



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Purpose in Prose and Poetry
Course	English II PreAP	Dates	2/27-3/3

Monday (2/27) Today will be a day to complete Learning Checkpoints 3.1 and 3.2 and Make-up any missing work from last cycle.	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Get a good grade for last semester2. Start off the Cycle with a Good grade by completing Learning Cycle 3.2 <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary Quiz Week 52. Learning Checkpoint 3.23. Finish LC 3.1 if necessary4. Complete missing work <p>Formative Assessment:</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: landmarkcases.c-span.org/Cases/24/Tinker-v-Des-Moines</p> <p>Follow-Up/Homework: Obtain a copy of <i>Passing</i> by Next Monday for a grade.</p>
Unit 4 Goal: To explore poetry through the lens that poems are delicate machines that express emotion and prioritizing the speaker's purpose and tone and appreciating how various devices achieve those purposes.	



Westside High School Lesson Plan Template

<p>Tuesday/Wed (2/28 & 3/1) Lesson 4.1 pp.171-180</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Analyze the meaning and structure of a complex essay2. Analyze how stylistic elements contribute to the effects and meaning of a work3. Draft a part-to-whole analysis <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Part 1: Observing Sentence Variety and Effect3. Part 2: Modeling Paragraph Visualization4. <i>Passing</i> silent sustained reading5. Exit Slip <p>Formative Assessment: Analyzing a shift</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: Follow-Up/Homework: Obtain a copy of <i>Passing</i> by Next Monday for a grade.</p>
<p>Unit 4 Goal: To explore poetry through the lens that poems are delicate machines that express emotion and prioritizing the speaker's purpose and tone and appreciating how various devices achieve those purposes.</p>	



Westside High School Lesson Plan Template

<p>Thursday (3/2) Lesson 4.1 pp.171-180</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Analyze the meaning and structure of a complex essay2. Analyze how stylistic elements contribute to the effects and meaning of a work3. Draft a part-to-whole analysis <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Part 3: Gallery Walk and Analytical Writing3. <i>Passing</i> silent sustained reading4. Exit Ticket <p>Formative Assessment: Analyzing a shift</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension:</p> <p>Follow-Up/Homework: Obtain a copy of <i>Passing</i> by Next Monday for a grade.</p>
	<p>Unit 4 Goal: To explore poetry through the lens that poems are delicate machines that express emotion and prioritizing the speaker's purpose and tone and appreciating how various devices achieve those purposes.</p>



Westside High School Lesson Plan Template

<p>Friday (3/3) Lesson 4.1 pp.171-180</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Analyze the meaning and structure of a complex essay2. Analyze how stylistic elements contribute to the effects and meaning of a work3. Draft a part-to-whole analysis <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary Quiz2. Analyzing a shift Formative Assessment3. <i>Passing</i> silent sustained reading <p>Formative Assessment: Analyzing a shift</p> <p>Modifications: Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension:</p> <p>Follow-Up/Homework: Obtain a copy of <i>Passing</i> by Next Monday for a grade.</p>
	<p>Unit 4 Goal: To explore poetry through the lens that poems are delicate machines that express emotion and prioritizing the speaker's purpose and tone and appreciating how various devices achieve those purposes.</p>