



The Legend of Sleepy Hollow

By Washington Irving

Lesson Plan
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Introduction

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Students benefit from knowing some of the key words of the story before they begin reading. Discuss these new words with students; showing pictures to help them understand.

Burial (Place)



n. the act or ceremony of burying a dead person in a grave

Crane



n. a type of tall bird that has a long neck and long legs and lives near water

Rebel



n. a person who opposes or fights against a government

Revolutionary War



n. the war for American independence from Britain

Shake

v. of your voice: to produce sound in an unsteady way because you are nervous, angry, sad, etc.

Present

“We’re going to use the strategy **predicting**. This strategy helps us think more about what we are reading. **Predicting** means to stop and think, then say what you think will happen next. When we **predict** we understand and remember the story better. I’m going to play a little of the story now and **predict**.”

Play the first section of the story, up to ‘Ichabod had a soft and foolish heart for the ladies, and soon found himself interested in Miss Van Tassel.’

Say, “Now I will predict what I think will happen. The story says that Ichabod is a teacher, and he is very tall and thin. He is interested in a beautiful young woman, Katrina Van Tassel.

My **prediction** is: Katrina Van Tassel will not let Ichabod Crane be her boyfriend. He is not strong and is probably much older than she is.”

Play the next section, to ‘Brom was never seen without a horse.’ Say “So, how was my prediction? Do you agree that Katarina probably likes Brom?”

Practice

Play the next section of the story, to ‘Wine filled many glasses.’

Say, “Now it’s your turn. Let’s read the next section. Be ready to **predict** what will happen after we stop.”

Next, ask students to turn to their neighbor and **predict** what will happen at the party.

Give students time make their predictions; about 3 minutes should be long enough. If you wish you can ask students to write their prediction to hand in.

Then, play the following section, to ‘He had never felt so lonely in his life.’

Say, “Let’s read another section now. Check to see if your what you predicted is in the story.”

After the next section, pair students with a new partner, and repeat the predicting activity, or if you would like to encourage writing, ask students to write another prediction about what will happen in the story.

Ask a volunteer to share their prediction with the class. Ask if it was what the story said.

For example, a student might say: “I think Brom and Ichabod will fight at the party.”

You might ask, “Did they fight?”

The student can then say, “No, they didn’t. But Ichabod and Katarina were not happy at the end of the party.”

Say, “When we predict, we don’t have to say what really happens. **Predicting** makes us pay attention to the story and enjoy reading it more.”

Self-Evaluation

Ask students if they are excited about predicting with this story. “Are you understanding the story? Do you think using **predicting** will help you remember the story?” Ask students to give a signal (thumbs up for yes, thumbs down for no or another culturally appropriate set of gestures) to let you know if **predicting** was helpful. “Let’s try it one more time. This time you’ll **predict** what happens after the party.”

Play or allow students to play the remaining section of the story (to the end). When it is finished, lead a brief discussion about the events of the story.

You may say, “We predicted what we thought would happen in this story. Sometimes we got a surprise; something happened that we did not expect. That’s ok. Predicting still helped us to think about the events in the story and remember them.”

Expand

Wrap up the lesson by asking students to think of other times they can use **predicting**. Possible answers are ‘asking my parents for permission, watching a movie, or reading the newspaper.’”

Encourage students to go home and use **predicting** if they are able to with a homework assignment; or to go to their next class predict what will happen in that class.

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies here: <http://calla.ws/wp-content/uploads/2014/04/strategylist.pdf>