

FSC School of Education

Standards-Based Lesson Plan Template 2023-2024

Directions for completing the lesson plan: Read the boxes with instruction to make sure you include all requirements for that section. Do not delete any instructions in the colored boxes. Add your information in the white boxes.

Name: Vanessa Bethel		FSC Course Number: EDU3333		Date: 10/12/2023	
Total Length of Lesson: 90 Min.		Grade Level: 4		YouTube link: https://www.youtube.com/watch?v=G16TgYIRIKM	
Key Teaching Skills (Choose the 2-3 KTS on which you will focus to enhance your teacher development. These areas are based on the FSC Clinical Experience Action Plan.):					
<input type="checkbox"/> Classroom management strategies <input type="checkbox"/> Provide high-quality academic feedback <input type="checkbox"/> Provide rigor through accurate & high-quality content <input type="checkbox"/> Positively impact student learning		<input type="checkbox"/> Formative assessment to inform instruction <input type="checkbox"/> Ask higher level questions <input type="checkbox"/> Strong subject/content knowledge <input type="checkbox"/> Multi-sensory instruction <input type="checkbox"/> Assessment to measure learning gains		<input checked="" type="checkbox"/> Differentiated instruction (CPP)/UDL (per data) <input checked="" type="checkbox"/> Foster student engagement <input type="checkbox"/> Scaffolding instruction <input type="checkbox"/> Integrate literacy instruction	
Subject Area/Topic of Lesson: ELA/		Total number of K-12 students: 18 Number of ESE students excluding Gifted: 5		Number of ELL students: 1 Number of Gifted students: 8	
FL Standards/B.E.S.T. Standards (Academic Standards) Write the standard and benchmark numbers and descriptions. Find these on the FLDOE website or CHAEMS. http://www.cpebms.org/Standards/FL-Standard/Search.aspx Include standards to integrate across subjects. Example: Reading, Writing, Social Studies, Math, Writing, Science.		Objective(s) and Learning Target(s) The objective must align with the FL Standards B.E.S.T. Standards. Objectives are the specific measurable competencies to determine whether the standard is met or not. Learning targets express the success criteria for the objective in student friendly language. The objective and learning targets must match the FL standard. Objective Example: The students will demonstrate understanding of the equivalency of mixed numbers and improper fractions by drawing models of equivalent mixed numbers and improper fractions with an 80% mastery level by the end of the two-day lesson. Learning Target Example: 1. Draw models of the denominator for each improper fraction and mixed number. 2. Color the correct number of pieces in each model to represent each given improper fraction and mixed number.		Assessment/Evaluation: Concluding Assessment Although this lesson may not cover the entire standard, you must attach a concluding assessment for this lesson. This must assess the students' mastery toward the objective/standard. Examples: project, paper test, report, chapter test, practice problems, written story, journal entry, etc. Be sure that this assessment directly links to the objective and standard. <div style="background-color: yellow; padding: 2px;">Include a copy of the assessment to bottom of this lesson plan.</div>	
FL Standards/B.E.S.T. Standard(s) (Academic Standard(s)): ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit. ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. B.E.S.T. Benchmark(s):		Objective(s) and Learning Target(s): <ul style="list-style-type: none"> - Students will explain how relevant details support the central idea using inference skills when it is implied. - Students will explain how relevant details support the central idea when it is explicitly found in the text. - Students will use grade level academic vocabulary appropriately when speaking and writing. - Students will be able to identify the central idea and identify details that support the central idea. 		Assessment/Evaluation: Students will take an 5-question assessment written and multiple choice. Students must maintain 70% accuracy and above to master material.	
Possible misconceptions for this lesson and strategies to address misconceptions Gather information from pretests, talking to CT, common content area misconceptions, suggested misconceptions from teacher resource materials.		Misconceptions: The lesson was based on two standards that needed to be retaught based on data from a previous FSQ assessment. Student confused the central idea with details and some of the relevant details with minor details. The assessment also indicated that students chose inaccurate context that helped them figure out outlined vocabulary words from the text.			
		Strategies to Address Misconceptions:			
ESOL strategies specific to the K-12 students in your class and content of the lesson You must include these instructional strategies under the assumption that there are K-12 ELL students in the		ESOL Stages, Codes, and Strategy Descriptions: A6- Provide alternative instruction whenever the class lessons are extremely difficult for the LEP student. A10- Keep directions short and simple. A13- Allow LEP students to use bilingual dictionaries. B4- Speak clearly and simplify vocabulary.			

Nj Lesson Plan With Standards

**Scott L. Roberts, Benjamin R.
Wellenreiter, Jessica Ferreras-
Stone, Stephanie L. Strachan, Karrie L.
Palmer**

Nj Lesson Plan With Standards:

Aligning and Balancing the Standards-Based Curriculum David A. Squires, 2004-09-22 What the experts say about how the Balanced Curriculum process can tip the scales in favor of your students The work that Dr Squires has done in moving the curriculum development process onto the Web has removed some of the tedium involved in crafting curriculum making it user friendly and open to the kinds of ongoing changes that make the promise of continual renewal of curriculum a reality From the Foreword by Fenwick W English R Wendell Eaves Distinguished Professor of Educational Leadership University of North Carolina at Chapel Hill A coherent approach to curriculum instruction and assessment in the age of standards driven education It will be an excellent contribution H Lynn Erickson Author Concept Based Curriculum and Instruction I m happy with the Balanced Curriculum process my Board is happy and my students are benefiting by it Philomena T Pezzano District Superintendent Englewood Cliffs New Jersey Public Schools The book builds a bridge of confidence that will convince readers of both the ideas and of their own ability to succeed David W Champagne Professor Emeritus University of Pittsburgh A wonderful and thorough explanation of the Balanced Curriculum Michelle Barnea Educational Consultant Milburn New Jersey *Aligning and Balancing the Standards Based Curriculum* highlights the research theory method practice and implementation guidelines from a successful 15 year track record of schools already using the BalancedCurriculum.com Web site and its curriculum balancing process Benefit from the invaluable insights experience and expertise of author David A Squires as he outlines curriculum innovations that include Web based solutions to simplify curriculum development and writing Professional development opportunities designed to achieve school and districtwide consensus on curriculum development Practical methods for ensuring that the curriculum is consistently reviewed evaluated enhanced aligned and rebalanced Full of field tested practices clear sighted diagrams sample lessons assessments and case studies this comprehensive handbook shows how schools and districts all across the nation can use the Balanced Curriculum process to put their schools on the track to success

Subject Catalog of the Military Art and Science Collection in the Library of the United States Military Academy United States Military Academy. Library, 1969 **Resources in Education**

, 1999-10 **New Jersey Register** , 2009 *Teaching Middle Level Social Studies* Scott L. Roberts, Benjamin R.

Wellenreiter, Jessica Ferreras-Stone, Stephanie L. Strachan, Karrie L. Palmer, 2022-03-24 This textbook offers progressive and traditional methods for teaching middle level social studies It includes chapters on social studies curriculum planning state history and integrating core subjects Features include resources activities lesson ideas student work samples and standards examination **The National Union Catalog, Pre-1956 Imprints** , 1979 [The New Jersey Register](#) , 2006 *Leading*

Equity-Focused Inquiry for Continuous School Improvement Margaret Terry Orr, This book offers a roadmap for conducting continuous school improvement work illustrating the common stages of the process Using improvement science principles and an equity perspective this book demonstrates how schools and districts can increase their efficacy and how teachers and

leaders can improve their practice for the benefit of all students Through eight case studies representing a variety of K 12 school and community settings the authors address a range of critical student needs in literacy math special education and social learning Each case describes how the leaders and their staff engaged in careful exploration of specific problems and their causes as well as their thoughtful development and testing of solutions The text analyzes how the leaders their teachers and other staff gained collaborative inquiry capacities and reduced inequities to improve student outcomes particularly for those most challenged Each case concludes with leaders reflections and discussion questions to prompt others engaging in similar work A summative chapter reflects on the leadership lessons for equity focused improvement efforts Book Features Explains how school leaders used improvement science informed processes to address common problems of practice Offers a roadmap for conducting continuous school improvement work illustrating the common stages of the process Provides cases from a diverse range of school and district settings including urban and suburban schools elementary middle and high schools and specialized schools Illustrates each case study with fishbone and driver diagrams and Plan Do Study Act PDSA cycles Includes reflection and discussion questions appropriate for individual readers education courses and book study groups

Resources in Vocational Education ,1977 **A Catalog of Books Represented by Library of Congress Printed Cards Issued to July 31, 1942** ,1942 *New Jersey Education Bulletin* ,1988 **Checklist of Official New Jersey Publications** ,1993 **The Standard** ,1899 **Language Arts Workshop** Nancy Frey,Douglas Fisher,2006

Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early intervention or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom

Reports of Cases Argued and Determined in the Supreme Court of New Jersey New Jersey. Supreme Court,1997 Public Employee Bargaining Commerce Clearing House,1977

Teaching to the Standards of Effective Practice Robert Wandberg,John Rohwer,2003 Using a workbook format Teaching to the Standards of Effective Practice A Workbook to Prepare and Guide a Successful Teaching Experience is a book designed to assist and guide a successful student teacher experience This book uses an action and reflection approach Using

the Interstate New Teacher Assessment and Support Consortium INTASC standards as a base more than 90 chapter activities support the knowledge and skill required for successful and effective teaching In addition to these activities self assessments a research based foundation expert commentaries vignettes student to student tips and case studies guide the student teacher to a successful experience Designed for student teachers and for those in the beginning years of their teaching career *Catalogue and Circular of Information of the New Jersey State Normal School at Montclair* New Jersey State Teachers College (Montclair, N.J.),1911 Teaching Mathematics in Elementary and Middle School Joseph G. R. Martinez,Nancy Conrad Martinez,2007 With an emphasis on inquiry and process Teaching Mathematics in Elementary and Middle School embraces active mathematics instruction and the development of mathematical thinking through problem solving The text challenges future teachers to prepare their K 8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society Teachers will develop their own mathematical abilities allowing them to help students discover a rich combination of thinking processes and problem solving strategies raising the learning expectations for all Unique text features TIE Thought Investigation and Exploration features ask pre service teachers to develop their own thinking and learning abilities preparing them to better challenge their students Mathematics in the Real World Idea Files and Teacher Profiles model best practices and supply readers with concrete teaching tools and strategies Mathematical Thinking Mathematical Games and Mathematics and Technology features detail activities to engage and develop students mathematical thinking Accompanying student artifacts illustrate the progression of students conceptual understanding CD logo replaces bullet Math Activities CD ROM provides an outstanding text component containing more than 100 activities that use a three step process explore invent discover to foster the development of mathematical thinking through guided inquiry Aligned with the NCTM standards each activity is integrated within the text and designed to help develop students conceptual understanding of mathematics Mathematics in Literature offers thoroughly developed ideas for using children s literature to create meaningful contexts for mathematics learning An extensive bibliography that can be used for this purpose appears on the CD Rom I think the text is an excellent resource for elementary and middle school methods courses In particular I like how the textbook handles the bigger issues such as geometric reasoning rather than just geometry I also like the excellent foundation in educational research that the textbook provides as well as some very careful attention and consistent referencing to the NCTM standards and principles The incorporation of classroom vignettes teacher illustrations and samples of student work also all add to the excellent grounding of the text in real world classroom work Dr Neal Grandgenett University of Nebraska at Omaha Teaching Content to All B. Keith Lenz,Donald D. Deshler,2004 Teaching Content to All includes what every secondary teacher needs to know about instructing students with different learning needs It helps secondary teachers understand academic diversity among students and then plan for and implement instruction that reaches all students The text addresses the unique challenges faced by secondary educators committed to

inclusion and to meeting standards for all students Teaching Content to All explains research based teaching techniques and strategies based on understanding instructional goals rather than simply implementing isolated teaching tools Examples are heavily oriented toward the content areas and the planning and teaching routines it presents are easily adaptable across the curriculum by both general and special educators The material can be adapted for the elementary grades

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