



## Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Purpose in Prose and Poetry
Course	English II PreAP	Dates	4/3-4/6

<b>Monday (4/3) Lesson 4.7 pp.212-217</b>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"><li>1. Analyze how a poem idealizes a subject through detail and imagery</li><li>2. Analyze figurative language meant to characterize a speaker's perspective</li><li>3. Identify contrasting perspectives in a work of poetry</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Blooket Vocabulary</li><li>2. Part 1: Identifying the Subject of Mourning</li><li>3. Part 2: Collings Characterization of Childhood</li><li>4. Part 3 The Emotional Distance Between Then and Now</li></ol> <p><b>Formative Assessment: Major number 2 on Wed/Thurs</b></p> <p><b>Modifications:</b> Noticing Language (p.214) Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Instrutional Rationale (p.213 &amp; 214) Guiding Student Thinking (p.216)s (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> <b>Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs</b></p>
<b>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.</b>	



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<p><b>Tuesday (4/4) Lesson 4.7 pp.212-217</b></p>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"><li>1. Analyze how a poem idealizes a subject through detail and imagery</li><li>2. Analyze figurative language meant to characterize a speaker's perspective</li><li>3. Identify contrasting perspectives in a work of poetry</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Blooket Vocabulary</li><li>2. Part 1: Identifying the Subject of Mourning</li><li>3. Part 2: Collings Characterization of Childhood</li><li>4. Part 3 The Emotional Distance Between Then and Now</li></ol> <p><b>Formative Assessment: Major number 2 on Wed/Thurs</b></p> <p><b>Modifications:</b> Noticing Language (p.214) Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Instrutional Rationale (p.213 &amp; 214) Guiding Student Thinking (p.216)s (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> <b>Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs</b></p>
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<b>WED/Thursday (3/29 and 3/30)</b> Assess and Reflect on Learning Cycle 2 (p.218- 220)	<p><b>Daily Objective:</b></p> <p>SWBAT:</p> <ol style="list-style-type: none"><li>1. Analyze how a poem idealizes a subject through detail and imagery</li><li>2. Analyze figurative language meant to characterize a speaker's perspective</li><li>3. Identify contrasting perspectives in a work of poetry</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Vocabulary Quiz and Passing Quiz</li><li>2. Review of Writing Poetry Paragraphs</li><li>3. Student Task—Major 2 In Billy Collins's poem "On Turning Ten," the speaker is an older person looking back on childhood. Read the poem carefully. Then in, two-well written paragraphs, explain what the speaker has revealed about himself by reflecting on childhood and how Collins uses figurative language to reveal the differences between childhood and adulthood.</li></ol> <p><b>Formative Assessment: Major number 2 on Wed/Thurs</b></p> <p><b>Modifications:</b> Noticing Language (p.214) Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Meeting Learners' Needs p.219-</p> <p><b>Extension:</b> p.219 Elizabeth Bishop's poem "One Art"</p> <p><b>Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs</b></p>
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	<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>