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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.**  |