

ELA: Grade 4, Lesson 8, The Legend of Sleepy Hollow

Lesson Focus: Describe the events using details from the text, *The Legend of Sleepy Hollow*

Practice Focus: Write an explanatory paragraph to describe how the author describes the events in the third part of *The Legend of Sleepy Hollow*.

Objective: Students will use a selection of *The Legend of Sleepy Hollow* to engage in narrative fiction with a focus on determining the meaning of words and phrase to describe the events. Then, the student will write an explanatory paragraph on how Kim Griswell, the author, describes three of the events in section 3

Academic Vocabulary: legend, character, Revolutionary War, infer

TN Standards: 4.RL.KID.1; 4.RL.KID.3; 4.RL.CS.4, 4.W.TP.2

Teacher Materials:

- Chart with the elements of a legend:
 - A legend usually:
 - Focuses on heroic individuals or fantastic creatures
 - Describes an exciting adventure.
 - May have some basis in historical fact
 - Includes some supernatural events
- Chart paper labeled: Events
- Chart with these sentences: *In section three of The Legend of Sleepy Hollow, as retold by Kim Griswell, the author presented three main events: Ichabod realized Brom wants Katrina, too, Ichabod tried to impress Katrina at church by singing, and Ichabod received a party invitation. / In the beginning of part three, Ichabod realized Brom Bones likes Katrina, too. / Ichabod wanted Katrina's father's land, and he concluded he can get the land by marrying Katrina.*
Note: Create the chart so you can unfold or uncover to reveal the sentences at the /.
- Chart with the independent task: *Task: Finish our paragraph by describing the other two events: Ichabod tries to impress Katrina at church by singing, and Ichabod receives a party invitation.*
- Teacher Packet for ELA, Grade 4, Lesson 8: Printed PPT deck or a way to display images from the PPT

Student Materials:

- Three pieces of paper
- Pencil
- Surface to write on
- The student packet for ELA, Grade 4, Lesson 8 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our fourth graders out there, though all children are welcome to tune in. This lesson is the third in this series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it at www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously. We will do a quick review of yesterday's section of the story.</p> <p>Today, we will be reading the third part of a legend that is set post, or after, the Revolutionary War.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• 3 pieces of paper• Pencil• Surface to write on• The student packet for ELA, Grade 4, Lesson 8 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p><u>Intro</u> (4 minutes)</p> <p>Remember in the previous two lessons we have been discussing what makes a story a legend. [Refer to legend chart as you begin reading.] A legend usually focuses on heroic individuals or fantastic creatures and describes an exciting adventure. It may have some basis in historical fact and include some supernatural events. A legend usually focuses on heroic individuals or fantastic creatures and describes an exciting adventure. So, far we can identify the story as a legend because it is based on some historical fact; it is set during the Revolutionary War time period. Remember – that is the war between the American colonists that started in 1775. Also, the story has some supernatural elements because there has been mention of haunting noises, ghosts, and witches.</p> <p>Today, we will continue our look at how the author uses words and phrases to describe the events. I will talk about how to use the words the author uses to think about the events. Then, there will be time for you to practice writing about the events on your own with my support. Finally, I will assign you independent work that you can complete after the video ends. This framework will follow the same structure as week one lessons.</p>	<p>Students recall information about legends from previous lesson.</p> <p>Students understand the gradual release</p>

As a quick review of our story so far, Let's remember what we discussed about the setting in the first lesson. [Show image L6-B] *The Legend of Sleepy Hollow* is set among the hills beyond Tarry Town. Days in Sleepy Hollow are peaceful; while nights are scary. There is a legend in the town about a soldier who lost his head during the Revolutionary War and roams the hollow at night looking for his head.

Together in our last lesson, we started writing an explanatory paragraph about the characters that you were to complete. I finished my paragraph. For those of you who weren't able to join us, it will catch you up on the characters. For those of you who have your paragraph, think about how yours is similar or different from mine. Here is what I wrote:

- In The Legend of Sleepy Hollow, as retold by Kim Griswell, the author presents two main characters – Ichabod Crane and Brom Bones. Ichabod Crane is a thin scarecrow of a man with a tiny head and a spindly neck. The author says his “ears are big as saucers.” Ichabod is a strict teacher who is also known to be a gossip. When riding his horse alone at twilight, he was so scared of the shadows that he raced to his attic room and locked the door. In contrast, Brom Bones is an athletic gentleman who has herculean strength and only loves two things: his horse and Katrina Van Tassel. Others see him as the most eligible bachelor, a prankster, and not very smart. In fact, Ichabod compares Brom's brain to a pea. These two characters appear to be very different and should make for some exciting events in the story!
- Take a moment. How was yours the same or different from mine? [Pause] After reading mine out loud, as always, I think I could make it better. Good writers are always trying to make their writing better. I think I could improve if I gave some actual words the author uses to describe Brom like “no rider could catch him”.

Because the author has started the story with details about the setting and characters, during our reading today, we will capture information about events in the story- based on the words of the author. This will help us describe the events at the end of this lesson. We want to think about what we know about the events by the details the author provides us. Go ahead and write events at the top of one sheet of paper. We will use these as we read the story. [Show students the teacher's piece of chart paper Events at the top.] **Let's begin!**

Students listen to a review of lesson from previous day through the first lesson's independent practice.

Students will compare their paragraph to the one from the previous lesson.

Students will prepare papers for the lesson.

<p>We left off yesterday when Ichabod learned that Brom Bones’s only two loves were his horse and Katrina.</p>	
<p><u>Teacher Model/Read-Aloud</u> (16 minutes)</p> <p>Washington Irving’s The Legend of Sleepy Hollow as retold by Kim T. Griswell. Part 3 [Show slide L6-A]</p> <p>Ichabod Crane’s saucer ears pricked up, yet his shoulders sagged. Katrina Van Tassel? So, Brom Bones has set his sights on Heer Van Tassel’s daughter, too. The young lady had already caught the teacher’s eye, as had her father’s estates. Van Tassel’s lands rolled from the banks of the Hudson all the way to Sleepy Hollow. One day, they would all belong to Katrina, and so Katrina, Ichabod mused, should belong to a cautious and learned man. A man such as himself. Not to the foolish Brom Bones.</p> <p>“I shall woo her quietly,” Ichabod decided. “No need to battle the brute for her hand. I will win her with song!”</p> <ul style="list-style-type: none"> • Uh, oh...I hear trouble brewing. Let’s talk about what happened in this first part. • “Ichabod Crane’s saucer ears pricked up, yet his shoulders sagged.” What does it tell us about Ichabod that his shoulders sagged? [Pause] I can infer, or use what I know with what the text says, to determine that maybe he is a little defeated. When I feel defeated my shoulders sag. Maybe he feels like he can’t compare to Brom Bones. • Have you heard the expression – set your sights on someone? That means you like them. So, the text says setting sights on Katrina. Let me reread: Katrina Van Tassel? So, Brom Bones has set his sights on Heer Van Tassel’s daughter, too. The young lady had already caught the teacher’s eye, as had her father’s estates. What did you hear? Who likes Katrina? Why? [Pause] Ichabod and Brom both like Katrina. Did you catch a reason why Katrina caught Ichabod’s eye? Ichabod likes her father’s estates – which means all the land he owns! • Listen again as we hear Ichabod’s thoughts on Katrina’s father’s estates – or lands. “Van Tassel’s lands rolled from the banks of the Hudson all the way to Sleepy Hollow. One day, they would all belong to Katrina, and so Katrina, Ichabod mused, should belong to a cautious and learned (or educated) man. 	<p>Students engage in the text with teacher – making meaning of the language used to describe the events.</p> <p>Students connect to the legend definition.</p> <p>Student writes setting details on their own paper with teacher.</p>

<p>A man such as himself. Not to the foolish Brom Bones.” What does this tell you about Ichabod? [Pause] He thinks all the land should belong to him – not Brom – who is foolish.</p> <ul style="list-style-type: none"> • How is he going to get the land? What can you infer? Remember to use what you know with what the text says. [Pause] I can infer that he thinks he can get the land by getting Katrina. Because I know that sometimes people refer to belonging to someone as marriage and in marriage you share what you have, Ichabod thinks if he marries Katrina, he will get the land. • This is an important event in the story. Ichabod realizes Brom wants Katrina, too. We need to add this to our events chart. [Add to chart] Be sure you are writing this on your own paper. I am going to add a few notes for myself so when I try to describe, I have something from which to work. I am going to add bullet points: <i>wanted father’s land</i> and <i>thought would get by marrying her</i>. [Write on chart] • Let’s see what Ichabod does. <p>[Show slide L8-A] The schoolteacher took great pride in his voice. So, the very next Sunday, he hurried to church, choosing a spot close to the Van Tassel family. The schoolteacher took out his psalm book, cleared his throat and began to sing. Swallows (a kind of bird) burst from the rafters. Mice squeezed out of knotholes and fled into the fields. The vain Mr. Crane never noticed; all he saw was Katrina Van Tassel. The young woman seemed to sway toward him. Surely that was approval in her eyes! Ichabod’s heart fluttered. Katrina would not be the first young woman to swoon when she heard him sing.</p> <ul style="list-style-type: none"> • Let’s add this event on our chart. How would you label it? [Pause]. I think I would say - Ichabod tries to <u>impress Katrina</u> at church by singing. [Add to chart.] • I used the word impress. I inferred it by the words the author chose. I am going to add bullet points as I go. Please make sure you are doing the same. • The author said: “took pride in his voice”. When you take pride in something, you think you are good at it. • Hmm... Ichabod sat close to the Katrina’s family; that is also another clue that he was trying to impress her. [Write on chart as a bullet: <i>sat close to Katrina’s family</i>] • I also noticed that the text said: all he saw was Katrina Van Tassel. That means he is watching 	<p>Students add to their chart about event.</p>
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<p>Katrina as he sings. [Add to chart as bullet: all he saw was Katrina].</p> <ul style="list-style-type: none"> • The way Katrina is acting makes me think I know how she feels about Ichabod: “The young woman seemed to sway toward him. Surely that was approval in her eyes!” What do you think? Can you infer how she feels? [Pause] She is swaying toward him, or moving closer to him, and he mentions a look in her eye so she must be looking at him. Because I know those things usually mean that someone likes you, I think Katrina might like him. We will find out. [Add to chart: <i>Katrina sways toward him</i>] • Brom is in the church. Let’s see what he thinks about Ichabod’s singing. <p>A snort came from the back of the church. Ichabod turned to see Brom Bones and his gang. Brom’s eyes were narrowed. The muscle in his jutting jaw twitched. “I must move my plan forward, quickly,” Ichabod muttered to himself, “before the buffoon puzzles things together in his pea-sized brain.”</p> <ul style="list-style-type: none"> • How does Brom react? [Pause] Again, I am going to have to infer here. Brom snorted, his eyes narrowed, and his jaw twitched. Because I know that all these can mean upset or angry. I can infer that Brom is angry. • Let’s add those to the chart. [Add as a bullet: Brom angry – snorted, eyes narrowed, jaw twitched] <p>[Show slide L8-B] When the service ended, Ichabod wormed his way close to Katrina. He gave her father a stiff bow, then offered her his arm. “May I?” She glanced toward the back of the church as if searching for someone. Then she tucked her gloved hand into the crook of Ichabod’s arm.</p> <p>Outside, Brom Bones was already cinching (or tightening) the straps of his saddle. “Brom!” Katrina waved her free hand. “Have you met the new schoolteacher?”</p> <p>In answer, Brom hoisted himself into the saddle and walked Daredevil toward them. “I have not,” Brom said. “But his flapping coattails look familiar.” His dark eyes sparkled.</p> <p>Heat crept up Ichabod’s thin neck and flushed his hollow cheeks.</p> <p>Katrina shook her head at Brom. “How rude! Come, Mr. Crane. Let us leave Mr. Van Brunt to chase coattails.”</p> <ul style="list-style-type: none"> • Hmmm... what are the important details about the church event here? I heard that Ichabod escorted Katrina from the church. [Add to chart] • When outside Katrina yells for Brom? What can you 	<p>Students add to their chart about events.</p> <p>Students add to their chart about events.</p> <p>Students connect back to the earlier event and infer what Brom meant.</p>
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<p>infer about this? [Pause] I am not sure, yet. It could be a couple of things: either Katrina wants Brom to <u>meet</u> Ichabod or <u>see</u> her with Ichabod. I think on our chart we will add: Katrina calls for Brom. [Add to chart].</p> <ul style="list-style-type: none"> • Before we read on, I noticed some the mentioning of coattails again. Let's reread: <ul style="list-style-type: none"> ○ In answer, Brom hoisted himself into the saddle and walked Daredevil toward them. "I have not," Brom said. "But his flapping coattails look familiar." ○ Katrina shook her head at Brom. "How rude! Come, Mr. Crane. Let us leave Mr. Van Brunt to chase coattails." • Why would Brom say Ichabod's coattails look familiar? [Pause] Remember when Ichabod was in the woods and was met by a horseman? It makes me think the horseman that scared Ichabod might be Brom because coattails are the bottom, back of coat. Brom is saying he recognizes Ichabod's coattails due to only seeing him from the back. • On my chart, I am going to write, <i>Brom mentions coattails</i>. [Add to chart] <p>A few days later, a young boy arrived at the schoolhouse. "Sir!" the boy gasped. "You've an invite"—he gulped a breath—"from Farmer Van Tassel." And he held out an envelope with a shaking hand.</p> <p>"Well, well!" Ichabod took the envelope and shooed the boy on his way. Inside, he found an invitation to a party to be held that very night at Van Tassel's estate. He grabbed his hat, stuck his too-long limbs into the sleeves of his greatcoat, and sent his students home early.</p> <ul style="list-style-type: none"> • Exciting – we have a new event! We must add it to the chart. How would you describe what just happened? [Pause] I think I will write: Ichabod receives invitation to Van Tassel party. [Add to chart] • As we read, think about the details that happen to add as bullets under this. <p>[Show slide L8-C] Ichabod Crane spent the next hour grooming. He slicked down his thin hair, he chewed fresh peppermint leaves to freshen his breath, and he brushed his dusty black suit. He even borrowed a broken-down plow horse from Farmer Van Ripper. "His name is Gunpowder," the farmer said. "The old fellow once had quite a spark in</p>	<p>Students add to their chart about events.</p>
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<p>him.” Ichabod galloped away as proud as a knight on a quest.</p> <p>It was a fine autumn afternoon. Wild ducks flew overhead. Birds flitted from bush to bush and tree to tree. Ichabod bobbed along past groves of ripe red apples. He passed fields of yellow Indian corn and orange pumpkins. His twitching nose smelled honey in the hives and fragrant buckwheat. He dreamed of stacks of pancakes made by the sweet white hands of Katrina Van Tassel. If his plan went well, by the end of the evening, Katrina—and her father’s fields—would be his.</p> <ul style="list-style-type: none"> • The author used the word grooming to describe what Ichabod is doing. I am going to reread to see if we can determine the meaning of grooming. “Ichabod Crane spent the next hour grooming. He slicked down his thin hair, he chewed fresh peppermint leaves to freshen his breath, and he brushed his dusty black suit.” What do you think it means? [Pause] Because it talks about ways Ichabod is getting ready: slicking his hair, freshening his breath, and brushing his suit, I think grooming means getting yourself ready. [Add to chart as bullet under receiving invitation: <i>Ichabod groomed himself.</i>] • The text gives us information about how Ichabod is feeling as he makes his way to the party: “He dreamed of stacks of pancakes made by the sweet white hands of Katrina Van Tassel. If his plan went well, by the end of the evening, Katrina—and her father’s fields—would be his.” • How would you say what happened here? [Pause] Ichabod is already thinking of the future with Katrina because he is imagining her making pancakes and him owning the fields. 	<p>Students add to their chart about events.</p>
<p>Guided Practice (4 minutes)</p> <ul style="list-style-type: none"> • Wow! Look at all the notes we captured about today’s events [Refer to charts] We have thought deeply about how the author is providing us with details about the event in the story. I am anxious to describe these event by using the details about the events. • Just like in the first two lessons, we are going to write an explanatory paragraph; however, in today’s paragraph we are focused on the events. In lesson one we focused on setting and lesson two we focused on the characters. Think about how the author, Kim Griswell, described the events in <i>The</i> 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the explanatory paragraph on their own.</p>

<p><i>Legend of Sleepy Hollow.</i> We will start together, and you will finish it on your own after the lesson.</p> <ul style="list-style-type: none"> • Let's look back at event chart. Do you see a way we might organize the information about the events in today's part of the story? Do you see how we might group our thoughts? Jot some ideas in the margins about how they might be grouped. [Pause] Hmm... I noticed because we have listed the events with bulleted details underneath, we have made it much easier on ourselves to write. I see we have three main events today: [Point to chart as you read.] <ul style="list-style-type: none"> ○ Ichabod realizes Brom wants Katrina, too; ○ Ichabod tries to impress Katrina at church by singing; ○ Ichabod receives a party invitation. • Now that we have considered our categories, I know one of the first things I need to do is to write my paragraph is to write an introduction. Take a moment to try to craft an introduction for the prompt: write an explanatory paragraph about how the author, Kim Griswell, describes the events in the story, <i>The Legend of Sleepy Hollow</i>, using details from the story. Say it out loud until you get it how you want it. [Pause] <ul style="list-style-type: none"> ○ Let's see... I think I would write something like this: [Hold up chart paper folded so students can only see first sentence.] In section three of <i>The Legend of Sleepy Hollow</i>, as retold by Kim Griswell, the author presented three main events: Ichabod realized Brom wants Katrina, too, Ichabod tried to impress Katrina at church by singing, and Ichabod received a party invitation. • We are now going to work together to describe the first event using details we captured. Then, you will finish the other three on your own. • Under this event in the story, <i>Ichabod realizes Brom wants Katrina</i>, we have listed a few details to help us remember: <i>wanted father's land</i> and <i>thought would get by marrying her</i>. • Now, to turn these into complete thoughts... Take a minute and consider how you might get started. [Pause]. I am going to start by taking the event and making it into a better sentence: In the beginning of part three, Ichabod realized Brom Bones wanted Katrina, too. [Show chart paper with sentence]. • Now let's add our details. How might you combine 	<p>Students write introduction with teacher support.</p>
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<p>the details to make one good sentence? Say out loud how you might write it. [Pause] Here is my sentence: Ichabod wanted Katrina's father's land, and he concluded he can get the land by marrying Katrina.</p> <ul style="list-style-type: none"> • I could have had two sentences with the details: Ichabod wanted Katrina's father's land. <u>AND</u> He realized he can get the land by marrying Katrina. However, I thought I could make a better sentence by creating a compound sentence. 	<p>Students write about one event with teacher support.</p>
<p>Independent Work (1 minute) [Show chart] Now, it is your turn to write! I want you to finish our paragraph by describing the other two events: Ichabod tries to impress Katrina at church by singing, and Ichabod receives a party invitation. The chart you created with me about the events will be very helpful to use as an outline because we listed details from the text about each event. Don't forget to think about how you might transition between each of your explanations. Also, be sure to add a concluding sentence.</p>	<p>Students will complete the explanatory paragraph independently by describing the two remaining events.</p>
<p>Closing (1 min) I enjoyed reading about the events in section three of <i>The Legend of Sleepy Hollow</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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