

About the Book

Text Type: Fiction/Folktale Page Count: 16 Word Count: 840

Book Summary

Introduce readers to one of the world's most famous spooky tales with this retelling of *The Legend of Sleepy Hollow*. Ichabod Crane, his rival Brom Bones, and the girl they both admire, Katrina Van Tassel, attend a party, where Brom Bones tells everyone to look out for the Headless Horseman. As Ichabod rides home that creepy night, he sees a mysterious rider—without a head. Readers will race along with Ichabod to the chilling and mysterious conclusion.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Identify story elements
- Identify the sounds of vowel diphthong /ow/
- Recognize and understand the use of commas to separate dialogue
- Recognize and understand similes

Materials

Green text indicates resources are available on the website.

- Book—*The Legend of Sleepy Hollow* (copy for each student)
- Chalkboard or dry-erase board
- Make, revise, and confirm predictions; story elements; similes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: *haunted* (adj.), *mischief* (n.), *mustered* (v.), *scorched* (adj.), *stunning* (adj.), *vanished* (v.)
 Enrichment: *bellowed* (v.), *fawned* (v.), *shrieked* (v.)

Before Reading

Build Background

- Write the words *Ghost Stories* on the board. Ask students what comes to mind when they think about ghost stories, or spooky tales. Discuss or explain that spooky tales are fantasies—they have often been told for many years as a form of entertainment when camping or when the electricity is out because of a storm, or they have been passed down through many generations as a part of someone's culture.

- Show students the cover of the book, and read the title. Explain that a legend is an old story that is believed to be true, but cannot be proven. Students may be familiar with the title or the story because of cartoons, movies, and so on. Have volunteers share their background knowledge of the story.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers often make predictions, or guesses, about what will happen in a book on the basis of the series of events and what the characters say, do, and think in the story. As they read the story, readers make, revise, and confirm predictions on the basis of what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model using the title, front cover illustration, and title page illustration to make a prediction.
Think-aloud: To make my first prediction, I think about the title of the story, The Legend of Sleepy Hollow. I have heard this title before, but I wonder where Sleepy Hollow is and what the legend is. When I look at the front cover illustration, I see a very frightened man on a horse being chased by another horseman whose head appears to be on fire! I wonder who these people are. On the title page, I see the same frightened man and another horseman in the dark distance. Maybe the man is frightened because he thinks the other horseman is going to rob him. I'll have to read the book to find out.
- Introduce and explain the **make-revise-and-confirm-predictions worksheet**. Create a similar chart on the board. Model writing a prediction in the *Make* column, such as *There is a scary horseman who robs people.*
- Invite students to make a prediction on the basis of the cover illustration and write it on their worksheet in the *Make* column. Share and discuss the predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: Identify characters, setting, and plot**

- Explain that fictional stories contain five different elements. Write the following on the board: *characters, setting, problem, events, and solution*. Explain to students that the characters are the people in the story, and the setting is when and where the story takes place. Explain that a writer usually poses a problem to one or more characters and that the rest of the story revolves around solving the problem. Often, the problem, events, and solution are together called the *plot*.
- Ask students to turn to page 3. Read this page aloud as they follow along silently. Discuss with students the story elements that were disclosed on the first page of the story, such as the setting (Sleepy Hollow, the party at the Van Tassel home) and the characters (Ichabod Crane and Katrina Van Tassel). Discuss with students how there may be a hint at the problem: *Sleepy Hollow is haunted.*
- Point out that as the story progresses, the elements will be added to and expanded upon.
Think-aloud: To better understand what is happening in a book, I look for the elements of the story. Knowing who the main character is, where the story takes place, and what the problem might be will help me understand and enjoy the story as I read about the characters, the setting, and the plot.

Introduce the Vocabulary

- Write the following words on the board: *bellowed*, *haunted*, *mischief*, *mustered*, *stunning*, and *vanished*. Have students clap or count the number of syllables as you read the words aloud. Explain how to use word-attack strategies to read words with more than one syllable. For example, have students find the word *bellowed* on page 8. Suggest to students that they can look for base words, prefixes and suffixes, and other word parts to help them say a difficult word (such as *bell-owed*).
- Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. For example, point out the word *vanished* on page 15. Read aloud the first paragraph. Ask them to use that information to think about what *vanished* means. Have them identify a word that means the same thing as *vanished*, on the basis of the context of the preceding sentences (*disappeared*).
- Remind students that they should check whether unfamiliar words make sense by rereading the sentence in which they appear. Reread the sentences that the content words appear in, asking students to substitute words that might mean the same thing as the content words. Ask students if the substitute words makes sense in those sentences.

Set the Purpose

- Have students read to find out more about the legend of Sleepy Hollow. Remind them to stop after every few pages to predict what might happen next, or to confirm or revise their predictions.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 4. Encourage those who finish early to go back and reread. Ask students to stop and think about the events that have happened so far in the story.
- Model making a prediction.
Think-aloud: Before reading, I predicted that one of the horsemen in the cover illustration might rob the other horseman. Pages 3 and 4 did not provide any information about my prediction, so I will leave this blank on my worksheet for now. I did learn about some characters: Ichabod Crane, who likes Katrina Van Tassel, and Brom Bones, a big bully-type guy who also likes Katrina. I predict that next, I will read about Ichabod and Brom getting into some type of fight over Katrina. I will write this new prediction on my chart in the Make column.
- Have students review the prediction they made before reading. Have them write a revised prediction next to the first prediction on their worksheet, place a checkmark in the *Confirm* box if their prediction was correct, or make a new prediction and write it on their worksheet in the *Make* column.
- Have students read pages 5 and 6. Model identifying story elements.
Think-aloud: I learned on pages 3 and 4 who the main characters in the story are and what the setting is. As I keep reading, I will learn more and more about the problem: Brom is jealous of Ichabod dancing with Katrina. I will have to keep reading to see if there are any other problems and how they get solved.
- **Check for understanding:** Have students read to the end of page 8. Remind them to use the illustrations, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, or confirm their predictions on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised. Reassure students that predicting correctly is not the purpose of this reading strategy.
- Have students read the remainder of the book. Encourage them to continue making predictions and looking for other story elements as the story unfolds.

Lesson Plan *(continued)*

The Legend of Sleepy Hollow



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I predicted that Ichabod and Brom would get into a fight over Katrina. That is not what happened—instead, Brom told a scary story about a headless horseman to scare Ichabod. I can also now return to my very first prediction and see that it was incorrect as well. I now know that the frightened-looking horseman is Ichabod Crane and the other is the Headless Horseman. The ending is a mystery, but we know Ichabod disappeared, so I don't think he got robbed.*
- **Independent practice:** Have students complete their make-revise-and-confirm-predictions worksheet. Ask them to explain other predictions they made while reading; ask if they were surprised by the ending. Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. If time allows, ask students to explain how making, revising, and confirming predictions helped them understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students what other story elements they identified as they read. Introduce and explain the [story elements worksheet](#). Review and discuss who the characters are and what the setting is.
- **Independent practice:** Have students complete the story elements worksheet, writing in their ideas about the problem and solution. If time allows, compare and discuss their responses aloud.
- **Enduring understanding:** In this book, you read a spooky legend that has been told for many generations and has a mysterious ending. Now that you have read about Ichabod Crane and the Headless Horseman, why do you think people enjoy and share stories like this, even though they are scary?

Build Skills

Phonics: Vowel diphthong /ow/

- Write the following words on the board: *hollow, tomorrow, bowl*. Say each word aloud as you run your finger under it.
- Point to the *ow* letter combination in each word and explain to students that sometimes letters combine to stand for one sound. In these words, the *o* and the *w* combine to make the sound they hear, like the long /o/ sound.
- Write the *ow* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Explain to students that *ow* can often have another sound, like the /ou/ sound in *cow* or *now*.
- **Check for understanding:** Make a two-column chart on the board and ask students to help you sort the words just discussed by sound.
- **Independent practice:** Challenge students to find other words with the *ow* diphthong in the book (for example, *bellowed* on page 8 and *plow* on page 10), and have volunteers come to the board and write them in the appropriate column of the chart.


Grammar and Mechanics: Commas to separate dialogue


- Have students turn to page 5. Write the following sentence on the board and ask a volunteer to read it aloud: *"I'd love to dance," Katrina said.*

Lesson Plan *(continued)*

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- Ask another volunteer to tell who is speaking and what words were spoken. Underline *Katrina*, and circle the quotation marks.
- Review or explain that quotation marks are placed before and after the exact words a character says. When characters speak in a story, it's called *dialogue*.
- Explain to students that one more punctuation mark is needed when there is dialogue: a comma. Circle the comma in the sentence on the board, and explain that a comma is used to separate the speaker's words from the rest of the sentence. Point out the period at the end of the sentence.

 Ask students to turn to page 6. Read aloud the first sentence in the second paragraph, "*I'll tell you the scariest ghost story of all,*" *boasted Brom Bones*. Ask students to underline who is speaking (Brom Bones). Next, ask them to circle the words he says and to make a box around the comma. Point out the remainder of the sentence (*boasted Brom Bones*) that comes after the comma.

 **Check for understanding:** Have students work with a partner to locate and circle all the dialogue on page 6. Remind them to look for the location of the quotation marks and the commas. Have them practice reading aloud to their partner, listening for the very slight pause that occurs where the comma is when reading dialogue.

Word Work: **Similes**

- Have students turn to page 4. Read the following sentence from the first paragraph aloud: *The stunning Katrina stood out at the party like a red rose on a snowy day.*
- Write the phrase *like a red rose on a snowy day* on the board. Explain to students that the phrase is an example of a *simile*. Point out that authors use similes to make their writing more vivid and enjoyable by comparing one thing with another using the word *like* or *as*. For example, instead of just saying *Katrina was beautiful*, the author compares her to a red rose. This helps readers create a clear and enjoyable mental image.
- **Check for understanding:** Have students reread page 4 and search for another simile (*who was massive as a bull and as mean as a bear*). Ask students what two things the author is comparing (*Brom Bones to a bull and a bear*). Challenge students to find two more similes in the story.
- **Independent practice:** Introduce, explain, and have students complete the [simile worksheet](#). Discuss their answers aloud after students finish.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students summarize the story by identifying the story elements.

Extend the Reading

Narrative Writing and Art Connection

Ask students to write their own ghost story. Provide an additional copy of the story elements worksheet for them to use for planning the elements of their story, and remind them that at least one character should be scary or mysterious. Check to make sure their story has a beginning, middle, and end. Encourage them to use dialogue when characters speak. If time allows, encourage students to illustrate their work.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Provide Internet resources for students to research the history of *The Legend of Sleepy Hollow*. Write a few guiding questions on the board as they explore: *Where did the story of The Legend of Sleepy Hollow begin? What makes the story a legend? How many different ways has the story been told (for example, books, movies, cartoons)?*

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of making, confirming, and revising predictions to comprehend the text during discussion and on a worksheet.
- accurately identify story elements in the text, during discussion, and on a worksheet.
- identify the diphthong /ow/ during discussion and in the text.
- correctly identify commas used to separate dialogue in the text and during discussion.
- correctly identify and understand the use of similes in the text, during discussion, and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**