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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Purpose in Prose and Poetry** |
| **Course** | **English II PreAP** | **Dates** | **5/8-5/12** |

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| **Monday**  **(5/8)** | **Daily Objective:**  SWBAT:   1. Reflect on the concept of mask and their use in another text **Agenda with Approximate Time Limits:**      * 1. Students work on Major 1—Due Tomorrow   **Formative Assessment: Major 1—Due Tomorrow**    **Modifications: Online PDF of Maus**  **Intervention:**  **Extension:** Atlantic Article, Books on Holocaust  **Follow-Up/Homework:** Read pdf at home if necessary. |
|  | **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**  **(5/9)** | **Daily Objective:**  SWBAT:   1. Reflect on the concept of mask and their use in another text **Agenda with Approximate Time Limits:**      * 1. Students work on Major 1—Due Tomorrow   **Formative Assessment: Major 1—Due Tomorrow**    **Modifications: Online PDF of Maus**  **Intervention:**  **Extension:** Atlantic Article, Books on Holocaust  **Follow-Up/Homework:** Read pdf at home if necessary. |
|  | **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**  **(5/10 and 5/11)**  **Lesson 4.8 and introduction to Sonnets** | **Daily Objective:**  SWBAT:   1. Analyze the effects of word choice in a poem 2. Explain the differences between a poem’s literal meaning and intended message 3. Apply an understanding of the rhetorical situation to the interpretation of an ironic work 4. Learn the basic structure of a sonnet and be able to identify them on their own   **Agenda with Approximate Time Limits:**     * 1. Warm-up: TPCASTT “Ode on the Death of a Favorite Cat” by Thomas Gray   2. Part 1: I notice…/I wonder…   3. Part 2: Interpreting the Literal   4. Part 3: Considering the Rhetorical Situation   5. Introduction to the Sonnet—Structure   **Formative Assessment: Major 2 May 17/18**  **Modifications: SENTENCE STEMS**  **Intervention:**  **Extension:** More Poems!  **Follow-Up/Homework:** Sonnet Handout due 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.** |

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| **Friday**  **(5/12)**  **Begin Lesson 4.9 and Sonnet Review** | **Daily Objective:**  SWBAT:   1. Conduct on-the-spot research of historical references in a poem 2. Understand how exaggeration can be used to express a satirical tone in a poem 3. Analyze the differences between a poem’s literal meaning and intended meaning   **Agenda with Approximate Time Limits:**     * 1. Warm Up: TPCASTT “Fish” by Elizabeth Bishop   2. Sonnet structure quick review   3. Part 1: Establishing Necessary Background Knowledge   4. Part 2: Characterizing the History Teacher   5. Part 3: Getting to the Satire (Probably on Monday)   **Formative Assessment: Major 2 May 17/18**  **Modifications: SENTENCE STEMS**  **Intervention:**  **Extension:** More Poems!  **Follow-Up/Homework:** Sonnet Handout due 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.** |