

From Living Legends to Way-Out Whoppers!

Grade Level: Second Grade

Presented by: Sally Short, William Jefferson Clinton Primary School, Hope, Arkansas
Mary Ward, William Jefferson Clinton Primary School, Hope, Arkansas

Length of Unit: Two Weeks/10 days

I. ABSTRACT

This unit of literature will focus on the American “tall tales” of Paul Bunyan, Johnny Appleseed, John Henry, Casey Jones, Pecos Bill, and Mike Fink. It will integrate Core Knowledge with the Arkansas Curriculum Frameworks. Students will compare the tall tales through various mapping techniques. They will be involved in a variety of writing activities throughout the unit. These activities will culminate with the students retelling their favorite tall tale through costumes or a puppet show.

II. OVERVIEW

A. Concept Objectives for this unit:

1. Students will develop an awareness of place.
2. Students will apply knowledge of language structure and language conventions.
3. Students will comprehend, evaluate, and respond to works of literature and other kinds of writing.
4. Students will develop and apply communication skills.
5. Students will demonstrate and apply knowledge of numbers and numerical relationships.

B. Content covered from *Core Knowledge Sequence*

1. Language Arts: Fiction: American Tall Tales – Paul Bunyan, Johnny Appleseed, John Henry, Pecos Bill, and Casey Jones
2. Math: Numbers and Number Sense, Computation, Money
3. Geography: Spatial Sense

C. Skills

1. The student will write for a variety of audiences, such as peers, parents, teachers, and community. [Arkansas Curriculum Frameworks Language Arts W.1.12]
2. The student will accept responsibility for completing writing tasks. [ACF Language Arts W.2.5]
3. The students will listen for a variety of purposes such as enjoyment, information, and details. [ACF Language Arts LSV.1.1]
4. The students will listen to follow directions sequentially. [ACF Language Arts LSV.1.6]
5. The students will write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems. [ACF Language Arts W.1.13]
6. The students will edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting, and content accuracy. [ACF Language Arts W.2.6]
7. The students will expand vocabulary through reading. [ACF Language Arts R.1.6]
8. The students will use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genres from diverse cultures and time periods. [ACF Language Arts R.1.12]
9. The students will use strategies for visual organization of information, such as story maps, semantic mapping, charts, etc. [ACF Language Arts R.1.16]
10. The students will communicate an understanding of the properties of numbers and operations (addition and subtraction). [ACF Math NPO.1.4, NPO.1.7]

11. The students will demonstrate the ability to read and interpret a map legend.
12. The students will explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems. [ACF Science LS.2.1]

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Cohn, Amy. *From Sea to Shining Sea*. New York: Scholastic, Inc., 1993. ISBN 0-590-42868-3
2. Kellogg, Steven. *Mike Fink*. New York: Scholastic, Inc., 1992. ISBN 0-590-47352-2
3. Wood, Audrey. *The Bunyans*. New York: Scholastic, Inc., 1996. ISBN 0-590-48094-4

B. For Students:

1. The students will have an understanding of the elements that make a piece of literature a tall tale.

IV. RESOURCES

- A. Cohn, Amy. *From Sea to Shining Sea*.
- B. Jensen, Patsy. *John Henry and His Mighty Hammer*.
- C. Kellogg, Steven. *Johnny Appleseed*.
- D. Kellogg, Steven. *Mike Fink*.
- E. Kellogg, Steven. *Paul Bunyan*.
- F. Kellogg, Steven. *Pecos Bill*.
- G. Michael, Margaret. *Teacher's Helper*. [April/May/June 1997]
- H. Wood, Audrey. *The Bunyans*.

V. LESSONS

Lesson One: "A Giant of a Man"

A. Daily Objectives

1. Concept Objectives
 - a. The students will communicate an understanding of the properties of numbers and operations.
 - b. The students will demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.
 - c. The students will comprehend, evaluate, and respond to works of literature.
 - d. The students will develop and apply the communication skills of listening, speaking, and viewing through a variety of informal and formal opportunities.
2. Lesson Content:
 - a. Fiction: American Tall Tale: Paul Bunyan
3. Skill Objectives:
 - a. The students will be able to listen to a story for a specific purpose.
 - b. The students will be able to listen and follow oral and written directions.
 - c. The students will be able to use a map legend to locate the travels of the tall tale character.
 - d. The students will be able to complete a writing prompt.
 - e. The students will be able to complete an addition worksheet.

B. Materials

1. World map or globe
2. Appendix A – "Tall Tale Trails" map
3. Chart paper
4. Markers
5. Colored pencils/crayons
6. Addition math sheet – adapted from *Teacher's Helper* [April/May/June '97]

7. Appendix B – *Paul Bunyan* exaggeration writing prompt
- C. *Key Vocabulary*
1. Loggers: People who cut and haul logs for timber.
 2. Sawmill: A mill or factory having machinery for sawing logs.
 3. Lumber: Timber especially when sawed into logs.
 4. Ox: One of our common domestic cattle or a closely related animal.
 5. Wilderness: A wild region which is not used for farming and in which few people live.
 6. Maine: A state in the northeastern corner of the United States.
 7. Appalachian Mountains: A mountain system of eastern North America extending southwest from eastern Canada to central Alabama.
 8. St. Lawrence River: A river of southeast Canada flowing about 1,207 km from Lake Ontario to the Gulf of St. Lawrence.
 9. Great Lakes: A group of five fresh water lakes of central North America between the US and Canada, including Lakes Superior, Huron, Erie, Ontario, and Michigan.
 10. Vermont: A state of northeast United States bordering on Canada
 11. Rocky Mountains: A mountain system of western North America extending more than 4,827 km from Northwest Alaska to the Mexican border.
 12. Grand Canyon: A canyon created by the Colorado River that is 277 miles long with parts of it being 1 mile deep and 18 miles wide. It is in Arizona.
 13. Exaggeration: Something that is enlarged or overstated beyond the normal.
 14. Harbor: A part of a body of water that is protected and deep enough to furnish anchorage for vessels.
- D. *Procedures/Activities*
1. The teacher will direct a K-W-L lesson with the students to assess their prior knowledge of the elements that make a “tall tale”.
 2. The teacher will conduct a discussion with the students to assess their prior knowledge of the fictional character, Paul Bunyan.
 3. The teacher will introduce the new vocabulary words. Important geographical landforms will be located on the United States map.
 4. The teacher will read the tall tale about Paul Bunyan to the class.
 5. At the conclusion of the story, the students will complete the “Paul Bunyan” trail on the “Tall Tale Trail” map. [Appendix A]. The students will color-code the legend to correspond to Paul’s travels across the United States.
 6. Writing prompt: The students, with the aid of the teacher, will list the exaggerations found in the book on chart paper that has previously been divided into four (4) sections labeled: Paul Bunyan, Pecos Bill, John Henry, and Mike Fink. This chart will be used throughout the unit for various activities. As a writing activity the students will complete the Paul Bunyan story-stretchers sheet [Appendix B].
 7. Math Activity: The students will complete an addition sheet [money] that has been modified from p.35 in *Teacher’s Helper* [April/May/June 1997].
- E. *Assessment/Evaluation*
1. The students will be assessed by their participation during the “exaggeration” chart activity.
 2. The students will be assessed by their ability to complete the writing prompt about exaggerations.
 3. The students will be assessed on their ability to complete the addition sheet featuring dollars and cents.

Lesson Two: “All in the Family”

- A. *Daily Objectives*
1. Concept Objectives

- a. The students will develop and apply the communication skills of listening, speaking, and viewing through a variety of informal and formal opportunities.
 - b. The students will apply knowledge of language structure and language conventions (e.g. spelling and punctuation) to print.
2. Lesson Content
 - a. Fiction: American Tall Tales – Paul Bunyan
3. Skill Objectives
 - a. The students will be able to locate words that are synonyms.
 - b. The students will be able to supply information for a Venn diagram.
 - c. The students will listen for the purposes of enjoyment, information, and details.
 - d. The students will be able to write a sentence and draw a picture using a synonym.
- B. *Materials*
 1. Book: *The Bunyans*
 2. Chart paper/markers
 3. Venn diagram
 4. United States map
- C. *Key Vocabulary*
 1. Behemoth: Something of monstrous size or power.
 2. Cavern: A cave often of large or unknown size
 3. Mammoth: Very large
 4. Puma: A cougar
 5. Silo: A covered trench, pit, or especially a tall round building in which silage is made and stored. (Silage: fodder fermented to produce a good juicy feed for livestock)
 6. Varmints: A person or animal considered undesirable or troublesome.
 7. Sculpting: To fashion into a three dimensional figure or form.
 8. Geysers: A spring that now and then shoots up hot water and steam.
 9. Gondoliers: A person who propels a Venetian gondola.
 10. Big Sur- California: A coastal resort region of Central California.
 11. Mammoth Cave - Kentucky: One of the wonders of the Western Hemisphere; it is one of the longest cave systems made mainly of limestone.
 12. Niagara Falls - Maine: Falls in the Niagra River between western New York and Ontario, Canada.
 13. Bryce Canyon - Utah: Some of the world's most oddly shaped and beautifully colored rocks (red, pink, copper, and cream) which were made when water and ice wore them away.
 14. Great Sand Dunes - Colorado: Its sand dunes, which can be as high as 700 feet, were deposited over thousands of years by southwesterly winds from the Sangre de Cristo Mountains.
 15. Old Faithful - Wyoming: A geyser in Yellowstone National Park.
 16. Yellowstone National Park: The oldest park in the world known for its many natural wonders.
- D. *Procedures/Activities*
 1. The teacher will review the previous day's information about Paul Bunyan.
 2. The teacher will read another version of Paul Bunyan called *The Bunyans*. The teacher will ask the students to listen for words that are synonyms for "big" throughout the story. The teacher will list the words on chart paper.
 3. While reading the story the teacher and students will locate the important geographical places on the United States map. These places are listed in the vocabulary section.
 4. After reading the story the students will begin to compare the two stories using a Venn diagram. They will list the similarities and differences.

5. Writing Activity: The students will draw a picture of something “big”. They will write a sentence about their picture using one of the synonyms for “big” that is listed on their classroom chart.
- E. *Assessment/Evaluation*
1. The students will be assessed by their ability to find synonyms in the story.
 2. The students will be assessed by their ability to help construct a Venn diagram.
 3. The students will be assessed by their ability to write a sentence correctly using their synonym.

Lesson Three: “If I Had a Hammer...”

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will comprehend, evaluate, and respond to works of literature.
 - b. The students will demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently.
 - c. The students will develop and apply the communication skills of listening, speaking, and viewing through a variety of informal and formal opportunities.
2. Lesson Content
 - a. Fiction: American Tall Tale: John Henry
3. Skill Objectives
 - a. The students will be able to recognize an exaggeration.
 - b. The students will be able to complete a math activity independently.
 - c. The students will be able to listen and follow directions during a mapping activity.

B. *Materials*

1. Book: *John Henry and His Mighty Hammer*
2. “Tall Tale Trail” map
3. Crayons/colored pencils
4. United States map
5. Math Sheet – [adapted from *Teacher’s Helper* (April/May/June 1997)]
6. Exaggeration chart (from Lesson One)
7. Student copy of *John Henry and His Mighty Hammer*
8. Highlighters

C. *Key Vocabulary*

1. West Virginia: A state of the east-central United States.
2. Chesapeake and Ohio Railroad: A railroad along the Chesapeake and Ohio Rivers.
3. Tunnel: An underground or underwater passage.
4. Steam Drill: An implement using steam for boring holes in hard materials.

D. *Procedures/Activities*

1. The teacher will review the term “exaggeration” with the students.
2. The teacher will familiarize the students with the new vocabulary words.
3. The teacher will read the story about *John Henry and His Mighty Hammer*.
4. After the students have listened to the story, they will help the teacher list the new exaggerations from *John Henry* on the chart that was constructed in Lesson One.
5. The students will color-code another “dot” on their “Tall Tale Trail” map to correspond to John Henry.
6. The students will use a highlighter in their student copy of *John Henry* to mark the exaggerations. The teacher may find other activities that may be done with this story (Example: look for nouns or verbs; words with inflected endings).
7. Math Activity: The students will complete an addition math sheet that has been modified from *Teacher’s Helper* [April/May/June 1997] p. 39.

- E. *Assessment/Evaluation*
1. The students will be assessed by their ability to help the teacher complete the exaggeration chart.
 2. The students will be assessed by their ability to complete the math sheet independently.
 3. The students will be assessed by their ability to listen and follow directions during the “highlighting” activity.

Lesson Four: “Old Man River”

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will develop an awareness of place.
 - b. The students will understand that maps have keys with symbols for their uses.
 - c. The students will communicate an understanding of numbers and operations.
2. Lesson Content
 - a. Fiction: American Tall Tale: Mike Fink
3. Skill Objectives
 - a. The students will recognize the sequence of events in a story.
 - b. The students will recognize the term “keelboatman”.
 - c. The students will locate the Allegheny and Rocky Mountains and the Missouri, Mississippi, and Ohio Rivers.

B. *Materials*

1. United States map
2. Student map – “Tall Tale Trail” map
3. Overhead projector – optional
4. Chart paper and markers
5. Math skill sheet (teacher’s choice)
6. Book: *Mike Fink*
7. Exaggeration chart [From Lesson One]

C. *Key Vocabulary*

1. Keelboat: A river boat with a keel used for carrying freight.
2. Frontier: A region just beyond or beside a settled area
3. Outrage: Resentful anger.
4. Bull’s Eye: A small central circle on a target.
5. Marksman: A man skilled in shooting.
6. Stampede: A sudden frenzied rush of panic stricken animals or people.
7. Navigate: To control the course of a ship.
8. Boastful: Talking in a self-admiring way.

D. *Procedures/Activities*

1. The teacher will recap the previous days’ lessons.
2. The teacher will familiarize the students with the new vocabulary.
3. The teacher will read *Mike Fink* to the students.
4. The teacher and students will list the exaggerations on the chart that was started in Lesson One.
5. The students will color-code their “Tall Tale Trails” map to correspond to Mike Fink.
6. Math Activity: The students will complete a mixed problem math activity. Teachers can make a math activity sheet to reinforce a skill that is being taught in their classroom.

E. *Assessment/Evaluation*

1. The students will be evaluated by their ability to complete the mapping exercise.
2. The students will be evaluated by their ability to complete the math activity.
3. The students will be assessed by their participation in completing the exaggeration chart.

Lesson Five: “Rootin’, Tootin’ Cowboy”

A. Daily Objectives

1. Concept Objectives
 - a. The students will develop an awareness of place.
 - b. The students will demonstrate an understanding of homophones.
 - c. The students will demonstrate an understanding of the properties of numbers and operations.
2. Lesson Content
 - a. Fiction: American Tall Tale: Pecos Bill
3. Skill Objectives
 - a. The students will be able to locate on a map the areas where Pecos Bill traveled.
 - b. The students will be able to locate the Pecos River on a map.
 - c. The students will be able to plot the travels of Pecos Bill on the “Tall Tale Trails” map.
 - d. The students will be able to complete a subtraction activity sheet.

B. Materials

1. United States map
2. Student map – “Tall Tale Trails” map
3. Homophone skill sheet [Appendix C]
4. Book: *Pecos Bill*
5. Math Sheet – *Teacher’s Helper* [April/May/June 1997] p.33
6. Chart paper/markers
7. Exaggeration Chart [Lesson One]

C. Key Vocabulary

1. Clan: A large group of relatives or associates.
2. Homesteader: One who builds a house especially a farmhouse
3. Nibbled: To take small or hesitant bites.
4. Adopted: To take into one’s family through legal means and raise as one’s own.
5. Towed: To draw or pull behind by a chain or line.
6. Romp: To play or frolic boisterously.
7. Recruit: To seek out and engage for work.
8. Ambushed: A sudden attack made from a concealed position.
9. Inspiration: The act or power of arousing the mind or the emotions.
10. Homophone: Words that sound the same but are not spelled the same or mean the same.

D. Procedures/Activities

1. The teacher will recap the previous days’ lessons.
2. The teacher will familiarize the students with the new vocabulary words.
3. The teacher will read *Pecos Bill* to the students.
4. The teacher and students will fill in the chart [from Lesson One] with exaggerations from the story.
5. The students, with the help of the teacher, will brainstorm for homophones and list them on chart paper.
6. The students will color-code their “Tall Tale Trails” map to correspond to Pecos Bill.
7. Math Activity: The students will complete a math sheet featuring Pecos Bill. [see *Teacher’s Helper* (April/May/June 1997) p. 33]
8. Language Activity: The students will complete the Pecos Bill homophone sheet [Appendix C]

E. Assessment/Evaluation

1. The students will be assessed by their ability to listen and follow directions on the “Tall Tale Trails” map.
2. The students will be assessed by the ability to complete the homophone sheet.
3. The students will be assessed by their ability to complete the math activity sheet.

Lesson Six: “Cannonball Run”

A. Daily Objectives

1. Concept Objectives
 - a. The students will develop and apply the communication skills of listening, speaking, and viewing through a variety of informal and formal opportunities.
 - b. The students will listen for a variety of purposes.
 - c. The students will listen to improve reading, oral and written, performance.
2. Lesson Content
 - a. Fiction: American Tall Tale: “Casey” Jones
3. Skill Objectives
 - a. The children will be able to list characteristics of a hero.
 - b. The children will be able to write a paragraph using the correct language structure.

B. Materials

1. Chart paper and markers
2. Book: *From Sea to Shining Sea*
3. Student m- “Tall Tale Trails” map
4. Colored pencils/crayons

C. Key Vocabulary

1. Calliope whistle: A musical instrument fitted with steam whistles.
2. Telegraph: A communications system that transmits coded messages by means of unmodulated electric impulses.
3. Daredevil: One who is recklessly bold.
4. Throttle: A lever or pedal controlling a valve.
5. Highball: To go at full or high speed.
6. Detonation: To explode or cause to explode.
7. “Saw” : A saying or proverb.

D. Procedures/Activities

1. The teacher and students will brainstorm for words that are connected to a railroad.
2. The teacher will introduce the new vocabulary to the students or explain the terms as he/she reads the story about “Casey” Jones.
3. They will get their “Tall Tale Trails” map and color-code the legend to correspond to “Casey” Jones.
4. The students will brainstorm for qualities that make a person a “hero”.
5. Writing Activity: The students will write a paragraph about a hero. They will use the five steps in the writing process to complete their paper. [Prewrite, Draft, Revise, Edit, and Publish]

E. Assessment/Evaluation

1. The students will be assessed on their ability to complete their writing proficiently.
2. The students will be assessed on their ability to give the qualities of a hero.

Lesson Seven: “Apples, Apples, and Apples”

A. Daily Objectives

1. Concept Objectives
 - a. The students will develop an awareness of place.
 - b. The students will apply knowledge of language structure and language conventions.
 - c. The students will demonstrate an understanding of numbers and number sense.
2. Lesson Content
 - a. Fiction: American Tall Tale: Johnny Appleseed

3. Skill Objectives
 - a. The students will be able to recognize features of an apple using adjectives.
 - b. The students will be able to demonstrate the ability to make a contraction from two words.
 - c. The students will be able to locate on a United States map the states where Johnny Appleseed traveled.
 - d. The students will be able to plot the travels of Johnny Appleseed on the “Tall Tale Trails” map.
 - e. The students will be able to locate the state where Johnny Appleseed was born and count how many states it is away from Arkansas.
 - f. The students will be able to create a Johnny Appleseed timeline.
- B. *Materials*
 1. United States map
 2. Bushels of Apples skill sheet – [Frank Schaffer’s *Schooldays* – Sept./Oct. ‘92]
 3. Apple Contraction sheet – [Frank Schaffer FS-8596]
 4. “Tall Tale Trails” map
 5. Time Line Sheet – [Teacher Created Materials - #266 Thematic Unit-Apples]
 6. Book: *Johnny Appleseed*
 7. Scissors/glue
 8. “Apples to Apples” comparing sheet – [Frank Schaffer’s *Schooldays* (Sept./Oct. ’94)]\
- C. *Key Vocabulary*
 1. Revolutionary War: A war fought between Britain and the 13 colonies between 1775 and 1783.
 2. Decade: Ten years
 3. Orchard: An area of land devoted to the cultivation of fruit or nut trees.
 4. Pioneer: One who ventures into the unknown to settle.
 5. Routes: A road or way from one place to another.
 6. Wilderness: An unsettled uncultivated region left in its natural condition.
- D. *Procedures/Activities*
 1. The teacher will recap the previous days’ lessons.
 2. The teacher will familiarize students with the new vocabulary words.
 3. The teacher will read Johnny Appleseed.
 4. The students will color-code their “Tall Tale Trails” map to correspond to Johnny Appleseed.
 5. The students will construct the Johnny Appleseed timeline activity.
 6. Math Activity: The students will complete the “Bushels of Apples” story problem math sheet. [Frank Schaffer’s *Schooldays*- Sept./Oct. 1992 p. 9]
 7. Language Activity: The students will complete the contraction activity sheet. [Frank Schaffer – FS-8596 p.6]\
 8. Science Activity: The students will observe and compare different apples. [Frank Schaffer’s *Schooldays* – Sept./Oct. 1994 p. 100]
- E. *Assessment/Evaluation*
 1. The students will be evaluated by their ability to construct the timeline.
 2. The students will be evaluated by their ability to complete the story problem sheet.
 3. The students will be evaluated by their ability to complete the contraction sheet.

VI. CULMINATING ACTIVITY

- A. To complete the unit on American Tall Tales the students will construct hand puppets or dress in costumes that represent the different tall tale characters. They will select their favorite character and retell the character’s life to their class or another classroom. They will also display their writing activities that have been completed throughout the unit of study.

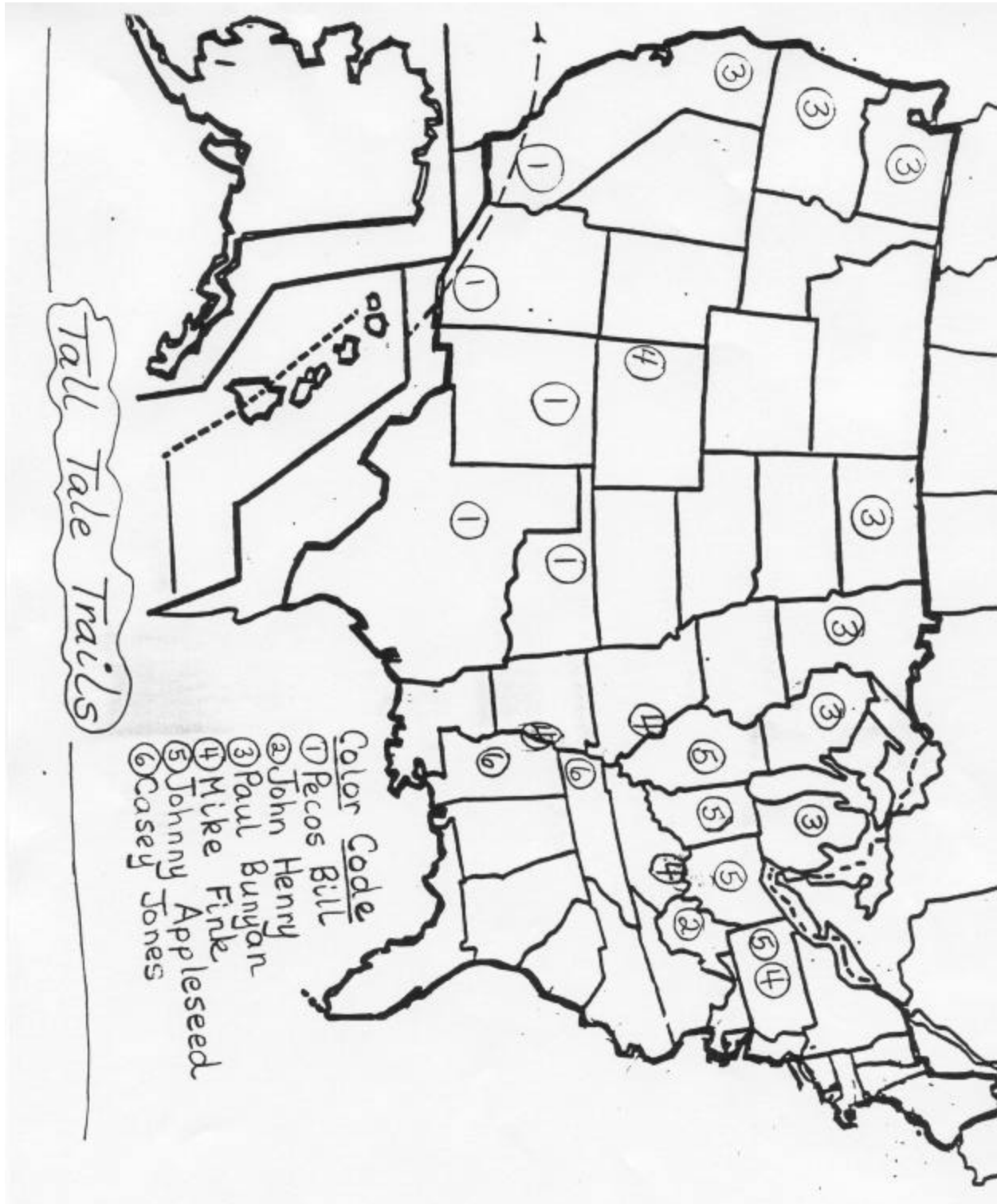
VII. HANDOUTS/WORKSHEETS

Appendices A – D

VIII. BIBLIOGRAPHY

- Bieniek, Denise. *Folktales and Legends*. Troll Associates, 1996, ISBN 0-8167-3901-3
- Cohn, Amy. *From Sea to Shining Sea*. New York: Scholastic, Inc., 1993, ISBN 0-590-42868-3
- Deal, Candi C. and Majors, Susan L. *The Mailbox – “Whooping It Up With Whoppers!”* [April/May]. Greensboro, NC., 1997
- Demuth, Patricia. *Johnny Appleseed*. New York: Scholastic, Inc., 1996, ISBN 0-439-09997-8
- Jensen, Patsy. *John Henry and His Mighty Hammer*. Troll Associates, 1994, ISBN 0-8167-3157-8
- Jensen, Patsy. *Pecos Bill: The Roughest, Toughest, Best*. Troll Associates, 1994, ISBN 0-8167-3166-7
- Keats, Ezra J. *John Henry: An American Legend*. New York: Dragonfly Books, 1965, ISBN 0-394-89052-3
- Kellogg, Steven. *Johnny Appleseed*. New York: Scholastic, Inc., 1988, ISBN 0-590-42616-8
- Kellogg, Steven. *Mike Fink*. New York: Scholastic, Inc., 1992, ISBN 0-590-47352-2
- Kellogg, Steven. *Paul Bunyan*. New York: Scholastic, Inc., 1995, ISBN 0-590-48277-7
- Kellogg, Steven. *Pecos Bill*. New York: Morrow Junior Books, 1986, ISBN 0-688-09924-6
- Martin, Justin. *150 Totally Terrific Writing Prompts*. New York: Scholastic, Inc., 1999, ISBN 0-439-04086-8
- Michael, Margaret. (ed.) *Teacher’s Helper*. Greensboro, NC., 1997, April/May/June
- Schaffer, Frank. “Basic Word Skills”. Frank Schaffer Publications, Inc., FS-8596
- West, Tracey. *Teaching Tall Tales*. New York: Scholastic, Inc., 1998, ISBN 0-590-36511-8
- Wood, Audrey. *The Bunyans*. New York: Scholastic, Inc., 1996, ISBN 0-590-48094-4
- Wright, Marsha (ed.). *Frank Schaffer’s Schooldays*. Sept./Oct. 1992
- Wright, Marsha (ed.). *Frank Schaffer’s Schooldays*. Sept./Oct. 1994
- _____. *Thematic Unit- Apples #266*. Teacher Created Materials, Inc., 1990
- _____. *John Henry*. Quebec, Canada: Madacy Entertainment Group, 1999, RE3-1822
[Video]
- _____. *Paul Bunyan*. Quebec, Canada: Madacy Entertainment Group, 1999, RE3-1829
[Video]
- _____. *Pecos Bill*. Rabbit Ears Production, Inc., 1988, H0660 [Video]

Appendix A



Appendix B

_____ "Paul Bunyan"

Paul Bunyan's story stretches the imagination. Can you s-t-r-e-t-c-h your imagination, too? Read these sentence beginnings. Write words to finish each one.

1. Paul's feet were bigger than _____

2. Paul's belt could stretch _____

3. Paul's handkerchief was big enough to _____

4. Paul's beard was long enough to _____

5. Paul's comb was strong enough to _____

Appendix C

NAME _____

Homophones are words that sound the same but have different meanings and different spellings.

Directions: Match the word in column A with its homophone in column B.



- | A | B |
|-------|---------|
| days | tail |
| new | heard |
| to | knap |
| threw | bye |
| wood | weighs |
| ways | would |
| by | through |
| nap | two |
| herd | knew |
| tale | daze |

Appendix D

_____ Tall Tales Test _____

Fill in the circle beside the correct answer:

1. _____ traveled the United States and gave out apple trees.
 Paul Bunyan Johnny Appleseed Mike Fink
2. _____ had a blue ox named Babe.
 Pecos Bill Paul Bunyan John Henry
3. _____ was known as a keelboatman.
 Johnny Appleseed Mike Fink John Henry
4. _____ was a cowboy who once rode a cyclone.
 John Henry Pecos Bill Paul Bunyan
5. _____ had a mighty hammer and worked on railroad.
 Mike Fink Pecos Bill John Henry
6. _____ walked barefoot and wore a pot on his head.
 Johnny Appleseed Paul Bunyan Casey Jones
7. _____ was a train engineer who was known for always wanting to be on time.
 Pecos Bill John Henry Casey Jones
8. _____'s name was really John Chapman.
 John Henry Casey Jones Johnny Appleseed
9. _____ died right after he beat a steam drill in a contest.
 Casey Jones John Henry Paul Bunyan
10. _____ was raised by coyotes when he became lost from his family.
 Johnny Appleseed Pecos Bill Mike Fink