



# Casey Jones

# 8

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

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

### **Language Arts Objectives**

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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:

- ✓ Describe how Casey Jones responds to the big challenge he faces in the story (RL.2.3)
- ✓ Describe how parts of the “Ballad of Casey Jones” supply rhythm and meaning to the story (RL.2.4)
- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Casey Jones” (RL.2.5)
- ✓ Contrast the tall tale “John Henry” to the tall tales “Paul Bunyan” and “Pecos Bill” (RL.2.9)
- ✓ Compare and contrast “John Henry” and “Casey Jones” (RL.2.9)
- ✓ Draft their own tall tale by filling out a Tall Tales Characteristics Chart for it (W.2.3)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Casey Jones” onto a chart (W.2.8)
- ✓ Share about a time they took great pride in something that they did or created (SL.2.4)

- ✓ Produce complete sentences in a shared classroom activity related to a core vocabulary word—*pride* (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *tracks* (L.2.4a)
- ✓ Identify real-life connections between words—*locomotive, engineer, legendary, tracks, and pride*—and their use (L.2.5a)
- ✓ Provide synonyms and antonyms of the core vocabulary word *pride* on a horizontal word wall (L.2.5a)
- ✓ Distinguish shades of meaning among the nouns *pride* and *shame* and their closely related nouns on a horizontal word wall (L.2.5b)

### Core Vocabulary

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**mounted, v.** To get on or climb up

*Example:* The cowboy mounted his horse

*Variation(s):* mount, mounts, mounting

**legendary, adj.** Well-known; famous; like or having to do with a legend

*Example:* Lewis and Clark blazed a legendary trail across the Louisiana Territory.

*Variation(s):* none

**passengers, n.** People traveling from one place to another in a car, bus, or train

*Example:* The passengers got onto the bus at the bus stop.

*Variation(s):* passenger

**pride, n.** a feeling of respect for yourself

*Example:* The musicians took great pride in their performance.

*Variation(s):* none

### Vocabulary Chart for Casey Jones


Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	coal <i>engineer</i> highballing <b>legendary*</b> <i>locomotive</i> throttle/brake	<b>mounted</b> <b>pride</b> screeching southbound signal vehicles	crash faster <b>passengers</b> railroad shoveled speed
<b>Multiple Meaning</b>	fireman rocket station		<u>tracks</u> whistle
<b>Phrases</b>	Casey Jones Illinois Central Railroad Memphis Tennessee Sim Webb stoking the fire	met his end took great pride in	dog-tired keeping the story alive on time unbeatable team
<b>Cognates</b>	<i>ingeniero(a)</i> <b>legendario(a)*</b> <i>locomotora</i> estación	<b>montar</b> señal vehículo	pasajero(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. 8A-1 Casey Jones driving his train
2. 8A-2 Casey Jones coming through
3. 8A-3 Sim Webb, the fireman, fuels the fire
4. 8A-4 Casey Jones back to work
5. 8A-5 One hand on the brake
6. 8A-6 Jump, Sim! Jump!
7. 8A-7 Two hands on the brake
8. 8A-8 Shooting star in the night

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Tall Tale Review</b>	Tall Tales Characteristics Chart	15
	<b>Introducing “Casey Jones”</b>	Instructional Master 8A-1; U.S. map	
	<b>Vocabulary Preview: Locomotive, Engineer</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Casey Jones</b>	Image Card 10 U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Tall Tales Characteristics Chart; U.S. map	10
	<b>Word Work: Legendary</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Tracks</b>	Poster 4M (Tracks)	20
	<b>Syntactic Awareness Activity: Horizontal Word Wall</b>	long strip of chart paper	
	<b>End-of-Lesson Check-In: Create Your Own</b>	Instructional Master 8B-1; Instructional Master 1B-1	

### ***Advance Preparation***

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 7 (Casey Jones). 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.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary word *pride* on the far right and the word *shame* on the far left. You may wish to write words related to *pride* on index cards and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For End-of-Lesson Check-In, prepare a copy of Instructional Master 8B-1 for each student. They will fill out a Tall Tales Characteristics Chart for their own tall tale.

### ***Note to Teacher***

You may wish to have the class continue to signal that they just heard an exaggeration in the story.

Your students will listen to parts of a ballad about Casey Jones. When you get to the ballad, stop and help them understand that a ballad is a kind of poem or song that tells a story. You may wish to put the parts of the ballad to a melody or chant and have students repeat the lines of the ballad after you.

To make the read-aloud more interactive, you may wish to have students make up a chant to encourage Casey to reach his destination on time. Every time they hear the words “on time” in the story, students will repeat their words of encouragement to Casey. [For example: “Chugga-chugga, whoo-who! Bring her in on time, Casey!”]

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.

Your class will continue their narrative writing project: Create Your Own. Today they will think about the contents of their tall tale by filling out their own Tall Tales Characteristics Chart (Instructional Master 8B-1). You may wish to have students take their charts home to finish and bring back to class the following day. You may wish to extend this activity and have students share and compare their charts during the Culminating Activities.



# Casey Jones

8A

## Introducing the Read-Aloud

15 minutes

### Tall Tale Review

- Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Ask students about the characteristics of tall tales. Make sure that the following characteristics are mentioned:
  - Frontier Setting
  - Amazing Childhood
  - Amazing Adventures
  - Creations/Inventions
  - Humor
  - Exaggerations/Larger-Than-Life
- Using the Tall Tales Characteristics Chart, review what students have already learned about tall tales, specifically the tall tale “John Henry.”
- Ask students how John Henry is different from Paul Bunyan and Pecos Bill. (He was a real person. He had a different job.)



### Introducing “Casey Jones”

#### ← Show image 8A-5: One hand one brake

- Tell students that the main character in today’s tall tale is named Casey Jones.
- Say to students: “Tell your partner what you think Casey Jones does for a living.” Allow fifteen seconds for students to talk. Call on two students to share.
- Share with students that today’s tall tale is also about a real person—John Luther Jones. He was from Cayce [pronounced like the name Casey], Kentucky.

[Point to Kentucky on a map.]

That is how he got the nickname “Casey” Jones.

- Be sure that students are clear that even though there was a real man named Casey Jones, some of the things that happen in this story are not real and are exaggerations, so this story is still considered a tall tale and thus partly fiction.

**Picture Walk**

- Tell students that you will take a picture walk through this story together.



← **Show image 8A-1: Casey Jones driving his train**

- Ask students where Casey Jones is.
- Explain that after railway workers like John Henry helped finish building the tunnels that would allow trains to go from the eastern United States to the western frontier, trains were the main mode of transportation for Americans. People rode trains to get from place to place, and trains were used to move items quickly from one part of the country to another.



← **Show image 8A-3: Sim Webb, the fireman, fuels the fire**

- Tell students that Casey Jones drove a steam engine, but he needed help to make the steam so that the engine would have power to move.
- Tell students that Sim Webb helped Casey Jones make sure that the fire in the engine was always burning. Casey Jones and Sim Webb worked as a team.



← **Show image 8A-6: Jump, Sim! Jump!**

- Have students tell their partner what they think is happening in this picture.
- Tell students that Casey Jones faces a big challenge in this story. His solution to the challenge made him a legend. Have students listen carefully to find out about the challenge and Casey Jones' solution.
- Give students Response Card 7 (Casey Jones) from Instructional Master 8A-1. Have students point out the characters: Casey Jones and Sim Webb. Tell students that Casey Jones was known for always being on time. [You may wish to have the class come up with a chant encouraging Casey to be on time. Tell students every time they hear the words "on time," they can say their chant to Casey.]

## Vocabulary Preview

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### **Locomotive**

1. Casey Jones drives a *locomotive*.
2. Say the word *locomotive* with me three times.
3. A locomotive is a vehicle with wheels that does not use an animal to pull it. A locomotive can run on its own engine and pulls the rest of the train.
4. In the past, people used horses to pull their wagons and carriages. Later, they started using locomotives.

The first railway locomotives were powered by steam.

5. People have called the locomotive “the mighty, iron horse.” Why do you think locomotives are called that?

### **Engineer**

1. Casey Jones was an *engineer* for the Illinois Central Railroad.
2. Say the word *engineer* with me three times.
3. An engineer is someone who drives the railway locomotive that pulls a train.
4. The engineer needs to know everything about the locomotive so that if there is problem while driving it, the engineer will know what to do.
5. What do you think being a locomotive engineer was like during the time of Casey Jones?

## Purpose for Listening

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Remind students that the title of this tall tale is “Casey Jones,” and the setting for this story is the American frontier. Remind students that although this story may be about a real man named Casey Jones, it is still a tall tale and one type of fiction. Tell students to listen carefully to find out about the challenge Casey Jones faces and how he became a legend.

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

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



## Casey Jones

**Note:** Examples of exaggeration are followed by an asterisk (\*). The words *on time* are italicized.

[Show Image Card 10 (Train and Railroad).]

Now, gather 'round, friends, for I want to tell you a story. It's a story of a **legendary** engineer. His name was Casey Jones, and there's never been a man who could drive a train as fast or as well.

[Point to the locomotive and have students identify it as a locomotive. Remind students that a locomotive is the front car of a train that pulls the train.]

People say that Casey Jones could drive a train before he could walk, and when he was a baby he said “choo-choo” instead of “goo-goo.”\*

[Ask: “Do you think a baby could really drive a train, or is this an exaggeration?”]



### ← Show image 8A-1: Casey Jones driving his train

When Casey was a young man, growing up in Kentucky, the railroad was the fastest way of getting around. This was back before the days of airplanes or rocket ships. There were no cars and trucks. There were only horse-drawn vehicles and the mighty, iron horse—as it was called—the locomotive.

[Remind students that locomotives do not need animals to pull them. Have students tell their partner why the locomotive is called “the mighty, iron horse.”]

Casey was an engineer for the Illinois Central Railroad. He loved to sit way up in the cabin of the train with one hand on the whistle and one hand on the brake.

[Point to the letters “ICRR” on the picture. Ask students what “ICRR” stands for. Tell students that it looks like this train is moving freight—or things that will be sold or used—and passengers.]

When the tracks were straight and clear, Casey would pull on the throttle, and the train would take off like a rocket shooting into space. When he came into the station, he would pull on the brake and bring the train to a sudden stop.

[Explain that the throttle made the train go, and the brake made the train stop.]

Casey loved to watch the trees and fields go whizzing by as he zoomed through the countryside. He loved to make the train’s whistle blow—and there was no other engineer who could blow the train whistle quite the way Casey did. Casey’s whistle started out soft, like a whippoorwill—a bird who sings on summer nights. Then it rose to a howl, like a coyote crying in the night. Finally, it faded away to a quiet whisper.

[Invite students to make sweet bird chirps, loud coyote howls, and soft choo-choo whispers.]



← **Show image 8A-2: Casey Jones coming through**

People in town always knew when Casey was coming. Even before they could see his train, they could hear it. They’d hear the powerful *chugga-chugga, chugga-chugga*, getting louder and louder. Then they’d hear that wild, whistle sound.

[Ask: “Does this sound like an exaggeration to you?” This can really happen.]

Some said that Casey’s whistle had magic powers. They said that when Casey blew his whistle, little babies would wake up from their naps, but they wouldn’t cry. Instead, they’d make little *chugga-chugga, whoo-who* sounds, then fall right back to sleep.\*

When Casey blew his whistle, the cows would give an extra quart of milk, and the chickens would lay at least a dozen eggs each.\*

And, as the story goes, if you cracked one of those eggs in a cold frying pan and put out a piece of plain bread, just as soon as Casey went blazing by, there in that pan would be a nicely fried egg, over easy, and on the side, a plate of hot buttered toast—breakfast would be served!\*

[Ask: “Do these things seem like exaggerations to you?”]

Now the reason Casey drove so fast was simple: he took great **pride** in always being on time—being on time made him feel good about himself and his work. Casey wanted to make sure that he got that train where it was going when it was supposed to be there, no

matter what. Whenever he started out on a run, the railroad men would wave and yell, “Bring her in on time, Casey!”

[Invite students to repeat this line or say the line they have made up to encourage Casey to bring his train in on time.]



And they knew he would.

← **Show image 8A-3: Sim Webb, the fireman, fuels the fire**

But Casey couldn’t make that train go that fast with his good looks. No, Casey needed a good fireman to help him, and he had one of the best in Sim Webb. The fireman on a train didn’t put out fires like you might think. The fireman’s job was to keep the fire in the engine burning by shoveling coal into it. When the flames were a-roarin’, that made a lot of steam, and that made the train go fast.

[Remind students that steam is the hot air created when water boils, and in order for water to boil, there needs to be heat.]

No doubt about it, Sim Webb was a first-rate fireman. He could shovel coal faster than anyone on either side of the Mississippi. The faster Sim shoveled, the faster Casey could drive the train. Sim Webb kept the fire good and hot, and Casey Jones got their trains in *on time*. Together, they were an unbeatable team.

There was only one day that Casey and Sim almost didn’t make it to the station *on time*. They were carrying a load of mail to Memphis, Tennessee, and it was raining cats and dogs.

[Have students tell their partner what “raining cats and dogs” means. Call on two partner pairs to share.]

*The rain had been falling for five or six weeks,*

*And the railroad track was like the bed of a creek.*

[Ask students to explain how this text sounds different from the rest of the read-aloud. (rhyme, rhythm) Explain that this is part of a song or ballad about Casey Jones. Ask students if they remember what a ballad is. (A ballad is a kind of poem or song that tells a story.)]

At the station in Memphis, the railroad men waited for Casey to arrive. Some said, “There’s no way he can make it *on time* with all this rain. He’ll have to slow down.” But others said, “Just you wait. He’ll make it. Casey Jones always makes it *on time*.”

[Ask: “Do you think Casey is going to make it on time?” Take a quick tally.]

And sure enough, just then they saw a light on the tracks up ahead, and heard the lonesome whistle that could only be Casey Jones. The train pulled into the station, dripping wet, puffing hard, but right *on time*.



← **Show image 8A-4: Casey Jones back to work**

Casey and Sim were dog-tired and more than ready for a good night’s sleep.

[Define “dog-tired” as being very, very tired. Have students tell you how they know Casey is dog-tired in the picture.]

But they’d hardly settled into their beds when there was a knock at the door. Word came that the engineer who was supposed to drive the train on the southbound run was sick.

Well, they didn’t even have to ask Casey if he would take the man’s place. Tired as he was, Casey got dressed and headed for the station. And when he got there, he found Sim Webb, already stoking—and poking—the fire with coal and making the fire burn brighter. Together they got the train ready to carry mail, packages of freight, and passengers as well.

Now, friends, here’s where I have to tell you the sad part of this story . . .

**Mid-Story Check-In**

1. *Literal* Who is this tall tale about?

- This tall tale is about Casey Jones.

What was Casey Jones’s job?

- Casey Jones was a locomotive engineer. He drove trains.

2. *Inferential* What was Casey Jones known for?

- Casey Jones was known for his whistle, for driving fast, and for always being on time.

3. *Literal* Who did Casey Jones work with?

- Casey Jones worked with Sim Webb.

What did Sim Webb do?

- Sim Webb was the fireman on the train. He made sure that the engine's fire was always burning.

4. *Evaluative* What do you think is the sad part of this story?

← **Show image 8A-5 One hand on the brake**



As Casey **mounted**—and climbed up—to the cabin and took the throttle in his hand, he heard someone shout, “Casey, you’re already more than an hour and a half late.” But Casey just smiled and thought to himself, “I guess that means I’ll have to go just a little faster.”

Casey opened up the throttle and the train plunged into the dark, wet night. Sim Webb shoveled the coal with all his might, and the train chugged on, faster and faster.

“Casey!” Sim yelled. “You’re running too fast.”

But Casey said,

*“Fireman, don’t you fret,*

*Keep knockin’ at the fire door, and don’t give up yet.*

*I’m gonna run this train until she leaves the rail*

*Or we make it on time with the southbound mail.”*

[Ask students to explain how this text sounds different from the rest of the read-aloud. (rhyme, rhythm) Explain that this is part of a song or ballad about Casey Jones. Ask students if they remember what a ballad is. (A ballad is a kind of poem or song that tells a story.) Ask students which event in Casey Jones’s life this part of the ballad tells about. (Casey driving the train faster and faster so that he can make it to his destination on time)]

They drove on. The train gained speed until it was flying faster than the speed of light.\*

*Then Casey said, "I believe we'll make it through,  
For the engine is a-steamin' better than I ever knew!"*

[Ask: "What are these rhyming lines are part of?" (the ballad of Casey Jones)]

Casey got the signal that the tracks were clear up ahead, so he was "highballing" down the tracks, pushing that train just as fast as it would go.

[Explain that "highballing" is what engineers say to mean "all clear, full speed ahead."]

He was going so fast that it looked like they might even make it *on time*.

Just then, as they squealed around a curve, through the darkness, Casey saw a light up ahead. He knew that light wasn't supposed to be there, not on this track.



← **Show image 8A-6 Jump, Sim! Jump!**

At that moment, Casey knew. There was a broken-down freight train stuck on the track just ahead, and he was speeding straight toward it!

Casey pulled the brake as hard as he could, and yelled to his partner, "Jump, Sim!"

"Casey, you come on!" replied Sim.

"Jump!" Casey shouted, and in the blink of an eye Sim jumped.

But Casey stayed on the train. He knew that he could not stop the train in time, but he knew that he had to slow it down. He knew that if he jumped and let go of the brake, his train would crash into the other train at a dangerously high speed.

[Have students tell their partner what they think Casey should do: jump or stay on the train and try to slow it down.]



← **Show image 8A-7 Two hands on the brake**

So Casey pulled on the brake with all his might. A terrible screeching, squealing sound ripped through the darkness.

Then came the crash.

*The trains, they met in the middle of a hill  
In a head-on tangle that was bound to spill.  
He tried to do his duty, the men all said,  
But Casey Jones, he ended up dead.*

[Have students identify the rhyming words in this ballad. Ask two volunteers to explain this part of the ballad. Ask students whether this is the sad part of the story. Ask if their prediction was correct.]

Poor Casey! When they found him, they said he had one hand still on the brake and one hand tight on the whistle: Trying to stop his train as best he could and give warning to the other train.

Casey Jones didn't survive that fateful ride, but he was the only person who died in the crash. Casey's bravery that night saved all of the passengers on both trains, and his fireman, Sim.

[Ask: "Do you think this makes Casey Jones a hero? Do you think Sim Webb is full of admiration for Casey?"]

After that, thanks to Sim Webb keeping the story alive, people would tell stories about the brave engineer named Casey Jones.

They even made up songs about him. You've already heard some parts of one of those songs. Here's another part:

*Casey Jones—mounted to the cabin.*

*Casey Jones—throttle in his hand.*

*Casey Jones—mounted to the cabin.*

*Took a trip to the Promised Land.*



← **Show image 8A-8 Shooting star in the night**

They say that if you look up in the sky on a clear night and see a flash of light across the sky—well, that might be a shooting star. But then again, it might be Casey Jones, roaring across the sky,\* chugga-chugga, chugga-chuggin'—on time—till the end of time.

### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 "Casey Jones."
2. *Evaluative* What kind of special story is "Casey Jones"?
  - "Casey Jones" is a tall tale (or legend).

Is this tall tale fiction (made-up), non-fiction (true), or both?

- This tall tale is partly fiction and partly nonfiction.

**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 is about Casey Jones, who grew up in Kentucky and drove a train for the Illinois Central Railroad to Memphis, Tennessee.

[Show Kentucky, Illinois, and Tennessee. Mention that these states were considered frontier states.]

4. *Inferential* How was Casey Jones's childhood amazing?
  - Casey Jones's childhood was amazing because he could drive a train before he could walk.
5. *Literal* What is one amazing adventure Casey Jones has in this tall tale?
  - Answers may vary, but should be something that is explicitly stated in the text, e.g., "highballing" the train.
6. *Evaluative* What is something Casey Jones invented? [hint: whistle]
  - Casey Jones invented his special whistle blow.

Do you think the things the tall tale said happened when he blew his whistle really happened?

- No, those things could not really happen.



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.
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, e.g., Casey Jones going faster than the speed of light; Casey Jones being a shooting star.

Does this exaggeration make Casey Jones 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:**

Did they both have the same job?  
(Yes/No)

They are similar/different  
because . . .

Casey Jones . . ., but John Henry  
. . .

9. *Evaluative Think Pair Share:* How is the tall tale of Casey Jones similar to the tall tale of John Henry? How is it different?
  - Similar: jobs related to the railway; legends; died at the end
  - Different: different jobs related to the railway; grew up in different states; different courageous acts
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: Legendary

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1. In the read-aloud you heard, “[This is] a story of a *legendary* engineer.”
2. Say the word *legendary* with me three times.
3. *Legendary* means famous or well-known, or describes something or someone that is like a legend.
4. “John Henry” and “Casey Jones” are legendary stories about American legends.

Figuring out how electricity works was a legendary discovery.

The pyramids in Egypt are legendary.

5. Can you think of one legendary person, place, or thing? Tell your partner about it. Try to use the word *legendary* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is legendary.”]

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

Use a *Making Choices* activity for follow-up. Directions: I am going to read several examples. If the person, place, or thing I describe is legendary, say, “That is legendary.” If the person, place, or thing I describe is not legendary, say, “That is not legendary.”

1. man walking on the moon (That is legendary.)
2. John Henry beating a steam drill in a contest (That is legendary.)
3. the playground (That is not legendary.)
4. discovering the cure to a very deadly disease like cancer (That is legendary.)
5. the invention of the automobile—or car (That is legendary.)
6. brushing your teeth every morning (That is not legendary.)



## Complete Remainder of the Lesson Later in the Day



# Casey Jones

8<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Tracks*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Tracks).] In the read-aloud you heard, “[Casey] was “highballing” down the *tracks*, pushing that train just as fast as it would go.” Which picture shows the way *tracks* is used in this sentence?
2. *Tracks* also means to follow or watch the way something is going, for example, the weatherman tracks the storm to let people know when the bad weather will arrive. Which picture matches the way *tracks* is used in this sentence?
3. *Tracks* can also be the marks left on the ground by an animal, person, or vehicle. Which picture shows this kind of *tracks*?
4. Now with your partner, quiz each other on the different meanings of the word *tracks*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “My dog went outside for a walk after the snowstorm, and his footprints left tracks where he walked in the snow.” And your partner should respond, “That’s ‘2.’”

## ↔ Syntactic Awareness Activity

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### *Horizontal Word Wall: Pride*

**Note:** Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

**Materials:** long horizontal chart paper; words written on index cards

**in red—***shame, embarrassment, low self-confidence, shyness:*

**in yellow—***contentment, satisfaction, happiness*

**in green—***pride, self-esteem, dignity*

1. In the tall tale you heard, “Now the reason Casey drove so fast was simple: he took great *pride* in always being on time.”
2. Say the word *pride* with me three times.
3. Pride is the feeling of respect for yourself. People take pride in things they do well and things they are proud of.
4. The musicians took great pride in their perfect performance.  
The children took pride in their [insert name of class project].
5. First we will make a Horizontal Word Wall for *pride*. Then you will make up sentences using the words on the word wall.
6. [Place *pride* on the far left of the chart. Then pick a red word and ask where it should go. (on the far right). Hold up the rest of the cards and ask on which side it should be placed on the horizontal word wall.]
7. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

### ***Extending the Activity***

- Have students share about a time they took great pride in something they did.

## 10 End-of-Lesson Check-In (Instructional Master 8B-1)

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### *Create Your Own*

- Using Instructional Master 8B-1, have students conceptualize their own tall tale based on their drawing from Lesson 7B's extension.
- Review the characteristics of tall tales:
  - Frontier Setting
  - Amazing Childhood
  - Amazing Adventures
  - Creations/Inventions
  - Humor
  - Exaggerations/Larger-Than-Life
- Have students begin filling out their own chart using sketches, phrases, and short sentences.
- ✍️ **Above and Beyond:** You may wish to have students try to write their own brief, tall tale using a story map (Instructional Master 1B-1).