

ELA: Grade 4, Lesson 7, The Legend of Sleepy Hollow

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

Practice Focus: Write an explanatory paragraph to describe how the author describes two characters: Ichabod Crane and Brom Bones

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 phrases to describe the characters. Then, the student will write an explanatory paragraph on how Kim Griswell, the author, describes the two main characters: Ichabod Crane and Brom Bones.

Academic Vocabulary: legend, character, Revolutionary War

TN Standards: 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 with setting descriptions from the previous day
- Two pieces of chart paper labeled: Ichabod Crane and Brom Bones
- Chart with these sentences: ***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.*** Note: Create the chart so you can unfold or uncover to reveal the sentences at the /.
- Teacher Packet for ELA, Grade 4, Lesson 7. Teacher will need the printed PPT deck or a way to display images from the PPT digitally.

Student Materials:

- Three pieces of paper
- Pencil
- Surface to write on
- Your setting and Ichabod Crane papers from yesterday, if you have it
- Explanatory paragraph about the setting from yesterday, if you have it
- The student packet for ELA, Grade 4, Lesson 7 which can be found at www.tn.gov/education

Teacher Do	Students Do
Opening (1 min) Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out there, though everyone is welcome to tune in. This lesson is the second in this week’s series. My name is ____ and I’m a ____ grade teacher in Tennessee	Students gather materials for the lesson and prepare to engage with the lesson’s content.

<p>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 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>Ok, let's begin!</p> <p>Today, we will continue to read <i>The Legend of Sleepy Hollow</i> 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"> • Your setting and Ichabod Crane papers from yesterday. • Three new pieces of paper • Explanatory paragraph about the setting from yesterday, if you have it • Pencil • The student packet for ELA, Grade 4, Lesson 7 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p><u>Intro</u> (4 minutes)</p> <p>Remember yesterday we talked about what a legend is. [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. As we get further into the story, we will think about what elements make this story a legend.</p> <p>We will begin with me showing how to use the words the author uses to think about the characters. Then, there will be time for you to practice writing about the characters 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>[Show Slide L6-A] As a quick review of our story so far, I am</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</p>

going to read you the explanatory paragraph I wrote from yesterday. For those of you who weren't able to join us, it will catch you up on the setting of this story. For those of you who have your paragraph, think about how yours is similar or different from mine.

- [Show image L6-B] Sleepy Hollow is the setting of story The Legend of Sleepy Hollow. It is located on a river and is described as "nestled in the crook of a cove", just beyond the village", and "hidden between high rolling hills". Sleepy Hollow is very different in the day and night. In the day, the birds, brook, and wind make peaceful noises, but the noises change at night. Pounding hooves haunt the night. The author shares a Native American legend that provides more information about the setting. In the legend, a wise man enchants Sleepy Hollow to protect it from a curse, but the curse is broken during the Revolutionary War, when a cannon ball strikes and kills a soldier by blowing off his head. The soldier roams each evening in Sleepy Hollow looking for his head. [Show image L6-C] Finally, the setting moves forward ten years to a one-room schoolhouse that "teetered on the edge of Sleepy Hollow". The setting of Sleepy Hollow developed by the author is very interesting, and I can't wait to hear about the characters move around in the setting of Sleepy Hollow.
- Take a moment. How was yours the same or different from mine? [Pause] After reading mine out loud, I think I would like to go back and add some information about the actual date. Good writers are always trying to make their writing better. Because I remember the setting is 10 years after a battle of the Revolutionary War – or the war American fought with Great Britain, I think I would add the date of 1785 to my setting description.

During our reading today, we will capture details about two characters in the story- based on the words of the author. Characters are the people in the story. We want to think about what we know about the characters by the details the author provides us. Go ahead and write Ichabod Crane at the top of one sheet of paper. On the second sheet of paper, write Brom Bones. We will use these as we read the story. [Show students teacher chart paper with the characters at the top.] Let's begin!

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>Teacher Model/Read-Aloud (16 minutes)</p> <p>Washington Irving’s The Legend of Sleepy Hollow as retold by Kim T. Griswell. Part 2 [Show Slide L6-A: inserted again, teacher does not need to scroll back]</p> <p>Ten years passed. The soldier’s flesh and bones turned to dust, but stories of this hauntings grew. Into this haunted hollow came a scarecrow of man with ears as big as saucers and a tiny head that bobbed atop a spindly neck. Long arms dangled from his shirtsleeves. When he walked, his baggy clothes flapped as if a strong wind blew around his stick-thin frame. His name was Ichabod Crane. He came to Tarry Town to teach in the one-room schoolhouse that teetered on the edge of Sleepy Hollow.</p> <ul style="list-style-type: none"> • Ooooo... it is getting creepy already. Let me read this again, “The soldier’s flesh and bones turned to dust”. What do you think that means? [Pause] My guess is that he is buried and rotting away. Remember, this is the soldier from the legend who rides around at night looking for his head! Hmm... let’s look at our definition of legend. If he is dead and looking for his head, what part of the definition does this fit? [Pause] If you remember from our first lesson, the word supernatural means like ghosts. So, the soldier looking for his head as a ghost is one characteristic that makes this a legend. [Point to supernatural on legend chart.] • Now let’s talk about the introduction to Ichabod Crane – [Write each of these and then explain your thinking after writing each one.] I want you to write these on your Ichabod character paper with me. <ul style="list-style-type: none"> ○ <i>scarecrow of man</i> – I can just imagine Ichabod as a scarecrow, can’t you? ○ <i>ears as big as saucers</i> – Saucers are the little plates that go under a teacup. Can you imagine him with ears that stick out as far as the little plates, or saucers? ○ <i>a tiny head that bobbed atop a spindly neck</i> – Spindly. Have you heard this word before? When you walk up stairs, the wood pieces that line the stairs and protect you from falling are called spindles. The author is telling us that his neck was long and thin by comparing it to the spindles. ○ <i>long arms dangled from his shirtsleeves</i> – Dangle means to hang down so his arms were hanging down from his shirt sleeves. I 	<p>Students engage in the text with teacher – making meaning of the language used to describe the characters.</p> <p>Students connect to the legend definition.</p> <p>Student writes character details on their own paper with teacher.</p>
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<p>imagine that his sleeves did not come to his wrists.</p> <ul style="list-style-type: none"> ○ baggy clothes flapped ○ stick-thin frame – putting the last two together makes me think he was so thin that he couldn't find clothes to fit. <ul style="list-style-type: none"> • The author packed this paragraph with many phrases to physically describe Ichabod. Take one minute and do a quick sketch of what he looked like based upon these physical descriptions. [Pause one minute.] Now, let's look at this artist's illustration of Ichabod. [Show image L7-A] • Point to each description as you read again from the chart: <ul style="list-style-type: none"> ○ scarecrow of a man, ○ ears as big as saucers, ○ a tiny head that bobbles on a spindly neck ○ long arms dangled from his sleeves. I thought of this one a little differently than the illustrator. This illustrator has his sleeves going past his wrists. ○ Baggy clothes flapped. Interesting. This illustrator made the clothes form fitting – or not baggy. ○ Stick thin frame. Yes, he looks very skinny beneath those clothes. <p>Ichabod Crane settled quickly into a routine. His green, glassy eyes watched his small band of students to catch them in the slightest infraction. A few minutes tardy, (which means late)? Into the corner! A misspelled word? Spell it gain, one hundred times! Toys in the classroom? Poppuns, whirligigs, little paper gamecocks went straight on the teacher's desk. And no amount of pleading could convince Ichabod Crane to return his students' treasures.</p> <ul style="list-style-type: none"> • Have you heard of popguns, whirligigs, and little paper gamecocks? All those are toys that children during the Revolutionary War time would play with. • Based upon how Ichabod treats the students, what can you infer about him as a teacher? Infer means to use what you know with what the text says. [Pause] I think I would describe him as strict. Let's add that to our chart. [Add strict teacher to the chart.] I think he is strict because if you are late, you go to the corner. If you misspell a word, you write it 100 times. Also, he would not give back any of the toys he captured in class. 	<p>Students add to their chart about character.</p>
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- In the next paragraph, see what you can infer about the time of year. Remember – use what you know with what the text says.

At the end of the school day, Ichabod Crane headed to the attic room he rented from Farmer Van Ripper. The walk took him along the stream, its edges just starting to crisp with ice. Frigid wind wailed through the woodland and stung his saucer-shaped ears. He shrugged his coat higher on his shoulders (which only served to make his bony wrists colder).

- What did you notice about the time of year? [Pause] I am think it is probably late fall. The author mentions that the stream's edges are starting to turn to ice. Also, the author uses the word frigid to describe the wind. I know frigid means cold – especially since the wind stung Ichabod's ears.
- Did you learn anything new about Ichabod? [Pause] I heard that he rents a room from Farmer Van Ripper. Let's add to our Ichabod chart. [Add to chart.] During the Revolutionary War time period, it was common for someone to rent a room in a house.

[Show L7-B] Twilight fell; the locals called it “the witching hour.” As the sun dipped below the hills, trees turned to ghouls. Bushes rustled and leaves crackled. With every ominous sound, Ichabod's ears turned. His tiny head bobbed and swayed, first one way, then another. Shivers crept like bony fingers up his spine. All Ichabod could think to do was to sing psalms, or songs. He hoped the words would drive the shadows back to where they belonged.

- Twilight fell. Let me reread the sentence and see if we can determine the meaning of twilight. Twilight fell; the locals called it “the witching hour.” As the sun dipped below the hills, trees turned to ghouls. What do you think twilight means? [Pause] I heard the sun is dipping behind the hills; that makes me think twilight means late in the evening – right before dark.
- I heard more examples of descriptors of legends. [Point to supernatural on legend chart.] Did you hear the “witching hour” and “ghouls”? Those are other examples of supernatural.
- Ominous is another interesting word. The text says, “With every ominous sound, Ichabod's ears turned.” I think ominous means it is a scary sound because Ichabod kept turning his head to hear the sounds and shivers ran up his spine.

Students add to their chart about character.

Students add to their chart about character and reflect on legend definition.

<p>What can we infer about Ichabod from this paragraph? [Pause]. Do you think he is afraid? That is what I was thinking – especially because he hoped his psalms, or songs, would scare away the shadows. Let’s add to our chart. [Add <i>scared at twilight</i> to the chart.]</p> <p>He hoped the words would drive the shadows back to where they belonged. It did not work. As Ichabod rounded a corner, a great black beast thundered down the road. “Out of the way!” cried a voice. “Mischief is afoot (which means happening) this night!” More horses followed, breath steaming, hooves pounding.</p> <p>Ichabod ran, his coattails flapping, not stopping to breathe until he’d slammed the door of his attic room behind him.</p> <ul style="list-style-type: none"> • Oh, interesting... do you remember where we heard about horses’ hooves. In our first lesson, do you remember that horses hooves were heard at night... and we talked about how scary the night was? • Why do you think Ichabod slammed the door? [Pause] I inferred here that Ichabod is still scared because he did not stop and was out of breath so he slammed the door to keep something away from him. • As we read this next section, listen for how Ichabod is useful to the valley’s farmers. <p>That weekend, Ichabod made himself useful to the valley’s farmers. He pitched hay into wagons, hammered nails into sagging fences, and stacked wood beneath slanted sheds. As he worked, his greedy ears gathered gossip to carry from farm to farm like corn in a basket.</p> <ul style="list-style-type: none"> • How does Ichabod make himself useful to the farmers? [Pause] He pitched hay, mended fences hammered nails, and stacked wood. Let’s add to our chart: helped the valley’s farmers. [Add to chart] • You might have heard of personification in school. It is where an author gives human qualities to something that is not human. I am going to reread a sentence. See if you hear an example where something that is not human is given human qualities. “As he worked, his greedy ears gathered gossip to carry from farm to farm like corn in a basket.” How interesting! “His greedy ears gathered gossip” Can ears gather, be greedy, or carry? Nope. 	<p>Students connect back to the setting and infer information about Ichabod.</p> <p>Students add to their chart about character and think about how personification is used.</p>
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<p>But it makes the writing so much more interesting. The author is telling us that Ichabod likes to gossip by the interesting way he makes the ears seem human, or uses personification.</p> <ul style="list-style-type: none"> Let's connect some thoughts here. Why did Ichabod help farmers? [Pause] He likes to gossip! We certainly need to add that note to our chart. [Add to chart.] We'll continue. Brom Bones, another character, is about to be introduced. <p>The farm wives flocked to him like hens, clucking at tales of their neighbors' doings. When the schoolteacher told them of the horsemen he'd seen, one portly, or large, goodwife shook her head.</p> <p>"Ay, that would be Brom Bones and his gang!" she chuckled. "The young man is well loved 'round these parts, through he's a bit of a prankster."</p> <ul style="list-style-type: none"> What do you know about the farmers' wives based on the section? Why? [Pause] They enjoy gossip! The author compares them to hens. Have you ever seen hens? They like to stay together. So when Ichabod is around, they stay around him to hear the gossip. One farmer's wife tells Ichabod who the horseman was that scared him. Who was it and why did she think that? [Pause] She says was Brom Bones because he is a prankster. Let's start adding to our Brom Bones chart. [Add <i>farmer's wife said Brom was the horseman and prankster</i> to the chart.] Listen for other characteristics of Brom Bones. <p>"Brom Bones?" Ichabod's eyebrows twitched. "A rather odd surname." (Surname just means last name.)</p> <p>"Ah!" The goodwife waved a hand. "Just a nickname he's earned for his strong broad shoulders. The young man's family name is Van Brunt."</p> <p>Brom, if the women were to be believed, was the most eligible bachelor of Sleepy Hollow. With his herculean strength, he could raise a barn in a single day. He was wrestling champ of the county, as well. And when seated on a horse, no rider could catch him.</p> <p>Ichabod had seen his type before. Every village along the Hudson River had his favorite son. They were all the same – red-faced and good-humored, with brains no bigger than the</p>	<p>Students add to their chart about character.</p> <p>Students add to their chart about character.</p>
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peas they planted.

“That boy loves only two things,” said the goodwife. “His horse, Daredevil, and young Katrina Van Tassel.”

- Whew, we have a big introduction to Brom Bones in this section.
- I am going to reread one of the paragraphs that I want us to dig into.

Brom, if the women were to be believed, was the most eligible bachelor (or unmarried man) of Sleepy Hollow. With his herculean strength, he could raise (or build) a barn in a single day. He was wrestling champ of the county, as well. And when seated on a horse, no rider could catch him.

- How do the women feel about Brom? [Pause] Eligible bachelor means that he was unmarried and did not have a girlfriend. I know the women talked about him because the texts says, “if women were to be believed” and the word “most” was put in front “eligible bachelor”. He was the most eligible bachelor – meaning of all the unmarried men, they liked him most. I think I will add that to my chart. [Pause]
- What did you hear about Brom’s athletic ability? Did you hear the author use the word “herculean” to describe his strength? Because I know Hercules is very strong, that helps me know more about how strong – especially since he could build a barn in a day! [Add *herculean strength* to Brom chart]
- I am also going to add that he was a wrestling champ to the chart. [Add to chart.]
- I know he was a fast rider on a horse, too, because it said no rider could catch him [Add to chart.]
- I noticed the author uses what Ichabod thinks of Brom to give us details about Brom. “...brains no bigger than the peas they planted”. What do you think Ichabod means by this? [Pause] If you know how small a pea is – tiny, Ichabod thinks Brom has a tiny brain. I can infer that Ichabod probably thinks Brom is not very smart because he says his brain is tiny. [Add *Ichabod to thinks he isn’t smart* to Brom chart.]
- One last sentence tells us two things important about Brom: “That boy loves only two things,” said the goodwife. “His horse, Daredevil, and young Katrina Van Tassel.”
- I am going to add to our chart *loves his horse, Daredevil* and *loves Katrina Van Tassel*.

<p>Guided Practice (4 minutes)</p> <ul style="list-style-type: none"> • Wow! Look at all we learned about the two characters, Ichabod and Brom today! [Refer to charts] We have thought deeply about how the author is providing us with details about each character. I am anxious to see what happens with these two! Now, I want us to prepare to write about what we have captured about the characters. • Just like the last lesson, we are going to write an explanatory paragraph; however, today's paragraph will be about the characters. Think about how the author, Kim Griswell, described the characters in <i>The Legend of Sleepy Hollow</i>. We will start together, and you will finish it on your own after the lesson. • Let's look back at character charts: one for Ichabod and one for Brom. Do you see a way we might organize the information about Ichabod? Do you see how we might group our thoughts? Jot some ideas in the margins about how they might be grouped. [Pause] Hmmm... these first few on Ichabod are about how he looks. I am going to write that in the margin. [Draw a bracket around the details that give information about Ichabod's looks and in the margin – write looks] • Then, I see, here, that the author moved to ways Ichabod acts or things he does. [Bracket the rest and mark <i>act or does</i>".] • So far, we have divided Ichabod's details into two categories – what he looks like and how he acts or things he does. • Look at Brom. I am wondering how we might group these. Read your list and see what you think. Make notes in your margin as you have ideas. [Pause] • This one is a little more difficult. Let's see... these three stand out to me as details about Brom's physical ability. [Put a bracket around herculean strength, wrestler, and riding champ. Write physical ability in the margin.] • Let's mark these as two things Brom loves. [Put a bracket around horses and Katrina. Write in margin] • That leaves us with three more – prankster, most eligible bachelor, and not smart. You know... these are all ways others thought of Brom. The wife said he was a prankster, the women said he was the most eligible bachelor, and Ichabod said he wasn't smart. I am going to draw arrows and write that– ways others 	<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>Students categorize the character descriptions.</p>
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<p>thought of Brom. [Draw arrows and write category.]</p> <ul style="list-style-type: none"> • Now that we have considered our categories, I know one of the first things I need to do 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, described the characters Ichabod Crane and Brom Bones, using details from the story. Say it out loud until you get it how you want it. [Pause] • Let's see... I think I would write something like this: [Hold up chart paper folded so students can only see first sentence.] In <i>The Legend of Sleepy Hollow</i>, as retold by Kim Griswell, the author presents two main characters – Ichabod Crane and Brom Bones. • We are now going to work together to describe Ichabod and then you will finish describing Brom Bones on your own. • I think we should begin by describing how Ichabod looks. Take a moment and start putting together your thoughts out loud. [Pause] Here is what I am thinking: 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." [Show chart with sentence.] • Think next about how you might put together sentences about how Ichabod acts or what he does. Say it out loud to yourself. [Pause] 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. [Show chart with sentence.] • Let's reread what we have written. [Reread the sentences.] 	<p>Students write introduction with teacher support.</p> <p>Students write about Ichabod with teacher support.</p>
<p>Independent Work (1 minute)</p> <p>Now, it is your turn to write! I want you to finish our paragraph by describing Brom Bones and writing a concluding sentence. You have three ways from your chart to describe him: how others see him, his physical ability, and things he loves. Be sure to use details we discussed from the text. 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 adding a description of Brom Bones and a conclusion.</p>
<p>Closing (1 min)</p> <p>I enjoyed reading about the characters in <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</p>	

Tennessee's At Home Learning Series! Bye!	
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