Mountains.*

[Place Image Card 3 (Rocky Mountains) on the U.S. map. Ask: “Did Paul and Babe actually create the Rocky Mountains? This is an example of _____.” (exaggeration)]

And on the left side they made the Appalachian Mountains.*

[Place Image Card 4 (Appalachian Mountains) on the U.S. map. Ask: “Did Paul and Babe actually create the Appalachian Mountains? This is an _____.” (exaggeration)]

Paul Bunyan and Babe didn’t stop until they had plowed a channel all the way south to the Gulf of Mexico. And the river that flows in that channel nowadays, that’s what we call the Mississippi River.*

[Place Image Card 5 (Mississippi River) on the U.S. map. Ask: “Did Paul and Babe actually create the Mississippi River? That’s an _____.” (exaggeration)]

From that day on, Paul and Babe went around the country, using their size and strength to help anyone who needed it. Later, they dug the Grand Canyon as they made their way to the West Coast of California.*

[Place Image Card 6 (Grand Canyon) on the U.S. map. Ask: “Did Paul and Babe actually create the Grand Canyon? This is another example of _____.” (exaggeration)]

And when the wind blows just right from the west, you can still smell those infamous, colossal pancakes cooking on the frontier.*

[Sniff the air and ask: “Can you smell pancakes right now, or is this an exaggeration?”]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
 - The title of today's story is "Paul Bunyan."
2. *Evaluative* What kind of special story is "Paul Bunyan"?
 - "Paul Bunyan" is a tall tale.

Is this tall tale fiction or nonfiction?

- This tall tale is fiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story starts in Maine, then Paul Bunyan goes to Minnesota, down to New Orleans, and out to California. [On a U.S. map, show that Paul Bunyan traveled west from Maine to Minnesota to New Orleans to California.]
4. *Inferential* How was Paul Bunyan's childhood amazing?
 - Paul Bunyan's childhood was amazing because he was so big he had to sleep in a covered wagon; when he sneezed, he blew the birds from Maine to California; when he snored, the neighbors hollered "Earthquake!"; and when he turned over in his sleep, he created gigantic waves that knocked down houses.
5. *Literal* What is one amazing adventure Paul Bunyan has in this tall tale.
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., straightening a river with Babe.

6. *Evaluative* What are some things in nature the tall tale says Paul Bunyan created.
- The tall tale says Paul Bunyan created the Great Lakes, the Mississippi River, the Rocky Mountains, the Appalachian Mountains, and the Grand Canyon.

Do you think he really created any of these things?

- No, he did not really create any of these things.
7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
- Answers may vary, but should refer to something explicitly stated in the text, e.g., the giant flapjacks, the blue ox.
8. *Evaluative* Name one exaggeration from this tall tale and explain how it is an exaggeration.
- Answers may vary, but should refer to something explicitly stated in the text.

Does this exaggeration make Paul Bunyan seem larger than life?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Could some things in this story happen in real life? (Yes/No)

... probably could happen in real life.

... probably could not happen in real life.

9. *Evaluative Think Pair Share:* What are some things in this story that probably could happen in real life?
- Sample answers: A boy can take care of an ox calf; a person can be a lumberjack; people float lumber downstream; people can eat flapjacks; etc.

What things in this story probably could not happen in real life?

- Sample answers: An ox cannot be blue; an ax cannot be made from a whole tree trunk; men cannot skate on bacon on a giant frying pan; a baby cannot eat five barrels of porridge or drink milk from four dozen cows; lakes cannot be made from an ox's footprint; etc.
10. After hearing today's story and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Admiration

1. In the read-aloud you heard, “The other lumberjacks were full of *admiration* for [Paul Bunyan].”
2. Say the word *admiration* with me three times.
3. Do you hear a word you know in *admiration*? (admire)

What does *admire* mean? (to look up to; to think highly of)

If you have admiration for someone, that means you really like and look up to that person. If you have admiration for someone, that means you respect that person and are likely to do what they say. You might even want to be like that person.

4. The other lumberjacks had admiration for Paul Bunyan because he was so strong that he could chop down a tree with one swing.

The American people have a great deal of admiration for the first astronauts who walked on the moon.

5. Do you have admiration for anyone? Use the word *admiration* when you tell about it, and answer in complete sentences.

[Ask two or three students. If necessary, guide and/or rephrase students' responses: “One person I have admiration for is _____.”]

6. What's the word we've been talking about?

Use a *Drawing and Sharing* activity for follow-up. Directions: Draw a picture of a person you have admiration for. Then share with your partner or in small groups why you have admiration for that person. Use the word *admiration* when you talk about him or her.

[You may wish to prompt students with the following questions: Is this person very good at something? Did this person do something brave? Is this person kind? Is this person amazing?]

- ✈️ Above and Beyond: Some students might be able to write a few sentences about the person they admire.



Complete Remainder of the Lesson Later in the Day



Paul Bunyan

5_B

Extensions

20 minutes

Fact or Tall Tale? (Instructional Master 5B-1)

Using Instructional Master 5B-1, have students distinguish what could be real and what is purely fiction in the tall tale, “Paul Bunyan.”

[Write the words *Fact* and *Tall Tale* on the board for students.]

Directions: I am going to read eight statements. If the statement is something that could really happen, or is a fact, write *Fact*. If the statement is something that could not really happen, or is a tall tale exaggeration, write *Tall Tale*. Listen as I will read each sentence before you write your answer. Let’s do the first one together.

✈ Above and Beyond: Some students may be able to do this worksheet independently.

1. Lumberjacks cut down trees. Is this a fact or is this a tall tale? This is a fact. Lumberjacks do cut down trees.
 - Fact
2. Paul Bunyan can cut down a tree with one swing.
 - Tall Tale
3. Paul Bunyan’s snores are like an earthquake.
 - Tall Tale
4. Minnesota had logging camps and sawmills.
 - Fact
5. People cut down trees to make homes.
 - Fact
6. Sourdough Sam cooked pancakes in a pan on top of a forest fire.
 - Tall Tale
7. Paul Bunyan and Babe made the Mississippi River.
 - Tall Tale
8. The Mississippi River runs from Minnesota to New Orleans.
 - Fact

Extending the Activity

- Have partner pairs orally make up fact or tall tale statements about “Paul Bunyan” and quiz one another using their statements.
- ✈ Above and Beyond: Some students may be able to write a fact or tall tale statement.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “Paul Bunyan” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Remind students that tall tales were originally told through word of mouth, from person to person, and then were written down in a book. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion to compare and contrast the two versions of the same story. You may wish to compare tall tale characteristics between the trade book and the read-aloud.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-2 and 5B-3.