



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Purpose in Prose and Poetry
Course	English II PreAP	Dates	3/27-3/30

Monday (3/27) Lesson 4.5 pp.201-206	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Read closely and identify variations in the meaning, purpose, and tone of a poem2. Explain the dominant shift and allusions in a poem3. Write an analysis of a poem <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Part 1 Identifying the Dual Purpose of the Poem3. Part 2 Reading, Researching, and Relating across the Shift (First and Second Read) <p>Formative Assessment: Final Writing on Tuesday</p> <p>Modifications: Vocabulary Across Texts, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Meeting Learner's Needs (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs</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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Tuesday (3/28) Lesson 4.5 pp.201-206	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">4. Read closely and identify variations in the meaning, purpose, and tone of a poem5. Explain the dominant shift and allusions in a poem6. Write an analysis of a poem <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Blooket Vocabulary2. Part 2: Reading, Researching, and Relating across the Shift (Group Work)3. Part 3: Tracing the Evolution of Tone4. Final Write <p>Formative Assessment: Final Writing on Tuesday</p> <p>Modifications: Vocabulary Across Texts, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p>Intervention: Meeting Learner's Needs (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension:</p> <p>Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs</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 (3/29 and 3/30) Lesson 4.6 pp.207-211	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Compare multiple revisions of a poem, identifying elements of content and structure2. Analyze the structure and tone of a poem3. Write an Analysis of a poem <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Vocabulary and Passing Quiz2. Part 1: How Can Losing be and “Art”?3. Part 2: Considering Structure and the Revision History4. Part 3: Making and Breaking the Pattern5. Final Read and Written Analysis <p>Formative Assessment:</p> <p>Modifications: Meeting Learner’s Needs (p.211) Sentence Starters</p> <p>Intervention: Classroom Facilitation (p.208) Notice the Nuance (p.210)</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>