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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 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** |
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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 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. 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.** |
|  | **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.** |