

About the Book

Text Type: Fiction/Tall Tale Page Count: 16 Word Count: 816

Book Summary

In this tall tale, readers learn all about America's favorite lumberjack. Paul Bunyan was extremely tall (sixty-three axe handles high!) and very strong. From a young age, it was clear that Paul was destined to become a famous lumberjack. After leaving home to log the North Woods, Paul found a blue ox and named him Babe. They became fast friends and were lifetime companions. Set during the time when America needed wood for houses and towns, and land cleared for crops, this tale tells of Paul and Babe's larger-than-life adventures.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Analyze the elements of reality and fantasy
- Identify silent *k*
- Understand the use of quotation marks to identify dialogue
- Recognize the suffix *-ed* and understand the formation of past-tense verbs

Materials

Green text indicates resources available on the website

- Book—*Paul Bunyan and Babe the Blue Ox* (copy for each student)
- Chalkboard or dry erase board
- **Prediction, fantasy and reality, quotation marks, suffix *-ed* worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:**
Story critical: *forge (v.), griddle (n.), harness (n.), logging camp (n.), lumberjack (n.), talent (n.)*
Enrichment: *America (n.), batter (n.), syrup (n.)*

Before Reading

Build Background

- Ask students if they have heard stories about the American lumberjack Paul Bunyan. If not, tell them that, according to legend, Paul Bunyan was a larger-than-life character who lived during America's westward expansion. Explain that the stories have been retold many times since they were originally written.
- Ask students to describe what they think makes a story a tall tale.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the front cover. I see a man holding an axe who is dressed as though he is working in the woods. It looks as if he has just chopped down some trees. Since the title of the book is Paul Bunyan and Babe the Blue Ox, I think this might be a story about a man named Paul Bunyan who finds an ox. I wonder if the ox is really blue. I'll have to read the book to find out.
- Encourage students to make predictions about what they think will happen to Paul and Babe in the book.
- Give students the [prediction worksheet](#) to fill out as they make, revise, and confirm their predictions. Have them fill in the first column, *What I predict will happen*, before they begin reading.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Reality and fantasy**

- Explain the difference between reality and fantasy. Create two columns on the board with the headings *Reality* and *Fantasy*. Tell students that *reality* describes something that actually exists in real life—something that is true. Explain that a *fantasy* is something that is imaginary or not real. Tell students that when an author writes a fantasy story, he or she writes a tale portraying characters, settings, or events from their imagination, but that most fantasy stories also include elements of reality.
- Model analyzing reality and fantasy.
Think-aloud: I know that tall tales all have some elements of fantasy. Some examples of fantasy are: people growing bigger than a house, people or animals having more strength than possible, magical events occurring, and characters visiting imaginary locations. I also know that within fantasy stories, there are elements of reality. Some examples of reality are: locations that can be found on a map, people feeling love or sadness, the sky being blue, and the grass being green.
- Point out that the author wrote about an imaginary character (Paul Bunyan) who is larger than life and can perform acts that normal humans cannot. Remind students that some of these events cannot happen in real life; therefore, the author has written a fantasy, or a make-believe story.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *lumberjack*, *talent*, and *forge*.
- Give groups of students three pieces of blank paper. Have them write or draw what they know about each word. Create a definition for each word using students' prior knowledge.
- Review that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them locate the glossary at the back of the book. Invite a volunteer to read the definition for *lumberjack* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 3 as you read the sentence in which the word *lumberjack* is found to confirm the meaning of the word. Encourage students to look at the illustration to get more information about what a lumberjack might look like or do. Repeat the exercise with the remaining vocabulary words.

Lesson Plan *(continued)*

Paul Bunyan and Babe the Blue Ox


- Invite students to review the illustration on the front cover of the book. Have them write a short paragraph about the man that utilizes all three vocabulary words. Repeat the activity after reading the book to check for student understanding of the vocabulary.

Set the Purpose

- As students read, have them make predictions about what will happen, based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the characters.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Tell them to read to find out if Paul meets the ox and if the ox is really blue. If they finish before everyone else, they can go back and reread.
 - When they have finished reading, ask students to tell what they have learned so far about Paul Bunyan and Babe.
 - Model making, revising, and confirming predictions.
Think-aloud: My prediction was that a man named Paul Bunyan would find an ox. I wondered if the ox was really blue. I read that Paul Bunyan headed off to the North Woods to become a lumberjack. When the Winter of the Blue Snow came, he found a sickly baby ox that had been stuck in a snowdrift. Paul took care of him, and the ox got better, but he stayed blue. Paul named the ox Babe. From what I've read about Paul, it sounds as if he really enjoys being a lumberjack, and he is very good at it. I wonder if he will be a leader for a lot of other lumberjacks to follow. I'll have to keep reading to find out if my new prediction is correct.
 - Encourage students to continue to make, revise, and confirm their predictions as they read the remainder of the story. Tell them to fill out the middle column of their worksheet, *Changes in my prediction*.
 - Introduce and explain the **fantasy-and-reality worksheet**. Ask how *Paul Bunyan and Babe the Blue Ox* is a fantasy story. Write the examples on the board under the word *Fantasy* while students record the answers on their worksheet (Paul stood sixty-three axe handles high; when Paul swung his axe, a hundred trees would fall; knocked down a mile of Maine forest; and so on). Remind students that these things cannot happen or exist in real life; therefore, the author has written a fantasy.
 - Ask students to list events from the story that can happen in real life. Write the examples on the board under the word *Reality* while students record the answers on their worksheet (America was growing fast, farmers needed wild land cleared so they could grow crops, a lumberjack wishing he had help hauling the logs to the river, and so on). Point out that many events in the story can happen in real life, but because of the highly imaginative fantasy elements included, *Paul Bunyan and Babe the Blue Ox* is considered a fantasy book.
 - **Check for understanding:** Have students read to the end of page 10. Invite them to add new examples of fantasy and reality to their worksheet. Encourage them to add information to the middle column, *Changes in my prediction*. Check individual worksheets for understanding.
-  Have students read the remainder of the story. Have them make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students what words they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.
- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them understand and remember what they read.
Think-aloud: I predicted that Paul would be a leader for a lot of other lumberjacks to follow. I read that he set up his own logging camp filled with hundreds of lumberjacks and that none of them ever quit his camp. I also read that when the logging was done in one spot, Paul and Babe simply moved to the next place to log. From what I read, I can see that Paul Bunyan was definitely a leader.
- **Independent practice:** Have students complete the prediction worksheet. Tell them to fill in the last column of their worksheet, *What actually happened*. Discuss their answers aloud after students finish.

Reflect on the Comprehension Skill

- **Think-aloud:** *I know that I read elements of both fantasy and reality in this book. I can recognize an element of fantasy because it is something that cannot happen in real life. In the retelling of Paul Bunyan and Babe the Blue Ox, the author used her imagination to portray characters, and events—for example, when Paul hooked Babe the Blue Ox's harness to a chain and ordered him to straighten a twist in the river. I also know that this book contained many elements of reality because there were things that actually exist in real life, such as lumberjacks floating logs down a river for transport. Therefore, I know that Paul Bunyan and Babe the Blue Ox is a fantasy story that also contains elements of reality.*


 Have students work in pairs to underline the sentences in the book that represent reality. Ask them to go through the story and find all the things that could happen in real life. Allow time for student pairs to share their findings aloud.

- **Independent practice:** Have students complete the fantasy and reality worksheet, recording the elements of fantasy and reality that they found in the story from pages 10 through 16. Discuss their responses after students have finished.
- **Enduring understanding:** In this book, you read about lumberjacks in early America who cut down logs to help people build towns and clear land for crops. Now that you know this information, how does it make you feel about the importance of the logging industry in America? Do our needs of today differ?

Build Skills

Phonics: Silent letter Kk

- Write the letter *k* on the board and ask students to say the sound that the letter *k* makes.
- Write the letter *n* behind the letter *k* and say: *When the letter k is followed by the letter n, the k is silent and you only hear the /n/ sound.*

 Have students turn to page 4 and have them underline the words with the silent *k* (*knocking, knocked, knew*).

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *(k)nife, (k)not, (k)ite, (k)night, (k)ick, (k)nee*. Invite volunteers to come to the board and add the initial consonant *Kk* to each word. Have them tell whether or not the *Kk* is silent.

Grammar and Mechanics: Quotation marks

- Write the following on the board: *"I'm off to log the North Woods," he told his parents.* Ask students to explain which words are being spoken. Explain that quotation marks are the punctuation marks around dialogue in text. Point out the placement of the comma and the quotation marks around the words. Discuss which words the character says (*I'm off to log the North Woods*) and which words are not spoken (*he told his parents*).

- Have students turn to page 7 in the book. Read the page aloud as students follow along. Ask students to raise their hand while dialogue from a character is being read aloud (*More pancakes; Don't worry, Sam; I'll solve this.*) and to lower their hand when a character is not speaking (*they'd call; Paul said,* and so on). Point out that different words were used on this page to signal dialogue (*said, call*). Ask students to identify other words they've read elsewhere that signal dialogue (*asked, reminded, shouted, replied,* and so on). Write these words on the board. Remind students that these words come directly before or after the quotation marks to show that the character is speaking.



Check for understanding: Ask students to provide examples of dialogue. Model how to write each sentence using correct placement of the comma and quotation marks. Encourage students to come to the board and insert the comma and quotation marks in the correct place.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: **Suffix -ed**

- Direct students to the last sentence on page 7. Ask them to identify the verb in the sentence (*disappeared*). Ask students what the root or base word is (*disappear*) and tell them that the *-ed* is called the *suffix*. Explain that a *suffix* always comes at the end of a root word. Point out that this is a past-tense verb that describes something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *disappeared* (*disappear*). Create *present tense* and *past tense* categories on the board, and write the verb *disappear* and its past-tense form, *disappeared*, in the appropriate categories.
- Point out that some verbs are changed to past-tense verbs by adding the suffix *-ed*. Discuss how this is an example of a *regular past-tense verb*. Explain that not every verb is changed to its past tense by adding the suffix *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *blow* changes to *blew*).
- Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *tug* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant (*g*) is doubled before adding the *-ed* to make *tugged*. Write the verb *tug* and its past-tense form, *tugged*, in the appropriate categories of the chart on the board.
- Explain that when adding the suffix *-ed* to a verb ending in *-y*, such as *carry*, the *-y* is changed to *-i* before adding the *-ed*. Write the word *carry* and its past-tense form, *carried*, in the categories on the board.
- Explain that when adding the suffix *-ed* to a verb ending in *-e*, such as *move*, the *-e* remains, and a *-d* is added. Write the word *move* and its past-tense form, *moved*, in the categories on the board. Have students turn to page 9 and read the third sentence. Have a volunteer identify the past-tense verb (*used*). Point out that the present tense of the verb ends in *-e* (*use*) and add the examples to the chart on the board.



Check for understanding: Ask students to turn to page 11 and underline the past-tense verbs that contain the suffix *-ed* (*lifted, pulled*). In the left-hand margin, have them write the present tense of these verbs (*lift, pull*). Discuss their answers aloud and write these examples on the board under the *present tense* and *past tense* headings.

- **Independent practice:** Introduce, explain, and have students complete the [suffix -ed worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the characters and setting to someone at home.

Extend the Reading

Fantasy Writing Connection

Remind students that, in the story, Paul ordered Blue to pull a crooked river straight. Have students write a short story about a different way that Paul could have solved his problem (Problem: The bend in the river was stopping the logs from floating downstream). Ask writers to make the solution something that is a fantasy—something that can't happen in real life. Encourage students to use quotation marks and interesting dialogue words, just as the story does. Invite students to illustrate their work, and if time allows, have them share their work aloud.

Social Studies Connection

Provide books and Internet sites for students to research and learn about the American West of long ago. Ask them to find out about the pioneers' westward expansion into the Northwest and how logging was used to help the process. Have them learn about the motivation for families to move, what and how they rode to get there, and what they did once they reached their destination. Facilitate a class discussion in which students report their findings, and encourage opinions to be shared.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make logical predictions based on available illustrations and text; revise and/or confirm predictions as they preview and read the book
- analyze the elements of reality and fantasy in the story during discussion and on a worksheet
- identify and understand use of silent *k* during group discussion
- understand the use of quotation marks and dialogue words; use them within sentences during discussion and on a worksheet
- identify the suffix *-ed* and understand the formation of past-tense verbs during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**