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| **Date:** | **1/30/17**  **C Day** | **1/31/17**  ***A Day*** | **2/1/17**  **B Day** | **2/2/17**  **C Day** | **2/3/17**  ***A Day*** |
| **Objective:** | Students will analyze a lyric poem by completing a TPCASTT and an imagery chart that prepares them for writing an essay. | Students will analyze a lyric poem by completing a TPCASTT and an imagery chart that prepares them for writing an essay.  \*Eng I – 1 to watch tech video with Mrs. Jackson after step 8 | Students will demonstrate their understanding of how both authors convey their personal thoughts and feelings through the use of word choice and imagery by completing a quiz scoring 70% or better, and completing a timed essay. | Students will demonstrate their understanding of how both authors convey their personal thoughts and feelings through the use of word choice and imagery by completing a timed essay. | Students will demonstrate their understanding of how both authors convey their personal thoughts and feelings through the use of word choice and imagery by completing a timed essay. |
| **Essential**  **Question(s):** | What lives in your memory? | What lives in your memory? | How does an author convey their personal thoughts and feelings through the use of word choice and imagery? | How does an author convey their personal thoughts and feelings through the use of word choice and imagery? | How does an author convey their personal thoughts and feelings through the use of word choice and imagery? |
| **Standards:** | RL1 RL 4 W4 | RL1 RL 4 W4 | RL 1, 2, 4, 5, 6, 10; L 1, 2, 5; W2 b, c, d, e, f; W4; W9 | RL 1, 2, 4, 5, 6, 10; L 1, 2, 5; W2 b, c, d, e, f; W4; W9 | RL 1, 2, 4, 5, 6, 10; L 1, 2, 5; W2 b, c, d, e, f; W4; W9 |
| **Warm-Up:** | Braggart | Brawl | Bugle | Cleave | Conjure |
| **Agenda:** | 1. Warm-up: vocabulary word 2. Review essay prompt 3. Review lyric poetry p. 749 4. Introduce author Theodore Roethke 5. Read through “My Papa’s Waltz” 6. Teacher to lead discussion about poem and complete example TPCASTT 7. Stanzas 8. Rhyme scheme 9. Figurative language – hyperbole, simile 10. Go through each stanza and paraphrase 11. Discussion of imagery and word choices. 12. Students to complete imagery and inferences chart. | 1. Warm-up: vocabulary word 2. Students will work in groups to answer circle questions on poetry power point. 3. Read through “ I Ask My Mother to Sing” 4. Complete TPCASTT 5. Similes – 2 6. Consonance “l” sound “ck” sound 7. Students to complete chart 8. Read through “Grape Sherbet” 9. Complete TPCASTT 10. Students to complete chart 11. Students to complete simile metaphor race. 12. Students to complete yo mama hyperbole sharing exercise. | 1. Warm-up: vocabulary 2. Review of figurative language in all three poems 3. Review of sound devices in all three poems 4. Students to complete quiz. 5. Students will complete timed essay assignment today, Thursday, and Friday. See tomorrow for details. | 1. Warm-up: vocabulary 2. Students will complete timed essay assignment: use what you have learned from reading “My Papa’s Waltz,” “I Ask My Mother to Sing,” and “Grape Sherbet” to write an essay that provides an analysis of how both authors convey their personal thoughts and feelings through the use of word choice and imagery. | 1. Warm-up: vocabulary 2. Students will complete timed essay assignment: use what you have learned from reading “My Papa’s Waltz,” “I Ask My Mother to Sing,” and “Grape Sherbet” to write an essay that provides an analysis of how both authors convey their personal thoughts and feelings through the use of word choice and imagery. |
| **Student Assignments:** | *Formative* Imagery and inferences charts | *Formative:* Imagery and inferences charts | *Summative: quiz* | *Summative: essay* | *Summative: essay* |

**English Honors I – 1 & 3**