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| **‑‑Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Purpose in Prose and Poetry**  |
| **Course**  | **English II PreAP**  | **Dates**  | **3/6-3/10**  |

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| **Monday****(3/6)****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. 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. COPY OF PASSING DUE TODAY! (BOOK CHECK)
	3. Part 1: Observing Sentence Variety and Effect
	4. Part 2: Modeling Paragraph Visualization
	5. *Passing* silent sustained reading
	6. 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: Vocabulary Quiz 6 on Friday** |
|   | **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** **(3/7)****Lesson 4.2** pp.181-184 | **Daily Objective:** SWBAT: 1. Analyze how an author’s stylistic choices contribute to the effects of a work
2. Explain the relationship between poetry and prose
3. Incorporate specific language to achieve an intended tone

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 1: Finding the Poetry in Prose
	3. Part 2: Composing Found Odes
	4. Part 3: Sharing Found Odes

**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: “What makes a poem… a poem?” Ted Talk****Follow-Up/Homework: Vocabulary Quiz 6 on Friday**  |
|   | **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.**  |
| **WED/Thursday****(3/8 and 3/9)**  | **Daily Objective:** SWBAT: 1. See how ready they are for STARR!

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Major 1: Practice STAAR

**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:** **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** **(3/10)****Lesson 4.3** pp.185-190 | **Daily Objective:** SWBAT: 1. Read closely and analyze the meaning and structure of a poem
2. Analyze literal and figurative meanigns represented in a poem
3. Identify and explain the central metaphor of a poem

**Agenda with Approximate Time Limits:**  * 1. Vocabulary Quiz 6
	2. Part 1: “Ode to the Table”: A reading based on structure
	3. Part 2: An Academic Conversation Protocol
	4. Part 3: Analyzing the progression of stanzas and the metaphor
	5. *Passing* silent sustained reading

**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: *Odes to Common Things* by Neruda** **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.** |