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| **Teacher Name**  |  Bandera-Duplantier | **Unit Name**  | **Purpose in Prose and Poetry**  |
| **Course**  | **English II PreAP**  | **Dates**  | **4/3-4/6**  |

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| **Monday****(4/3)****Lesson 4.7** **pp.212-217** | **Daily Objective:** SWBAT: 1. Analyze how a poem idealizes a subject through detail and imagery
2. Analyze figurative language meant to characterize a speaker’s perspective
3. Identify contrasting perspectives in a work of poetry

**Agenda with Approximate Time Limits:**  * 1. Blooket Vocabulary
	2. Part 1: Identifying the Subject of Mouring
	3. Part 2: Collings Characterization of Childhood
	4. Part 3 The Emotional Distance Between Then and Now

**Formative Assessment: Major number 2 on Wed/Thurs** **Modifications:** Noticing Language (p.214) Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Instrutional Rationale (p.213 & 214) Guiding Student Thinking (p.216)s (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** **(4/4)****Lesson 4.7** **pp.212-217** | **Daily Objective:** SWBAT: 1. Analyze how a poem idealizes a subject through detail and imagery
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| **WED/Thursday****(3/29 and 3/30)**Assess and Reflect on Learning Cycle 2 (p.218-220) | **Daily Objective:** SWBAT: 1. Analyze how a poem idealizes a subject through detail and imagery
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**Agenda with Approximate Time Limits:**  * 1. Vocabulary Quiz and Passing Quiz
	2. Review of Writing Poetry Paragraphs
	3. Student Task—Major 2

In Billy Collins’s poem “On Turning Ten,” the speaker is an older person looking back on childhood. Read the poem carefully. Then in, two-well written paragraphs, explain what the speaker has revealed about himself by reflecting on childhood and how Collins uses figurative language to reveal the differences between childhood and adulthood. **Formative Assessment: Major number 2 on Wed/Thurs** **Modifications:** Noticing Language (p.214) Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz**Intervention:** Meeting Learners’ Needs p.219-**Extension:** p.219 Elizabeth Bishop’s poem “One Art” **Follow-Up/Homework: Vocabulary Quiz on Wed/Thurs and Passing Quiz on Wed/Thurs** **Follow-Up/Homework: Obtain a copy of *Passing* by Next Monday for a grade.**  |
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