

ELA: Grade 4, Lesson 9, The Legend of Sleepy Hollow

Lesson Focus: Find details about the setting, characters, and events from section four of the story, *The Legend of Sleepy Hollow*

Practice Focus: Write a narrative, using details about the setting, characters, and events, to finish a scene from the fourth section of *The Legend of Sleepy Hollow*.

Objective: Students will use the party scene 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 party event. Then, the student will write a narrative by extending the party scene based on the setting, characters, and events of section four.

Academic Vocabulary: legend, character, Revolutionary War, infer, setting, events, narrative

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

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: Party Events
- Chart with the last lines of the text: She had tricked him! Used him to make that horse-riding buffoon Brom Bones jealous. How dare she! Ichabod rushed from the house. He yanked his plow horse from the feedbag and swung his bony frame into the saddle.
- Teacher Packet for ELA, Grade 4, Lesson 9: Printed PPT deck or a way to display images from the PPT

Student Materials:

- Two pieces of paper
- Pencil
- Surface to write on
- The student packet for ELA, Grade 4, Lesson 9 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 fourth 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! 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</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>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 fourth part of a legend 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"> • 2 pieces of paper • Pencil • Surface to write on • The student packet for ELA, Grade 4, Lesson 9 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p>Intro (5 minutes)</p> <p>Remember in the previous three 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. Remember our example of something supernatural was ghosts – which I think we will hear more about in this lesson! 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. Which was almost 250 years ago!</p> <p>Today, we will continue our look at how the author uses words and phrases to describe the events, but instead of you describing the events, you are going to use the details to finish today's party scene. I will talk about how to use the words the author uses to think about the party events and the characters and setting of the party. Then, there will be time for you to practice thinking 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>As a quick review of our story so far, let's remember what we discussed about the events in the first three lessons. [Show slide L6-A] <i>The Legend of Sleepy Hollow</i> is set among the hills</p>	<p>Students recall information about legends from previous lesson.</p> <p>Students understand the gradual release</p> <p>Students listen to a review of lesson from previous lessons</p>

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. We have two main characters: Ichabod Crane and Brom Bones, both who have set their sights on Katrina Von Tassel. (Remember, if you set your sights on someone, you like them.) Ichabod is a thin school teacher who tries to win her over by singing to her. Brom is the town prankster and is known as the most eligible bachelor – meaning he is unmarried and available.

Together in our last lesson, we started writing an explanatory paragraph about the events in the story that you were to complete on your own. I finished my paragraph after our lesson. For those of you who weren't able to join us, it will catch you up on the events that happened in lesson 3. For those of you who have your paragraph, think about how yours is similar or different from mine. Here is what I wrote:

- In section three of *The Legend of Sleepy Hollow*, as retold by Kim Griswell, the author presented three main events: Ichabod realized Brom wanted 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 liked Katrina, too. Ichabod wanted Katrina's father's land, and he concluded he could get the land by marrying Katrina. To get Katrina to notice him, Ichabod tried to impress her at church by singing. As he sang he stared at Katrina. She not only stared back but also swayed toward him. Ichabod and Katrina left the church together where Katrina drew Brom's attention to them being together. Brom made mention of only recognizing Ichabod by his coattails. A few days after the church service, Ichabod received an invitation to a party at Katrina's house. When he received the invitation, he immediately started grooming, or getting himself ready, for the event and set his sights on Katrina's father's land. Section three of *The Legend of Sleepy Hollow* was packed with details about the three main events. I am anxious to see what happens as Ichabod arrives at the party!
- 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. As I always say, good writers are always trying to make their writing better. I could improve mine by adding more details about Ichabod singing in the church. I remember how Brom acted - he snorted, his eyes

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

<p>narrowed, and his jaw tightened. Those details would have set up how he reacted in the church yard.</p> <p>During our reading today, we will capture information about party events in the story- based on the words of the author. This will help us describe the events and use them to write our own narrative 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 party events at the top of one sheet of paper. We will use this as we read the story. [Show students teacher chart paper with Party Events at the top.] Let's begin! We left off yesterday when Ichabod was about to arrive at the Von Tossel party – Katrina's parents' home.</p>	<p>Students will prepare papers for the lesson.</p>
<p><u>Teacher Model/Read-Aloud</u> (15 minutes)</p> <p>Washington Irving's The Legend of Sleepy Hollow as retold by Kim T. Griswell. Part 4 [Show again sslide L6-A]</p> <p>The party was in full swing when Ichabod arrived. Farmers strutted about in their best homespun (which means not bought in the store) coats and breeches. Their wives swished along in calico (a type of fabric) dresses, while their daughters sported straw hats with fine ribbons. Their sons tugged at tails of short square-skirted coats with shiny brass buttons. Into the middle of it all rode Brom Bones on Daredevil. A gaggle (or group) of young girls soon surrounded him.</p> <ul style="list-style-type: none"> • The author is spending some time here describing the party scene so we can visualize it in our minds. • Let me reread the first line: The party was in full swing when Ichabod arrived. Have you heard this expression before? [Pause] If something is in full swing, it is well beyond just starting. In this case, most of the guests were probably already there, and the guests were enjoying themselves when Ichabod arrived. • If you have joined me in previous lessons, we have talked about coattails. Use what we have discussed to think about what where the sons are pulling. "Their sons tugged at tails of short square-skirted coats with shiny brass buttons." [Pause] Remember Brom talked about recognizing Ichabod by his coattail, which is the bottom of the back of a coat. So, the sons are pulling on the backs of their coats. 	<p>Students engage in the text with teacher – making meaning of the language used to describe the setting, characters, and smaller events within the party.</p>

- What do these sentences tell you about Brom? Into the middle of it all rode Brom Bones on Daredevil. A gaggle (or group) of young girls soon surrounded him. [Pause] It sounds like to me he was the center of attention because all the girls were standing around him.
- I can really visualize this scene in my head, but I want to be able to remember it later when I am writing my narrative, or story. Let's take a few notes about the setting, character, and events during the party to help us.
- We talked about the party being in full swing, so I am going to write that on my paper. Be sure to take notes as I do. [Write *full swing* on chart] I am going to make an S after it because it gives me some detail about the setting of the party.
- I heard the *guests were all dressed in their best clothes*. I am going to add that, too. Because it tells me about the characters, I am going to write a C beside it. [Add to chart]
- *Brom Bones at the center of attention* is important, too. I am going to add it with a C beside it, also, because it is about a character. [Add to chart.]
- Did you add these to your chart, too? Having some details to reference how this author gave us information about the setting, characters, and events, will help when you write your own narrative, or story.

Katrina Van Tassel watched tight-lipped from the front porch. When she caught sight of Ichabod, she waved buoyantly, her tight lips loosening into a too-broad smile. "Mr. Crane! I am so glad you came. Do come inside."

Brom Bones reared his horse. Daredevil's front hooves flailed. "Show off while you can," Ichabod chuckled to himself. "Your days as a guest at the Van Tassel estate are about to end."

- Hmmm... Katrina is watching Brom Bones and the gaggle, or group, “tight-lipped” from the porch. What can you infer that means? [Pause] When I am tight-lipped, I am either thinking hard or upset about something. I am wondering if Katrina might be a little upset about the girls around Brom – maybe she is a little jealous! I think this because she went from tight-lipped to a too-broad smile – like perhaps she is faking her smile. We’ll see. I am going to write

Student writes details on their own paper with teacher.

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<p><i>Katrina</i> - <i>too-broad smile</i> on our chart with a C beside it beside it is about a character. I am also going to write <i>porch</i> with an S because it tells about the setting. [Add to chart]</p> <ul style="list-style-type: none"> • What can you infer about Ichabod's words under his breath to Brom? [Pause] Because he says, "Your days as a guest at the Van Tassel estate are about to end," I think <i>Ichabod already thinks he has won Katrina</i>. I am going to add that to our chart with an C beside it because it is about a character. [Add to chart.] <p>[Show L9-A] Ichabod followed Katrina to the banquet table (which is a really long table). She stood in open-jawed awe (meaning her mouth was open) as he heaped his plate with broiled fish, roasted chicken, and boiled beef. Then she bade (or told) him enjoy his meal and took her leave. Ichabod imagined himself lord of the manor, sending her off to attend to their guests. Then he helped himself to honey cakes, crumbling crullers, and slices of peach and pumpkin and apple pie. He ate and ate until his stomach burst the button on his dusty black jacket.</p> <ul style="list-style-type: none"> • What did you take about from this section about the setting? [Pause] I heard that there were <i>piles of food!</i> [Add to chart] • I want to look at this line a little closer: "Ichabod imagined himself lord of the manor, sending her off to attend to their guests." What does this tell you about Ichabod? [Pause] I know a lord is someone who rules, and a manor is another name for a large house, so I can tell he is already thinking about himself being the owner of Katrina's father's house. He is also thinking about lording over Katrina because he talks about "sending her off to attend to their guests." I am going to add <i>Ichabod imagined himself as the lord of the manor</i> and place a C after it because it is about a character. [Add to chart.] <p>After supper, Ichabod joined the men in the drawing room. He listened with great interest to their tales of haunted fields, haunted brooks, haunted bridges, and haunted houses.</p> <p>"See here, Crane!" Farmer Van Tassel held up a work-worn hand. "A man of learning, such as yourself, must have a head filled with more than local legends."</p> <p>"Oh, indeed." Ichabod nodded and his head bobbed along. "I am a great reader of books. My favorite is Cotton Mather's</p>	<p>Student writes details on their own paper with teacher.</p>
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History of New England Witchcraft. History,” he said, “explains so much.”

- **Drawing room.** That is a great setting to add to this party event. [Add to chart and place an S after it.] During the Revolutionary War period and sometimes still today, a large room that is meant for entertaining is called a drawing room. It does not mean they were literally drawing.
- Did you hear their topic of conversation? Everything haunted! What is the word we have been talking about that would label the topic of their conversation? [Pause] Did you remember the word supernatural? Great word to add as a detail! [Add *supernatural conversation* to the chart] I think I will label it with an e because it is an event at the party. [Label on chart]
- We are picking back up in the middle of the men’s supernatural conversation.

[Show L9-B] *What* history explained, he never said. For at that moment, Katrina walked into the room. “Can I bring you anything, Father?” she asked.

“No. Thank you, my dear.” The farmer patted her smooth white hand. “Go and enjoy yourself with your friends.”

As Katrina left the room, the schoolteacher’s heart thudded. What would it be like to hold that soft white hand?

“Mr. Crane,” Brom Bones interrupted the teacher’s thoughts. “Have you heard about the night my Daredevil outran the Galloping Hessian (Hessian is the name for a German soldier)?”

“No.” Ichabod’s nose twitched like a rat’s on the scent of spoiled cheddar. “I have not.”

“Well.” Brom Bones leaned forward. “It happened on a night much like this one. I was on my way home from a party at this very farm. I had just passed the church and was headed for the bridge that crosses the stream into Sleepy Hollow when I heard hoofbeats at my back.”

Ichabod’s glassy green eyes went wide. “Hoofbeats?”

“Indeed.” Brom nodded. “Louder and louder they came. It was none other than the Headless Horseman.” Brom glanced at the schoolteacher with a wink and a nod. “I was near the

Student writes details on their own paper with teacher.

churchyard where the fiend (another name for demon) is buried. Up ahead was the one-lane bridge. At my side was the ghost."

- This is some awesome information for us to record. What is happening here? [Pause] Yes! Brom is basically telling a ghost story about the time he claims he saw The Headless Horseman! [Add *Brom told Headless Horseman story* to chart] Because this is another event, I am going to label it with an e.
- I am going to reread a line. Think about what this tells you about how Ichabod is responding to the story.
 - "No." Ichabod's nose twitched like a rat's on the scent of spoiled cheddar. "I have not."
 - [Pause] I think Ichabod does not like the idea of hearing the story because he scrunches his nose like he is smelling spoiled cheddar, which is a type of cheese.
 - Add *Ichabod does not want to hear the Headless Horseman story* to your paper. I am placing a C after it because it is about a character. [Add to chart]
- We also heard more about hoofbeats. Why is this important in the story? [Pause] For those of you who are following through with all the lessons, you might remember that haunted hoofbeats was a sound in Sleepy Hollow at night. Also, hoofbeats were heard when Ichabod met a horseman at night near the same place Brom is describing. Remember... it scared him so badly that he raced home and locked his door.
- What was Ichabod's reaction to this? [Pause] The text says his glassy eyes went wide. Because your eyes go wide when you are scared, I think he was scared because he remembered his own night of hearing the hoofbeats. Let's add - *the talk of hoofbeats scared Ichabod* and write a C after it for character. [Add to chart]

Ichabod glanced around. With Brom Bones spinning (or telling) the story and the other men listening, surely he could slip away. It was time to make his case to the fair Katrina. (This means he is going to tell her how he feels.) The teacher edged toward the door, hoping his exit would go unnoticed.

He found Katrina alone in the parlor (smaller room in a house for entertaining), and drew the door closed behind him. What happened in that room? No one knows. But a few short minutes later, Ichabod Crane stormed into the hall. His face

Student writes details on their own paper with teacher.

<p>was moon-pale. His fists were clenched, and his great saucer ears were as red as smashed tomatoes. She had tricked him! Used him to make that horse-riding buffoon Brom Bones jealous. How dare she! [Show L9-C]</p> <p>Ichabod rushed from the house. He yanked his plow horse from the feedbag and swung his bony frame (or body) into the saddle.</p> <ul style="list-style-type: none"> • Oh my! What a turn of events! I must add that <i>Ichabod told Katrina how he feels</i> to our chart! [Add to chart] I am adding an e for event. • How does Ichabod feel when he leaves the parlor and how do you know? [Pause] I think he is upset. His face is described as moon-pale. His face probably lost color because he was shocked! Also, his fists are clenched, his ears are red, and he leaves immediately. All signs he is upset! I am going to write <i>Ichabod was upset after talking to Katrina</i> with a C beside it for character. [Add to chart] • Ichabod realizes that he has been used by Katrina. Why does she use him? [Pause] To make Brom Bones jealous! [Write <i>Katrina used Ichabod to make Brom Bones jealous</i> on the chart.] 	<p>Student writes details on their own paper with teacher.</p>
<p>Guided Practice (4 minutes)</p> <ul style="list-style-type: none"> • Fantastic! Look at all the notes we captured about the party [Refer to charts] We have thought deeply about how the author is providing us with details about the setting, characters, and smaller events that were happening at the party. It is going to be so much fun to write from these details. • Look at your chart. Let's review what we have. For setting, we captured... [read directly the setting details from the chart]. • And for characters, here are some the details we felt were important from the party...[read directly the character details from the chart] • For events that occurred within the party, we wrote ...[read directly the event details from the chart] • Think about how all the details about setting, character, and smaller events within the party worked together to make it interesting to read. • This lesson is not the end of our story. We have one final section to read in our next lesson. We are leaving off with Ichabod leaving the party. What do you think might happen next? 	<p>Students follow along and think and act as instructed, gradually gaining confidence to write their own narrative by extending the details from the texts.</p>

<ul style="list-style-type: none"> • I want you to turn your paper over. I am going to ask you a few questions and what you to jot down the answers to help you prepare to write your narrative: <ul style="list-style-type: none"> ○ Using the details you have written on your paper, how might you use them as clues to what happens next? Circle 4 details we recorded today that will be helpful in your own writing. [Pause] ○ What will Ichabod do? [Pause] ○ How will Brom react to Ichabod leaving? [Pause] ○ Will Katrina react? [Pause] ○ What is your setting? Will your setting be at the party or will it move someone else? [Pause] • In your writing I really want you to think about how you will describe the setting, characters, and other smaller events to finish the story. • Because we are writing a narrative (or story), I want to review what makes a good 4th grade narrative. <ul style="list-style-type: none"> ○ Consider how you will organize your ending so it makes sense with what occurred at the party. ○ How might you add dialogue, or people talking? ○ How will you use transitional words? ○ Be sure to use your best grammar and punctuation. 	
<p><u>Independent Work</u> (1 minute)</p> <p>Now, it is your turn to write! I want you to write an ending to the story using the details from our chart about setting, character, and events. Start from these lines [Show chart]:</p> <p style="padding-left: 40px;">She had tricked him! Used him to make that horse-riding buffoon Brom Bones jealous. How dare she!</p> <p style="padding-left: 40px;">Ichabod rushed from the house. He yanked his plow horse from the feedbag and swung his bony frame into the saddle.</p> <p>Remember, the chart you created with me about the party will be very helpful to use. Have fun! I wish I could read your story!</p>	<p>Students will complete the narrative independently by using the details captured during the lesson.</p>
<p><u>Closing</u> (1 min)</p>	

I enjoyed reading about the events in section four 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!	
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