



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Purpose in Prose and Poetry
Course	English II PreAP	Dates	5/8-5/12

Monday (5/8)	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Reflect on the concept of mask and their use in another text <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Students work on Major 1—Due Tomorrow <p>Formative Assessment: Major 1—Due Tomorrow</p> <p>Modifications: Online PDF of Maus</p> <p>Intervention:</p> <p>Extension: Atlantic Article, Books on Holocaust</p> <p>Follow-Up/Homework: Read pdf at home if necessary.</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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Tuesday (5/9)	<p>Daily Objective: SWBAT:</p> <ol style="list-style-type: none">1. Reflect on the concept of mask and their use in another text <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Students work on Major 1—Due Tomorrow <p>Formative Assessment: Major 1—Due Tomorrow</p> <p>Modifications: Online PDF of Maus</p> <p>Intervention:</p> <p>Extension: Atlantic Article, Books on Holocaust</p> <p>Follow-Up/Homework: Read pdf at home if necessary.</p>
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WED/Thursday (5/10 and 5/11) Lesson 4.8 and introduction to Sonnets	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Analyze the effects of word choice in a poem2. Explain the differences between a poem’s literal meaning and intended message3. Apply an understanding of the rhetorical situation to the interpretation of an ironic work4. Learn the basic structure of a sonnet and be able to identify them on their own <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Warm-up: TPCASTT “Ode on the Death of a Favorite Cat” by Thomas Gray2. Part 1: I notice.../I wonder...3. Part 2: Interpreting the Literal4. Part 3: Considering the Rhetorical Situation5. Introduction to the Sonnet—Structure <p>Formative Assessment: Major 2 May 17/18</p> <p>Modifications: SENTENCE STEMS</p> <p>Intervention:</p> <p>Extension: More Poems!</p> <p>Follow-Up/Homework: Sonnet Handout due 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>Friday (5/12)</p> <p>Begin Lesson 4.9 and Sonnet Review</p>	<p>Daily Objective:</p> <p>SWBAT:</p> <ol style="list-style-type: none">1. Conduct on-the-spot research of historical references in a poem2. Understand how exaggeration can be used to express a satirical tone in a poem3. Analyze the differences between a poem's literal meaning and intended meaning <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Warm Up: TPCASTT "Fish" by Elizabeth Bishop2. Sonnet structure quick review3. Part 1: Establishing Necessary Background Knowledge4. Part 2: Characterizing the History Teacher5. Part 3: Getting to the Satire (Probably on Monday) <p>Formative Assessment: Major 2 May 17/18</p> <p>Modifications: SENTENCE STEMS</p> <p>Intervention:</p> <p>Extension: More Poems!</p> <p>Follow-Up/Homework: Sonnet Handout due 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>	