

Paul's Bed

SUMMARY In this tall tale, it isn't easy to find a bed big enough for the fast-growing baby Paul Bunyan. A time line at the end of the book outlines the main plot events.

LESSON VOCABULARY

attempt event time line

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and the author of *Paul's Bed*. Encourage children to look closely at the cover illustration. Ask: Which character is Paul? How can you tell? Is he in a bed? Why not?

BUILD BACKGROUND Explain to children that they will be reading a tall tale, a funny story full of exaggerations. Ask them to name examples of exaggeration from stories they have read or from their own experiences.

PREVIEW As children preview the book, encourage them to examine the illustrations. Ask: Based on the illustrations, what do you think might happen in this story?

READ THE BOOK

SET PURPOSE Have children set a purpose for reading *Paul's Bed*. Suggest that children think about how they might describe this story to a friend who hasn't read it.

STRATEGY SUPPORT: INFERRING Point out that making an inference means using information from the book to make a guess about something the author didn't tell you. Remind children that they should find information in the book and then form an idea based on what they read. Have children make an inference about Paul. What inference can they make and why?

COMPREHENSION QUESTIONS

PAGE 4 The author describes Paul as "an amazing baby." What was so special about him? (*Answers will vary but should refer to Paul's size or rate of growth.*)

PAGES 8-9 What are some examples of exaggeration on these pages? (*Possible responses: Paul slept in a ship; there weren't enough blankets to cover him; he was too big to fit in a cabin.*)

PAGE 14 Tell about some of the different beds that Paul used in this story. (*Paul's beds included his parents' bed, a rowboat, a ship, and a giant bed.*)

PAGE 15 What did Paul need in this story? How did he get it? (*Paul needed a bed that fit him. His parents and neighbors built him a ship to use for a bed, and as he grew bigger, he built one for himself.*)

REVISIT THE BOOK

THINK AND SHARE

1. Paul: huge baby, had a ship bed, used a quilt made of sails, was the biggest lumberjack of all; His parents: normal adult size, built a ship bed for Paul, made a huge blanket to keep Paul warm; Both: they are family
2. Possible response: Paul will build the biggest cabin in all the land. That guess helps me understand the story because Paul was too young to find a place to sleep earlier in the book. At age 16, he was old enough to build his own place to sleep.
3. A time line is a chart showing events arranged in order. This time line shows what happens to Paul as he grows.
4. Responses will vary but should recount a personal, specific episode.

EXTEND UNDERSTANDING As children discuss *Paul's Bed*, encourage them to think about the story from Paul Bunyan's perspective. Ask: What would be good about being a giant? What would be bad?

RESPONSE OPTIONS

WRITING Invite children to make up a brief tall tale about when they were babies. Remind them to use humor and exaggeration in their stories. Encourage the children to share their stories with their classmates.

SOCIAL STUDIES CONNECTION

Have children use the Internet, books, and magazines to learn more about the history of lumberjacks.



Skill Work

TEACH/REVIEW VOCABULARY

Write the word *attempt* on the board. Ask children if they know what this word means. Model how to look up the word in a children's dictionary. Ask a volunteer to read the definition aloud. Together, brainstorm a sentence using the vocabulary word. Repeat for the remaining words on the list.

ELL Print the vocabulary words on word cards. Have children choose partners. Give each pair of children a word card and challenge them to work together to find their words somewhere in the classroom. They might look in other books, in newspapers, and so forth. Have the children share their findings with their classmates.

TARGET SKILL AND STRATEGY

COMPARE AND CONTRAST Remind children that one way to understand what they are reading is to compare and contrast. Remembering information in this way can help us better understand what we read. Have children compare and contrast Paul at the beginning of the story and Paul at the end of the story. Tell them that good readers compare and contrast as they read to make sense of the text.

INFERRING Encourage children to use their knowledge to make an inference about Paul's neighbors. Help them think about Paul's neighbors and make a guess based on the information in the story. Ask children why they made their conclusion about Paul's neighbors. Have them use the illustrations and text in the book to help explain their reasoning.

ADDITIONAL SKILL INSTRUCTION

CHARACTER Remind students that a character is a person or animal who takes part in the events of a story. Explain that writers let readers know what characters are like by telling what characters do and feel. Challenge children, as they read, to look for things that Paul does, says, or feels. Invite them to use these examples to talk about what Paul is like.

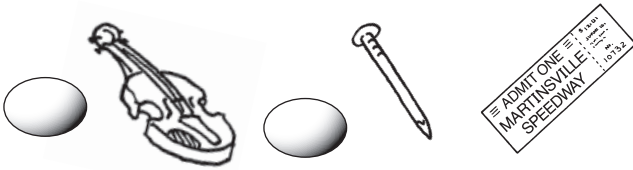
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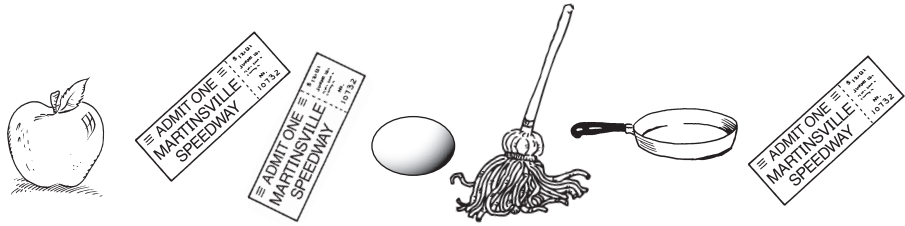
Vocabulary

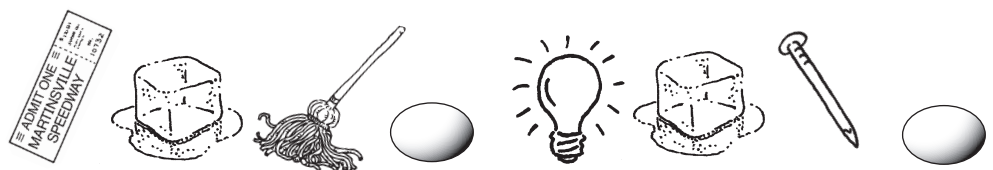
Write the first letter of each picture. Read the word.

Words to Know

attempt event time line

1. 

2. 

3. 

4. Write a sentence using one of the vocabulary words.

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