American Folk Heroes and Tall Tales
Grade Level or Special Area: 2nd Grade
Written by: Michaela Sellers, Belle Creek Charter School
Length of Unit: 7 lessons (90 minutes each lesson, reading block )

I. ABSTRACT
A. This unit focuses on second grade Core Knowledge tall tales such as Johnny Appleseed, Paul Bunyan, Casey Jones, Pecos Bill, and John Henry. This unit is designed to allow students to understand what characteristics make up a tall tale while practicing essential reading skills such as summarizing, predicting, sequencing, questioning, compare and contrast, cause and effect, fact vs. opinion, and identifying story elements. The lessons are designed to be taught in a 90 minute reading block. However, the lessons are structured in such a way that they can easily be split into several mini lessons.

II. OVERVIEW
A. Concept Objectives
1. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Content Standard 1).
2. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Content Standard 1).
3. Students will understand how to write and speak for a variety of purposes (Colorado Reading and Writing Standard 2)
4. Students will develop an awareness of standard, age appropriate spelling, grammar, and word usage (Colorado Reading and Writing Standard 3).
5. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1)

B. Content from the Core Knowledge Sequence
1. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
   a. Reading Comprehension and Response
      i. Recall incidents, characters, facts, and details of stories and other texts.
      ii. Discuss similarities in characters and events across stories.
      iii. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
      iv. Explain and describe new concepts and information in his or her own words.
      v. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.

   b. Writing
      i. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.

   c. Spelling, Grammar, and Usage
      i. Write legibly on standard-ruled notebook paper.
      ii. Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
      iii. Consistently use correct punctuation: period, question mark, or exclamation point.

2. Language Arts: Grade 2 Fiction (pg. 45-46)
   a. American Folk Heroes and Tall Tales
i. Paul Bunyan
ii. Johnny Appleseed
iii. John Henry
iv. Pecos Bill
v. Casey Jones

b. Literary Terms
i. tall tales

3. History and Geography: Grade 2  World History (pg. 47)
a. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
i. Locate United States
ii. Locate California, Maine, Minnesota, Oregon, Alaska, Missouri, Kentucky, Tennessee, Pennsylvania, Ohio, Michigan, Illinois, Indiana, Massachusetts, Texas, West Virginia (not in Sequence)
iii. Locate Mississippi River, Grand Canyon, Appalachians, Rocky Mountains, Pecos River (not in Sequence)

C. Skill Objectives
Students will be able to:
1. Locate and label California, Maine, Minnesota, Oregon, Alaska, Missouri, Kentucky, Tennessee, Pennsylvania, Ohio, Michigan, Illinois, Indiana, Massachusetts, Mississippi River, Grand Canyon, Appalachians, and the Rocky Mountains on a map (Colorado Geography Standard 1.1).
2. Identify and record characteristics of Tall Tales (Colorado Reading and Writing Standard 2).
3. Sequence events in a story (Colorado Reading and Writing Standard 1&2).
4. Compare and Contrast Tall Tales (Colorado Reading and Writing Standard 1&2).
5. Distinguish between facts and opinions (Colorado Reading and Writing Standard 1&2).
6. List story elements found in Tall Tales like characters, setting, problem, solution (Colorado Reading and Writing Standard 1&2).
7. Predict story events using picture clues and prior knowledge (Colorado Reading and Writing Standard 1).
8. Summarize story events (Colorado Reading and Writing Standard 1, 2, & 3).
9. Create a board game incorporating information from the tall tales studied (Colorado Writing Standard 2 &3).
10. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).
11. Define and correctly apply unit vocabulary words in writing and speaking (Colorado Reading and Writing Standard 2).
12. Identify and record cause and effect events (Colorado Reading and Writing Standard 1&2).

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. Kindergarten Language Arts: American Folk Heroes and Tall Tales (pg. 10)
IV. RESOURCES
E. United States Maps “50 States”. Available URL: http://www.50states.com/maps/usmap.htm (Lesson 2-6)

V. LESSONS
Lesson One: Characteristics of Tall Tales (90 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Reading and Writing Standard 3).
   b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Content Standard 1).
   c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).
2. Lesson Content
   a. Language Arts: Grade 2- Fiction (pg. 45-46)
      i. Literary Terms
         a) Tall Tales
      ii. Tall Tale characteristics (not in sequence book)
         a) Larger than life character, character has super human abilities, plot of story is impossible, main character overcomes an obstacle or solves a problem, story uses everyday language/dialect).
   b. Language Arts: Grade 2- Reading and Writing (pg. 43-44)
      i. Reading Comprehension and Response
         a) Explain and describe new concepts and information in his or her own words.
         b) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
      ii. Spelling, Grammar, and Usage
         a) Write legibly on standard-rules notebook paper.
b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
c) Consistently use correct punctuation: period, question mark, or exclamation point.

3. **Skill Objective(s)**

   **Students will be able to:**
   
   a. Identify and record characteristics of Tall Tales (Colorado Reading and Writing Standard 2)
   
   b. Define and correctly apply unit vocabulary in writing and speaking (Colorado Reading and Writing Standard 2)

**B. Materials**

1. *Core Knowledge Teacher Handbook*
2. One transparency of Appendix A and B
3. Overhead Projector
4. Overhead Markers
5. One copy of Appendix A and B per student
6. Colored pencils or crayons for each student
7. One Pencil for each student
8. One Tall Tale notebook for each student (see preparation) (3 copies of Appendix C and 1 piece of Construction Paper 8.5 in by 11 in for each student)
9. Whiteboard and one whiteboard marker
10. One plain white sheet of paper for each student
11. One piece of construction paper for each student (color can be student’s choice)
12. Glue for each student
13. One folder for each student to hold materials
14. One scissor for each student

**C. Key Vocabulary**

1. A **tall tale** is a humorous story that may or may not be based on facts, but exaggerates the truth.
2. An **exaggeration** is to say that something is greater than it actually is.
3. When something is **humorous**, it is funny.

**D. Procedures/Activities**

1. **Before you begin this unit** you should make Tall Tale notebooks for your students. Take one sheet of construction paper for each student and fold it in half (bottom to top). Tear at fold. Then take three copies of Appendix C for each student, fold them in half, and tear/cut at the fold. Place these sheets between the two pieces of construction paper and staple on the left side.

2. Tell students that they are going to have to put on their thinking caps and think back to when they were in Kindergarten. Ask students to tell you about the stories they remember reading in Kindergarten. Record their responses on the whiteboard.

3. If students mention Casey Jones and Johnny Appleseed, circle those two on the board. If not ask them if they remember reading about “Tall Tales”. If they can’t remember, give them some clues from the stories. You might say: “*In the story I am thinking of, the main character drove a train.*”

4. Once students have guessed the two stories, tell them that they will be continuing their journey into the land of tall tales.
5. Pass out Appendix A and tell students that they will be reviewing familiar words and learning new words.
6. Ask students to guess what the definition for Tall Tale, exaggeration, and humorous may be.
7. Write the definitions for these words on your overhead copy and have students copy them onto Appendix A.
   Modifications: If you have students who struggle with copying from the overhead, you could have the definitions written in for them prior to the lesson or you could provide the definitions on a separate sheet for paper (closer proximity) for students to copy.
8. Have students write the word in a sentence next to the definition and draw an illustration to go along with the sentence. Remind students of what a good sentence should consist of. Tell them that the sentence needs you to believe that they really understand the meaning of the vocabulary word.
9. Ask students to share their sentences and prompt them on how they could make the sentences better if needed.
10. Ask students to turn in their vocabulary definition sheets.
11. Tell students that certain stories give us clues (characteristics) that help us find out what kind of story we are reading. Ask students how they know when the story they read is a tall tale.
12. On the board create a T-chart. On one side write “Guesses” and on the other side write “Characteristics”.
13. Once students have given their guesses, write down the main tall tale characteristics under the label “characteristics. (Larger than life character, character has super human abilities, plot of story is impossible, main character overcomes an obstacle or solves a problem, story uses everyday language/dialect)
14. Have students compare both sides of the chart to see if they guessed any of the characteristics.
15. Discuss what each characteristic means, giving students examples and asking them if they can think of examples.
16. Hand out Appendix B and have students copy what you write on the overhead under “Tall Tale Characteristics”. Write down the 5 characteristics you wrote on the T-chart.
17. When students are done writing, tell students that as they are reading about different tall tales, they will be asked to give an example of how each characteristic is present in the tall tales they read.
18. Have students put Appendix B into their folder and pass out plain white sheet of paper.
19. Ask students to trace their hand on the middle of the paper and have them cut out their traced hand.
20. Then ask them to write down one tall tale characteristic in each finger. Have them write “Tall Tale Characteristics” on the palm of the hand. Walk around to make sure that students are writing down all 5 characteristics and have a title written on the palm of the hand.
21. When they are done give students a piece of construction paper and glue. Have students glue their hand in the middle of the construction paper. Ask them to cut the hand out leaving some color as the background. It is helpful if you create an example so students can have a visual idea.
22. Tell students that this is their quick reference bookmark to be used when they are reading the tall tales to see if it is really a tall tale. Have them keep the hand in their folder.
23. Pass out the tall tale notebooks and ask students to put them in their notebook. If time allows, have students create a title for their books and decorate the cover. Discuss possible titles with the class so they can have an idea of what would be appropriate.

24. Tell students that next time they will be learning about Casey Jones.

25. Tell students that they have to either tell you a sentence with one of the new vocabulary words or one tall tale characteristic (exit ticket).

E. Assessment/Evaluation

1. Appendix A: Unit Vocabulary Definitions, Sentences, and Illustrations (students will be given 1 pt. for each vocabulary word they wrote in, 3 pts. for each definition, 5 pts. for each sentence, and 2 pts for each picture for a total of 36 pts.)

2. Appendix B: Tall Tale Characteristics List (collected at the end of unit)

3. Informal: Observation of assignment completion and Exit Ticket activity

Lesson Two: Casey Jones (90 minutes)

A. Daily Objectives

1. Concept Objective(s)

   a. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).

   b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).

   c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).

   d. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).

   e. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).

2. Lesson Content

   a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)

      i. Reading Comprehension and Response

         a) Recall incidents, characters, facts, and details of stories and other texts.

         b) Explain and describe new concepts and information in his or her own words.

         c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.

      ii. Writing

         a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.

      iii. Spelling, Grammar, and Usage

         a) Write legibly on standard-ruled, notebook paper.

         b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.

         c) Consistently use correct punctuation: period, question mark, or exclamation point.

   b. Language Arts: Grade 2 Fiction (pg. 45-46)

      i. American Folk Heroes and Tall Tales

         a) Casey Jones

      iii. Literary Terms
a) Tall Tales

c. History and Geography: Grade 2 World History and Geography
   i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
      a) Locate the United States.
      b) Locate Missouri, Kentucky, Tennessee, and Mississippi on a map (not in sequence book).

3. **Skill Objective(s)**
   Students will be able to:
   
a. Locate and label Missouri, Kentucky, Tennessee, and Mississippi on a map of the United States (Colorado Geography Standard 1).
   
b. Create a map key to indicate which states the tall tale character visited (Colorado Geography Standard 1).
   
c. Sequence events of the Casey Jones story (Colorado Reading and Writing Standard 1&2).
   
d. Identify and describe tall tale characteristics of Casey Jones (Colorado Reading and Writing Standard 1&2).
   
e. Summarize story events (Colorado Reading and Writing Standard 1,2,&3).
   
f. Define and correctly apply vocabulary words in writing and speaking (Colorado Reading and Writing Standard 2).
   
g. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).
   
h. Predict story event using picture clues and prior knowledge (Colorado Reading and Writing Standard 1).

**B. Materials**
1. 3 index cards per student
2. Crayons or colored pencils for each student
3. Pencil for each student
4. Copy of Appendix D for each student
5. Scissors and glue
6. Book: *Casey Jones* by Allan Drummond or other Casey Jones Picture book
7. Large piece of butcher paper and a selection of dark markers
8. Appendix A for new vocabulary (one per student) Reuse your transparency from previous lesson.
9. Overhead and overhead markers
10. Tall Tale books (given to students during last lesson)
11. Appendix B (in student folders)
12. One piece of construction paper per student
13. One copy of *Core Knowledge Text Resources Grade 2* pg. 51 for each student (Casey Jones story)
14. One copy of blank US map from [http://www.50states.com/maps/usmap.htm](http://www.50states.com/maps/usmap.htm) for each student and one on transparency
15. Large wall map of the United States
16. Whiteboard and Whiteboard Markers

**C. Key Vocabulary**
1. A **post** is a specific place for something or someone.
2. A **coyote** is a wolf-like animal.
3. **Stoking** means feeding a fire.
**D. Procedures/Activities**

1. Ask students to tell you what a tall tale is. Then ask them if they can tell you some of the tall tale characteristics.
2. Tell students that today they will continue on their Tall Tale adventure by reading about Casey Jones.
3. Pass out Appendix A to students and tell them that before we can start our journey, we have to learn some new vocabulary words to help us understand the story better.
4. Record the words on the overhead and have students copy them. Discuss the meanings and then have students write a sentence using each vocabulary word and illustrate the sentence. Remember that you can use the same modification as in lesson one.
5. Collect the vocabulary sheets and have students gather in your reading area.
6. Tell students that they will be reading the story of Casey Jones, but that you are going to read a picture book to them first.
7. Ask students to tell you what they remember about the story since they did study it in Kindergarten.
8. Before you read the story, show them the pictures in the book and have students tell you what they think is going happening on each page.
9. Read the story to the students and stop periodically to ask them questions. You may want to read the story before reading it to the class to come up with various levels of questions.
10. After you finished reading, ask students to go back to their seats and get their bookmark hand from lesson one, and stand behind their desks.
11. Hand out Text Resources pg. 51 to each student and tell students that they should read the story with a partner that they pick or you choose for them.
12. Tell students to talk about the tall tale characteristics they found in the story. Remind them to use their reference hand if they can’t remember the characteristics.
13. After about 15 minutes bring the class back together and discuss what students read. Some things to ask: “How was the story you read different from the picture book? What ability did Casey have that made him special? How was Casey a hero? What happened to the animals as Casey’s train rode by them? What tall tale characteristics did you find in the story.”
14. Ask students to get out their Appendix B and have them write Casey Jones under the name of the tale column. Then have them pick one characteristic they want to write about and fill in the box on how that tall tale characteristic was present in the story.
15. Have students share their answers with the class and then have them put Appendix B back in their folders.
16. Next tell students that they will practice story sequencing using the Casey Jones story. Review what it means to sequence something. Tell students that there are two activities and that they may chose which one to do in class and which one they can do for homework.
17. Pass out Appendix D and 1 piece of construction paper to each student. Tell students that they will have to cut the sentence strips apart, sequence the story events in the order that they happened in the reading, and paste them onto the construction paper.
18. Next pass out 3 index cards to each student. Tell them that they will have to think of 3 things that happened in sequence in the Casey Jones story and write one sentence on the lined part of each index card. Tell students that they will need to draw a picture of each sentence on the other side of the index card.
19. Allow students to work on the activity for about 15 minutes. Make sure to tell them that if they finish one activity early, they may start on their homework activity. Modification: You may chose to only have students do one of the two activities or you may chose to have students do the activities based on student ability. This lesson has many activities but since they all stand alone, you can pick and chose which one you want to include.
20. Have students turn in their completed sequence activity and ask them to take out their Tall Tale notebooks.

21. Tell students to write “Casey Jones” on the Tall Tale Title line. Then tell students to write 5 sentences that summarize what happened in the story. Remind them that summaries include only important details. Depending on your students and their experience with writing summaries, you may have to give examples of what is considered important and what is not.

22. If time allows have students share their summaries, otherwise ask them to put their notebooks back in their folders.

23. Finally ask students to tell you about all the states that were mentioned in the story. Write them on the board and add any states that students may have missed (Missouri, Kentucky, Tennessee, and Mississippi).

24. Pass out the blank map of the USA. Ask student to draw a box on the bottom and write the word “Key” above the box. You should model this on your overhead transparency.

25. Ask students to find a blue colored pencil or crayon and draw a blue dot. Next to the dot have students write the name: Casey Jones in pencil.

26. Ask for Volunteers to find Missouri, Kentucky, Tennessee, and Mississippi on the wall map.

27. As students find the states label them on your overhead and have students label it on their papers.

28. Once all students have labeled the states have them color them blue to indicate that those are the states Casey Jones visited.

29. Remind students of their homework and tell them that they are going to start a graffiti wall today.

30. Explain to students that they need to think about what they read today and come up with a good test question for the story before they leave. Tell students that they may write the question on the graffiti wall (butcher paper). Ask students to be sure not to duplicate the questions.

E. Assessment/Evaluation

1. Appendix D: Sequencing with Casey Jones or Index Card Activity
   If you choose to grade Appendix D, have each correctly placed sentence be worth 10 points which will total 100 pts for ten sentence strips. If you are grading the index card activity, you will give students 20 points for each sentence (60 pts. total), 10 points for each completed COLORED picture (30 pts. total), and 10 pts. for each correct sequence (students will either have to show you the order the cards go in or you can ask them to number the cards in the order they should be placed.

Lesson Three: Johnny Appleseed (90 minutes)

A. Daily Objectives

1. Concept Objective(s)
   a. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).
   b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).
   c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).
   d. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).
   e. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).
2. Lesson Content
   a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
      i. Reading Comprehension and Response
         a) Recall incidents, characters, facts, and details of stories and other texts.
         b) Explain and describe new concepts and information in his or her own words.
         c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
         d) Discuss similarities in characters and events across stories.
         e) Pose plausible answers to how, why, and what-if questions in interpreting text, both fiction and nonfiction.
      ii. Writing
         a. With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
      iii. Spelling, Grammar, and Usage
         a. Write legibly on standard-ruled, notebook paper.
         b. Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
         c. Consistently use correct punctuation: period, question mark, or exclamation point.
   b. Language Arts: Grade 2 Fiction (pg. 45-46)
      i. American Folk Heroes and Tall Tales
         a) Casey Jones
         b) Johnny Appleseed
      ii. Literary Terms
         a) Tall Tales
   c. History and Geography: Grade 2 World History and Geography
      i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
         a) Locate the United States.

3. Skill Objective(s)
   Students will be able to:
   a. Locate and label Massachusetts, Pennsylvania, Michigan, Illinois, and Indiana on the map of the United States (Colorado Geography Standard 1).
   b. Compare and Contrast Johnny Appleseed and Casey Jones (Colorado Reading and Writing Standard 1&2).
   c. Summarize story events (Colorado Reading and Writing Standard 1,2,&3).
   d. Define and correctly apply vocabulary words in writing and speaking (Colorado Reading and Writing Standard 2).
   e. Identify and record tall tale characteristics found in Johnny Appleseed (Colorado Reading and Writing Standard 1&2).
   f. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).
   g. Predict story events using picture clues and prior knowledge (Colorado Content Standard 1).
B. Materials
1. One copy of Appendix E for each student and one transparency
2. Student Notebooks (in folders)
3. Student Maps from Lesson 2
4. Colored pencils or crayons, and one pencil for each student
5. Reference Hand for each student from lesson 1
6. Overhead and overhead markers
7. Graffiti wall from lesson 2 (butcher paper)
8. One copy of Appendix A for each student
9. Appendix B for each student (in folders)
10. Core Knowledge Text Resources Grade 2 pg. 48 for each student
11. Book: Johnny Appleseed by James Kunstler (any other Johnny Appleseed book will work as well)
12. Core Knowledge Teacher Handbook (for your reference)
13. Large wall map of the USA

C. Key Vocabulary
1. A tike is a small child.
2. When something is handy it is convenient.
3. A pouch is a small bag.

D. Procedures/Activities
1. Ask students to take a look at the graffiti wall and pick a question they would like to answer for the class. Add in a quick review of the Casey Jones story and the vocabulary.
2. Ask students to tell you what they remember about the Johnny Appleseed story they read in Kindergarten.
3. Tell students that today they will be reading about Johnny Appleseed but that before we start our journey, we will need to define some new vocabulary words.
4. Pass out a copy of Appendix A to each student and introduce the new vocabulary words. Define the words and discuss proper use.
5. Write the definitions on your overhead copy as students copy them onto their papers.
6. Next have students write their sentence with each vocabulary word and draw a picture to go along with the sentence.
7. When students are done have them share their sentences and then turn in their vocabulary lists to you.
8. Next tell students that you are going to read a picture book about Johnny Appleseed and have students go to the reading area.
9. Before you read ask students if they think Johnny Appleseed was a real person or if he was imagined. Tell students that Johnny Appleseed is a real person who was born in 1774. If you have not mentioned it, let students know that Casey Jones was a real person too. If you wish you could have a brief discussion about other stories students have read where there was a real character.
10. Next have students make predictions about the pictures in the book.
11. Tell students that you will be reading the story and that their job is to think of how this story contains tall tale characteristics. You may wish to review what those are before you begin to read.
12. Read the story and stop periodically to ask questions to make sure students are staying focused.
13. After you finished the story ask students to go back to their seats, get out their reference hand, and sit down.
14. Hand out *Core Knowledge Text Resource* pg. 48 to each student and ask them to read the story on their own. Tell them to be sure to look for tall tale characteristics in the story, any states mentioned, and to think about how Johnny and Casey are alike and different. 

**Modification:** You may wish to record the story on tape for struggling readers so they can read along as they listen to the story on tape.

15. When students are done have them share their findings with a partner. Make sure they are using a partner that was not their partner in lesson two. Students need practice working with different people.

16. Have a brief discussion about the story. You might ask students: "What does Johnny do that might make you think he is a real person? Was Johnny a hero?"

17. Ask students to get out Appendix B and have them write “Johnny Appleseed” under the Tall Tale Name column for the new tall tale characteristics they want to fill in and have them complete the box that is asking for a specific example of that characteristic in the story.

18. Have students share their responses and put their paper back into their folder.

19. Next pass out Appendix E to students and tell them that today they are going to compare and contrast Johnny and Casey. Review what it means to compare and contrast something.

20. Fill in the story and author boxes on your transparency and have your students copy the information. Then have them put the paper aside.

21. Next create a three column table on the whiteboard and label one Johnny Appleseed, one Casey Jones, and one “Same”. Have students tell you things about each character and record it on the board.

**Modification:** Higher students could be asked to complete the Venn Diagram without doing the class brainstorm activity.

22. Then ask students to look at the list to see if there is anything the two characters have in common. Circle those items. If students didn’t mention anything the two characters had in common ask them to think of some things and write it on the board under the heading “SAME”.

23. Next tell students that they will be using the information on the board to complete their Venn Diagram. Model how to fill it out on the overhead by doing one for each section. Tell students that they must have at least **four more** facts for each side and **two more** facts for the middle.

24. When students are done have them turn in Appendix E along with the homework from Lesson 2.

25. Tell students that they should take out their maps and a red colored pencil or crayon.

26. Have students tell you which states were mentioned in the Johnny Appleseed story and write them on the whiteboard. Add any states students may have missed (Massachusetts, Pennsylvania, Michigan, Illinois, Indiana).

27. Have students use their red crayon or colored pencil to draw a red dot under their blue dot on the map key. Next to the red dot have them write Johnny Appleseed using their pencil. Model this on your overhead.

28. Next have student volunteers come to the wall map to locate the states mentioned in the story. As students locate the states, have students locate them on their map and label them. After they labeled all of them, they should color these states red. Again, make sure you are modeling this on the overhead.

**Modification:** You could provide a copy of the United States map that is already labeled with all the states to your students who may struggle with hand – eye coordination.
29. When students are done have them put their maps back into their folders and ask them to get out their tall tale notebooks.

30. Have students write “Johnny Appleseed” on pg. 2 for the title. Next have students write a 5 sentence summary about what occurred in the story. Remind them to use important information only.
   Modification: You could have your struggling writers write a three sentence summary or you could have the student write two sentences and you write two sentences for them.

31. Have students share their summaries and then have them put their notebooks back into their folders.

32. Ask students to take a moment to think of one good question they could ask about the Johnny Appleseed story. Tell them that their question may be used on the Tall Tale Test at the end of the unit.

33. Tell students that once they have thought of a question they may write it on the graffiti wall.

E. Assessment/Evaluation

1. Appendix E: Tall Tale Venn Diagram
   This assignment is worth 100 points. Students must have four facts written in on the Johnny side and four on the Casey side (10 pts for each = 80pts.) and two facts for the middle (10 pts. for each = 20pts.)

Lesson Four: Pecos Bill (90 minutes)

A. Daily Objectives

1. Concept Objective(s)

   a. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).

   b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).

   c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).

   d. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).

   e. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).

2. Lesson Content

   a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
      i. Reading Comprehension and Response
         a) Recall incidents, characters, facts, and details of stories and other texts.
         b) Explain and describe new concepts and information in his or her own words.
         c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
         e) Discuss similarities in characters and events across stories.
         f) Pose plausible answers to how, why, and what-if questions in interpreting text, both fiction and nonfiction.
      ii. Writing
         a) With assistance, produce written work with a beginning, middle,
and end, and when appropriate organize material in paragraphs.

iii. Spelling, Grammar, and Usage
    a) Write legibly on standard-ruled, notebook paper.
    b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
    c) Consistently use correct punctuation: period, question mark, or exclamation point.

b. Language Arts: Grade 2 Fiction (pg. 45-46)
   i. American Folk Heroes and Tall Tales
      a) Pecos Bill
   ii. Literary Terms
      a) Tall Tales

c. History and Geography: Grade 2 World History and Geography
   i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
      a) Locate the United States.
      b) Locate Texas, Oklahoma, and the Pecos River (not in sequence book).

3. Skill Objective(s)
   Students will be able to:
   a. Locate and label Texas, Oklahoma, and the Pecos River on the map of the United States (Colorado Geography Standard 1).
   b. Identify and record tall tale characteristics from Pecos Bill (Colorado Reading and Writing Standard 1&2).
   c. List story elements found in Pecos Bill like characters, setting, problems, and solution (Colorado Content Standard 1&2).
   d. Summarize story events (Colorado Reading and Writing Standard 1&2).
   e. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).
   f. Define and correctly apply vocabulary words in writing and speaking (Colorado Reading and Writing Standard 2).
   g. Predict story events using picture clues and prior knowledge (Colorado Reading and Writing Standard 1).

B. Materials
   1. One copy of Core Knowledge Instructional Master 6 per student
   2. Student Maps
   3. Large Wall Map of the USA
   4. Overhead and overhead markers
   5. One copy of Appendix F per student
   6. Colored pencils or crayons and one pencil for each student
   7. Core Knowledge Teacher Handbook (for reference)
   8. Book: Pecos Bill by Brian Gleeson (any picture book on Pecos Bill will work)
   9. One copy of Appendix G for your reference only
   10. One copy of Core Knowledge Text Resources Grade 2 pg.50 for each student
   11. Scissors and Glue for each student
   12. Two pieces of light colored construction paper any size per student (you will need to make some preparations for this. See step one of procedure)
   13. One piece of string per student about five inches long each
14. Graffiti board/wall from lesson 2
15. Student notebooks (in folders)
16. One copy of Appendix A per student
17. One copy of Appendix B (in student folders)
18. One Single hole punch

C. Key Vocabulary
1. A **cyclone** is a violent, rotating windstorm.
2. A **den** is a wild animal’s home.
3. A **funnel cloud** is a cloud shaped like a funnel, with a wide top and a narrow bottom.

D. Procedures/Activities

1. **BEFORE YOU START THIS LESSON:** Get construction paper and cut out a diamond shape for each student (see Appendix G for kite sample). Cut one piece of string for each student, whole punch the bottom of the diamond shape, and attach the sting to the bottom. Next use construction paper to cut bows big enough for students to write on. You will need three bows per student.
2. Begin the lesson by asking students to pick a question from the graffiti wall that they would like to answer. Take about five minutes to go around the room and have students answer the questions they chose.
3. Next tell students that today they will be exploring the tall tale of Pecos Bill. Tell students that Pecos Bill was a fictional hero invented by cowboys and that his name actually came from a river in Texas called the Pecos River.
4. Ask students what they think the story may be about and where it might take place. You may show them the front cover of your picture book to help them get ideas if your introduction did not give them enough information.
5. Hand out Appendix A and tell students that we have some new words to learn about before we can read the story.
6. Tell students what the words are and ask if anyone already knows the meaning of any of these words.
7. Next write the words and the definition on the overhead of Appendix A as students are copying the definitions onto their own sheets.
8. Next ask students to write a sentence with each vocabulary word and illustrate the sentence. Most students should be getting good at this. Walk around to help those students who are still struggling. Also make sure that students understand the difference between a good sentence and a bad one.
9. Ask students to share what they wrote and then have them turn to Appendix A.
10. Have students go to the reading area and tell them that today they will be listening for not only tall tale characteristics but also for the parts of the story. Have students tell you what the parts of the story are: Characters, Setting, Problem, and Solution. Tell them that they will need to identify them in the story.
11. Read the story to students and ask them: “Who is Widow Maker? Who raised Pecos Bill? What is one special skill that Pecos Bill has? How does Pecos Bill help the people in Texas? What things could have really happened in the story? What things couldn’t really have happened?”
12. Ask students to go back to their seats and pass out Appendix F. Ask students to write the title “Pecos Bill” on the title line.
13. Ask students to tell you in a complete sentence who the main character of the story was, where the setting was, what the problem was, and what the solution to the problem was and write the sentences on the whiteboard.

Modification: Use different marker colors for each sentence to indicate to students that you are working on a new story part.
14. Have students copy the responses onto their paper.
15. Pass out the kites and bows and tell students that they are going to create a Pecos Bill story kite.
16. Draw a kite on the board and show them where they need to draw their lines on the kite with their pencils. Next have them write “Setting” in one quadrant, “Characters” in the second quadrant, “Problem” in the third quadrant, and “Solution” in the fourth quadrant. Again, model this on the board.
17. Next write the 3 Pecos Bill vocabulary words on the board and instruct students to write one word onto each bow and the glue the bows onto the string.
18. Ask students to fill in each quadrant of the kite and tell them they may use Appendix F to help them out. They should use complete sentences and draw a picture to go along with each story part. Model how to complete the first quadrant if needed.
19. When students are done, have them turn in both Appendix F and the kite.
20. Pass out Core Knowledge Text Resource Grade 2 pg.50 to each student.
21. As a class take turns reading the story out loud. When you are done reading the story, have students summarize the story in their notebook. Tell students that if they are finished early to go ahead and think of a good “test” question about today’s story that could be written on the graffiti board and have students add it.
22. Have students get out their tall tale characteristics sheet (Appendix B). Discuss some of the characteristics found in Pecos Bill. Then have students write in the title “Pecos Bill” next to the characteristic they would like to give an example of.
23. If time allows ask students to share what they wrote, otherwise ask them to put the sheet back into their folders.
24. Have students get out the USA map and a green crayon or colored pencil. Ask students if they can remember any states and landmarks mentioned in the Pecos Bill story and write them on the board: Texas, Oklahoma, and the Pecos River (add the ones students may not mention).
25. Have volunteers locate these places on the map as you label the locations on your overhead map and students label their maps.
26. Then have students draw a green dot in the key box and write “Pecos Bill” next to it in pencil. Then have students color the states they labeled today green and ask them to put the map back into the folder.
27. Finally pass out Instructional Master 6 and tell students that they will need to take this handout home for homework. Explain to them that they will be reading six sentences. For each sentence they will have to identify whether or not the sentence is real or a tall tale.

E. Assessment/Evaluation
1. Tall Tale Story Elements Kite
   This is worth 100 points. Each kite section is worth 25 points (20 points for each story element sentence and 5 points for the picture in each section. Vocabulary word bows are not counted since they can get lost during handling.

Lesson Five: Paul Bunyan (90 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).
b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).

c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).

d. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).

e. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).

2. Lesson Content

a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
   i. Reading Comprehension and Response
      a) Recall incidents, characters, facts, and details of stories and other texts.
      b) Explain and describe new concepts and information in his or her own words.
      c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
      e) Discuss similarities in characters and events across stories.
      f) Pose plausible answers to how, why, and what-if questions in interpreting text, both fiction and nonfiction.

   ii. Writing
      a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.

   iii. Spelling, Grammar, and Usage
      a) Write legibly on standard-ruled, notebook paper.
      b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.

   a. Consistently use correct punctuation: period, question mark, or exclamation point.

b. Language Arts: Grade 2 Fiction (pg. 45-46)
   i. American Folk Heroes and Tall Tales
      a) Paul Bunyan

   ii. Literary Terms
      a) Tall Tales

c. History and Geography: Grade 2 World History and Geography
   i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
      a) Locate the United States.
      b) Locate Maine, Oregon, California, Alaska, the Grand Canyon, the Mississippi River, the Rocky Mountains, and the Appalachians (not in sequence book)

3. Skill Objective(s)
   Students will be able to:
   a. Identify and record events of cause and effect in tall tales (Colorado Reading and Writing Standard 1&2).
   b. Locate Maine, Oregon, California, Alaska, the Grand Canyon, the Mississippi
River, the Rocky Mountains, and the Appalachians on a map of the United States.

c. Summarize story events (Colorado Reading and Writing Standard 1,2,&3).
d. Identify and record tall tale characteristics from Paul Bunyan (Colorado Reading and Writing Standard 1&2).
e. Define and correctly apply vocabulary words in writing and speaking (Colorado Reading and Writing Standard 2).
f. Formulate questions pertaining to the content of Paul Bunyan (Colorado Reading and Writing Standard 2&3).
g. Predict story events using picture clues and prior knowledge (Colorado Reading and Writing Standard 1).

B. Materials
1. One copy of Appendix H per student and one transparency for the teacher
2. Overhead and overhead markers
3. One copy of Appendix A per student
4. One copy of Appendix B (in student folders)
5. Tall Tale Notebook (in student folder)
6. One copy of Appendix I – sample diorama for teacher reference
7. Stapler
8. Two sheets of light colored construction paper per student
9. Crayons or colored pencils and one pencil for each student
10. US Maps (in student folders)
11. Wall Map of the USA
12. Graffiti Wall from previous lessons
13. Core Knowledge Teacher Handbook Grade 2
14. Copy of Core Knowledge Text Resource Grade 2 pg. 47 per student

C. Key Vocabulary
1. A **logger** is a person who cuts down trees and brings them to a lumber mill.
2. A **ditch** is a long narrow trench dug in the ground.
3. **Mounds** are piles of something.

D. Procedures/Activities
1. Start your reading lesson out by playing a review game. Ask students questions about characters, settings, problems, and solutions about the tall tales they have read so far. You may wish to give out a treat for good, complete sentence answers. These random treats do wonders for participation.
2. Next tell students that they will be reading about Paul Bunyan who is a fictional character. Have students tell you who the other fictional character they have read about was (Pecos Bill).
3. Pass out Appendix A and tell students that we have more vocabulary to learn about. Take a moment to review previously learned vocabulary words.
4. Write the new vocabulary words on your transparency on the overhead and have students copy them down. Discuss the meaning of each word and define them on the overhead as students copy down the information.
5. Ask students to write a sentence using each vocabulary word and to illustrate each sentence. When students are done have them turn in their vocabulary sheet.
6. Ask students to meet you in the reading area
7. Have students look at some of the picture book pictures and make predictions.
8. Tell students that today they will be looking for cause and effect items in the story. Explain to students what cause and effect is and be sure to use several examples since
Many students struggle with this concept.

9. Read the story, stopping on the pages where there are good cause and effect situations so that you can discuss them with your students. (example: cause: Paul sneezed, effect people thought there was an Earthquake, or it made the Earth move.) Also take the time to ask some general questions at the end of the story like: “What was Paul’s special ability? What did Paul create? What did Paul save in the snow? What parts of the story could be true? What parts of the story probably aren’t true?”

10. Next have students go back to their seats, get out their reference hand, and stand behind their desks.

11. Pass out Appendix H and Core Knowledge Text Resource Grade 2 pg. 47 to each student.

12. Instruct students to read the story with a partner and then ask them to complete Appendix H together. Tell them they have to find four cause and effect situations in the story.

13. Give students twenty-five minutes to finish and then discuss the findings.

14. Fill in the overhead transparency of Appendix H as students tell the class their cause and effect event.

15. Ask students to hang on to their cause and effect sheets and tell them they are going to create a cause and effect diorama.

16. Pass out the two sheets of construction paper and direct students to fold each piece to bottom. Go around stapling the two pieces together for each student so that it will stand up. See Appendix I for an example of what this should look like.

17. Tell students to pick two of their cause and effects pieces from Appendix H. Show them how to fill out each side of the diorama. The top should indicate the cause and the bottom the effect. For example: CAUSE: If Paul Bunyan sneezes, EFFECT: then the earth shakes (again look at Appendix I for clarification).

18. Once students have done the cause and effect portion of the assignment, ask students to add illustrations. You may choose to display these project in the classroom. Have early finishers add to the graffiti wall.

19. Next ask students to review the tall tale characteristics and identify which ones were present in the reading of Paul Bunyan.

20. Have students take out Appendix B and record the title “Paul Bunyan” next to the tall tale characteristic they would like to give an example on and have them fill in the example. If time allows discuss what students wrote, if not have student put the worksheet back into their folder.

21. Have students get out the USA map and a yellow crayon or colored pencil. Ask students if they can remember any states and landmarks mentioned in the Paul Bunyan story and write them on the board: Maine, Oregon, California, Alaska, Grand Canyon, Rocky Mountains, Mississippi River, and the Appalachians (add the ones students may not mention).

22. Have volunteers locate these places on the map as you label the locations on your overhead map and students label their maps.

23. Then have students draw a yellow dot in the key box and write “Paul Bunyan” next to it in pencil. Then have students color the states they labeled today yellow and ask them to put the map back into the folder. Any of these geography lessons could be moved to your social studies curriculum should you run out of time.

24. Ask students to take their summary notebook home and write a 5 sentence summary about the Paul Bunyan story.

E. Assessment/Evaluation
1. Appendix H: Cause and Effect Worksheet
   Each cause and effect pair is worth 25 points. Since there are four the point total would be 100 points.

Lesson Six: John Henry (90 minutes)

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).
      b. Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).
      c. Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).
      d. Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).
      e. Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).

2. Lesson Content
   a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
      i. Reading Comprehension and Response
         a) Recall incidents, characters, facts, and details of stories and other texts.
         b) Explain and describe new concepts and information in his or her own words.
         c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
         e) Discuss similarities in characters and events across stories.
         f) Pose plausible answers to how, why, and what-if questions in interpreting text, both fiction and nonfiction.
      ii. Writing
         a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
      iii. Spelling, Grammar, and Usage
         a) Write legibly on standard-ruled, notebook paper.
         b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
         c) Consistently use correct punctuation: period, question mark, or exclamation point.
   b. Language Arts: Grade 2 Fiction (pg. 45-46)
      i. American Folk Heroes and Tall Tales
         a) John Henry
      ii. Literary Terms
         a) Tall Tales
   c. History and Geography: Grade 2 World History and Geography
      i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
         a) Locate the United States.
         b) Locate Ohio and West Virginia (not in sequence book).
3. **Skill Objective(s)**

**Students will be able to:**

- a. Distinguish between facts and opinions (Colorado Reading and Writing Standard 1&2).
- b. Summarize story events (Colorado Reading and Writing Standard 1,2,&3).
- c. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).
- d. Locate Ohio and West Virginia on a map of the United States (Colorado Geography Standard 1).
- e. Identify and record tall tale characteristics found in John Henry (Colorado Reading and Writing Standard 2&3).
- f. Define and correctly apply vocabulary word in writing and speaking (Colorado Reading and Writing Standard 2).
- g. Predict story events using picture clues and prior knowledge (Colorado Reading and Writing Standard 1).

**B. Materials**

1. One copy of Appendix J per student and on transparency for the teacher
2. Overhead and overhead markers
3. One copy of Appendix A per student
4. One copy of Appendix B (in student folders)
5. Tall Tale Notebook (in student folder)
6. One copy of Appendix K – sample for teacher reference
7. Scissors and glue for each student
8. One sheet of yellow construction paper per student (8.5 by 11)
9. Crayons or colored pencils and one pencil for each student
10. US Maps (in student folders)
11. Wall Map of the USA
12. Graffiti Wall from previous lessons
13. Core Knowledge Teacher Handbook Grade 2
14. Copy of *Core Knowledge Text Resource Grade 2* pg. 49 per student
16. One paper bag/lunch bag per student (preferably white)

**C. Key Vocabulary**

1. A **steam drill** is a drill powered by steam.
2. A **captain** is the head of the work crew.
3. **Strikin’ fire** means to make sparks.

**D. Procedures/Activities**

1. Start the lesson off by asking students to tell you which of the four tall tales is their favorite and why. You may also choose to do a short review on all the concepts students have learned throughout this unit.
2. Tell students that they will be reading about John Henry who is believed to have been an African American railroad worker who helped lay tracks in the 1870’s.
3. Pass out Appendix A and tell students that we have more vocabulary to learn about. Take a moment to review previously learned vocabulary words.
4. Write the new vocabulary words on the overhead and have students copy them down. Discuss the meaning of each word and define them on the overhead as students copy down the information.
5. Ask students to write a sentence using each vocabulary word and to illustrate each sentence. When students are done have them turn in their vocabulary sheet.
6. Ask students to meet you in the reading area
7. Ask students to make predictions about the story as they look at the pictures in the John Henry picture book.
8. Read the story to the class and discuss story content. Some questions to ask: "What special ability did John have? What parts of the story do you think are not real? Was John a hero?"
9. Have students go back to their seats and pass out Core Knowledge Text Resources Grade 2 pg. 49. Tell students that you will be reading this story together.
10. Take turns reading the story and make sure everyone has a chance to read.
11. Discuss what tall tale characteristics were found in John Henry.
12. Have students complete Appendix B by filling out the title column for this tall tale and the last tall tale example. Students should turn this in to you. Check it to make sure students completed all the sections. You may choose to grade it.
13. Have students get out the USA map and a brown crayon or colored pencil. Ask students if they can remember any of the state that were mentioned in the John Henry story and write them on the board: Ohio and West Virginia (add the ones students may not mention).
14. Have volunteers locate these places on the map as you label the locations on your overhead map and students label their maps.
15. Then have students draw a brown dot in the key box and write “John Henry” next to it in pencil. Then have students color the states they labeled today brown. Ask students which tall tale hero seems to have been to the most states? Which one traveled the least?
16. Have students turn in their maps.
17. Pass out Appendix J and explain to students that they are going to work with a partner to identify if a statement is a fact or opinion. Be sure to explain how to distinguish between the two ideas. Give students 10 minutes to work through the worksheet and discuss the results.
18. Have student turn in Appendix J and pass out one paper bag, and one sheet of yellow construction paper,
19. Tell students that they are going to make “French Fry Facts”. Show them the picture from Appendix K or show them you own example so they can see what it will look like.
20. Ask students to cut the construction paper into one inch strips like French fries. Tell students that they will need six of these. Then show student how to glue them on the top portion of the paper bag leaving enough of the yellow showing for sentence writing.
21. Next have students fold over the bottom part of the bag to connect to the top and glue it together, creating a French fry bag.
22. Ask students to think about four facts they know about the John Henry story and ask them to write one on each French fry using a complete sentence. Then have them write down two opinions using complete sentences on the remaining French fries.
23. When students are done they can decorate their bags. You can collect these to create a Fact and Opinion bulletin board.
24. Finally, ask students to complete their last summary in their notebooks. Ask students to write 5 sentences summarizing what happened in the John Henry story and turn it in.
25. Early finishers can add to the graffiti wall.

E. Assessment/Evaluation
1. Appendix J: Fact and Opinion Sheet
2. USA Map
   There were 21 items student should have labeled.
3. Summary Notebook
   Check the book for completion and understanding. This is a nice way to see who
understands the concept of summarizing and who needs some help. You can always choose to collect these after each lesson as well.

Lesson Seven: What do we remember? (90 minutes)
A. Daily Objectives

1. Concept Objective(s)
   a) Students will understand how to use a variety of comprehension strategies before, during, and after reading (Colorado Reading and Writing Standard 1).
   b) Students will learn to read, respond to, and discuss a variety of literature such as folk tales (Colorado Reading and Writing Standard 1).
   c) Students will write and speak for a variety of purposes (Colorado Reading and Writing Standard 2).
   d) Students will know and use standard, age appropriate spelling, grammar, and word usage (Colorado Content Standard 3).
   e) Students will know how to use maps to acquire, process, and report information from a spatial perspective (Colorado Geography Standard 1).

2. Lesson Content
   a. Language Arts: Grade 2 Reading and Writing (pg. 43-44)
      i. Reading Comprehension and Response
         a) Recall incidents, characters, facts, and details of stories and other texts.
         b) Explain and describe new concepts and information in his or her own words.
         c) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
         d) Discuss similarities in characters and events across stories.
         e) Pose plausible answers to how, why, and what-if questions in interpreting text, both fiction and nonfiction.
      ii. Writing
         a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
      iii. Spelling, Grammar, and Usage
         a) Write legibly on standard-ruled, notebook paper.
         b) Use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, and states, main words in titles, initials.
            b. Consistently use correct punctuation: period, question mark, or exclamation point.
   b. Language Arts: Grade 2 Fiction (pg. 45-46)
      i. American Folk Heroes and Tall Tales
         a) Casey Jones
         b) Johnny Appleseed
         c) Pecos Bill
         d) Paul Bunyan
         e) John Henry
      ii. Literary Terms
         a) Tall Tales
3. **Skill Objective(s)**

**Students will be able to:**

a. Summarize story events (Colorado Reading and Writing Standard 1&2).

b. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2&3).

c. Identify tall tale characteristics of each tall tale studied by answering review questions (Colorado Reading and Writing Standard 1&2)

d. Demonstrate understanding of tall tale content through end of unit testing (Colorado Reading and Writing Standard 1).

B. **Materials**

1. Three copies of Appendix M pg. 1 and 2 per student
2. One hanger per student
3. 10 pieces of string per student
4. Single hole punch
5. Colored pencils or crayons and one pencil per student
6. 2 pieces of construction paper for each student (any color)
7. Copy of Appendix L for teacher reference (picture of mobile)
8. Copies of Appendix N to test below grade level students
9. Copies of Appendix O to test grade level students
10. Copies of Appendix P to test above grade level students
11. Graffiti Wall
12. Glue and scissor for each student

C. **Key Vocabulary**

None

D. **Procedures/Activities**

1. Ask students to pick a question from the graffiti board they would like to answer. Every student should be given a chance to answer one question.
2. Ask students some more review questions that you feel students should be able to answer before you give them their end of unit test.
3. Pass out student tests (Appendix N,O, or P depending on the difficulty level) and allow them 20 minutes to finish the test. 
   **Modification:** You may wish to read the test for those students who are struggling with reading. You can give students the option to follow along with you or to read the test on their own.
4. Once all students have turned in their test, tell students that they get to tell you about their favorite part of each tall tale they have read.
5. Tell students that they are going to make a mobile. Show them the picture of Appendix L or make your own example to show your students.
6. Pass out all materials students will need for their mobile (10 pieces of string, 1 hanger, pages one and two of Appendix M, 2 pieces of construction paper per student)
7. Ask students to look at Appendix M page one. Tell students to find the first lined scroll and ask them to write Casey Jones on the first line. Then have them write Johnny Appleseed on the first line of the second scroll. Ask students to write Pecos Bill on the first line on the third scroll, Paul Bunyan on the fourth scroll, and John Henry on the fifth scroll.
8. Next ask students to write about their favorite part of each tall tale. Also ask them to be sure to write down why the part they picked was their favorite. This should be written in a complete sentence.
9. Once students are done with that have them draw pictures to go with each of their favorite parts using the template from Appendix M page 2.
10. When students are done with that have them cut out the templates, glue them to the construction paper, and cut them again leaving a construction paper frame.
11. Go around and hole punch student templates and help them tie the strings.
12. If time allows have students share their favorite parts. You may want to hang the mobiles or have students take them home.

E. Assessment/Evaluation
   1. Appendix N, O, or P depending on student ability level
       Point values are listed on the tests

VI. CULMINATING ACTIVITY
A. Skill Objectives:
   Students will be able to:
   1. Create a board game incorporating information from all tall tales studied (Colorado Reading and Writing Standard 2&3).
   2. Formulate questions pertaining to the content of each tall tale (Colorado Reading and Writing Standard 2).

B. Materials:
   1. one manila file folder per student
   2. One ruler per student
   3. 25 index cards per student
   4. Colored pencils or crayons and one pencil per student
   5. One copy of Appendix Q per student or per student pair
   6. One copy of Appendix R for teacher reference
   7. Optional: Stickers, stencils, paper scraps, etc. for additional board game decorating
   8. Board game boards to show as examples, use ones you have created if you have some

C. Procedure:
   1. Tell students that they will get to create their own Tall Tale board game.
   2. As a class brainstorm what sorts of things you would find on the actual playing board and write student responses on the board. Look at some of the sample boards.
   3. Next pass out Appendix Q to each student. Tell students that their board game must have easy to understand rules, a description for the object of the game, tell how many players can play the game, and what additional game pieces might be needed i.e. a spinner, dice, figures to put on spaces, etc. If students have trouble with this, you could pull out the directions to some of your board games or any games you may have created previously.
   4. Next tell students that they will be given twenty-five note cards. They must formulate at least five questions about each tall tale they have studied. If they want to do more, tell them you will give them more note cards. Brainstorm what sorts of things they could ask questions about (vocabulary, tall tale characteristics, settings, characters, problems and solutions for each story, cause and effect events, states, fact and opinion, etc.)
   5. Finally, tell students that they may work by themselves or with a partner.
   6. Give students the entire rest of the period to work on the game. If student don’t finish you can either tell them they can continue to work on it when they have free time or take it home. Make sure you give students a due date.

D. Assessment
   1. The board game
Each question is worth three points, since there should be at least 25 question cards, the point total for the cards would be 75 points. The list of rules is worth 15 points. If students stated how many players could play the game, they earn two points. If students listed the object of the game, they get five points. Finally if they listed the game materials needed, they got three points. Students can earn a total of 100 points. This is just a grading suggestion, you can grade the components any way you like.

VII. HANDOUTS/WORKSHEETS
A. Appendix A: Tall Tale Vocabulary (Lessons 1-6)
B. Appendix B: Tall Tale Characteristics Lessons 1-6)
C. Appendix C: Tall Tale Summary Sheets (Lessons 2-6)
D. Appendix D: Sequencing with Casey Jones (Lesson 2)
E. Appendix E: Tall Tale Venn Diagram (Lesson 3)
F. Appendix F: Tall Tale Story Parts (Lesson 4)
G. Appendix G: Story Part Kite Sample (Lesson 4)
H. Appendix H: Tall Tale Cause and Effect Chart (Lesson 5)
I. Appendix I: Tall Tale Cause and Effect Diorama Sample (Lesson 5)
J. Appendix J: Tall Tale Fact vs. Opinion Sheet (Lesson 6)
K. Appendix K: Tall Tale Fact vs. Opinion (Lesson 6)
L. Appendix L: Tall Tale Mobile Picture (Lesson 7)
M. Appendix M: Tall Tale Mobile Templates (Lesson 7)
N. Appendix N: Tall Tale Test (Version 1) (Lesson 7)
O. Appendix O: Tall Tale Test (Version 2) (Lesson 7)
P. Appendix P: Tall Tale Test (Version 3) (Lesson 7)
Q. Appendix Q: Tall Tale Board Game Sheet (Culminating Activity)
R. Appendix R: Sample Board Game (Culminating Activity)

VIII. BIBLIOGRAPHY


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Appendix B

Tall Tale Characteristics List
Name: ______________________________

<table>
<thead>
<tr>
<th>Tall Tale Characteristics</th>
<th>Name of the Tall Tale</th>
<th>Description of how this characteristic is present in the story</th>
</tr>
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<tbody>
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Tall Tale Summary

Tall Tale Title: ___________________________________

________________________________________________________________________
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________________________________________________________________________

Tall Tale Summary

Tall Tale Title: ___________________________________

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### Sequencing with Casey Jones

Please cut the sentences apart and place them in the correct sequence. Once you have done so glue the sentence strip onto construction paper. Make sure you keep them in the correct order.

<table>
<thead>
<tr>
<th>Sentence</th>
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<tbody>
<tr>
<td>Casey was found dead, still holding on to the brakes for the train.</td>
<td></td>
</tr>
<tr>
<td>Casey was taking a load of mail to Memphis, Tennessee when the weather was bad.</td>
<td></td>
</tr>
<tr>
<td>Casey was going so fast he was not able to stop the train before it would hit the train that was stuck.</td>
<td></td>
</tr>
<tr>
<td>The weather made Casey very tired and he needed some rest.</td>
<td></td>
</tr>
<tr>
<td>Casey worried that the collision would kill everyone on the train.</td>
<td></td>
</tr>
<tr>
<td>Just a Casey was about to go to sleep, he heard a knock on the door. One of the engineers got sick and they asked Casey to take his place.</td>
<td></td>
</tr>
<tr>
<td>The train crashed into the stranded train but none of Casey’s passengers were hurt.</td>
<td></td>
</tr>
<tr>
<td>Casey headed for the train and found Sim already stoking the fire with coal, ready to go.</td>
<td></td>
</tr>
<tr>
<td>He told Sim to jump off the train to save himself. He stayed on the train to continue holding on to the breaks to at least slow the train down so his passengers would not be killed.</td>
<td></td>
</tr>
<tr>
<td>After driving for a while, Casey suddenly saw a that a train was stuck further down the tracks.</td>
<td></td>
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</tbody>
</table>
# Sequencing with Casey Jones

Please cut the sentences apart and place them in the correct sequence. Once you have done so glue the sentence strip onto construction paper. Make sure you keep them in the correct order.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sequence</th>
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<tbody>
<tr>
<td>Casey was found dead, still holding on to the brakes for the train.</td>
<td>10</td>
</tr>
<tr>
<td>Casey was taking a load of mail to Memphis, Tennessee when the weather was bad.</td>
<td>1</td>
</tr>
<tr>
<td>Casey was going so fast he was not able to stop the train before it would hit the train that was stuck.</td>
<td>6</td>
</tr>
<tr>
<td>The weather made Casey very tired and he needed some rest.</td>
<td>2</td>
</tr>
<tr>
<td>Casey worried that the collision would kill everyone on the train.</td>
<td>7</td>
</tr>
<tr>
<td>Just a Casey was about to go to sleep, he heard a knock on the door. One of the engineers got sick and they asked Casey to take his place.</td>
<td>3</td>
</tr>
<tr>
<td>The train crashed into the stranded train but none of Casey’s passengers were hurt.</td>
<td>9</td>
</tr>
<tr>
<td>Casey headed for the train and found Sim already stoking the fire with coal, ready to go.</td>
<td>4</td>
</tr>
<tr>
<td>He told Sim to jump off the train to save himself. He stayed on the train to continue holding on to the breaks to at least slow the train down so his passengers would not be killed.</td>
<td>8</td>
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<tr>
<td>After driving for a while, Casey suddenly saw a that a train was stuck further down the tracks.</td>
<td>5</td>
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Appendix E

Tall Tale Venn Diagram

Name: _________________________________________

<table>
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<th>Story Title</th>
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<tr>
<td>Author</td>
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Appendix F

Tall Tale Story Parts

Name:___________________________________________

Tall Tale Title:____________________________________

Directions: Using 4 complete sentences, tell about the characters, setting, problem, and solution. Makes sure you talk about all 4 parts of the story.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
Appendix G
Story Parts Kite Sample
Adapted from: Quick and Creative Reading Response Activities by Jane Fowler
Appendix H

Tall Tale Cause and Effect Chart

Name: _________________________________________

Tall Tale Title: __________________________________

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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Appendix I

Tall Tale Cause and Effect Diorama Sample
Adapted from: More Alternatives to Worksheets by Catherine Hiatt
Fact or Opinion Sheet

A **fact** is something that is always true regardless of what anyone thinks. An **opinion** is something that one person believes but another person doesn’t. Below you will find 10 statements. Please read them and circle **Fact** if the statement is always true or **Opinion** if the statement is just something a person believes.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the story John Henry competes against a steam drill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Henry’s tool was a hammer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Henry was the best tall tale ever written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnny Appleseed’s real name was John Chapman.</td>
<td></td>
<td></td>
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<tr>
<td>Johnny Appleseed should not be nice to animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casey Jones was a real person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A tall tale is a humorous story that may or may not be based on facts, but exaggerates the truth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Bunyan should not sneeze because it makes the earth shake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Pecos Bill tall tale describes how Pecos Bill was raised by coyotes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All people believe Casey Jones died a hero.</td>
<td></td>
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Fact or Opinion Sheet

A **fact** is something that is always true regardless of what anyone thinks. An **opinion** is something that one person believes but another person doesn’t. Below you will find 10 statements. Please read them and circle **Fact** if the statement is always true or **Opinion** if the statement is just something a person believes.

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<thead>
<tr>
<th>Statement</th>
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<tr>
<td>In the story John Henry competes against a steam drill.</td>
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<td>John Henry’s tool was a hammer.</td>
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<td>John Henry was the best tall tale ever written.</td>
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<tr>
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<td>Fact</td>
</tr>
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<td>Opinion</td>
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<tr>
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</tr>
<tr>
<td>All people believe Casey Jones died a hero.</td>
<td>Opinion</td>
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Appendix K

Tall Tale Fact and Opinion Project
Adapted from: Quick and Creative Reading Response Activities
By Catherine Hiatt, ed. al
Appendix L
Tall Tale Mobile Picture
Adapted from: More Alternatives to Worksheets
By Catherine Hiatt
Appendix M, page 1

Templates for Tall Tale Mobile
Tall Tale Test

Name: _____________________________________________

Circle the correct answer. Be sure to only circle on answer per question.

1. Casey Jones was good at _____________.
   a. driving a train                   b. planting apple trees                      c. creating rivers

2. Some people consider Casey Jones a hero because he _________________.
   a. was always on time           b. never forgot any mail            c. gave his live to save others

3. Why did Johnny Appleseed wear a pot on his head?
   a. He liked the way it looked.       b. He had too much to carry.       c. He forgot it was there.

4. Johnny Appleseed helped _________________.
   a. animals and people               b. animals and plants                   c. animals and cars

5. John Henry competed against the _________________.
   a. fire engine                      b. steam drill                      c. race car

6. John Henry died because he______________________.
   a. worked too hard                      b. ate too much                      c. wrecked the train

7. Paul Bunyan grew up to be a _________________.
   a. butcher                           b. lawyer                          c. logger

8. Paul Bunyan created the _________________.
   a. Mt. Evans/ Pikes Peak         b. Rocky Mountains / Appalachians     c. Mt. Evans /Mt. Hood

9. Pecos Bill was raised by_______________.
   a. coyotes               b. bears                   c. dogs

10. Who was Widow Maker?
    a. a cat                          b. a mouse                      c. a horse

11. What is one characteristic of a tall tale?
    a. The story is exaggerated       b. The story is always true      c. The story always has a happy ending

12. A tall tale is a story that always tells the truth and never exaggerates events.
    a. true                          b. false

Score:     /12
Tall Tale Test

Name: _____________________________________________

Circle the correct answer. Be sure to only circle on answer per question.

1. Casey Jones was good at _____________.
   a. driving a train

2. Some people consider Casey Jones a hero because he _________________.
   c. gave his live to save others

3. Why did Johnny Appleseed wear a pot on his head?
   b. He had too much to carry.

4. Johnny Appleseed helped _________________________.
   a. animals and people

5. John Henry competed against the _________________.
   b. steam drill

6. John Henry died because he______________________.
   a. worked too hard

7. Paul Bunyan grew up to be a _____________________.
   c. logger

8. Paul Bunyan created the ___________________ and the _________________________.
   b. Rocky Mountains / Appalachians

9. Pecos Bill was raised by_______________________.
   a. coyotes

10. Who was Widow Maker?
    c. a horse

11. What is one characteristic of a tall tale?
    a. The story is exaggerated

12. A tall tale is a story that always tells the truth and never exaggerates events.
    b. false

Score:     /12
Name: _____________________________________________

Use the word bank to help you figure out what goes in the blank. Make sure your words are spelled correctly. All words are only used once.

<table>
<thead>
<tr>
<th>Tall tale</th>
<th>characteristic</th>
<th>Casey Jones</th>
<th>Johnny Appleseed</th>
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<tbody>
<tr>
<td>Hero</td>
<td>pot</td>
<td>John Henry</td>
<td>worked</td>
</tr>
<tr>
<td>logger</td>
<td>Paul Bunyan</td>
<td>Pecos Bill</td>
<td>horse</td>
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</table>

1. ____________________________ was good at driving a train.

2. Some people think Casey Jones was a _______________________ because he saved lives.

3. Johnny Appleseed had too much to carry so he carried a ________ on his head.

4. The tall tale character who helped animals and people was ___________________________.

5. ______________________________competed against a steam drill.


7. Paul Bunyan was a ______________________.

8. The Rocky Mountains and the Appalachians were created by ____________________________.

9. Coyotes raised ______________________.

10. Widow Maker was Pecos Bill’s _______________________.

11. Exaggeration is one__________________________ of a tall tale.

12. A story that may or may not be based on facts but exaggerates the truth is called a ______________________.

Total   /12
# Tall Tale Test

Name: _____________________________________________

Use the word bank to help you figure out what goes in the blank. Make sure your words are spelled correctly. All words are only used once.

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<td>John Henry</td>
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</tr>
<tr>
<td>logger</td>
<td>Paul Bunyan</td>
<td>Pecos Bill</td>
<td>horse</td>
</tr>
</tbody>
</table>

1. Casey Jones was good at driving a train.
2. Some people think Casey Jones was a hero because he saved lives.
3. Johnny Appleseed had too much to carry so he carried a pot on his head.
4. The tall tale character who helped animals and people was Johnny Appleseed.
5. John Henry competed against a steam drill.
6. John Henry died because he worked too hard.
7. Paul Bunyan was a logger.
8. The Rocky Mountains and the Appalachians were created by Paul Bunyan.
9. Coyotes raised Pecos Bill.
10. Widow Maker was Pecos Bill’s horse.
11. Exaggeration is one characteristic of a tall tale.
12. A story that may or may not be based on facts but exaggerates the truth is called a tall tale.

Total /12
Name: _____________________________________________

Fill in the blanks. Make sure you take your time and think about your answer before you fill in the blank

1. Who was good at driving a train? _______________________________________________

2. What did Johnny Appleseed use to carry his pot? ________________________________

3. The tall tale character who helped animals and people was ________________________.

4. Which character competed against the stream drill? ______________________________

5. Which tall tale character was a logger? _________________________________________

6. Coyotes raised ____________________.

7. Which character died because he worked too hard using his hammer? ________________

8. The Rocky Mountains and the Appalachians were created by ________________________.

9. Who had a horse named Widow Maker? _________________________________________

10. Name one characteristic of a tall tale: ________________________________________

11. A story that may or may not be based on facts but exaggerates the truth is called a  
    ____________________.

12. Who died because he tried to save his passengers? ______________________________

Total /12
Tall Tale Test

Name: _____________________________________________

Fill in the blanks. Make sure you take your time and think about your answer before you fill in the blank.

1. Who was good at driving a train? CASEY JONES
2. What did Johnny Appleseed use to carry his pot? HIS HEAD
3. The tall tale character who helped animals and people was JOHNNY APPLESEED.
4. Which character competed against the stream drill? JOHN HENRY
5. Which tall tale character was a logger? PAUL BUNYAN
6. Coyotes raised PECOS BILL.
7. Which character died because he worked too hard using his hammer? JOHN HENRY
8. The Rocky Mountains and the Appalachians were created by PAUL BUNYAN.
9. Who had a horse named Widow Maker? PECOS BILL
10. Name one characteristic of a tall tale: ANY OF THE 5 STUDENTS LEARNED ABOUT
11. A story that may or may not be based on facts but exaggerates the truth is called a TALL TALE.
12. Who died because he tried to save his passengers? CASEY JONES

Total /12
Appendix Q

Tall Tale Board Game

Name of the Game:__________________________________________________________

Rules for the Game:________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Object of the Game:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Needed Game Material:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Game Creator(s):________________________________________________________________________

Please Note:
Board game must have at least 5 question cards for each tall tale we have studied throughout this unit.
Appendix R

Game Board Sample