

Sussex County Public Schools
LASER-FOCUSED STUDENT-CENTERED LESSON PLANS
“What Will the Student Be Doing: Student-Learning Experience”

Teachers:

GRADE:

SUBJECT:

WEEK:

OBJECTIVES/ESSENTIAL SKILLS/ASSESSMENT ACTIVITY	
VA SOL #(s)/STRANDS(s)	<p>Essential Skills/ENDURING UNDERSTANDING FROM CURRICULUM FRAMEWORK: (What will the students be able to do at the end of the lesson?)</p> <p>ESSENTIAL QUESTION</p> <p>ASSESSMENT ACTIVITY:</p> <p>SUPPORTING RESOURCES:</p> <p>MATERIALS:</p>
	<p>Level of Bloom’s Taxonomy: (Highlight Level or Levels and place the appropriate designation in the parenthesis appearing under the day of the week)</p> <p style="text-align: center;">Remembering (R), Understanding (U), Applying (AP), Analyzing (AN), Evaluating (E), Creating (C)</p> <p>Marzano Strategies (% of Yielded Success): (High Strategy or Strategies); at least TWO Marzano strategies should be used each period. Also, strategies must be evident in the instructional areas.</p> <p style="text-align: center;">Identifying Similarities and Differences (45%), Summarizing and Note-taking (34%), Reinforcing Effort and Providing Recognition (29%), Homework and Practice (28%), Non-Linguistic Representation (27%), Cooperative Learning (23%), Setting Objectives and Providing Feedback (23%), Generating and Testing Hypothesis (23%), Questions/Cues/Advance Organizers (22%), Vocabulary (20%)</p> <p style="text-align: center;">First 45 Minutes: Anticipatory Focus; Introduction; Modeling; Guided Practice</p> <p style="text-align: center;">Second 45 Minutes: Review/Checking for Understanding; Guided Practice Review; Independent Practice & Facilitation; Closure/Checking for Understanding/Exit Ticket</p>

Daily Objectives with SOL Numbers/Outcome of Lesson (The objective should be written in a student-friendly format which includes the <u>condition, behavior, and criteria.</u>	<u>Anticipatory Focus</u> (Select an SOL that was deficient on previous assessment or review from the previous day's lesson – SOL Formatted Items with explanations) <u>10 Minutes</u>	<u>Introduction</u> (What is to be learned today? Provide examples) <u>15 Minutes</u>	<u>Modeling</u> (Show the students what you want them to do during the activity. Provide Samples) <u>10 Minutes</u>	<u>Guided Practice</u> (Walk the students through the process of the activity/independent practice) <u>(10 Minutes)</u> <u>Review/Checking for Understanding</u> (Ask high-order thinking questions based on essential skills; two or more listed) <u>10 Minutes</u>	<u>Independent Practice and Facilitation</u> (Follow-up – the same as guided Practice/Proximity and Mobility) <u>20 Minutes</u> <u>Closure/Checking for Understanding/Exit Tickets</u> (One higher-order thinking question to be written & submitted) <u>5 minutes</u>
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Lesson Adjustments for Special Education Students: