



SY25-26 Lesson Plan Guidance

Subject/Course:	Date:	
Targeted SOL- Standard(s) and/or Sub-standards (if applicable) Found in the PCPS curriculum (from VDOE) that tells what should be taught to ensure student success.		
Vocabulary The words and terms used to teach a standard, explain a skill, and/or understand a text. These terms are listed within the "Topic Planner" at the beginning of each Topic.		
Learning Objective: The statement(s) should be posted daily to explain what the student can do at the end of the lesson.		
Language Support Objective: The Language Support Handbook provides instructional support that promotes development of language modalities in mathematics for: • All students as they learn a new mathematical language during the year. • Struggling readers and writers who are below grade level in acquiring written language. • English language learners (ELLs) who may be at various levels of English language proficiency		
Learning Experience: (Gradual Release)		
	Lesson Link	Page #s
Today's Challenge (Warm-Up): This interactive component can be used at any time during the topic. It is designed for whole-class instruction. Each topic has 5 problems that use the same data and increase in difficulty. The problems apply prior knowledge and promote important mathematical skills.		
Step 1: Solve & Discuss It!, Explore It!, Explain It! (We Do): This interactive component provides the Problem-Based Learning from the student edition in an interactive format. It is designed for whole-class instruction. Effective Teaching Practices (ETP) explicitly identify: "Before", "During" and "After" the lesson.		
Step 2: Visual Learning (I/We Do): This animated component is the first part of the Visual Learning Bridge from the student edition. Some use interactivity to illustrate math ideas. It is designed for whole-class instruction. Examples Include Effective Teaching Practice (ETP) Examples: • Use and Connect Mathematical Representations • Elicit and Use Evidence of Student Thinking • Pose Purposeful Questions • Build Procedural Fluency from Conceptual Understanding		



SY25-26 Lesson Plan Guidance

Step 3: Independent Practice (You Do Together /You Do Alone): Students work independently or in small groups on activities to demonstrate their understanding of the content presented during the direct instruction or guided practice portion of the unit. There can be various forms of activities during this portion of the lesson. (student practice with check for understanding- formative assessment to determine next steps) Examples: • Practice and Problem Solving: Student Workbook • Lesson quiz- listed for each lesson • Interactive Practice (Savvy Adaptive Practice) • MathXL		
Closure (Check for Understanding): This occurs at the end of the lesson and wraps up the instruction. Students work independently on activities to demonstrate their mastery of skills taught or summarize what they learned. Reference the “Do You Understand? And Do you Know How” • Found under: “Key Concepts” online		
Small Group (data-driven) Based on student performance on Lesson Quizzes >70%-Tier 1: • Independent: Topic 1 Performance Task (Printables)-listed online for each lesson ◦ Mid-Topic: ◦ Task A: ◦ Task B: 69%-50%- Tier 2 • Small Group with Teacher: Reteach to Build for Understanding (online). ◦ Listed for each lesson on ◦ Example Lesson 1 Reteach to Build for Understand: R1 <49%- Tier 3 • Small Group with Tutor- Zearn Lesson ◦ Pull-out led by tutor		
Differentiation: (Found at the Bottom of Step 2: Visual Learning within each Lesson in Teacher Book) • Gifted: “Enrichment” • ELLs : “English Language Learners” • SWD: “ Response to Intervention”		

Subject/Course: 7th Grade Mathematics

Date:
Core: 8/4/2025
Intervention: 8/5/2025



SY25-26 Lesson Plan Guidance

Targeted SOL- Standard(s) and/or Sub-standards (if applicable)		
Vocabulary		
Learning Objective:		
Language Support Objective:		
Learning Experience: (Gradual Release)		
	Lesson: Order Rational Numbers on a Number Line	Page #s
Today's Challenge (Warm-Up):		
Step 1: Solve & Discuss It!, Explore It!, Explain It! (We Do).	○	
Step 2: Visual Learning (I/We Do):		
Step 3: Independent Practice (You Do Together /You Do Alone):		
Closure (Check for Understanding):		
Small Group Based on student performance on Lesson Quizzes >70%-Tier 1: Independent: Topic 1 Performance Task (Printables)-listed online for each lesson		



SY25-26 Lesson Plan Guidance

69%-50%- Tier 2 • Small Group with Teacher: Reteach to Build for Understanding (online). <49%- Tier 3 • Small Group with Tutor- Zearn Lesson ◦ Pull-out led by tutor IXL: Lessons:		
Differentiation: (Found at the Bottom of Step 2: Visual Learning within each Lesson in Teacher Book) • Gifted: "Enrichment" • ELLs : "English Language Learners" • SWD: " Response to Intervention"		