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| **Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Purpose in Prose and Poetry**  |
| **Course**  | **English II PreAP**  | **Dates**  | **2/27-3/3**  |

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| **Monday****(2/27)****Today will be a day to complete Learning Checkpoints 3.1 and 3.2 and Make-up any missing work from last cycle.**  | **Daily Objective:** SWBAT: 1. Get a good grade for last semester
2. Start off the Cycle with a Good grade by completing Learning Cycle 3.2

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Quiz Week 5
	2. Learning Checkpoint 3.2
	3. Finish LC 3.1 if necessary
	4. Complete missing work

**Formative Assessment:** **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** landmarkcases.c-span.org/Cases/24/Tinker-v-*Des-Moines***Follow-Up/Homework: Obtain a copy of *Passing* by Next Monday for a grade.**      |
|   | **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.**  |
| **Tuesday/Wed** **(2/28 & 3/1)****Lesson 4.1** pp.171-180 | **Daily Objective:** SWBAT: 1. Analyze the meaning and structure of a complex essay
2. Analyze how stylistic elements contribute to the effects and meaning of a work
3. Draft a part-to-whole analysis

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 1: Observing Sentence Variety and Effect
	3. Part 2: Modeling Paragraph Visualization
	4. *Passing* silent sustained reading
	5. Exit Slip

**Formative Assessment:** Analyzing a shift **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** **Follow-Up/Homework: Obtain a copy of *Passing* by Next Monday for a grade.**  |
|   | **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.**  |
| **Thursday****(3/2)****Lesson 4.1** pp.171-180  | **Daily Objective:** SWBAT: 1. Analyze the meaning and structure of a complex essay
2. Analyze how stylistic elements contribute to the effects and meaning of a work
3. Draft a part-to-whole analysis

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 3: Gallery Walk and Analytical Writing
	3. *Passing* silent sustained reading
	4. Exit Ticket

**Formative Assessment:** Analyzing a shift**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** **Follow-Up/Homework: Obtain a copy of *Passing* by Next Monday for a grade.**  |
|   | **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.**  |
| **Friday** **(3/3)****Lesson 4.1** pp.171-180 | **Daily Objective:** SWBAT: 1. Analyze the meaning and structure of a complex essay
2. Analyze how stylistic elements contribute to the effects and meaning of a work
3. Draft a part-to-whole analysis**Agenda with Approximate Time Limits:**

 * 1. Vocabulary Quiz
	2. Analyzing a shift Formative Assessment
	3. *Passing* silent sustained reading

**Formative Assessment:** Analyzing a shift**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** **Follow-Up/Homework:**    **Obtain a copy of *Passing* by Next Monday for a grade.** |
|  | **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.** |