Washington Irving: Myths from the Past

Grade Level or Special Area: Fourth Grade Language Arts
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Length of Unit: Five lessons (approximately 60 minutes per lesson over seven days)

I. ABSTRACT

This unit delves into Washington Irving's myths from the past, *The Legend of Sleepy Hollow* and *Rip Van Winkle*. Students will develop an understanding of an author's point of view, while reading for a variety of purposes. Students will be able to summarize the two stories and identify the main idea and details. Ultimately, students will be able to develop knowledge of literary terminology and new vocabulary from two of America's favorite stories.

II. OVERVIEW

A. Concept Objectives
   1. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (*Colorado Model Content Standards for Reading and Writing* Standard #4)
   2. Students will understand a variety of materials that they read. (*Colorado Model Content Standards for Reading and Writing Standard* #1)
   3. Students will recognize literature as a record of human experience. (*Colorado Model Content Standards for Reading and Writing* Standard #6)

B. Content from the *Core Knowledge Sequence*
   1. Fourth Grade Language Arts: Fiction (p. 89)
      a. Stories
         i. *The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving)
      b. Literary Terms
         i. Setting

C. Skill Objectives
   1. Students will recognize the author's point of view.
   2. Students will identify third-person point of view.
   3. Students will show how character traits and actions affect or are affected by story elements.
   4. Students will analyze time and place details and explain the setting's influence on the story's plot.
   5. Students will recognize the effects story elements have on one another.
   6. Students will determine the meaning of unfamiliar words using clues the author provides in the surrounding text.
   7. Students will use context clues effectively to build vocabulary and more completely understand a text.
   8. Students will examine texts for detail-rich passages.
   9. Students will identify problems and solutions within a text and explain whether the solutions aided the characters in reaching their goals.
   10. Students will use information presented in the text and prior knowledge or experiences to create their own solutions to a story.
   11. Students will synthesize and restate the key points from the text in a short paragraph.

III. BACKGROUND KNOWLEDGE

A. For Teachers
   1. *The Legend of Sleepy Hollow & Other Stories*, by Washington Irving (Core Knowledge Foundation version)
   2. *A First Dictionary of Cultural Literacy*, by E.D. Hirsch, Jr.
   3. *What Your Fourth Grader Needs To Know*, by E.D Hirsch, Jr.

B. For Students
   1. The American Revolution (pg. 94, Fourth Grade, *Core Knowledge Sequence*)
   2. Making a Constitutional Government (pg. 94, Fourth Grade, *Core Knowledge Sequence*)
   3. Middle Atlantic Colonies (pg. 73, Third Grade, *Core Knowledge Sequence*)
   4. Literary Terms: Myth (pg. 46, Second Grade, *Core Knowledge Sequence*)

IV. RESOURCES

A. *The Legend of Sleepy Hollow & Other Stories*, by Washington Irving (Core Knowledge Foundation version) (Lessons One-Five)

V. LESSONS

Lesson One: Introduction and Author's Point of View (two days; 60 minutes each day)

A. *Daily Objectives*
   1. Concept Objective(s)
      a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
   2. Lesson Content
      a. Stories
         i. *The Legend of Sleepy Hollow and Rip Van Winkle* (Washington Irving)
   3. Skill Objective(s)
      a. Students will recognize the author's point of view.
      b. Students will identify third-person point of view.

B. *Materials*
   1. One writer's notebook per student
   2. One copy of Washington Irving's *The Legend of Sleepy Hollow & Other Stories* (Core Knowledge Foundation version) per student
   3. One pencil or pen per student
   4. One copy per student of Appendix A: What's the Point?
   5. One copy per student of Appendix B: Rubric for Summary on Author's Purpose for Writing
   6. One copy of Appendix Q: A List of Suggested Activities for Gift and Talented Students

C. *Key Vocabulary*
   1. Short story – a work of fiction in prose that is shorter than a novel; often, a number of short stories are brought together to make a book
   2. Point of View – somebody's particular way of thinking about or approaching a subject, as shaped by his or her own character, experience, mindset, and history
   3. First-Person Point of View – a style of writing using first-person forms of verbs or pronouns such as 'I" and "we"
   4. Third-Person Point of View – a style of writing using third-person forms of verbs or pronouns such as "he," "she," "it," and "they"

D. *Procedures/Activities*

DAY ONE: Introduction

1. Anytime throughout this unit feel free to refer to Appendix Q for a list of suggested activities for gift and talented students.
2. Begin this lesson by writing the name, Washington Irving, on the board.
3. Ask students what they know or have heard about Washington Irving.
4. Make a list of the student's responses on the board.
5. If the discussion is going nowhere, prompt the students with the following questions:
    a. How many of you have heard of the stories, "*The Legend of Sleepy Hollow*" or "*Rip Van Winkle*"?
    b. Did you know that the author of both these short stories is Washington Irving?
    c. What is a short story?
    d. Can you tell me anything about these two short stories?
6. Make sure the students understand that a short story is a work of fiction in prose that is shorter than a novel. Tell them that often times, a number of short stories are brought together to make a book.
7. Continue to write down the student responses on the board.
8. After about a 5-10 minute discussion, pass out the students writing notebooks (this could be a Language Arts folder, notebook, or journal that the students can use throughout the unit).
9. Have the students open to the first clean page in their notebooks and write in big letters, "Washington Irving."
10. Then have them create a "T-chart" underneath what they have just written. Simply writing a large letter "T" directly underneath what they have just written can do this.
11. The "T-chart" enables the students to take two -column notes. On one side have the students write "*Rip Van Winkle*" and on the other side "*The Legend of Sleepy Hollow*."
12. Now give them roughly five minutes to copy what the class had just recalled about the two short stories under the correct heading.
13. Encourage students to write down more information that they may have just thought of about the stories.
14. Despite all of the great information the children have recalled tell them that you want them to have the same brief descriptions for both of these short stories.
15. Now write the following descriptions on the board for the students to copy under the appropriate column.
16. *Legend of Sleepy Hollow*
    a. This is a short story written in the early 1800's by the American author Washington Irving.
    b. The story is about a village schoolteacher, Ichabod Crane, who wants to marry a pretty farm girl. One night he meets a terrifying ghost called the Headless Horseman, who chases him through the woods of Sleepy Hollow. Crane disappears and is never seen again. (pp. 29-30, *A First Dictionary of Cultural Literacy*)
17. *Rip Van Winkle*
    a. This is a short story written in the early 1800's by the American author Washington Irving.
    b. It is about a man who goes hunting in the mountains one day and falls asleep for twenty years. (pg. 35, *A First Dictionary of Cultural Literacy*)

18. Tell the students that you are about to pass out the class text entitled *The Legend of Sleepy Hollow & Other Tales*. Allow the students some time to flip through and look at the book. Tell them that both *The Legend of Sleepy Hollow* and *Rip Van Winkle* are in this book. Let the students know that we will be focusing only on *The Legend of Sleepy Hollow* for now.
19. Now that every student has his or her own copy of this text, give the students a few minutes to read the back cover silently.
20. Briefly discuss where Irving got his ideas for his stories. Make sure the students understand that both of these short stories were based on older German folktales and that Irving had a definite purpose for writing the two stories.
21. Tell the students that they are going to read the introduction to find out why Irving chose to write these two stories.
22. Make sure the students are aware of their purpose for reading before they begin reading.
23. You can write the following on the board before they begin reading the introduction to make sure the students are aware of their task.
24. Read the introduction and find the author's purpose for writing. Then write a five sentence paragraph entitled, "The Author's Purpose for Writing" in your notebook describing the author's purpose for writing.
25. Share with the students the criteria on Appendix B.
26. Tell the students that they will have 20 minutes to read the introduction and write their short paragraph.
27. At the end of twenty minutes bring the students together on the floor to discuss the author's purpose for writing. Make sure they bring their notebooks and texts.
28. Ask them why they think the author wrote both *The Legend of Sleepy Hollow* and *Rip Van Winkle*.
29. Make sure they understand that Irving wrote *The Legend of Sleepy Hollow* to show his new country that they were too caught up in money and status. And he wrote *Rip Van Winkle* to make Americans aware of change and that sometimes when we don't want to accept change we must.
30. Now collect the student's summaries and use Appendix B to assess what they have written.
31. Prepare the students for tomorrow by telling them that we will focus on the author's point of view tomorrow.

DAY TWO: Author's Point of View

1. Bring the students to the floor with their books, notebooks, and a pen or pencil for this discussion.
2. Tell the students that today we will discuss point of view.
3. Have them write "Point of View" in their notebooks.
4. Then have them write the following definition for point of view into their notebooks.
    a. Point of view is somebody's particular way of thinking about or approaching a subject.
5. Make sure they understand that point of view varies by the author.
6. Tell them that our first story, *The Legend of Sleepy Hollow*, is written in a version called third person point of view.
7. Make sure they write down the definition for third-person point of view in their notebooks.
    a. Third-person point of view is a style of writing using third-person forms of verbs or pronouns such as "he," "she," "it," and "they."

8. Now introduce the first-person point of view to the students. Make sure they get the definition written down in their notebooks.
    a. First-person point of view is a style of writing using first-person forms of verbs or pronouns such as 'I" and "we."
9. Ultimately, the students should be able to differentiate between first and third person points of view by reading a text and looking at the author's choice of words.
10. Have the students turn to page 11 in *The Legend of Sleepy Hollow* for an example of third-person point of view.
11. Remind them that third-person point of view will use pronouns such as "he," "his," "she" or "her."
12. Read aloud the paragraph that begins with "In his wandering life…"
13. Tell the students that this excerpt is a great example of the third-person point of view. Here the author uses pronouns like "his" and "he." Here the author is using words that indicate somebody being spoken about.
14. Tell the children that a book written in first-person point of view would be written with words referring to the speaker or author. That is why words like "I" and "we" would be seen in the reading.
15. Tell the students that the primary focus of today's lesson is to identify third-person point of view and that they will revisit first-person point of view later in their studies.
16. Make sure the children are ready to work individually on this topic by a show of thumbs up or thumb down.
17. Those students that give a thumb up are ready to move onto an individual assignment. So hand them Appendix A to complete and then turn in to you.
18. Those students that give a thumb down will remain with you to work as a small group. Now pass out Appendix A to all of these students and work together to complete number one on the page.
19. Send those students back to their seats to work on number two individually.
20. The advanced students that complete Appendix A can read silently the biography on Washington Irving in their text on pages 118-123.

E. *Assessment/Evaluation*
1. Appendix A: What's the Point?
2. Appendix B: Checklist for Summary on Author's Purpose for Writing

Lesson Two: Literary Terminology and Discussion Cube (two days; 60 minutes each day)

A. *Daily Objectives*
1. Concept Objective(s)
    a. Students will recognize literature as a record of human experience.
2. Lesson Content
    a. Stories
        i. *The Legend of Sleepy Hollow* (Washington Irving)
    b. Literary Terms
        i. setting
3. Skill Objective(s)
    a. Students will recognize the effects story elements have on one another.
    b. Students will analyze time and place details and explain the setting's influence on the story's plot.
    c. Students will show how character traits and actions affect or are affected by story elements.

B. *Materials*

1. One 8 x 11 piece of white cardstock per student
2. Markers
3. One pen or pencil per student
4. One pair of scissors per student
5. One ruler per student
6. One writer's notebook per student
7. One copy of Washington Irving's *The Legend of Sleepy Hollow & Other Stories* (Core Knowledge Foundation version) per student
8. Transparency of Appendices C, D and E
9. Overhead Projector
10. Three copies per student of Appendix D: Blank Character Diamante
11. One hole punch
12. One roll of string to display the diamantes from the ceiling
13. One copy per student of Appendix E: Checklist for Character Diamante
14. One copy of Appendix P: Completed Character Diamante

C. *Key Vocabulary*

1. Character – a character is any person who appears in works of FICTION
2. Setting – the time and location in which a story takes place
3. Main Idea – the big idea or central meaning behind the book
4. Details – develop and clarify the authors ideas; often they reveal something about a character, the setting, a problem, conflict, or resolution
5. Problem – the form of the plot that creates the rising action leading to the climax
6. Solution – the form of the plot that is the resolution to the problem

D. *Procedures/Activities*

DAY ONE: Discussion Cube and Definitions

1. This lesson will begin with a hands-on activity. Each student will make his or her own discussion cube to be used after reading *The Legend of Sleepy Hollow*.
2. Tell the students that identifying and organizing the key elements in a story will allow them to gain a deeper understanding of a story. That is why we are going to make a discussion cube so that all of us will become more familiar with the story elements of the book we are reading.
3. Make sure all students have a ruler, pair of scissors, markers, and a pencil on their desks before you begin this activity.
4. Now hand out one piece of white 8 x 11 cardstock to each student.
5. Tell the students to use a pencil to draw three equal columns lengthwise on their paper. Be sure they use a ruler for this.
6. Model all of these instructions for your students.
7. Now draw four columns widthwise. You should now have 12 equal boxes on your sheet of card stock.
8. Tell the students to use a dark marker to outline the 12 boxes and label the squares 1 –12 moving left to right.
9. Label the following squares:
    a. # 2: Main Idea
    b. #5: Setting
    c. #7: Details
    d. # 8: Solution
    e. # 9: Characters
    f. # 11: Problem
10. Now have the children take their scissors and cut out boxes 1, 3, 4, 6, 10, and 12.
11. They can throw these scraps into the trashcan.

12. Each child should now fold the cube with the labels facing out and tape the edges securely.
13. Tell the students that but before we can use the cubes we must address the meaning and significance of all the labels on the squares.
14. At this time find a safe place to store the cubes for later.
15. Now have the students pull out their notebooks and label the next section, "Literary Terms."
16. Then provide the following definitions on the board for the students to copy into their notebooks under the heading.
    a. Main Idea - the big idea or central meaning behind the book
    b. Details- develop and clarify the authors ideas; often they reveal something about a character, the setting, a problem, conflict, or resolution
    c. Setting - the time and location in which a story takes place
    d. Character - any person who appears in works of FICTION
    e. Problem – the form of the plot that creates the rising action leading to the climax
    f. Solution – the form of the plot that is the resolution to the problem
17. In order to participate in a class discussion the students must comprehend all of the terms on the cube. Tell the students that tomorrow we will focus on the setting and characters. Let them know that we will not physically use the cube until later after they have read *Rip Van Winkle*.

DAY TWO: Setting and Character Diamantes

1. Tell the students that today we will focus on two story elements called setting and characters.
2. Tell the students that the author's choice of setting significantly influences the thoughts and actions of the characters and the line of the plot.
3. Tell them this next assignment will show how the setting influences the larger structure of the story.
4. Students should read pages 1 - 4 in *The Legend of Sleepy Hollow* text. Make sure they stop after reading the paragraph beginning with "Everyone."
5. For the reading you will have to choose what works best for your students. You may want to allow some individual reading, partner reading, or even have a teacher-led reading group.
6. Before you send the students their separate ways make sure to give them a purpose for their reading.
7. The students know from earlier definitions that the setting is the time and location in which a story takes place.
8. Now they must read the assigned pages and identify the components of the setting and show how they may influence the story.
9. Ask the students to get out their notebooks to jot down information on the setting while they are reading.
10. Now give the children five minutes to read the assigned pages and take their notes.
11. After the students have finished place a transparency of Appendix C on the overhead.
12. Discuss and complete Appendix C together. The students will not be graded on this activity.
13. Tell your students that good readers understand a story more fully by considering how the characters are described, what they do and think, and how other characters react to him or her.

14. The students should already have their notebooks on their desks.
15. Now ask them to label the next section "Characters."
16. Their next assignment is to read pages 4-22 silently and note down all the characters they encounter in their reading as well as the character traits and actions.
17. Tell them they will have 20 minutes to do this before we start our next project called a character diamante.
18. After all of the students have read the assigned pages bring the students back together to create a list of characters they have found in their reading thus far. You can write this list on the board.
19. Make sure to write down Ichabod Crane, the Headless Horseman, Katrina Van Tassel and Brom Van Brunt.
20. Now assign partners for this next quick assignment.
21. Tell the partners that they must write down individually in their notebooks three traits that describe Ichabod Crane, Brom Van Brunt, Katrina Van Tassel, and the Headless Horseman.
22. Give the partners five minutes to complete this task and then pull the students back together to discuss their ideas.
23. Pick a few of the traits and vote on scenes from the book that show how that character's actions depict his or her traits.
24. Now the students are ready for the Character Diamante activity.
25. This activity will be modeled in class and then sent home for homework.
26. Begin with a blank transparency of Appendix D on the overhead. Now handout three copies of Appendix D to each student.
27. Tell the students that one of their three sheets will be completed in class as a group and the other two sheets will be done individually at home.
28. Refer to Appendix P for a sample to complete Appendix D.
29. Ask the students to look at the first line of the diamante sheet.
30. This line holds the name of the character, so tell them to write Ichabod Crane on the first line.
31. Now explain to the children the requirements for the remainder of empty lines while completing a sample on the overhead.
32. Line Two: Two adjectives that describe the character's personality.
33. Line Three: Three – *ing* verbs that tell you about the character's actions.
34. Line Four: Four Nouns (the first two nouns are the most important people, places, or things related to the character; the next two nouns are people, places, and things that would **never** fit with this character)
35. Line Five: Three –ing verbs that describe actions that would never fit this character.
36. Line Six: Two adjectives that describe traits that would never fit this character
37. Line Seven: The name of a character that is opposite to the first character.
38. Remind the students that they will do the same for two more characters tonight for homework.
39. Tell the students to bring in their completed pages tomorrow for assessment.
40. Then use the checklist to evaluate their work.
41. Now get parental or teacher assistant help to cut out the shapes, hole punch the top of all the diamantes, connect them on the appropriate edges and hang them from the ceiling in the classroom.

E. *Assessment/Evaluation*

1. Appendix C: Setting the Story
2. Appendix E: Checklist for Character Diamante

3. Appendix P: Sample Character Diamante

Lesson Three: Key Vocabulary (one 60 minute lesson)

A. *Daily Objectives*
   1. Concept Objective(s)
      a. Students will understand a variety of materials that they read.
   2. Lesson Content
      a. Stories
         i. *The Legend of Sleepy Hollow and Rip Van Winkle* (Washington Irving)
   3. Skill Objective(s)
      a. Students will use context clues effectively to build vocabulary and more completely understand a text.
      b. Students will determine the meaning of unfamiliar words using clues the author provides in the surrounding text.

B. *Materials*
   1. One writer's notebook per student
   2. One copy of Washington Irving's *The Legend of Sleepy Hollow & Other Stories* (Core Knowledge Foundation version) per student
   3. One dictionary
   4. One piece of loose-leaf paper per four students
   5. One pencil or pen per student
   6. One copy for each student of Appendix G: Discovering Context Clues
   7. One transparency of Appendix H: Checklist for Discovering Context Clues
   8. Overhead Projector
   9. One copy for the teacher of Appendix F: A List of Suggested Vocabulary for "Fictionary"

C. *Key Vocabulary*
   1. Context clues – clues that the author provides in the text to help the reader determine the meaning of an unfamiliar word

D. *Procedures/Activities*
   1. This lesson will begin with a game called, "Fictionary."
   2. Tell you students that this game will challenge their creativity and thinking skills.
   3. To begin you will divide your students into groups of four. Tell them they will be working together as a group for this activity.
   4. Now pick an unknown word from *The Legend of Sleepy Hollow* that the students will encounter and will not know.
   5. For instance, the word *birch* on page six in *The Legend of Sleepy Hollow*.
   6. Write this word on the board and distribute one piece of loose-leaf paper per small group.
   7. Tell them that on their piece of paper they must write a mock definition for the word you just wrote on the board.
   8. You will give the students a few minutes to do this and then collect each team's definition. Make sure their names are neatly written on the slip of paper.
   9. While you are waiting for the students to write their mock definitions you should be looking for the correct definition in a dictionary and writing it down on a slip of paper.
   10. You don't really need a dictionary because all of the definitions are nicely provided in shaded bubbles in the text.
   11. After collecting their papers you will read all of their definitions plus the real definition that you wrote down. Do this in a random order.

12. Now allow the groups to guess which definition is the correct one. Allow each team to guess. The group that chooses the correct definition will receive a two points for their team. While the team whose definition tricked the majority of the teams will receive one point.
13. Continue this activity for the next 10 minutes and use Appendix F for a list of suggested vocabulary words from *The Legend of Sleepy Hollow* and *Rip Van Winkle*.
14. Now the students will learn to determine the meaning of unfamiliar words using clues that the author provides in the surrounding text also called context clues.
15. Tell the students that very seldom do we read lists of isolated words. More often than not, the words we read are placed in a context. Many times, the context provides enough information for us to determine the meaning of unfamiliar words.
16. Tell them that the most basic context clue an author provides is bolded or italicized words. This tells the reader that somewhere in the book a definition for this word is provided.
17. Give the students another example. Tell them that a simple clue can be found in the punctuation of the sentence. Sometimes authors use hyphens to break up the sentence and help the reader comprehend the meaning of the word found before the hyphen.
18. A great example of this can be found on page 4 in *The Legend of Sleepy Hollow*.
19. Read aloud to the students, while they read along in their books, the first sentence of the second paragraph on page 4 beginning with, "In this place."
20. Now ask them if there are any words in that sentence that they did not understand.
21. The word you should hone in on is "tarried."
22. Show the students that they can find the meaning of this unfamiliar word by simply reading the words that precede the term.
23. Make sure they understand that "tarried" means to settle.
24. Check for understanding with quick thumbs up or down. If any of the students are still confused answer their concerns.
25. Now tell the students that the author's hints are not always so obvious.
26. In fact, make sure they are aware that determining the meaning of an unfamiliar word may sometimes elicit re-reading the sentence with the word or the surrounding sentences.
27. One great example of this is on page 1 in *The Legend of Sleepy Hollow*. Have the students follow along while you read the first paragraph on page one.
28. After reading the short paragraph, re-read the last sentence of the paragraph and ask to see if the students can identify the unfamiliar word.
29. If they do not identify the word then you can suggest it for them. Tell them that "linger" may be a word they are unfamiliar with. Tell them that we are going to use the surrounding words to help us determine its meaning.
30. Now ask the students to re-read the sentence to them selves and look for a clue that may help determine the meaning of "linger."
31. Write the students suggestions down on the board. Hopefully one of the students will notice that the phrase "about the village tavern on market days." This phrase allows them to notice that linger must be a verb. It also enables them to know that the husbands are the ones doing it around the village tavern on market days. With this information they can make some good logical assumptions as to the meaning of the word "linger."

32. They should conclude that the word means to hang out or relax around the tavern.
33. Tell them that re-reading the sentence and looking for clues like these can help them with any unfamiliar words.
34. Now check for understanding again with a thumb up or down. Those students that give a thumb up are ready to work individually on Appendix G: Discovering Context Clues. Those students who give a thumb down may need a little extra help in a small group for the first problem on Appendix G.
35. Before distributing Appendix G review the checklist on Appendix H with the students.
36. Tell all the students that they must read pages 23-43 to help them complete Appendix G. What ever is not completed in the class time provided must be finished for homework.
37. Now allow the thumbs up students to begin reading pages 23-43 while you meet with the struggling students. Meeting with the struggling students should not last longer than 5 minutes.
38. Make sure the students know that they must complete Appendix G and hand it in tomorrow.
39. Tomorrow collect the completed sheets and use Appendix H to evaluate their work.

E. *Assessment/Evaluation*
1. Appendix G: Discovering Context Clues Think Sheet
2. Appendix H: Checklist for Discovering Context Clues

Lesson Four: Main Idea and Details (one 60 minute lesson)

A. *Daily Objectives*
1. Concept Objective(s)
   a. Students will understand a variety of materials that they read.
2. Lesson Content
   a. Stories
      i. *The Legend of Sleepy Hollow and Rip Van Winkle* (Washington Irving)
3. Skill Objective(s)
   a. Students will synthesize and restate the key points from the text in a short paragraph.
   b. Students will examine texts for detail-rich passages.

B. *Materials*
1. One writer's notebook per student
2. One copy of Washington Irving's *The Legend of Sleepy Hollow & Other Stories* (Core Knowledge Foundation version) per student
3. One pen or pencil per student
4. One sheet of white drawing paper per student
5. Markers
6. One copy per student of Appendix I: Detail Detective
7. One copy for the teacher of Appendix J: Sample Sheet for Detail Detective
8. One each per student of a yellow, pink, blue, orange and green highlighter

C. *Key Vocabulary*
1. Main Idea – the big idea or central meaning behind the book
2. Details – develop and clarify the authors ideas; often they reveal something about a character, the setting, a problem, conflict, or resolution

D. *Procedures/Activities*

1. This lesson will begin with a quick reminder of the definition for main idea. This definition is already written down in their notebooks. But, feel free to read it aloud to them.
2. The main idea is the big idea or central meaning behind the book.
3. Now ask the students to write in their notebooks a section titled, "Main Idea."
4. Tell them to describe in one sentence the big idea or central meaning behind *The Legend of Sleepy Hollow*. Give the students 5-7 minutes to do this task.
5. Now take the time to sit and discuss the student's suggestions for the main idea.
6. Create a list of the main ideas on the board during the discussion. The student's suggestions will not be graded.
7. Make sure that the students understand the main idea to be the big idea or central meaning behind the book.
8. In the case of *The Legend of Sleepy Hollow*, the main idea is about a village schoolteacher who wants to marry a pretty farm girl.
9. Now tell the students that you will examine the text for detail-rich passages.
10. Tell them that authors use details to develop and clarify their ideas. Details are often included in a piece of fiction to move the story line along, or to reveal something about a character, setting, problem, conflict or resolution.
11. Now you will turn to page 4 in *The Legend of Sleepy Hollow*.
12. Read aloud the paragraph that begins with, "In this place."
13. Then distribute a sheet of white drawing paper to each student.
14. Tell the students that you are going to read the same paragraph one more time and they must listen carefully for details that will help them draw Ichabod Crane on their own piece of drawing paper.
15. Give the students 15 minutes to work independently on their own depiction of Ichabod Crane.
16. After 15 minutes pull the children together on the floor and have a couple of students share their reasoning for their pictures. Put all of the pictures up somewhere in the classroom.
17. Now send the students back to their seats for a quick assessment on their understanding of details.
18. Hand out a copy of Appendix I to every student.
19. Read over the directions on the sheet with the students before you let them work individually.
20. Now provide time for the students to complete Appendix I.
21. Collect their completed sheets and refer to Appendix J for samples.

E. *Assessment/Evaluation*

1. Appendix I: Detail Detective
2. Appendix J: Sample Sheet for Detail Detective

Lesson Five: Problem and Solution (one 60 minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
   a. Students will understand a variety of materials that they read.
2. Lesson Content
   a. Stories
      i. *The Legend of Sleepy Hollow and Rip Van Winkle* (Washington Irving)

3. Skill Objective(s)
   a. Students will identify problems and solutions within a text and explain whether the solutions aided the characters in reaching their goals.
   b. Students will use information presented in the text and prior knowledge or experiences to create their own solutions to a story.

B. *Materials*
1. One writer's notebook per student
2. One pen or pencil per student
3. One copy of Washington Irving's *The Legend of Sleepy Hollow & Other Stories* (Core Knowledge Foundation version) per student
4. One copy per student of Appendix K: Solution Stew
5. One copy for the teacher of Appendix L: Answer Key to Solution Stew

C. *Key Vocabulary*
1. Solution – the form of the plot that is the resolution to the problem
2. Problem – the form of the plot that creates the rising action leading to the climax

D. *Procedures/Activities*
1. Tell students that today we will focus on problem and solution in a story.
2. Tell them that the problem and solution of a story are the simplest forms of the plot.
3. Have them refer back to their notebooks for the definitions of problem and solution. They will recall that the problem is the form of the plot that creates the rising action leading to the climax. And that the solution is the form of the plot that is the resolution to the problem.
4. Tell the students that in order for them to comprehend the text they must identify the problem and the solution.
5. The students have already completed their reading of *The Legend of Sleepy Hollow* so they should be able to identify the problem and solution easily.
6. Ask the students to pull out their notebooks and label the next section, "Problem and Solution."
7. Then have them write the problem and solution in the story. They should identify this easily. But just in case you can refer to the answer key in Appendix L.
8. Before you discuss their answers tell the students to create two alternative solutions to the problem in the story.
9. Now discuss the problem in the story and compare the story solution with the student's alternative solutions.
10. Handout Appendix K the Solution Stew to every student.
11. Provide the students 20 minutes to complete this page. Then collect their work and compare it to the correct answers on Appendix L.

E. *Assessment/Evaluation*
1. Appendix K: Solution Stew
2. Appendix L: Answer Key to Solution Stew

VI. CULMINATING ACTIVITY

A. Assign the students to read *Rip Van Winkle* at home.
B. Then in class distribute Appendix M: Story Building Blocks to see what information from the story the students can recall.
C. Next they will participate in a discussion with the discussion cubes they made earlier. Refer to Appendix R for a list of suggested questions for the discussion. Also refer to Appendix N for a rubric on class participation.

D. Finally, they will create a 7-11 sentence paragraph retelling in their own words the story of *Rip Van Winkle.* Refer to Appendix O for a Paragraph Rubric.

VII. HANDOUTS/WORKSHEETS

A. Appendix A: What's the Point?
B. Appendix B: Rubric for Summary on Author's Purpose for Writing
C. Appendix C: "Setting" the Story
D. Appendix D: Blank Character Diamante Shape
E. Appendix E: Checklist for Character Diamante
F. Appendix F: A List of Suggested Vocabulary for "Fictionary"
G. Appendix G: Discovering Context Clues
H. Appendix H: Rubric for Discovering Context Clues
I. Appendix I: Detail Detective
J. Appendix J: Sample Sheet for Detail Detective
K. Appendix K: Solution Stew
L. Appendix L: Answer Key to Solution Stew
M. Appendix M: Story Building Blocks
N. Appendix N: Rubric for Discussion Participation
O. Appendix O: Paragraph Writing Rubric
P. Appendix P: Completed Character Diamante
Q. Appendix Q: A List of Suggested Activities for Gifted and Talented Students
R. Appendix R: A List of Suggested Questions for the Discussion Cube

VIII. BIBLIOGRAPHY

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Appendix A

WHAT'S THE POINT?

Select two quotes from the book that clearly show third person point of view.

Write Quote #1 from page ___.
"_____
_____
_____."

What information was given that helped you determine the point of view?
_____
_____
_____
_____

What did you learn about the character(s) or events from this quote?
_____
_____
_____

Write Quote #2 from page ___.
"_____
_____
_____."

What information was given that helped you determine the point of view?
_____
_____
_____
_____

What did you learn about the character(s) or events from this quote?
_____
_____
_____
_____

Appendix B

Rubric for Summary on Author's Purpose for Writing

Student Name: _____

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Conclusion	The conclusion is strong and leaves the reading with a feeling that they understand what the reader is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is not clear conclusion, the paper just ends.
Grammar and Spelling	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Write makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation, so that the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation the catch the reader's attention and interrupts the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Appendix C

"Setting" the Story

Time of story

_____

_____

What happens because this story is set during this time?

_____

_____

_____

Place of Story_____

_____

What happens because the story is set in this place?

_____

_____

<u>Bonus:</u> How does the character act or behave because of the time and place in which he or she lives?

Appendix D

Blank Character Diamante Shape

Appendix E

Checklist for Character Diamante

Criteria	Yes	No
Line One: Character's Name		
Line Two: Two adjectives that describe that character's personality		
Line Three: Three –ing verbs that tell you about the character's actions		
Line Four: Four Nouns		
Line Five: Three –ing verbs that describe actions that would NEVER fit this character		
Line Six: Two adjectives that describe traits that would NEVER fit this character		
Line Seven: The name of a character that is opposite to the first character		

Score = Total Number of Boxes Checked With YES
Divided By Seven (the total number of criteria)

Student Name: _____
Score: _____

Appendix F

A List of Suggested Vocabulary for "Fictionary"

1. Whippoorwill
2. Pewter
3. Cossacks
4. Pommel
5. Girth
6. Pitch Pipe
7. Weathercocks
8. Jerkin
9. Doublet
10. Flagon
11. Rheumatism
12. Handbills
13. Tory
14. Despotism

Appendix G

Discovering Context Clues

Find two unfamiliar words in *The Legend of Sleepy Hollow* or *Rip Van Winkle* and use clues from the book to help you figure out their meanings. Then write a definition in your own words and find the dictionary definition. Be sure to write down the word and the page number on which you found it.

Word: _____ Page Number: _____

What clue(s) from the text helped you figure out this word?

_____

_____

_____

Your definition:

_____

_____

_____

Dictionary definition:

_____

_____

Word: _____ Page Number: _____

What clue(s) from the text helped you figure out this word?

_____

_____

_____

Your definition:

_____

_____

_____

Dictionary definition:

_____

_____

_____

Appendix H

Rubric for Discovering Context Clues

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Readability	The overall appearance of the page is pleasing and easy to read.	The overall appearance of the page is somewhat pleasing and easy to read.	The page is relatively readable.	The page is difficult to read.
Comprehension	The student seems to understand entire concept and accurately answers all of the questions.	The student seems to understand most of the concept and accurately answers 1 or 2 of the questions.	The student understands parts of the concept and accurately answers 1 of the questions.	The student has trouble remembering the concept.

Student Name: _____

Circle the Score:

Advanced **Proficient** **Developing** **Beginning**

Appendix I

Detail Detective

A skillful writer takes advantage of the five senses to bring a story to life. For example, he or she might set a scene by describing the sweet, sugary smell of a bakery or the squishy sensation of sticking one's finger into a bowl of chocolate icing. Take ten minutes to search through your book and collect as many sentences as you can find that relate to each of the senses below. Copy them into the chart below.

Sense	**Sentence**
Sight	•
Smell	•
Touch	•
Taste	•
Hearing	•

Appendix J

Sample Sheet for Detail Detective

Sense	**Sentence**
Sight	• "He was tall and very lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, and feet that might have served for shovels." Page 4
Smell	• "As he passed the fragrant buckwheat fields, he breathed the odor of the beehive, and he thought of dainty slapjacks, well buttered and garnished with honey or syrup by the delicate dimpled hand of Katrina Van Tassel." Page 25
Touch	• "His rusty mane and tail were tangled and knotted with burrs." Page 24
Taste	• "The schoolmaster's mouth watered as he looked upon this promise of luxurious winter fare." Page 17
Hearing	• A stately squadron of snowy geese rode in an adjoining pond, regiments of turkeys gobbled through the farmyard, and guinea fowls fretted about the peevish cries. Page 17

Appendix K

Solution Stew

What is the MAIN GOAL of Ichabod Crane?

_____

_____

What is the PROBLEM that makes this goal difficult to reach?

_____

_____

_____

_____

_____

Write the SOLUTION from the story.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Create your own solution to the story's problem.

_____

_____

_____

_____

_____

_____

_____

_____

Appendix L

Answer Key to Solution Stew

What is the MAIN GOAL of Ichabod Crane?

The main goal of Ichabod Crane is to marry a pretty farm girl.

What is the PROBLEM that makes this goal difficult to reach?

Ichabod has difficulty marrying a pretty farm girl because another man interferes in his triumph.

Write the SOLUTION from the story.

Ichabod encounters the Headless Horseman (inferred to be Brom Bones) on his way home from a gathering. He is scared away from Sleepy Hollow and never encounters Katrina, the pretty farm girl he wished to marry.

Create your own solution to the story's problem.

Answers will vary.

Appendix M

Story Building Blocks

Student Name: _____

Book Title: _____

Compare each character to an animal with a similar trait (for example, you might compare a sly character to a fox).

Major:

Minor:

Effect of Setting on Story

Key Setting:

Time:

Place:

_____

_____

_____

PROBLEM!

SOLUTION

Appendix N

Rubric for Discussion Participation

Student Name: _____

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Respect Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
Comprehension	Student seems to understand entire story and accurately answers questions related to the story.	Student seems to understand most of the story and accurately answers some of the questions related to the story.	Student understands some parts of the story and accurately answers some of the questions related to the story.	Student has trouble understanding or remembering most parts of the story.
Participation	Student routinely volunteers answers to questions.	Student volunteers once or twice.	Student does not volunteer answers, but willing tries to answer questions he or she is asked.	Student does not participate.

Appendix O

Paragraph Writing Rubric

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Conclusion	The conclusion is strong and leaves the reading with a feeling that they understand what the reader is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is not clear conclusion, the paper just ends.
Grammar and Spelling	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Write makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation, so that the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation the catch the reader's attention and interrupts the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Appendix P

Sample Character Diamante

Ichabod Crane
Skinny and Tall
Teaching-Singing-Flirting
Book-Love/Muscle-Girlfriend
Daring-Surprising-
Frightening
Muscular, Strong
Brom Bones

Appendix Q

A List of Suggested Activities for Gifted and Talented Students

A. Guess Who's Coming to Dinner

a. You're having a fancy dinner party and you've invited a character from the book you are reading plus another character from a totally different book. Tell which characters you would choose. Then write a mini story about what happens during the meal. Do the two become fast friends and forget all about you? Or does one end up dumping a tossed salad on the other's head? Use their personality traits to create a meeting that makes sense.....but don't be afraid to have fun!

B. Make A Map!

a. Well-written books help us see pictures in our minds. Think of an important setting in your book and use your imagination to draw a map of what you think it looks like. It might be a whole town, a magic forest, or even the inside of a character's shoe! Be sure to include labels and a map key. You don't want folks to get lost, do you?

C. Ten-Event Timeline

a. Can you retell the story you just read in ten events? Give it a try! Create a cool timeline that highlights the ten most important happenings in your book. Which ones have to be included? Which ones won't make the cut? If you like, add cool pictures to make your timeline extra snazzy!

D. CD Soundtrack

a. Ready, set, rock! Pretend you're a rock star hired to create a soundtrack based on your book. Dig deep into your imagination and come up with the titles of 10 real or pretend tunes that capture feelings and event from the start of the story to the finish. Next, tell what you would name your CD and why.

Appendix R

List of Suggested Questions for the Discussion Cube

A. Main Idea and Details

a. What is the main idea in the book you read?
b. Is the information easy for you to understand?
c. What details did you like reading the most? Why?
d. Was the title misleading?
e. Would you read more books about this topic? Why?

B. Setting

a. Where does the story take place?
b. What is this place like?
c. When did this story take place?
d. Have you ever been in a place like this?
e. Did the story take place a long time ago / in the future / now?

C. Problem and Solution

a. What is the problem in the story?
b. Were you able to guess what was going to take place next?
c. What would you have done differently if you had been one of the characters?
d. Can you think of another way that the story might have ended?
e. How is the problem solved? How do you know?

D. Characters

a. Who are the main characters in the story?
b. Who is the most important character in the story?
c. Do any of the characters change in the story?
d. Do you know anyone like a character in the story?