**Shared Reading – 5 Day Lesson Plan on “Casey at the Bat”**

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| **Title of Lesson:**  How Poetry Creates Reader Response |
| **Key Understanding:**  -Elements of poetry (theme) contribute to meaning  -Poetic devices communicate meaning |
| **Assessment:**  Strategy: Learning Log – developed over the course of the series of lessons  Tool: Rubric supported by anecdotal remarks |
| **Prior Knowledge:**  -students have from Grade 4 experience with 1.7 “Analysing Texts” and 2.4 “Elements of Style” |
| **Teaching Focus / Curriculum Expectations:**  1.7 Analysing Texts: students will analyse and explain how various elements in them contribute to meaning (eg. Narrative, character development, plot development, mood, theme…)  2.4 Elements of Style: students will identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning. |
| Students Will:  > analyse how various elements in the poem contribute to meaning   * Narrative * Character development * Plot development * Mood   > identify various elements of style – including:   * Word choice * Comparative adjectives * Sentence types and length * Structure …and explain how the communicate meaning |
| Teaching Strategies:  > shared reading  > multimedia presentations |
| Materials / Preparation for Teaching:  > student copies of “Casey at the Bat” by Ernest Lawrence Thayer  > big version of the poem  > copy of Disney’s version of the poem  > audio recording of “Casey at the Bat” from poets.org  > student notebooks |
| Differentiated Instruction:  > students will receive the poem in three ways: teacher read, audio presentation, video presentation  > deliberate grouping strategies |
| Instruction: |
| Day 1: Focus – reading for narrative and plot development  Before Reading – Brainstorming: beginning with the central idea of “baseball”, activate student knowledge of the rules, sights, sounds, and experiences of playing baseball.  During Reading – Focus on the teaching point of plot to support student understanding of the events of the afternoon at Mudville and to create awareness of the storyline that will from the interpretation of the rest of the poem.  After Reading – Whole class discussion. Being the first exposure to the poem I’m reluctant to release students into smaller groups at this point. Discussion points to include the sequence of events, the plot development phases, and a review of the rules of baseball. Students would then be invited to make their first addition to their learning log with the prompt: “create a timeline of events of the poem”. |
| Day 2: Focus – reading for character development and mood  Before Reading – Story mapping: invite students to create a before and after diagram of Casey before he strikes out and after he strikes out. This should be done in their learning log.  During Reading – Focus on the teaching point of character development and mood development. Read together through the poem again with the purpose of picturing Casey at the various stages of the poem and how the reader’s mood develops at the same time.  After Reading – Buddy system / Peer Practice: create pairs (matching stronger with weaker or baseball savvy with the non-sporty) and ask students to take a copy of the poem and to create a colour coded bar in the margin accompanied by a key that denotes the changing mood of the poem. Once this is added to their learning log they return to the diagrams of Casey and label each with characteristics from the poem. |
| Day 3: Focus on word choice and poetic devices  Before Reading – provide graphic organizers where students organize the descriptive words and phrases into two categories: 1) creates meaning for them 2) unsure about the meaning. Discuss how poets use imagery, word choice, etc to convey meaning.  During Reading – Focus on the teaching point of word choice and poetic devices.  After Reading – Think-Pair-Share: students think about three of the most powerful images from the poem and how word choice adds to that power, share this with a partner, and then share with the whole class one of the three that their partner selected along with an explanation of how word choice contributed to meaning. Students then record in their learning log any three of the images/word choices and explain their meaning and what they contribute to the poem. |
| Day 4: Focus on Structure and Sentence Length.  Before Reading – Discussion of how sentence length can influence reader response and meaning. Play audio version of poem for class.  During Reading –Focus on Structure and Sentence Length through shared reading, reviewing how a reading of poem follows line breaks and punctuation carefully. Discuss the impact of rhyme and meter on the readers experience and how this structure contributes to the meaning of the poem.  After Reading – Peer practice – students rehearse the poem in pairs/small groups and then reflect on the day’s teaching point in their learning log. |
| Day 5: Overall appreciation of the Poem.  Before Reading – Mind Mapping: in their learning logs, students sketch around the central idea of the poem these branches: Casey, Crowd, Stadium, Umpire, Mood, Imagery etc and use their memory of the poem to write their impressions around these points.  During Reading – Focus on what existing understandings and what new understandings of the poem they reinforce/acquire by watching the Disney version together.  After Reading – Students return to their Mind Map with the Disney version fresh in their mind and, using two colours, indicate 1) what details were enhanced by the viewing, and 2) what new understandings were generated. |