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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. | 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 be able to analyze “Bodybuilder’s Contest,” “400 Meter Free-Style,” “The Night Poetry Rocked the House” focusing on form, sound devices, imagery, and figurative language. |
| **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? | What makes a great competitor? |
| **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 4, RL 10, L 3, L 4, L 5 |
| **Warm-Up:** | Braggart | Brawl | Bugle | Cleave | Conjure |
| **Agenda:** | 1. Warm-up: vocabulary word 2. Review essay prompt & lyric poetry p. 749 3. Introduce author Theodore Roethke. Read through “My Papa’s Waltz” 4. Teacher to lead discussion about poem and complete example TPCASTT (Stanzas, Rhyme scheme, Figurative language – hyperbole, simile) 5. Go through each stanza and paraphrase 6. Discussion of imagery and word choices. 7. Students to complete imagery and inferences chart. 8. Students to complete simile metaphor race, and yo mama hyperbole sharing exercise. | 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 | 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. Review concrete poetry page 765 3. Turn & Talk: what makes a good competitor? 4. Introduce poets 5. Students to read through “400-Meter Free Style” poem on their own. 6. Student volunteer to read through poem once. 7. Discussion of poetic form – what qualities makes this a concrete poem? Answer question A page 766 and question C page 767. 8. TPCASTT poem 9. Students to read “Bodybuilder’s Contest” silently on their own. 10. Teacher to read through poem 11. Discussion of poetic form – answer question D page 768 12. TPCASTT poem |
| **Student Assignments:** | *Formative* Imagery and inferences charts | *Formative:* Imagery and inferences charts | *Summative: quiz* | *Summative: essay* | *Formative: TPCASTT* |

**English Honors I – 2**