



Westside High School Lesson Plan Template

--Teacher Name	Bandera-Duplantier	Unit Name	Purpose in Prose and Poetry
Course	English II PreAP	Dates	3/6-3/10

Monday (3/6) 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. 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. COPY OF PASSING DUE TODAY! (BOOK CHECK)3. Part 1: Observing Sentence Variety and Effect4. Part 2: Modeling Paragraph Visualization5. <i>Passing</i> silent sustained reading6. 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:</p> <p>Follow-Up/Homework: Vocabulary Quiz 6 on Friday</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.	



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<p>Tuesday (3/7) Lesson 4.2 pp.181-184</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Analyze how an author's stylistic choices contribute to the effects of a work2. Explain the relationship between poetry and prose3. Incorporate specific language to achieve an intended tone <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Part 1: Finding the Poetry in Prose3. Part 2: Composing Found Odes4. Part 3: Sharing Found Odes <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: "What makes a poem... a poem?" Ted Talk</p> <p>Follow-Up/Homework: Vocabulary Quiz 6 on Friday</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>



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WED/Thursday (3/8 and 3/9)	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. See how ready they are for STARR! <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Major 1: Practice STAAR <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:</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>



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<p>Friday (3/10) Lesson 4.3 pp.185-190</p>	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Read closely and analyze the meaning and structure of a poem2. Analyze literal and figurative meanings represented in a poem3. Identify and explain the central metaphor of a poem <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary Quiz 62. Part 1: "Ode to the Table": A reading based on structure3. Part 2: An Academic Conversation Protocol4. Part 3: Analyzing the progression of stanzas and the metaphor5. <i>Passing</i> silent sustained reading <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: <i>Odes to Common Things</i> by Neruda</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>