



Unit 7 American Revolution: The Road to Independence

Lesson 14:

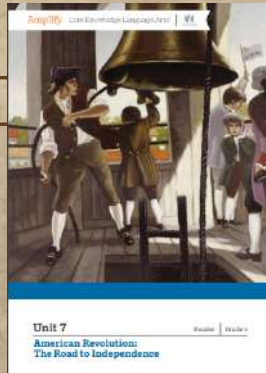
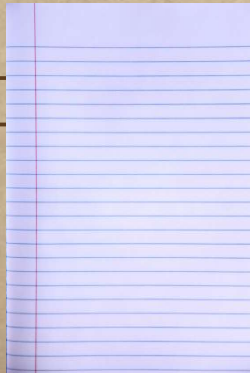
Literary Devices in “The Legend of
Sleepy Hollow”



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish reading groups (partners or independent)
- Assign roles for Activity Page 1.1, Scene III
- notebook
- Collect Activity Page 13.2 to review and grade
- Optional: Print Modal Auxiliary Verbs poster (Slide 37)

MODAL AUXILIARY VERBS POSTER			
Modal Auxiliary Verbs			
A modal auxiliary verb: <ul style="list-style-type: none"> • is a helping verb and cannot stand alone • never changes form—you do not need to add -s for the third person singular subject • is followed by a verb which also does not change in form She <u>can</u> speak French. It <u>will</u> rain tomorrow.			
Modal Auxiliary Verbs Used to Express Ability			
PRESENT		PAST	
can	I <u>can</u> read long chapter books.	could	I <u>could</u> read three years ago.
cannot/can't	I <u>can't</u> speak German.	could not/couldn't	Last summer, I <u>couldn't</u> swim.
Modal Auxiliary Verbs Used to Express Possibility			
HIGH POSSIBILITY ↓ IMPOSSIBILITY	will	It <u>will</u> rain tomorrow.	
	may	It <u>may</u> rain tomorrow.	
	might	It <u>might</u> rain tomorrow.	
	will not/won't	It <u>won't</u> rain tomorrow.	



KUB OBJECTIVES

K-We will **KNOW** the different literary devices in our chapter.

U- We will **UNDERSTAND** the different literary devices that the author used are to help us create a mental image.

B- We **BE ABLE TO** identify and explain the meaning of the different literary devices found in our chapter and make comparisons between prose and drama by completing AP 14.1.

Reading: I can recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the Headless Horseman from Sleepy Hollow.

Review Chapter 8 (5 min.)

We will reread Chapter 8,
“The Legend of Sleepy
Hollow.”

First let’s review the
vocabulary words.

NAME: _____
DATE: _____

13.1

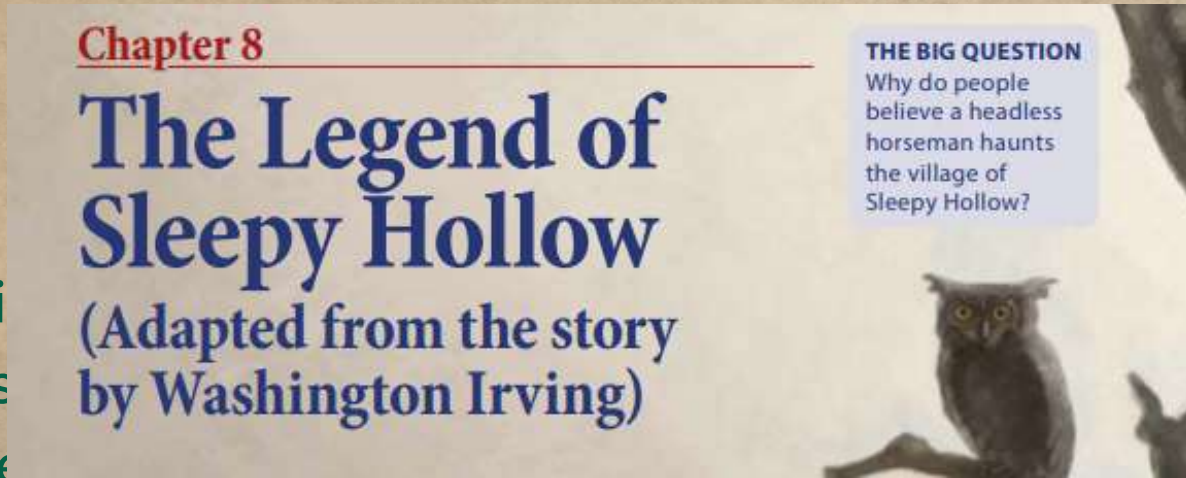
ACTIVITY PAGE

Vocabulary for “The Legend of Sleepy Hollow”

1. **bewitching**, *adj.* charming, captivating, or enchanting (64)
2. **abound**, *v.* to be present in large quantities (**abounds**) (64)
3. **switch**, *n.* a thin stick that bends easily, often used as a whip (64)
4. **dread**, *v.* to look ahead to the future with great fear (66)
5. **laden**, *adj.* heavily loaded; carrying large amounts (66)
6. **suitor**, *n.* a man interested in marrying a certain woman (66)
7. **formidable**, *adj.* extremely powerful; worthy of respect (66)
8. **burly**, *adj.* strong and heavy (66)
9. **woo**, *v.* to try to get someone to love you (**wooing**) (67)
10. **splendor**, *n.* extreme, awe-inspiring beauty (67)

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

I will call on a student to read The Big Question at the beginning of the chapter.



We will read in this chapter a classic short story that uses literary devices, such as simile, metaphor, and hyperbole.

ing of the
entify

Close Reading “The Legend of Sleepy Hollow” (20 min.)

You will read and discuss the chapter in partners or independently.
You will complete Activity Page 14.1 while you read.
I will circulate to make sure you understand the Activity Page.

NAME: _____
DATE: _____

14.1

ACTIVITY PAGE

The Legend of Sleepy Hollow

Answer questions 1–5 as you and your partner read the chapter.

1. A simile is a literary device that uses the word *like* or *as* to compare two things. A simile helps describe the setting.

A drowsy, dreamy atmosphere hangs over the valley of some bewitching power.

What two things are compared in this simile?

What mood does this simile convey about the setting?

Write the page number where this simile is used.

Page(s) _____

2. A hyperbole is a literary device that uses exaggeration. Underline the hyperbole used to describe the main character, Ichabod Crane, in the following text:

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves.

Explain the hyperbole in your own words.

Write the page number where this hyperbole is used.

Page(s) _____

3. Underline the two similes used to describe Ichabod Crane in this sentence:

His elbows stuck out like a grasshopper's, and as he rode his arms flapped like a pair of wings.

What two things are compared in each simile?

How do these similes help describe Ichabod Crane?

Write the page number where these similes are used.

Page(s) _____

4. Personification is a literary device in which human characteristics are assigned to nonhuman objects. Personification is used in this statement:

What fearful shapes and shadows jumped across his path! How often did he dread to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!

What nonhuman object(s) are assigned human characteristics?

Explain the personification in your own words.

Write the page number where this personification is used.

Page(s) _____

Answer questions 5 and 6 after you and your partner finish reading “The Legend of Sleepy Hollow.”

5. Authors often use fear or suspense to build excitement. Do you think this story was scary or suspenseful? Why or why not? Support your answer with examples from the story.

6. A theme is a recurring idea or subject in a story. One theme in “The Legend of Sleepy Hollow” is greed. A second theme is the real vs. the imaginary. Select one theme and provide examples from the text, showing how the author weaves this theme into the story.

Discuss Chapter and Compare Prose to Drama (20 min.)

We will review the correct answers to Activity Page 14.1. I will call on students to read each question and share their responses, including the page number where the answer was located.

1. A simile is a literary device that uses the word *like* or *as* to compare two things. This simile helps describe the setting:

A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power.

What two things are compared in this simile?

What mood does this simile convey about the setting?

Write the page number where this simile is used.

Page(s)

2. A hyperbole is a literary device that uses exaggeration. Underline the hyperbole used to describe the main character, Ichabod Crane, in the following text:



Explain the hyperbole in your own words.



Write the page number where this hyperbole is used.

Page(s)  _____

3. Underline the two similes used to describe Ichabod Crane in this sentence:

What two things are compared in each simile?

How do these similes help describe Ichabod Crane?

Write the page number where these similes are used.

Page(s)

4. Personification is a literary device in which human characteristics are assigned to nonhuman objects. Personification is used in this statement:

What fearful shapes and shadows jumped across his path! How often did he dread to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!

What nonhuman object(s) are assigned human characteristics?



Explain the personification in your own words.



Write the page number where this personification is used.

Page(s)



5. Authors often use fear or suspense to build excitement. Do you think this story was scary or suspenseful? Why or why not? Support your answer with examples from the story.

A large, empty, dark teal rounded rectangle with rounded corners, serving as a workspace for a student to write their response. It is positioned below the question text. There are small orange markers at the top-left and top-right corners of the rectangle.

6. A theme is a recurring idea or subject in a story. One theme in “The Legend of Sleepy Hollow” is greed. A second theme is the real vs. the imaginary. Select one theme and provide examples from the text, showing how the author weaves this theme into the story.

Answer: 1. Greed is a theme in "The Legend of Sleepy Hollow" because the author weaves it into the story through the character of Ichabod Crane. Ichabod is a greedy man who is obsessed with wealth and power. He is a miser who hoards his money and is always looking for ways to increase his fortune. He is also a power-hungry man who wants to be the most important person in the village. He is a greedy man who is obsessed with wealth and power. He is a miser who hoards his money and is always looking for ways to increase his fortune. He is also a power-hungry man who wants to be the most important person in the village.

Prose and Drama

Turn to Activity Page 1.1, Scene III (pages 5-6 in the Activity Book).
I will assign roles and we will enact the scene.

NAME: _____

DATE: _____

1.1

CONTINUED

ACTIVITY PAGE

Scene III: Competing for the Same Land

Characters: Narrators (2), Map Guide, British General, French General, French (all students)

Narrator 1: Explorers from many European countries raced to claim areas of North America for themselves. The English established colonies along the east coast of North America—between Spanish settlements to the south and French settlements to the north.

Maps

Colonial North America



We have read several of these vignettes over the course of the unit. How do the vignettes differ from chapters in the Reader?

dialogue.

The vignettes in the Activity Book are written as dramas, which are different from poems like “Paul Revere’s Ride” and from stories like “The Legend of Sleepy Hollow,” which is written in prose.

Dramas are structured differently than prose and poetry.

Elements of the vignette that indicate it is drama include: the character list, dialogue which is written in script format, and stage directions like “Scene III.”

NAME: _____	1.1 CONTINUED	ACTIVITY PAGE
DATE: _____		
Scene III: Competing for the Same Land		
Characters: Narrators (2), Map Guide, British General, French General, French (all students)		
<div style="border: 1px solid black; padding: 10px;"><p>Narrator 1: Explorers from many European countries raced to claim areas of North America for themselves. The English established colonies along the east coast of North America—between Spanish settlements to the south and French settlements to the north.</p></div>		

I will call on a student to read British General's last line on page 5.

British General: [clearing throat] Ahem. It is a well-known fact that the land belongs to Great Britain. The members of the British Parliament even wrote to tell the French to leave at once.

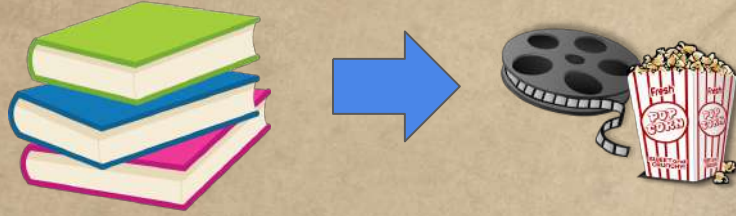
What should the reader do at this part?

The reader should clear their throat before [clearing throat] g the line.

think the words are called that?

Because dramas are often performed on stage and the stage directions give actors directions on how to speak or act.

Can anyone think of a book that has been made into a movie?



The same story can be told in more than one way, for example in prose and as a drama.

Look at the first two sentences on page 66 of the Reader.

He loved to pass long winter evenings with the farmers' wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman. But the cost of the

As homework, write the scene described in those two sentences as a short drama. Remember dramas are stories told by actors playing the characters and speaking dialogue out loud in front of an audience.

Characters:

Scene 1

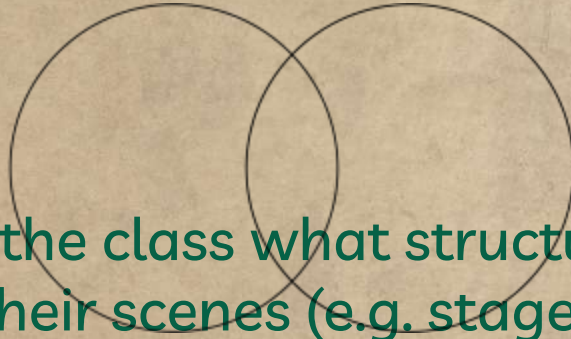
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Once you have completed the homework assignment, I will give you a chance to perform your dramas in front of the class, using your classmates as additional actors.

The audience members will describe the differences between the prose description (sentences from Reader) and the dramatic performances.



The playwrights will tell the class what structural elements of drama they included in their scenes (e.g. stage directions, character list, dialogue).

Word Work: *Formidable* (5 min.)

In the chapter you read, “The most formidable of all [suitors] was a local hero known as Brom Bones.”

Say the word *formidable* with me: formidable

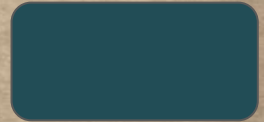
Formidable means extremely powerful, worthy of respect, as in:

The British army was a very formidable foe for the Continental Army.

What are some other examples of things or people who could be described as *formidable*?

What part of speech is the word *formidable*?

adjective



I am going to read several sentences. If the sentence describes something that is/was formidable, say “That is/was a formidable ____.” If the sentence does not describe something that is/was formidable, say “That is/was not a formidable ____.”

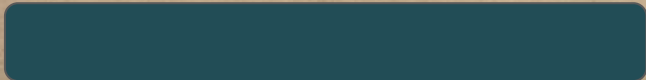
The hurricane damaged a lot of the trees in our yard. Would you say that was or was not a formidable storm?

That was a formidable storm.



The last soccer team we played was the only team we couldn't beat. Would you say that was or was not a formidable opponent?

That was a formidable opponent.



Our dog rolls over to have his tummy rubbed when someone comes in the room. Would you say our dog is or is not a formidable guard dog?

That is

The British army had more experience and more weapons than the Continental Army. Would you say that the British Army was or was not a formidable enemy?

That was a formidable enemy

KUB OBJECTIVES

We will KNOW what a modal auxiliary verb is.

We will UNDERSTAND the use of modal auxiliary verbs to express ability and possibility

We will BE ABLE to Answer questions using modal verbs correctly on AP 14.2.

Grammar: I can demonstrate the use of modal auxiliary verbs to express ability and possibility.

Introduce Modal Auxiliary Verbs (15 min.)

Remember in the previous lesson we learned how to use the linking verb *to be*.

What is a linking verb? A linking verb does not show

Today we will learn about another type of verb- the modal auxiliary verb.

Modal means mood and modal auxiliaries provide information about ability and possibility (i.e. the likelihood that something may take place or happen). Let's carefully examine the poster.

MODAL AUXILIARY VERBS POSTER

Modal Auxiliary Verbs

A **modal auxiliary verb**:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add –s for the third person singular subject
- is followed by a verb which also does not change in form

She **can speak** French.

It **will rain** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

PRESENT		PAST	
can	I can read long chapter books.	could	I could read three years ago.
cannot/can't	I can't speak German.	could not/couldn't	Last summer, I couldn't swim.

Modal Auxiliary Verbs Used to Express Possibility

<div>HIGH POSSIBILITY</div> <div>↕</div> <div>IMPOSSIBILITY</div>	will	It will rain tomorrow.
	may	It may rain tomorrow.
	might	It might rain tomorrow.
	will not/won't	It won't rain tomorrow.

Turn to Activity Page 14.2.

I will review the directions for each section and you will begin working.

If you don't finish, complete the page for homework.



NAME: _____

DATE: _____

14.2

TAKE-HOME

Modal Auxiliary Verbs

Part I: Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.

Example: Can you ride a bicycle?

Yes, I can ride a bicycle.

No, I can't ride a bicycle.

1. Can you use chopsticks?

Part II: Select the modal verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

1. The dark storm clouds in the distance are coming closer and closer. It _____ rain soon.

_____ won't

_____ will

_____ might

KUB OBJECTIVES

We will KNOW the meaning of the suffixes -ible and -able

We will understand that adding the suffixes -ible and -able to a root word changes the meaning of the root word.

We will BE ABLE to Identify meaning and correct usage of words with the suffixes -able and -ible on AP 14.2.

Morphology: I can understand how the suffixes *-able* and *-ible* modify root words, will form new words and use those words in sentences.

Practice Suffixes *-able* and *-ible* (10 min.)

The two suffixes we are studying are *-able* and *-ible*. The Latin suffixes both mean “able to.” When *-able* and *-ible* are added to nouns or verbs, the word becomes an adjective.

SUFFIXES POSTER		
Suffixes		
A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.		
<i>-able</i>	/ə*beɪ/	Able to
<i>-ible</i>	/ə*beɪ/	Able to

I will call on a student to read the suffixed words below.

Visible, accessible, collectible, portable, comfortable, predictable, enjoyable

Here's how I think about the meaning of the word **predictable**:

You can predict something that you know about in advance. So **predictable** describes something that is able to be known in advance, or predicted.

Listen to the following sentences and decide which word from the list best completes the sentence. (tap to reveal)

Visible, accessible, collectible, portable, comfortable, predictable, enjoyable

The chair was really soft with big arms and a matching footrest so it was the most _____ seat in the room.

comfortable

My teacher has a _____ computer that he can take home with him.

portable

We had a very _____ day visiting the science museum and the new exhibit on sharks.

enjoyable

Turn to Activity Page 14.3. I will review the directions and we will complete the first sentence as a group.

If we run out of time, complete the Activity Page for homework. I will collect 14.3 to review and grade.



NAME: _____

14.3

ACTIVITY PAGE

DATE: _____

Practice Suffixes –able and –ible

Write the correct word to complete each sentence.

portable

comfortable

predictable

accessible

visible

edible

1. The pizza was cold, but I thought it was still _____ because I like it that way.
2. The front entrance to the grocery store was not _____ because the road was closed, so we had to go in another way.
3. When I sit in the back of the classroom, I have to strain my eyes because the board is not very _____ from there.

Choose the statement that best answers the question.

4. Which of the following could be described as *portable*?
 - A. a large, heavy suitcase
 - B. a harbor where ships anchor to deliver or pick up cargo
 - C. a small radio you can easily move to use in different places

Spelling: I can spell targeted words with an increased rate of accuracy.

Practice Spelling Words (15 min.)

14.4

ACTIVITY PAGE

Today we will practice writing the spelling words.

Turn to Activity Page 14.4.

The spelling words are listed in the box on the activity page.


Read sentence 1 and fill in the blank. I will call on one student to read the sentence aloud with the spelling word in the blank.

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

easily	greasy	immobile
imperfect	impossible	inflexible
insufficient	intolerable	loudly
noisy	tasty	temporarily

1. The militia was armed with  ammunition at the Battle of Bunker Hill.
2. It was _____ to get to school on time because of heavy traffic.
3. Suzanne shared her mother's _____ brownies with her friends.
4. Infants are relatively _____ until they learn to crawl or walk.

Did anyone have a different answer? Let's make sure we all understand why it is correct.

Check your spelling with the spelling in the word bank and make corrections if needed.

Now turn your page over.

We will say, spell, and say the word again as a class without looking at our papers. You may close your eyes, look up at the ceiling, or trace on the back of your paper with your finger to help visualize the spelling as we spell together.

Ready, begin.

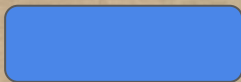
We will repeat the steps for the remaining items. (Tap to reveal answer and tap again to cover it up)

2. It was _____ to get to school on time because of heavy traffic.
3. Suzanne shared her mother's _____ brownies with her friends.
4. Infants are relatively _____ until they learn to crawl or walk.
5. We stopped our mail delivery _____ while we were away.
6. The gym was _____ due to the loud cheering of the crowd at the game.
7. Despite the _____ appearance of the cracked bowl, it was still useful for holding fruit.
8. If you study your spelling words, you will complete the assessment _____.

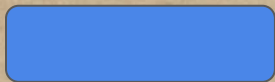
Now turn your page over.

We will complete the “say, spell, and say the word again” step for the unused words: (tap to cover)

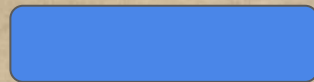
Greasy



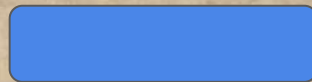
inflexible



intolerable



loudly



Now work independently to write your sentences.

Remember you will be assessed on these words in the next lesson!

Write two sentences using spelling words that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

1. _____

2. _____

Take-Home Material

Write this scene
as a short drama.

Take home **Activity Page 14.2 and 14.3** to complete for homework
if you did not finish in class.

He loved to pass long winter evenings with the farmers' wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman. But the cost of the

NAME: _____ **14.3** ACTIVITY PAGE
DATE: _____

Practice Suffixes -able and -ible

Write the correct word to complete each sentence.

portable	comfortable	predictable
accessible	visible	edible

- The pizza was cold, but I thought it was still _____ because I like it that way.
- The front entrance to the grocery store was not _____ because the road was closed, so we had to go in another way.
- When I sit in the back of the classroom, I have to strain my eyes because the board is not very _____ from there.

Choose the statement that best answers the question.

- Which of the following could be described as *portable*?
 - a large, heavy suitcase
 - a harbor where ships anchor to deliver or pick up cargo
 - a small radio you can easily move to use in different places



NAME: _____ **14.2** TAKE-HOME
DATE: _____

Modal Auxiliary Verbs

Part I: Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.

Example: Can you ride a bicycle?
Yes, I **can** ride a bicycle.
No, I **can't** ride a bicycle.

- Can you use chopsticks?

Part II: Select the modal verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

- The dark storm clouds in the distance are coming closer and closer. It _____ rain soon.
_____ won't
_____ will
_____ might



GREAT WORK TODAY!

Reading: I can make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved.

[RI.4.1, RI.4.3, L.4.4]

Grammar: I can demonstrate understanding of subject-*to be* verb agreement in the present tense.

[L.4.1]





GREAT WORK TODAY!

Morphology: I can understand how the suffixes *-able* and *-ible* modify root words, form new words, and use those words in sentences.

[L.4.4]

Spelling: I can practice spelling content-based spelling words by using chunking to decode them syllabically.

[RF.4.3, L.4.4]



Modal Auxiliary Verbs

A **modal auxiliary verb**:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add -s for the third person singular subject
- is followed by a verb which also does not change in form

She **can speak** French.

It **will rain** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

PRESENT

can	I can read long chapter books.
cannot/can't	I can't speak German.

PAST

could	I could read three years ago.
could not/couldn't	Last summer, I couldn't swim.

Modal Auxiliary Verbs Used to Express Possibility

HIGH POSSIBILITY



IMPOSSIBILITY

will	It will rain tomorrow.
may	It may rain tomorrow.
might	It might rain tomorrow.
will not/won't	It won't rain tomorrow.