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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.** |