

Sussex County Public Schools
Laser-Focused Student-Centered SOL Lesson Plan Template

1

Teacher _____ Subject _____ Week Beginning _____ Day _____

First 45 Minutes

“What the Students Will Be Doing: Student-Learning Experience”

Concentrated SOL#(s) with Strand(s):

*Outcome of Lesson: (How will you evaluate mastery, e.g. **rubric**, exit strategies, 70% student responses, etc.)_Example of how to write outcome: By the end of the lesson, students will use strong examples of passages with active voice to self-edit a previously self-written passage so that it scores at least an Effective on the Active Voice **rubric**. Students at the Effective level will improve to Highly Effective.*

Essential Question/Skills/Enduring Understanding:

Assessment Activity: _____

Supporting Resources: _____

Anticipatory Focus (Select an SOL that was deficient on previous assessment or review from previous day’s lesson – SOL Formatted Items with explanations) 10 Minutes: (____)

*Activity: _____

Introduction (What is to be learned today? Provide examples.) 15 minutes: (____)

Modeling (Show the students what you want them to do during the activity. Provide Samples) 10 Minutes: (____)

Guided Practice (Walk the students through the process of the activity/ independent practice) 10 Minutes: (____)

***THE FOCUS IS ON THE STUDENT – ASK YOURSELF...WHAT IS THE STUDENT DOING AT THIS MOMENT?**

Teacher _____ Subject _____ Week Beginning _____ Day _____

Second 45 Minutes

“What the Students Will Be Doing: Student-Learning Experience”

Review/ Checking for Understanding (Ask high-order thinking questions based on essential skills) 10 Minutes: (____)

1. _____
2. _____

Guided Practice/Monitoring (Check for disconnects between theory and application) 10 minutes: (____)

Closure/Checking for Understanding (One high-order thinking question to be written & submitted) 5 minutes: (____)

Independent Practice & Facilitation (Follow-activity – the same as guided practice/ Proximity & Mobility) 20 Minutes: (____)

Research Based Strategies Utilized

<u>Bloom' s Taxonomy</u>	<u>Marzano Strategies (% of Yielded Success)</u>
<input type="checkbox"/> Remembering (R)	<input type="checkbox"/> Identifying Similarities and Differences (45%)
<input type="checkbox"/> Understanding (U)	<input type="checkbox"/> Summarizing and Note-taking (34%)
<input type="checkbox"/> Applying (AP)	<input type="checkbox"/> Reinforcing Effort and Providing Recognition (29%)
<input type="checkbox"/> Analyzing (AN)	<input type="checkbox"/> Homework and Practice (28%)
<input type="checkbox"/> Evaluating (E)	<input type="checkbox"/> Non-linguistic Representation (27%)
<input type="checkbox"/> Creating (C)	<input type="checkbox"/> Cooperative Learning (23%)
	<input type="checkbox"/> Setting Objectives and Providing Feedback (23%)
	<input type="checkbox"/> Generating and Testing Hypothesis (23%)
	<input type="checkbox"/> Questions, Cues, and Advance Organizers (22%)
	<input type="checkbox"/> Vocabulary (20%)
	<i>*HIGHLIGHT/CIRCLE STRATEGY OR STRATEGIES; AT LEAST TWO MARZANO STRATEGIES SHOULD BE USED EACH PERIOD. ALSO, STRATEGIES MUST BE EVIDENT IN THE INSTRUCTIONAL AREAS.</i>
<i>(HIGHLIGHT/CIRCLE LEVEL OR LEVELS AND PLACE THE APPROPRIATE DESIGNATION IN THE PARENTHESIS APPEARING BESIDE THE MINUTES)</i>	

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