

Rising Grade 6

Week 2 Lesson 1: Casey At the Bat

Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- Students will read “Casey at the Bat” and analyze the author’s point of view by looking at the author’s word choice.

Enduring Understanding/Focus

- An author’s point of view can impact a reader’s feelings and attitude as they read a text.

Lesson Structure

Activity 1 -	15 minutes
Activity 2 -	40 minutes
Activity 3 -	20 minutes
Independent Practice/CFU	35 minutes
Independent Practice Review	10 minutes

Student Materials

Paper, pencil, copy of “Casey At the Bat”, marker or highlighter, pictures from the following link: https://bestforall.tnedu.gov/sites/default/files/inline-files/ELA_Grade5_Lesson14_TeacherPacket_0.pdf to project for students to see.

Lesson Set

- The standards that we will be covering in today’s lesson include the following:
- As readers, we will:
 - Determine the meaning of unknown words and phrases based on grade 5 reading and content.
 - Determine the author’s point of view from the narrative poem “Casey At the Bat.”
- As writers, we will:
 - Write changing the point of view of a narrative poem to affect the ending.
- For the agenda today, students will:
 - Describe a visual image to make inferences.
 - Collect notes on the author’s point of view and word choice in the poem.
 - Rewrite the last two stanzas of the poem changing the point of view.

Activity #1 Infer from a Picture

- Put students in pairs.
- Show the first (the picture of the team that looks like they lost a game) of the two pictures of the two teams found at the following link:
https://bestforall.tnedu.gov/sites/default/files/inline-files/ELA_Grade5_Lesson14_TeacherPacket_0.pdf
- Today we are going to think back to the lesson we did with inferring with visual images last week.
- Show the picture that is included in the link in student materials above.
- Students should discuss with their partner their observations of only what they notice.
- Next, students will write their inferences about the picture on a piece of paper.
- Say, “Remember an inference is a statement based on a logical conclusion.”
- Possible inferences :
 - Players are upset.
 - The team has lost.
 - Someone has made a terrible play.
 - The team is a basketball team that is losing.
- Scaffolds/supports: Look carefully at the picture. Think about your observations to draw a logical conclusion.
- Check for understanding: Show second picture from link. Follow routing above with partner. Students will write inferences on their paper.
- Possible inferences:
 - Players are celebrating a win.
 - The team has won a medal and trophy.
 - The team has won a championship.
- Say, “Today we will use these pictures to think about point of view in our narrative poem “Casey At the Bat.”

Introduction to Video 1

Video link: <https://bestforall.tnedu.gov/resource/teaching-tennessee-5th-grade-ela-lesson-14-casey-bat>

- Start video at the beginning and pause at 5:12

- Students will head the back of their inference paper from Activity 1 like the teacher models in the video.
- Explain that today we will reread the poem for the purpose of looking at Author's Point of View.

Activity #2 Author's Point of View

- Resume video at 5:12. Students remain in pairs during this activity. The partner with the shortest hair will be Partner A and the other is Partner B.
- Stop video at 8:21. Partner A tells Partner B what point of view "Casey At the Bat" is written in and explain how we know. (3rd person, Pronouns like I, we, etc. are not used.)
- Partner B shares out with group what he or she heard their partner say.
- Resume video at 8:21. Stop video at 9:53. Students will add to their notes about point of view.
- Resume video at 9:53. Stop at 11:16.
- Say, "The author's point of view of the characters is clear in this text. Reread stanza 5. What do you think the author's point of view of Casey is and what clues did you use to decide on this?"
- Resume video at 11:16 and listen to teacher's thinking. Stop video at 12:32. Students will add notes to graphic organizer.
- Resume video at 12:32. Pause video at 14:40 and allow students to add notes along with teacher to the note page.
- Resume video at 14:40. Stop video at 16:57. Say, "We heard about exaggeration in yesterday's lesson. This was a form of figurative language. We are going to look more closely at this again in this lesson later. Highlight or underline this line in stanza 9 to go back to later in activity 3."
- Resume video at 16:57.
- Check for understanding: Pause at 23:28. Allow students to have private think time to create their own answers to these questions. After everyone has had time to think about their answers to the two questions, students should share their answers with their partner.
 - How would you describe the author's point of view?
 - How does author's point of view influence how a reader might understand this poem?
- Scaffolds/supports: Encourage students to look at their notes and think about how they would describe the author's point of view?
- Resume video at 23:28 to check student's thinking with teacher.

- Pause video at 26:18.

Activity #3 Exaggeration

- Remember yesterday we talked about types of figurative language in “Casey At the Bat”. We discussed the example of hyperbole. (Reread the fifth stanza of the poem aloud.) Say, “In this stanza, there is extreme exaggeration. Again, this is called hyperbole. The text explains the yell of the crowd that “rumbled through the valley, it rattled in the dell.” The text continues to say that the yell “pound(ing) on the mountain and recoil(ing) upon the flat.” This hyperbole demonstrates how loud the roar of the crowd is. This is much better than the author writing that the crowd was loud. Using the hyperbole allows the reader to understand the intensity of the yelling. It tells what to compare it to.
- Say, “Today we see another example of hyperbole or exaggeration. Do you remember what stanza it was in?” (Stanza 5)
- Instruct students to reread stanza 5 again. Ask, “What is being exaggerated here? What is rumbling through the valley, rattling in the dell, and pounding on the mountain?” (the yells)
- Say, “This shows exaggeration because sounds of people yelling cannot be loud enough to pound on a mountain.”
- Say, “You are going to write using exaggeration today. Now we will practice creating verbal statements of exaggeration that focus on baseball.”
- Say, “Think of an exaggeration that describes a baseball that was hit very hard.”
- Allow students one minute to create an exaggeration.
- Explain that students will share their exaggerations with their partner.
- Students will do the same routine to create a verbal exaggeration statement about the following examples:
 - A fast pitch to a batter
 - A loud umpire yell to say ‘Strike’
 - A fast runner sliding into second base
- Check for understanding: Students will be able to describe the above situations using exaggeration to their partner.
- Scaffolds/ Support: Go back to the model to explain to students. Another way of explaining exaggeration might be to say it is like a fisherman that caught a medium size fish but exaggerates the size of the fish. He might say It was so big that it would not fit in his boat. Ask, “How can you exaggerate how fast a pitch was?”

Independent Practice/Check for Understanding

- Rewrite the last two stanzas of “Casey At the Bat” to show what it would be like if Casey had hit a homerun. You will be writing 8 lines.
- Use:
 - the third-person point of view
 - focus on Casey and the fans
 - use good word choice and descriptions to express the emotion
 - exaggerate to get your point across
 - use AABB rhyme scheme
- Remember that the AABB rhyme scheme refers to the way the first two lines of each stanza rhyme and the last two lines rhyme.

Independent Practice Review

- Students will share their rewritten last two stanzas with a partner. Students will find and locate the following requirements in their partners writing.
 - the third-person point of view
 - focus on Casey and the fans
 - use good word choice and descriptions to express the emotion
 - exaggerate to get your point across
 - use AABB rhyme scheme



