

## **Third Story of Unit 1: Weaving a Good Story**

### **Narrative Poem**

#### **Casey at the Bat Language Arts Plans**

##### **Day 1**

**Objectives: SOL 7.5 comprehension of a variety of narrative fiction (poems),**

**SOL 7.5a Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict**

**SOL 7.5b Compare and contrast various forms and genres of fictional text**

**SOL 7.5c Identify conventional elements and characteristics of a variety of genres**

**SOL 7.5d Describe the impact of word choice, imagery, and literary devices including figurative language**

**SOL 7.2a Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience**

**Big Idea for the Week: What do we learn through winning and losing?**

**Focus: Narrative Poetry, Plot Development – especially character development (SOL7.5a), Reading Poetry (impact of sound devices rhyme, repetition, and rhythm**

**Quickwrite: Do you agree or disagree with the following quote: “It’s not whether you win or lose, it’s how you play the game.”? Give a reason for your opinion, possibly with specifics from your life. Text-to-Self**

**Pre-Assessment – compare and contrast poems and prose. To start, have students whole group do a Circle map of elements or components of poetry like we did with Elements of Fiction a few weeks ago. The poetry circle map should have items like rhyme, rhythm, imagery, figurative language. I’ll then bring out the whole group one we did for Elements of Fiction. Ask, any overlap. If not,**

point out that yes, you can have narrative poems that have all the elements of fiction.

TSW discuss pages 133 whole group about a narrative poem (because it is a narrative poem, it has the same elements as a short story: characters, setting, conflict etc.) and some elements of poetry, including repetition, rhyme, and rhythm.

Students whole group will watch the animated version of “Casey at the Bat” BEFORE they read on own.

Students will next read the poem, “Casey at the Bat” first echo and then choral reading. The second group I will probably only do choral reading. We will discuss how we need use our voices to make this poem come alive. Again, students will discuss repetition, rhyme, and rhythm.

Because this is a narrative poem students will next be asked to create a plot diagram of the poem. They will then use the plot diagram to write a summary in their own words. The plot diagram and the summary will be the assessment for this narrative poem because it will show whether they comprehended the narrative poem.

Day 2, will possibly even need a Day 3

Objectives:

SOL 7.5a character development

SOL 7.7 TSW write in a variety of forms (news report exposition)

Quickwrite: Yesterday, you read a poem about the “mighty Casey”. I want you to take some time to analyze whether Casey really is “mighty”.

What kind of person was Casey? How do you know? With a partner, brainstorm a list of adjectives to describe Casey. Identify lines from the poem to prove each adjective. Use larger paper and markers so this can be shared.

**Example: Confident – “There was ease in Casey’s manner as he stepped into his place.”**

**Share whole group. Next, have each person finish the quickwrite by answering on own, How you feel about Casey? Is he mighty or not? Refer also to yesterday’s quote. For those of you who agreed with the quote, did Casey’s actions go with the quote?**

**Now that you’ve shared your opinion of Casey, how much of his behavior do you blame on the sports fans? Do sports fans care too much? Give details of real-life experiences where the sports fans got carried away. This can even be a school sporting event, not just the pros. Text-to-World Connection.**

**Students will next complete the Text Analysis questions I’ve prepared.**

**Students will complete the following writing activity for Casey at the Bat**

**Directions: You are a sports editor for the Mudville Gazette. Your latest assignment is to report on this latest game. You must have a headline and at least a three-paragraph sports story. Students could also draw a picture to accompanying the story.**

**I will give the option for some students to do as a radio announcement. Obviously, it has to be written out first and then read from the script.**

**Text-to-Self Connection: How do you feel when you lose a game? Have you ever acted like Casey? Have you ever acted like the Mudville fans? The poem seems to poke fun of the way the entire town reacts to the loss. How is the way you feel about losing a game different from the way you feel when you lose a person, animal, or thing? How could a poem or song help you remember someone or something you have lost?**

**Big Question: How has this poem made you think of what you can learn through winning and losing?**

