Karissa Tatom

4th Grade Writing

Tall Tales

**Literary Strategy Used:**

Using a Graphic Organizer- Planning a Story/ Narrative (see attached)

**Age/Grade/ Reading Level Target:**

The example I will be using with the students “The Fisherman and the Bear” is at Grade Level 4 Month 7 so it should be appropriate for my fourth grade students. Keeping in mind though that some may be below this reading level I plan to ask comprehension questions frequently while reading out loud such as “What is happening right now?” “Could this happen in real life?” and “What has happened now to the fisherman?” Some difficult vocabulary words could be nary, suspicious, molasses, and thicket.

**Rationale:**

I chose this story because it was a very clear and concise example of a tall tale that I can use to model for the students of what a good tall tale looks like. The students will be writing their own tall tales in preparation for the next week when they will be looking at the story “McBroom and the Big Wind”. Therefore, this writing lesson will be planned to introduce the idea of exaggeration.

**Introduction:**

I will first ask the question: “How many of you have ever heard a tall tale?” If any have, I’ll ask them to explain what they think a tall tale is. Then I will read the story “The Fisherman and the Bear” and ask them to follow along putting their fingers on the words as I read. I will then ask them what to tally one point for every exaggeration they hear within the story. Then I will introduce the Planning a Story/Narrative sheet and tell them that we will be writing our own tall tales that day.

**Goals or Key Concepts:**

* Be able to identify exaggeration within a tall tale
* Set up and write their own tall tale

**Objectives:**

 Content Objectives:

* We will be able to define exaggeration
* We will identify exaggeration within a tall tale

Language Objectives:

* Students will listen to a tall tale read out loud
* Students will be able to define exaggeration through examples read out loud
* Students will set up their own example of a tall tale through the form of a planning worksheet
* Students will write their own tall tale and will be graded based on a provided rubric

**Materials:**

* Handouts for example tall tale
* Handouts for planning worksheet
* Pencils or pens for filling out worksheet
* Example that I will provide of a tall tale that I wrote
* Handouts of rubric used for grading

**Assessing Students’ Prior Knowledge:**

I will first ask the question: “How many of you have ever heard a tall tale?” If any have, I’ll ask them to explain what they think a tall tale is. During the next week’s comprehension lesson based on a tall tale I will once again be reviewing with them what a tall tale includes, such as exaggeration.

**Activities:**

1. I will first read the story of “The Fisherman and the Bear” out loud, asking questions for comprehension and having the students follow along while I read by putting their finger on the words and tally once for each exaggeration they hear.

2. I will then tell the students that we will be writing tall tales that day and hand out the planning worksheet.

3. I will then show the students my example of a tall tale based on my example planning worksheet.

4. I will then detail the rubric by reading out loud my expectations and giving students each a copy of the rubric.

5. Then I will have them write their ideas onto their planning worksheet, circulating the room to help those who might be struggling.

6. After having them write their ideas on the planning worksheet, I will then tell those who finish early to begin writing their tall tale, keeping the expectations in mind.

**Differentiation:**

I will plan to differentiate this lesson by using the rubric with the student’s abilities in mind. I will work in conjunction with my lead teacher to ensure that the typical grading is implemented according to her expectations for what the students are capable.

**Evaluation/ Assessments:** As I circulate the room, I will conduct several informal assessments asking students to tell me what their plan for the story will be. I will also evaluate the lesson based on the rubric provided.

**Closing Activity/Summary:**

At the end of the writing time, I will ask each student to pair-share with their partner what exaggeration means. I will then ask three students to give me the example they used on their planning worksheet of exaggeration within their tall tale.

**The Fisherman and the Bear**

**A Maine Tall Tale**

**retold by**

**S.E. Schlosser**

One fine day an old Maine man was fishing and fishing on his favorite lake and catching nary a thing. Finally, he gave up and walked back along the shore to his fishing shack. When he got close to the front door, he saw it was open. Being of a suspicious nature, he walked to the door quietly and looked inside. There was a big black bear. It was just pulling the cork out of his molasses jug with its teeth. The molasses spilled all over the floor and the bear rubbed his paw in it, smearing it all over.

Well, the old man was not the timid sort. He went to the back of the shack, put his head in the window and gave a loud yell. The bear jumped and ran out the door. It was running strangely. The old man saw that the bear was holding up the foot covered with molasses so it wouldn't get dirty.

The bear ran to the lake shore. Standing on its hind legs, it held up the paw full of molasses. Soon all the flies and bugs and mosquitoes were swarming all over the sticky sweet paw. Then the bear waded into the water with his sticky paw full of bugs. It held the paw out over the water. Suddenly, a big trout came jumping out of the water trying to get to the flies. The bear gave it a swat and it flew to the shore and flopped there. Then another fish jumped into the air after the flies, followed swiftly by another. Every time a fish jumped after his paw, the bear cuffed it ashore. Soon it had a large pile.

Finally, the bear decided he had enough fish and waded to shore. The bear had caught a mess of fish any fisherman would envy. The old man had caught nothing. He watched that bear eat half a dozen trout, his stomach rumbling. All he had for dinner was some bread and what was left of the molasses. Finally the bear paused in his eating, and looked over to the bushes where the old man was hidden. The bear stood up and laid the remaining fish in a row. Then it walked away up the shore. It kept looking back at the bushes where the old man stood.

The old man crept out of the bushes and down to the shore. Sure enough, the bear had left six large trout for him. He looked over at the bear. It was standing at the edge of the wood watching. "Thanks a lot," the old man called to the bear. The bear waved the now-clean paw at the old man and disappeared into the thicket. "Well," said the old man, "That's the first time a bear has ever paid me for my molasses."

The old man never hunted bears again.

**Readability Test**

One fine day an Old Maine man was fishing and fishing on his favorite lake and catching nary a thing. Finally he gave up and walked back along the shore to his fishing shack. When he got close to the front door, he saw it was open. Being of a suspicious nature, he walked to the doo quietly and looked inside. There was a big black bear. It was just pulling the cork out of his molasses jug with its teeth. The molasses spilled all over the floor and the bear rubbed his paw in it, smearing it all over.





**Tall Tale Example**

 There were three fluffy bunnies that lived in the Hollow of Strayhorn. One day they decided they wanted to go pick the beautiful flowers that had sprung up with the warm weather of spring. However, they did not want to go to their own meadow, but instead go on an adventure to the Meadow of Lilies. It was quite a distance away, but the three bunnies were sure they could make it. They were sure that they were brave enough, smart enough, and that their special powers could surpass anything. In fact, these were not any ordinary bunnies, but very special. The one bunny, Bobby could bounce incredibly high, almost to the moon. His cousin, Garrett could hear the smallest whisper, even that of the mouse. Garrett’s friend, Eloise, was rather remarkable too. She could thump her foot against the ground until it shook like an earthquake.

 Armed with their powers, they made their way to the meadow. To get there they had to first jump over a log the size of a ship; Bobby helped with that. Next, they wandered into the trees. In the trees they got hopelessly lost. But Garrett with his special ears heard the voice of a small squirrel happening by who pointed them in the right direction. They continued to wander until they could see the entrance to the meadow through the entrance of a cave. Racing inside, they ran towards the exit. Before they could get there though, the exit collapsed! They were trapped. But with the help of Eloise’s lucky foot, the way was cleared. Happily picking flowers, they headed back home with their bouquets.

When they were almost home they heard a bear! Running ahead, they were almost to the doorway when it cornered them. Shrinking in fear, they expected the worst. Instead though, the bear simply held out a flower. “Here, you dropped this”. They thanked him and smiled, promised to be more careful next time, and then turned going back into their hollow.

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| **Story Writing : Tall Tale**Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Characters** | The main characters are named and clearly described in text. Most readers could describe the characters. | The main characters are named but were not described well. | The main characters are named. No description of the characters. The reader knows very little about the characters. | It is hard to tell who the main characters are. |
| **Adjectives** | There are five examples of adjectives. | There are four examples of adjectives. | There were three examples of adjectives. | There were two examples of adjectives. |
| **Exaggeration** | There are four examples of exaggeration. | There are three examples of exaggeration. | There are two examples of exaggeration. | There is one example of exaggeration. |
| **Adverbs** | There are at four examples of adverbs. | There are three examples of adverbs. | There are two examples of adverbs. | There is one example of adverbs. |
| **Sentences** | There are at least 8 sentences. | There are least 6-7 sentences. | There are at least 5-6 sentences. | There are at least 4 sentences. |