TOLEDO BALLET

ERIC OTTO | ARTISTIC DIRECTOR

THE LEGEND OF SLEEPY HOLLOW

TEACHER'S GUIDE

OCTOBER 24 AT 10:30AM

August 2025

Dear Teachers and Parents,

We are delighted you will be joining us on Friday, October 24 at the Valentine Theater for our Young People's Performance: *The Legend of Sleepy Hollow.*

This teacher guide offers lessons designed to introduce the story on which this performance is based. All lessons are aligned with the Ohio State Standards for 7th Grade ELA and may act as supplemental materials to help prepare your students for the concert experience or stand-alone lessons for future use beyond the concert.

Each lesson and activity opens with the learning standards, followed by the materials needed, and the lesson itself.

We hope you find these activities helpful and would appreciate feedback to make future guides more beneficial to you! Please do not hesitate to contact me at sschaefer@artstoledo.com.

A special thank you to Annelise Lewis who created this teacher's guide for *The Legend of Sleepy Hollow.*

Have fun with the activities, and see you at the concert!

Best,

Sarah Schaefer

Education Manager

Toledo Alliance for the Performing Arts

About Annelise Lewis

Annelise Lewis has taught English Language Arts for Toledo Public Schools for the past 10 years and has a Masters of English with a specialization in teaching from Bowling Green State University. She is also the founder and director of the Jones Leadership Academy of Business theatre program. When not teaching, Annelise enjoys reading, spending time outdoors, and making costumes for comic cons and renaissance faires.

The Legend of Sleepy Hollow

Companion Unit for ELA 6-8

A Note for Teachers: The standards listed for each lesson plan are the Common Core Standards that correspond with 7th grade ELA. However, due to the through-line nature of Common Core, the corresponding numbers for 8th and 6th grade would also apply for the most part.

Table of Contents

Day One: Introduction to the Story–Plot, setting, and theme
Days Two and Three: Vocabulary–Context and using a reference material
Day Four: Reading Excerpts–Citing textual evidence
Days Five and Six: Preparing for the Ballet–An adaptation of a story
Day Seven: Attending a performance–Speaking and listening, research
Day Eight: Assessment–Writing a paragraph

Materials:

Excerpts from “The Legend of Sleepy Hollow”
Summary of “The Legend of Sleepy Hollow” from sparknotes.com
https://www.sparknotes.com/short-stories/the-legend-of-sleepy-hollow/summary/
Elements of plot slide show
Plot diagram graphic organizer
A paper or online dictionary
“The Sleeping Beauty – Red Riding Hood divertissement (Pitchley-Gale, Mock; The Royal Ballet)” https://www.youtube.com/watch?v=LmToL4F2DJ4
“Little Red Riding Hood” https://sites.pitt.edu/~dash/type0333.html#perrault
After a performance questions worksheet
Attending a Ballet Research Graphic Organizer
Paragraph Graphic Organizer and Revising Checklist

The Legend of Sleepy Hollow

Day 1

Objective: Given a summary, students will be able to identify setting, characters, plot, and theme of “The Legend of Sleepy Hollow.”

Standards:
CCSS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Materials:
Elements of plot Google Slides
Summary of “The Legend of Sleepy Hollow” from sparknotes.com
https://www.sparknotes.com/short-stories/the-legend-of-sleepy-hollow/summary/
Plot Diagram Graphic Organizer

Lesson:

- **Bellringer:** Think of your favorite movie or TV show. Where does it take place? Who are the main characters? What's it about?
- Think, pair, share: what does a story need to have?
- Students should take some notes on the definitions of setting, plot, character, and theme. You can use a flip book, Cornell notes, a Google Doc. See the attached **Google Slides** under materials.
- Now let's apply it! Model the plot diagram with setting, characters and theme for Cinderella as a class.
- Now let's read a **summary** the story of “The Legend of Sleepy Hollow.” Read it here: The Legend of Sleepy Hollow: Full Plot Summary | SparkNotes
- Depending on your students’ familiarity with the concepts, they can do it this way, or you can do the diagram as a class.
    - Students should fill out their own copy of the **Plot Diagram graphic organizer**, either independently or in small groups. Once done, have them come up to fill out a large copy on the white board. Refer back to the list of suggested themes on the slide show as necessary. The digital version is

on a Google Slide, with editable text boxes, or the slide can be printed and answers done on paper instead.

The Legend of Sleepy Hollow

Day 2

Objective: Using context clues or a reference material, students will be able to determine the meaning of an unknown word.

Standards:
CCSS.ELA-Literacy.L.7.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.7.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Materials: Excerpt 1, a paper or online dictionary
Vocabulary Words:
Pursued
Dismal
Recollection
Approached
Ceased
Perceived
Perils
Dimensions
Endeavored
Horror
Flimsy
Soberly

Lesson:

- **Bellringer:** how can you find the meaning of an unfamiliar word? What do you think the word dismal means?

- Go over answers to the bellringer together. Use chart paper to record the students' ideas.
- Say: One way to determine the meaning of a word is to use context clues. Who knows what context clues are? Context clues are when you use the sentence around the word to determine its meaning. Let's look at some examples:
    - The Headless Horseman pursued Ichabod down the road, following right behind him.
    - The police pursued the thief down the street.
    - I pursued the runner in first place until I overtook her.
- Based on these sentences, what do you think pursued might mean? Entered, chased, or understood?
- Let's try another example! Using context clues, what do you think ceased means?
    - As Ichabod approached this fearful tree, he began to whistle; he thought his whistle was answered. He paused and ceased whistling to listen.
    - I cease all of my school work at the end of the year.
    - He ceased talking after the student yelled, "quiet!"!
- Great! As we read the first section of the story, let's highlight the first seven vocab words as we come to them.
- Proceed to read **Excerpt 1** out loud, modeling highlighting the vocabulary words from the list. As you come to each word, have the students make a guess for what it means using context.
- Sometimes context by itself isn't enough to determine what a word means. When that happens, one thing we can do is look the word up in a reference material. Let's look at the first seven words again. Use a **paper or online dictionary** to see if your guess was correct. Students may do this activity either in teams or individually depending on resources available.

Day 3

Objective: same

Standards: same

Materials: Excerpt 2, a paper or online dictionary

Vocabulary Words: same

- **Bellringer:** use one of the words we defined yesterday in a sentence.
- Think, pair, share: how can we determine the meaning of unfamiliar words?
- With a partner or small group, read the **Excerpt 2** from "The Legend of Sleepy Hollow" and highlight the remaining five words. Make a guess next to each word for its meaning. Then confirm your guess with **an online or paper dictionary.**
- **Exit slip (mini-assessment)**: using context and a reference material, determine the meaning of the word spectre:

"his horror was still more increased on observing that the head, which should have rested on his shoulders, was carried before him on the pommel of his saddle! His terror rose to desperation; he rained a shower of kicks and blows upon Gunpowder, hoping by a sudden movement to give his companion the slip; but the **spectre** started full jump with him."

The Legend of Sleepy Hollow

Day 4

Objective: Using the excerpts from “The Legend of Sleepy Hollow,” students will be able to cite textual evidence to answer a question.

Standards:
CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials:
Excerpt 1 of “The Legend of Sleepy Hollow”

Lesson:

- **Bellringer:** What can you do to prove yourself right in an argument?
- Share out answers to the bellringer. Explain (if they haven’t shared it as an option) that one way to prove yourself right to to support your answer with evidence. In a crime TV show or podcast, how do they prove that the accused is innocent or guilty? (Answers vary, guide them to realizing that whatever they shared is evidence). In the English classroom, we need to support our answers with evidence too, but our evidence doesn’t come from a crime scene, it comes from what we are reading!
- Let’s look at an example (you will need to write or project the rhyme on the board:
    - Little Miss Muffet

        Little miss Muffet she sat on her tuffet,
        Eating her curds eating and whey.
        Along came a spider
        Who sat down beside her
        And frightened miss Muffet away

- Why was Miss Muffet frightened? Where do we see the answer? That’s textual evidence! Now you try with an elbow partner:
- Peter Piper

    Peter Piper picked a peck of pickled peppers,

A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

- What was Peter picking? Where do we see the answer?
- Now, let's take the answer and put it into a sentence. Your sentence should include the name of the text, the question and the answer.
    - In the tongue twister, Peter Piper was harvesting pickled peppers.
- The next sentence should include your textual evidence:
    - "In the rhyme, it states Peter Piper picked a peck of pickled peppers."
- Now let's read a portion of "The Legend of Sleepy Hollow" and cite textual evidence to answer some questions.
- Read the I do portion of **Excerpt 1**"The Legend of Sleepy Hollow." Then model answering this question and citing textual evidence:
    - How did Ichabod feel when he left the party? In "The Legend of Sleepy Hollow" Ichabod felt sad when he left the party. The story states that he felt "heavy-hearted."
- Now read the We Do portion. Have them answer the next two questions with a partner or in a group and share out.
    - What did Ichabod remember when he left the party? In "The Legend of Sleepy Hollow" Ichabod remembered the ghost stories he heard earlier. The story states, "All the stories of ghosts and goblins that he had heard in the afternoon now came crowding upon his recollection."
    - What did Ichabod see in the middle of the road? In "The Legend of Sleepy Hollow" Ichabod saw an giant tree in the middle of the road. The story states, "In the centre of the road stood an enormous tulip-tree."
- Finally, have the students read the final section and answer the three questions citing textual evidence.

1. What does Ichabod do to comfort himself when he is frightened by the scary tree? In "The Legend of Sleepy Hollow" Ichabod whistles to comfort himself. The story states, "As Ichabod approached this fearful tree, he began to whistle."
2. What is another thing that frightens Ichabod on his walk home? (either the white hanging in the middle of the tree or the groan he hears) In "The Legend of Sleepy Hollow" Ichabod is frightened by (see above). In the text it states (either) "as he approached a little nearer, he thought he saw something white, hanging in the midst of the tree." (or) "Suddenly he heard a groan—his teeth chattered, and his knees smote against the saddle."

3. How is Ichabod affected by the ghost stories he hears at the party? In “The Legend of Sleepy Hollow” Ichabod is affected by the ghost stories by becoming afraid on his walk home. Ichabod imagines normal things like a tree are actually scary monsters. In the text it states, “Suddenly he heard a groan—his teeth chattered, and his knees smote against the saddle: it was but the rubbing of one huge bough upon another, as they were swayed about by the breeze.”

The Legend of Sleepy Hollow

Days 5 and 6

Day 5

Objective: Using the ballet excerpt "The Sleeping Beauty – Red Riding Hood divertissement (Pitchley-Gale, Mock; The Royal Ballet)," "Little Red Riding Hood" by Charles Perrault, students will be able to analyze the differences between watching a ballet version of a story and reading a story.

Standards:
CCSS.ELA-LITERACY.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Materials:
"The Sleeping Beauty – Red Riding Hood divertissement" (Pitchley-Gale, Mock; The Royal Ballet) https://www.youtube.com/watch?v=LmToL4F2DJ4
"Little Red Riding Hood." https://sites.pitt.edu/~dash/type0333.html#perrault
Plot diagram graphic organizer
Excerpt 2 of "The Legend of Sleepy Hollow"
The Legend of Sleepy Hollow ballet "After a Performance" worksheet

Lesson:

- **Bellringer:** Have you ever been to a ballet or a play? What did you see? What was it like? If you haven't, tell me about your favorite dance.
- Through the following questions, lead the class in thinking about ballet as an adaptation of a story: Have you ever seen a movie version of a favorite story? What did you think? How are movies different from books? Did you know that a dance can tell a story as well? How many of you have ever seen a ballet before? Can one of you explain what a ballet is? Did you know many ballets tell stories, but without using any words! Let's try to tell a story without using any words.
- Play charades using common fairy tales. Students can act out their stories alone or in a group. Some common stories you can include are: The Three Little Pigs, Goldie Locks and the Three Bears, Cinderella, Snow White, Rapunzel, etc.

- Now, let's read the story of **"Little Red Riding Hood."** Read the story : https://sites.pitt.edu/~dash/type0333.html#perrault
- Let's use the **plot diagram graphic organizer** from day one to track the story.
- Now, let's watch a ballet version. As we watch, keep an eye out for how the experience watching is different from reading it. Also. look for differences in the story. **"The Sleeping Beauty – Red Riding Hood divertissement"** https://www.youtube.com/watch?v=LmToL4F2DJ4
- Get a piece of paper and fold it in half, or open a Google Doc and insert a table with one row and two columns. Label the left side Similar and the right side Different.
- On the left side list all the things that you can think of that were the same about reading the story and watching the ballet. On the right side, list all of the things that were different.
- Recreate the same chart on the board in the front of the room. Have students take turns writing one thing on the board (on either side) until every student has gone. After a while, if students have no ideas that aren't written on the board, they can star another student's idea that they agree with.
- **Exit Slip:** looking at all of our ideas, write two sentences to explain which way of encountering a story (reading it or watching a ballet) is better and why.

Day 6

This lesson may be taught before watching the ballet or after. Either way, the questions should be completed afterwards.

Objective: Using excerpts from "The Legend of Sleepy Hollow" and the "Legend of Sleepy Hollow" ballet performance, students will be able to analyze the differences between watching a ballet version of a story and reading a story.

Lesson:

- **Bellringer:** Using the information we have already, tell the story of "The Legend of Sleepy Hollow."
- Use one of the following activities and the list of events in "The Legend of Sleepy Hollow" to recount the story.
    - With a partner, act out a portion of the story of "The Legend of Sleepy Hollow." You may not use any words. You can take a few minutes to

prepare. When all the portions are put together, the class should see the entire story.
- Alternatively, students could also take the events listed on small slips of paper and put them in order, potentially racing each other in teams.
- Or they could illustrate assigned events to make a comic strip of the story as a class.

Ichabod Crane shows favoritism as a teacher.
Brom Bones and Katrina Von Tassel are dating.
Ichabod has a crush on Katrina, but is kind of awkward.
Ichabod goes to a party at Katrina's house and eats all the food.
The old folks at the party tell ghost stories.
Ichabod talks to Katrina and she turns him down. She was just trying to make Brom jealous.
Ichabod leaves the party sad. He remembers the ghost stories and is scared in the woods.
Ichabod sees the Headless Horseman, who chases him down the road and across the bridge.
The Headless Horseman throws his head at Ichabod!
The next day, the only thing people can find is Ichabod's hat and a smashed pumpkin.

- Now, let's read a portion of "The Legend of Sleepy Hollow."
- Read **Excerpt 2**.
- We will answer some questions about it after we see the ballet, but first, let's think about how they might adapt the story.
- **Assess:** Students may either act out the portion we read, draw a picture of it, create a song about it, or do a dance for it. Students can present their adaptation of the story to the class.

- Next, students will analyze the adaptation of the ballet performance. This should be done through the **“After a Performance Questions.”** This worksheet could be brought to the ballet, or completed back in the classroom upon return. Either way, the questions should be gone over or discussed as a class.

The Legend of Sleepy Hollow

Day 7

Objective: Using the rules for research and rules for discussion, students will research appropriate behavior and attire for attending a performance and discuss the topic collegially.

Standards:
CCSS.ELA-LITERACY.SL.7.1.B
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Materials:
Attending a Ballet Research Graphic Organizer

Lesson:

- **Bellringer:** Have you ever attended a play, concert, or ballet before? What was it like? How did people act?
- People act differently in different situations. Either explain or act out how people act in the following situations: a baseball game, a library, a restaurant, a birthday party, a football game, a religious service, at the pool.
- Like these other situations, people act differently at a ballet performance. We are going to research how to act at the ballet, and then discuss what we found.
- First, do a quick KWL about research. What should we do when looking for an answer on the internet? (E.G. give our source credit, be sure it's a good source, etc.).
- Let's practice. Open a search engine and search: what should I wear to a baseball game? Model which answers that you find are the best and where to find the source to give them credit.
- Now let's brainstorm five questions or topics we would need to know about for how to act and what to wear at the ballet. (answers vary per class, but some

appropriate questions are: what should I wear to the ballet, ballet etiquette, how should I act at the ballet, how long is a ballet, etc.)

- Students now can have some time to research the answers to those questions using the internet. They should write down the answers and where they came from in your note taking method of choice or they can use **the graphic organizer.**

- Now let's prepare for a discussion. What makes a good discussion? (E.G. listening to each other, not repeating, not on our phones, etc). What are some rules we can have for our discussion?
    - This can be more or less guided by the teacher. Work with the students until you have 5-10 rules for a good discussion (or use rules you already have). Rules should be posted somewhere where all students can see them.
- Finally, have a discussion based on the questions we brainstormed earlier, using our research and the rules for discussion. It may be helpful to put some question stems on the board such as:

I found _____ said _____ about this questions.

I agree with you. I think that _____.

I agree with some of what you said, but I don't agree with _____. I think that.

When I researched that, I found_____.

The research I did said _____, but I think.

The Legend of Sleepy Hollow

Day 8

Objective: Using a hamburger paragraph model, checklist, and peer review, students will be able to compose a 5 sentence paragraph response to answer a prompt and revise that response for conventions of standard English capitalization, punctuation, and spelling.

Standards

CCSS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials:
Paragraph Graphic Organizer and Revising Checklist
Completed After a performance questions worksheets

Lesson:

- **Bellringer:**Correct the following sentences for grammatical mistakes:
    - ichabod crane lived in sleepy hollow
    - Katrina von tassel didnt actualerly like Ichabod she was just trying to make Brom jealous
    - The next morning all they found was ichabods hat and as smashed punkin
- Instruct the students to work with a partner to list all the things a paragraph needs to include. Have the students share out their answers and write them on the board. If they have not mentioned them, add the following: a topic sentence, supporting details, a concluding sentence, and at least 5 sentences (optional, or adjust to your standard number of sentences for your classroom). Also review that if a paragraph is in the middle of an essay, the conclusion and/ or topic sentence should include a transition.
- Then say, let's write a paragraph together about tacos (or another item the students choose). This paragraph can be written collaboratively with the students (and should be written out by a student volunteer), but here is a suggestion:

    - Tacos are a type of food. They can include a shell or tortilla, meat, cheese, and vegetables. Some tacos are vegetarian, and include other toppings like potatoes, beans or avocados instead of meat. Some tacos are even made with fish or shrimp. Tacos can be made at home, purchased from a fast food restaurant, or purchased at a local Mexican restaurant. All of these things are why tacos make an easy and versatile meal.
- If a student wrote the paragraph, work with the class to proofread for spelling, capitalization, and punctuation errors. Review with the class frequent punctuation and capitalization mistakes such as (but not limited to) commas after introductory phrases, avoiding run on sentences, using a comma in a list, capitalization for titles, names and at the beginning of sentences, etc.
- **Introduce the paragraph prompt for today: How is the experience of watching a ballet version of a story similar and different to reading it?**
- Instruct the students to respond to this prompt in a complete paragraph. They may use **the graphic organizer** to plan their response. Students may use their completed**"After a Performance Questions" worksheet** while composing their response.
- Then, instruct students to use **the checklist** to revise and edit their responses.
    - First they should check their own writing, circling errors to correct.
    - Then they should ask a peer who is done to check their writing and circle errors.
    - Next, they should edit their responses to correct the mistakes.
    - Finally, they should turn their paragraphs in.

The Legend of Sleepy Hollow

Excerpt 1

I do

It was the very witching time of night that Ichabod, heavy-hearted and crestfallen, pursued his travels homewards, along the sides of the lofty hills which rise above Tarry Town, and which he had traversed so cheerily in the afternoon. The hour was as dismal as himself. . .

We do

All the stories of ghosts and goblins that he had heard in the afternoon now came crowding upon his recollection. The night grew darker and darker; the stars seemed to sink deeper in the sky, and driving clouds occasionally hid them from his sight. He had never felt so lonely and dismal. He was, moreover, approaching the very place where many of the scenes of the ghost stories had been laid. In the centre of the road stood an enormous tulip-tree, which towered like a giant above all the other trees of the neighborhood, and formed a kind of landmark. Its limbs were gnarled and fantastic, large enough to form trunks for ordinary trees, twisting down almost to the earth, and rising again into the air.

You do

As Ichabod approached this fearful tree, he began to whistle; he thought his whistle was answered; it was but a blast sweeping sharply through the dry branches. As he approached a little nearer, he thought he saw something white, hanging in the midst of the tree: he paused and ceased whistling but, on looking more narrowly, perceived that it was a place where the tree had been scathed by lightning, and the white wood laid bare. Suddenly he heard a groan—his teeth chattered, and his knees smote against the saddle: it was but the rubbing of one huge bough upon another, as they were swayed about by the breeze. He passed the tree in safety, but new perils lay before him.

The Legend of Sleepy Hollow

Excerpt 2

Though the night was dark and dismal, yet the form of the unknown might now in some degree be ascertained. He appeared to be a horseman of large dimensions, and mounted on a black horse of powerful frame. He made no offer of molestation or sociability, but kept aloof on one side of the road, jogging along on the blind side of old Gunpowder, who had now got over his fright and waywardness.

Ichabod . . .now quickened his steed in hopes of leaving him behind. The stranger, however, quickened his horse to an equal pace. Ichabod pulled up, and fell into a walk, thinking to lag behind,—the other did the same. His heart began to sink within him. . . On mounting a rising ground, which brought the figure of his fellow-traveller in relief against the sky, gigantic in height, and muffled in a cloak, Ichabod was horror-struck on perceiving that he was headless!—but his horror was still more increased on observing that the head, which should have rested on his shoulders, was carried before him on the pommel of his saddle! His terror rose to desperation; he rained a shower of kicks and blows upon Gunpowder, hoping by a sudden movement to give his companion the slip; but the spectre started full jump with him. Away, then, they dashed through thick and thin; stones flying and sparks flashing at every bound. Ichabod's flimsy garments fluttered in the air, as he stretched his long lank body away over his horse's head, in the eagerness of his flight.

. . .

An opening in the trees now cheered him with the hopes that the church bridge was at hand. . . He saw the walls of the church dimly glaring under the trees beyond. "If I can but reach that bridge," thought Ichabod, "I am safe." Just then he heard the black steed panting and blowing close behind him; he even fancied that he felt his hot breath. Another convulsive kick in the ribs, and old Gunpowder sprang upon the bridge; he thundered over the resounding planks; he gained the opposite side; and now Ichabod cast a look behind to see if his pursuer should vanish, according to rule, in a flash of fire and brimstone. Just then he saw the goblin rising in his stirrups, and in the very act of hurling his head at him. Ichabod endeavored to dodge the horrible missile, but too late. It encountered his cranium with a tremendous crash,—he was tumbled headlong into the dust, and Gunpowder, the black steed, and the goblin rider, passed by like a whirlwind.

The next morning the old horse was found without his saddle, and with the bridle under his feet, soberly cropping the grass at his master's gate. Ichabod did not make his appearance at breakfast; dinner-hour came, but no Ichabod. The boys assembled at the schoolhouse, and

strolled idly about the banks of the brook; but no schoolmaster. Hans Van Ripper now began to feel some uneasiness about the fate of poor Ichabod, and his saddle. An inquiry was set on foot, and after diligent investigation they came upon his traces. In one part of the road leading to the church was found the saddle trampled in the dirt; the tracks of horses' hoofs deeply dented in the road, and evidently at furious speed, were traced to the bridge, beyond which, on the bank of a broad part of the brook, where the water ran deep and black, was found the hat of the unfortunate Ichabod, and close beside it a shattered pumpkin.

Name:_____

The Legend of Sleepy Hollow Ballet

After a Performance Questions

1. What was your first impression of the ballet?

2. How would you describe how you felt while watching the ballet?

3. What did you like? What didn't you like?

4. Compare and contrast Ichabod the dancer and Ichabod in the story.

5. What events were the same in both versions?

6. What events were different between the versions?

7. Why do you think they made those choices?

8. Did you think the book or the ballet was more interesting? Why?

9. How did the music and lights affect how you felt about the story?

10. How did the dancers show how they are feeling without using words?

Name:_____

The Legend of Sleepy Hollow

Attending a Ballet Research Graphic Organizer

Question	Research	Source Information
Example: Where will the ballet take place?	The Toledo Ballet will perform at the Valentine Theatre in Toledo, Ohio.	"The Legend of Sleepy Hollow." *Toledo Ballet*. Toledo Alliance for the Performing Arts. www.artstoledo.com/events/2024/10/27/toledo-ballet-and-symphony/the-legend-of-sleepy-hollow/218/ Date Accessed 26 Aug 2024.

Name:_____

The Legend of Sleepy Hollow

Paragraph Graphic Organizer and Revising Checklist

Topic sentence (restate the prompt, what will the paragraph be about?)
Detail sentences (There should be at least 3 -5 complete sentences here, all giving details about the topic sentence.)
Concluding sentence (Wrap the topic up with your best point or why the reader should care.)

Revising Checklist

Reread your paragraph and put a check next to each item once you have made sure your paragraph is free of that type of error.

☐ Each sentence ends with a period, question mark, or exclamation point.

☐ Every time you pause to take a breath when reading it aloud, there is a punctuation mark.

☐ The paragraph is free from run-on sentences (more than one complete thought smashed together without correct punctuation.)

☐ The paragraph is free from sentence fragments (incomplete sentences).

☐ Every sentence begins with a capital letter.

☐ Every proper noun (like names) is capitalized.

☐ The paragraph is free from spelling mistakes.