



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	Bandera-Duplantier	<b>Unit Name</b>	<b>Purpose in Prose and Poetry</b>
<b>Course</b>	English II PreAP	<b>Dates</b>	3/18 -3/22

<p><b>Monday (3/18)</b> Lesson 4.1 pp.171-180</p>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"> <li>Analyze the meaning and structure of a complex essay</li> <li>Analyze how stylistic elements contribute to the effects and meaning of a work</li> <li>Draft a part-to-whole analysis</li> </ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>Blooket Vocabulary</li> <li>Part 1: Observing Sentence Variety and Effect</li> <li>Part 2: Modeling Paragraph Visualization</li> <li><i>Passing</i> silent sustained reading</li> <li>Exit Slip</li> </ol> <p><b>Formative Assessment:</b> Analyzing a shift</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> Read Introduction in <i>Passing</i></p> <p><b>Follow-Up/Homework:</b> Obtain a copy of <i>Passing</i> by Next Tuesday for a grade. Quiz over Part 1 Next Thursday</p>
<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></p>	



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<p><b>Tuesday (3/19)</b> <b>Lesson 4.1</b> pp.171-180</p>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"><li>1. Analyze the meaning and structure of a complex essay</li><li>2. Analyze how stylistic elements contribute to the effects and meaning of a work</li><li>3. Draft a part-to-whole analysis</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: Observing Sentence Variety and Effect</li><li>3. Part 2: Modeling Paragraph Visualization</li><li>4. <i>Passing</i> silent sustained reading</li><li>5. Exit Slip</li></ol> <p><b>Formative Assessment:</b> Analyzing a shift</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> Read Introduction in <i>Passing</i></p> <p><b>Follow-Up/Homework:</b> Obtain a copy of <i>Passing</i> by Next Tuesday for a grade. Quiz over Part 1 Next Thursday</p>
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<p><b>Wed/Thursday (3/20 &amp; 3/21)</b> <b>Unit 3 Performance Task (Major 2)</b> pp.153-162</p>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"><li>1. Craft a thesis statement with a precise claim</li><li>2. Select relevant and convincing evidence</li><li>3. Synthesize ideas from multiple texts</li><li>4. Write a well-developed synthesis argument</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Blooket Vocabulary</li><li>2. Grading Student Sample Responses</li><li>3. Major 2 Performance Task 3</li></ol> <p><b>Formative Assessment:</b> Major 2</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> Read Introduction in <i>Passing</i></p> <p><b>Follow-Up/Homework:</b> Obtain a copy of <i>Passing</i> by Next Tuesday for a grade. Quiz over Part 1 Next Thursday</p>
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<p><b>Friday (3/22)</b> <b>Lesson 4.1</b> pp.171-180</p>	<p><b>Daily Objective:</b> SWBAT:</p> <ol style="list-style-type: none"><li>1. Analyze the meaning and structure of a complex essay</li><li>2. Analyze how stylistic elements contribute to the effects and meaning of a work</li><li>3. Draft a part-to-whole analysis</li></ol> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Vocabulary Quiz</li><li>2. Introduction to STAAR writing prompt</li><li>3. Part 3: Gallery Walk and Analytical Writing</li><li>4. <i>Passing</i> silent sustained reading</li><li>5. Exit Ticket</li></ol> <p><b>Formative Assessment:</b> Analyzing a shift</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> Read Introduction in <i>Passing</i></p> <p><b>Follow-Up/Homework:</b> Obtain a copy of <i>Passing</i> by Next Tuesday for a grade. Quiz over Part 1 Next Thursday</p>
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