|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Purpose in Prose and Poetry**  |
| **Course**  | **English II PreAP**  | **Dates**  | **3/27-3/30**  |

|  |  |
| --- | --- |
| **Monday****(3/27)****Lesson 4.5** **pp.201-206** | **Daily Objective:** SWBAT: 1. Read closely and identify variations in the meaning, purpose, and tone of a poem
2. Explain the dominant shift and allusions in a poem
3. Write an analysis of a poem

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 1 Identifying the Dual Purpose of the Poem
	3. Part 2 Reading, Researching, and Relating across the Shift (First and Second Read)

**Formative Assessment: Final Writing on Tuesday** **Modifications:** Vocabulary Across Texts, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Meeting Learner’s Needs (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** **Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs**  |
|   | **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** **(3/28)****Lesson 4.5** **pp.201-206** | **Daily Objective:** SWBAT: 1. Read closely and identify variations in the meaning, purpose, and tone of a poem
2. Explain the dominant shift and allusions in a poem
3. Write an analysis of a poem

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 2: Reading, Researching, and Relating across the Shift (Group Work)
	3. Part 3: Tracing the Evolution of Tone
	4. Final Write

**Formative Assessment: Final Writing on Tuesday** **Modifications:** Vocabulary Across Texts, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Meeting Learner’s Needs (p.205), Students Establishing the Rhetorical Analysis Verbs (RAV) Wall**Extension:** **Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs**  |
|   | **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****(3/29 and 3/30)** Lesson 4.6 pp.207-211 | **Daily Objective:** SWBAT: 1. Compare multiple revisions of a poem, identifying elements of content and structure
2. Analyze the structure and tone of a poem
3. Write an Analysis of a poem

**Agenda with Approximate Time Limits:**  * 1. Vocabulary and Passing Quiz
	2. Part 1: How Can Losing be and “Art”?
	3. Part 2: Considering Structure and the Revision History
	4. Part 3: Making and Breaking the Pattern
	5. Final Read and Written Anaysis

**Formative Assessment:** **Modifications: Meeting Learner’s Needs (p.211)** Sentence Starters**Intervention: Classroom Facilitation (p.208)** Notice the Nuance (p.210) **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.**  |