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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.** |