



Image generated with AI (ChatGPT/DALL·E, 2026)

CINDY BLACKBURN 3+

SPECIAL POWERS!

CINDY BLACKBURN
THE CURRICULUM COMMANDER

Mapping minds, Sparking agency.
Saving time across time zones.

Leading with AI*
The School Leader's
Playbook for Innovation
and Impact

3-part, virtual LIVE series
on November 9, 16 and 30

Jay McTighe
Author, Consultant and
Co-creator of UbD
Framework

Catlin Tucker
Leading Blended
Learning Expert, Author,
and Public Speaker

Tony Frontier
Ph.D. - Award-winning
Educator, Author, and
Consultant

David Franklin
Founder,
The Principal's Desk

John Spencer
PEL, Educator, Author,
and Professor

Cindy Blackburn
Director of Learning &
Engagement, Toddle

Deepanshu Arora
CEO, Toddle

trainer

✦ AI is changing

Coming up in this episode

podcast

**Mastering ChatGPT
for Lesson Planning**
with Cindy Blackburn

55 copy and paste prompts for teachers

author

What is your school doing this year to raise student achievement?

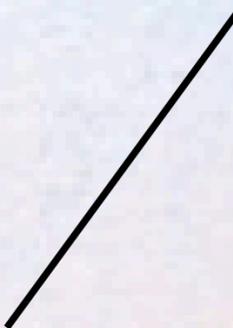
ex: using more formative assessment



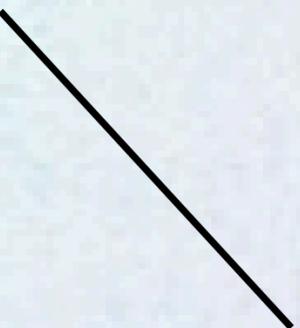


The single most important initiative a school or district can engage in to raise student achievement...

a **guaranteed** and **viable** curriculum.



all students have access to
the same content,
regardless of teacher



adequate time and
resources

...but is curriculum **REALLY** that important?

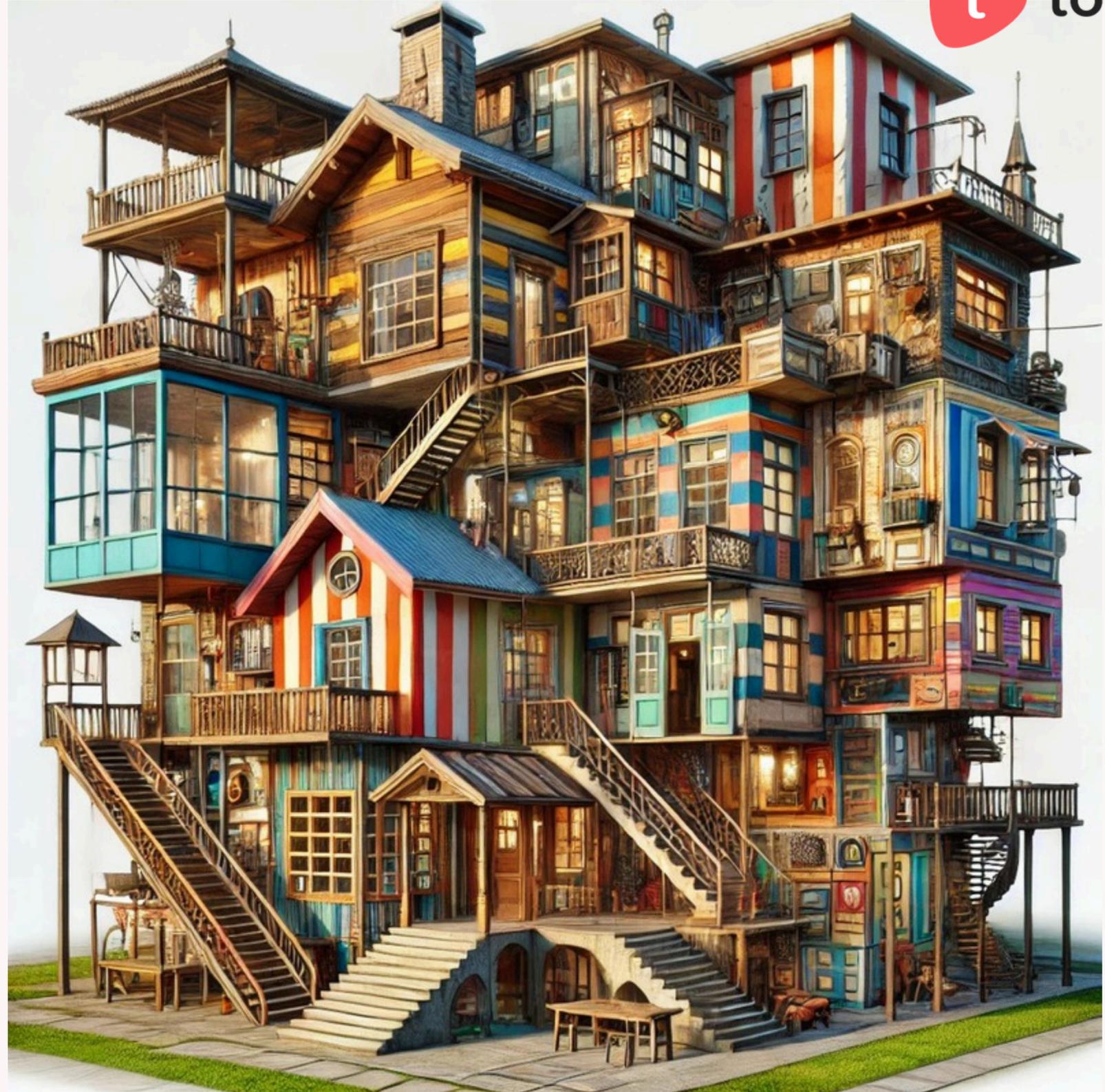
imagine a group of the more forward-thinking and artistic builders got together to build a house.

They chose not to create a blueprint and not to collaborate on their designs.
what might happen?



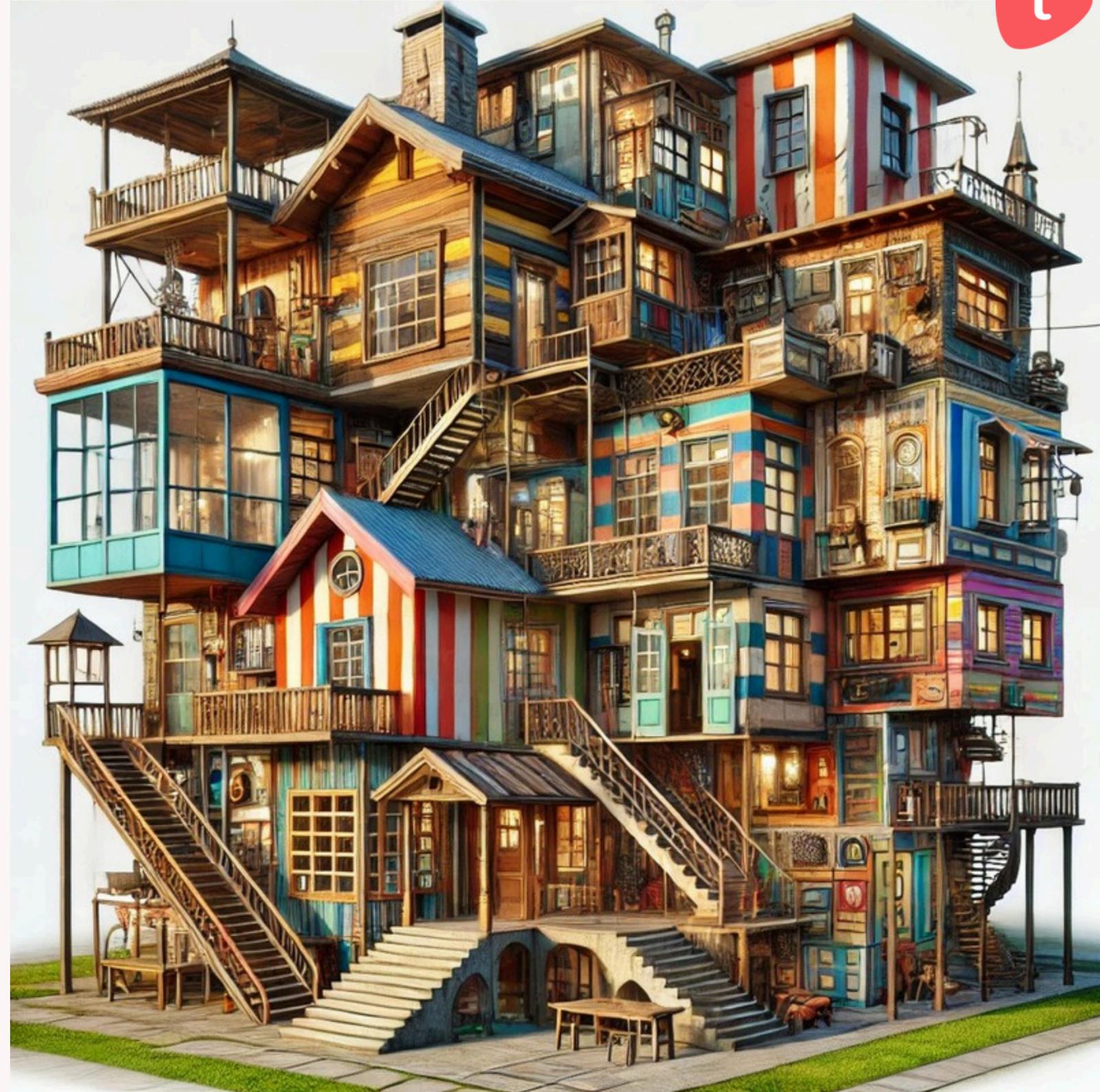
there's a big chance that there are things missing or extra.

it still **might** be a cool house, but how much more potential exists if they were to collaboratively and intentionally build it?



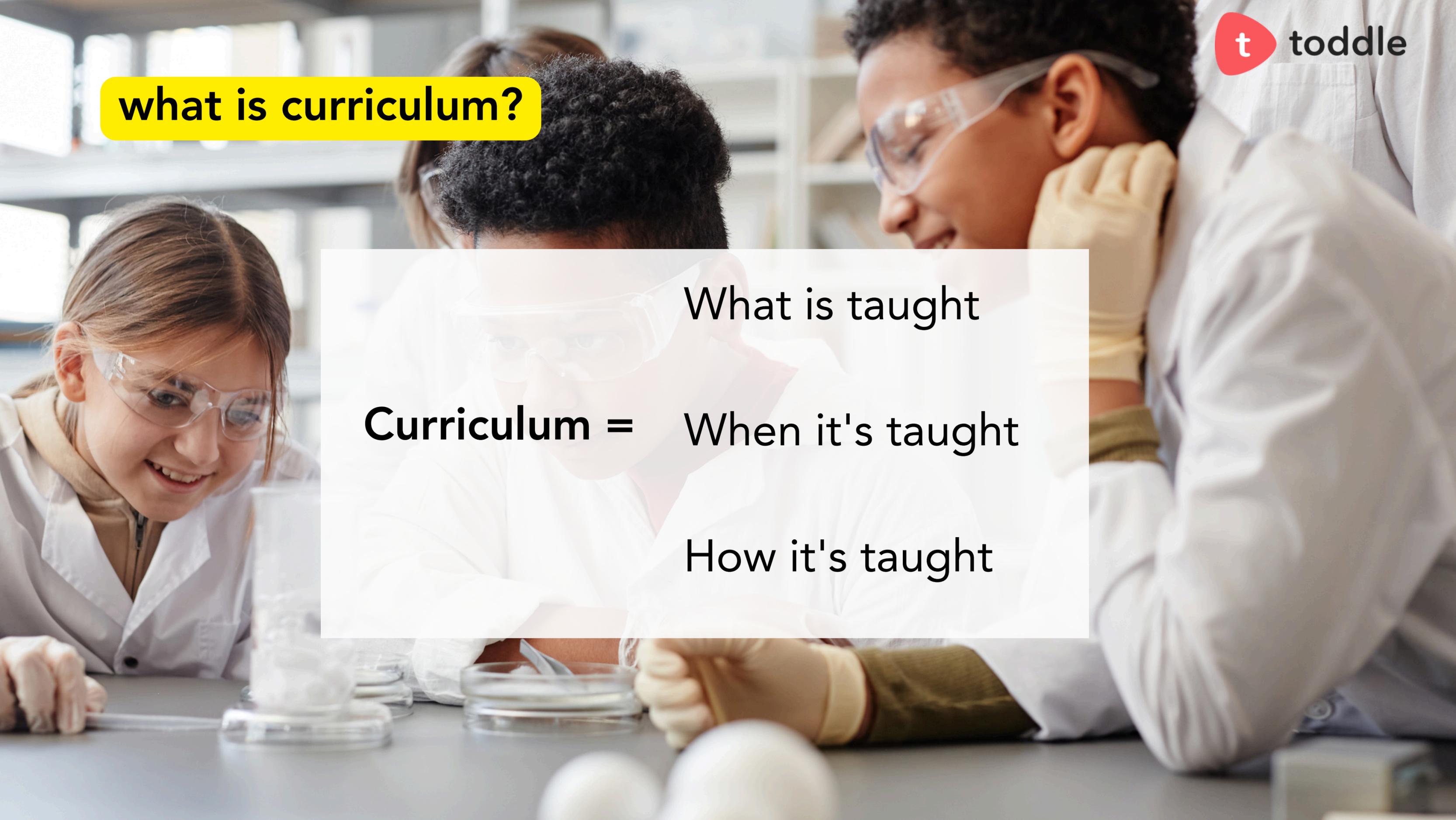
(how) does this show up at your school?

what issues pop up when around curriculum?



what is curriculum?

Curriculum = What is taught
When it's taught
How it's taught



What is taught – the specific standards, competencies, or learning objectives identified as important by a school community.

Home / Planning Insights
Math curriculum map

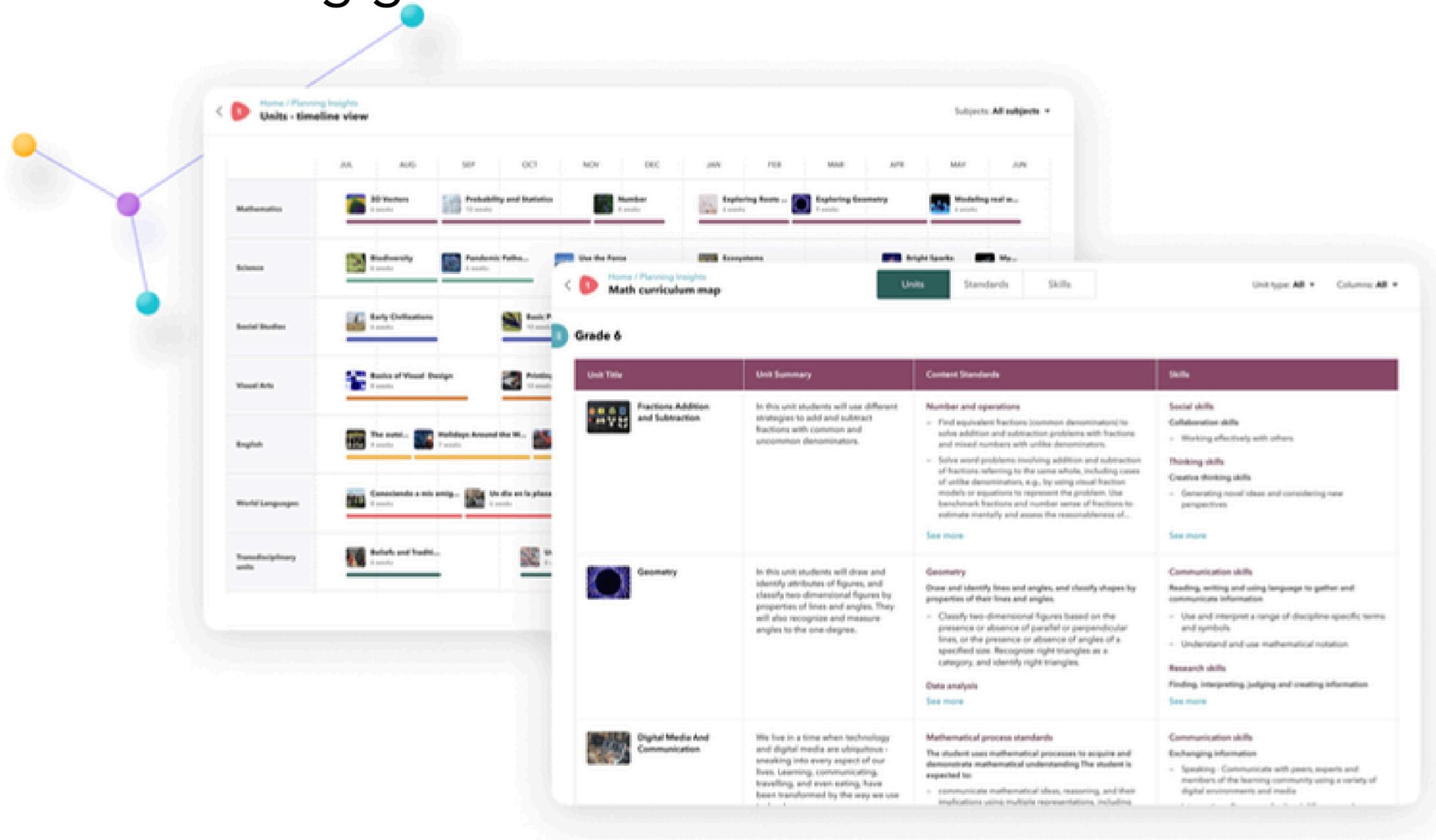
Units Standards Skills Subject: Mathematics

Pre-K
Kindergarten 1
Kindergarten 2
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10

Content standards addressed in Grade 1

Content Standards	# of times addressed
Counting and Cardinality	3
Know number names and the count sequence. (CCSS.Math.Practice.MP7)	2
Count to 100 by ones and by tens. (CCSS.Math.Content.K.CC.A.1)	4
Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (CCSS.Math.Content.K.CC.A.2)	1
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (CCSS.Math.Content.K.CC.A.3)	1
Count to tell the number of objects. (CCSS.Math.Practice.MP8)	0
Compare numbers. (CCSS.Math.Content.K.CC.A.1)	1
Operations and Algebraic Thinking	0
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (CCSS.Math.Content.K.CC.A.2)	2
Represent and solve problems involving addition and subtraction. (CCSS.Math.Content.K.CC.B.5)	5
Understand and apply properties of operations and the relationship between addition and subtraction.	-

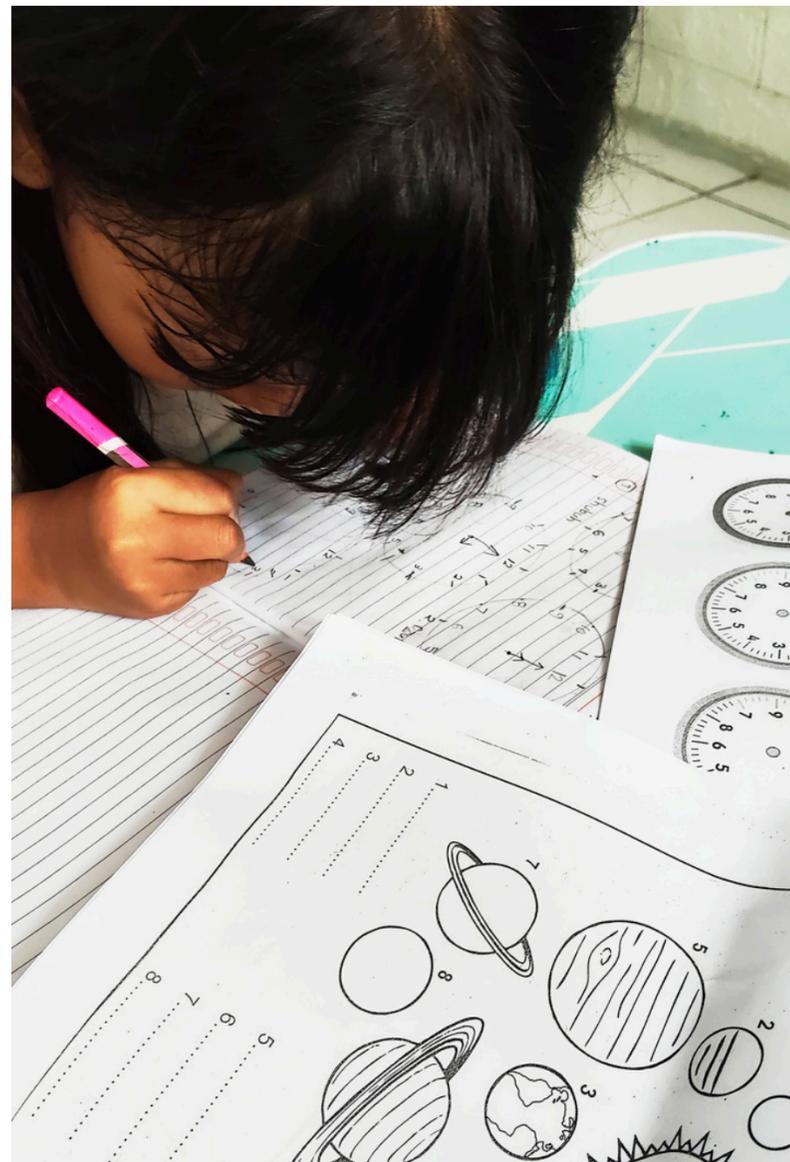
When it's taught – a thoughtful curriculum map, pacing guide, or scope and sequence that articulates when students will be taught the identified standards or learning goals.



The image shows two overlapping screenshots of the Toddle curriculum map interface. The background screenshot displays a 'Units - timeline view' with a grid of units across months from July to June for various subjects like Mathematics, Science, and Social Studies. The foreground screenshot shows a detailed 'Math curriculum map' for 'Grade 6', with tabs for 'Units', 'Standards', and 'Skills'. The 'Units' tab is active, showing a table with columns for Unit Title, Unit Summary, Content Standards, and Skills.

Unit Title	Unit Summary	Content Standards	Skills
 Fractions Addition and Subtraction	In this unit students will use different strategies to add and subtract fractions with common and uncommon denominators.	Number and operations <ul style="list-style-type: none"> Find equivalent fractions (common denominators) to solve addition and subtraction problems with fractions and mixed numbers with unlike denominators. Solve word problems involving addition and subtraction of fractions referring to the same whole, including mixed or unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of... See more	Social skills Collaboration skills <ul style="list-style-type: none"> Working effectively with others Thinking skills Creative thinking skills <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives See more
 Geometry	In this unit students will draw and identify attributes of figures, and classify two-dimensional figures by properties of lines and angles. They will also recognize and measure angles to the one-degree.	Geometry <ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Data analysis See more	Communication skills Reading, writing and using language to gather and communicate information <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Understand and use mathematical notation Research skills Finding, interpreting, judging and creating information See more
 Digital Media And Communication	We live in a time when technology and digital media are ubiquitous - seeping into every aspect of our lives. Learning, communicating, travelling, and even eating, have been transformed by the way we use...	Mathematical process standards The student uses mathematical processes to acquire and demonstrate mathematical understanding the student is expected to: <ul style="list-style-type: none"> communicate mathematical ideas, reasoning, and their implications using multiple representations, including... 	Communication skills Exchanging information <ul style="list-style-type: none"> Speaking - Communicate with peers, experts and members of the learning community using a variety of digital environments and media

How it's taught – the shared methods, teaching philosophies, and pedagogical beliefs that align educators on what learning looks like across classrooms and grade levels.



autonomy

structure



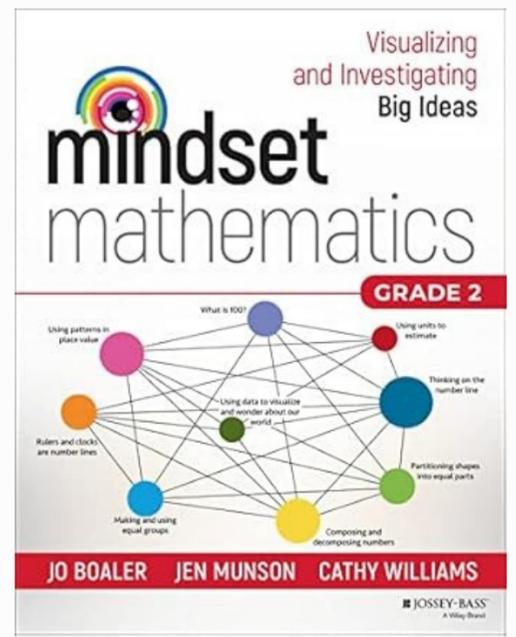
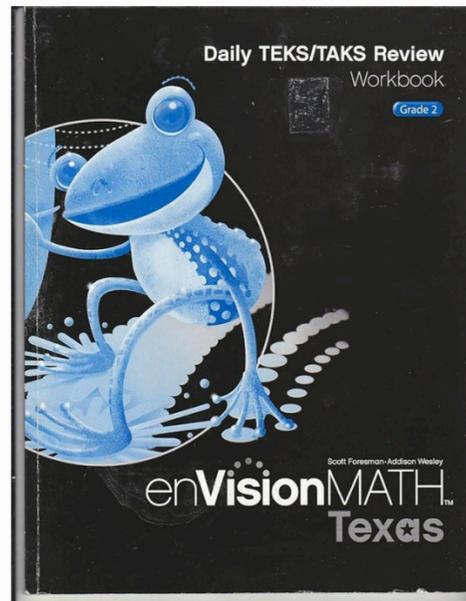
prepackaged products vs. curriculum



teaching philosophy



support resources



content standards

Grade 2 » Operations & Algebraic Thinking

PRINT THIS PAGE

Standards in this domain:

- CCSS.MATH.CONTENT.2.OA.A.1
- CCSS.MATH.CONTENT.2.OA.B.2
- CCSS.MATH.CONTENT.2.OA.C.3
- CCSS.MATH.CONTENT.2.OA.C.4

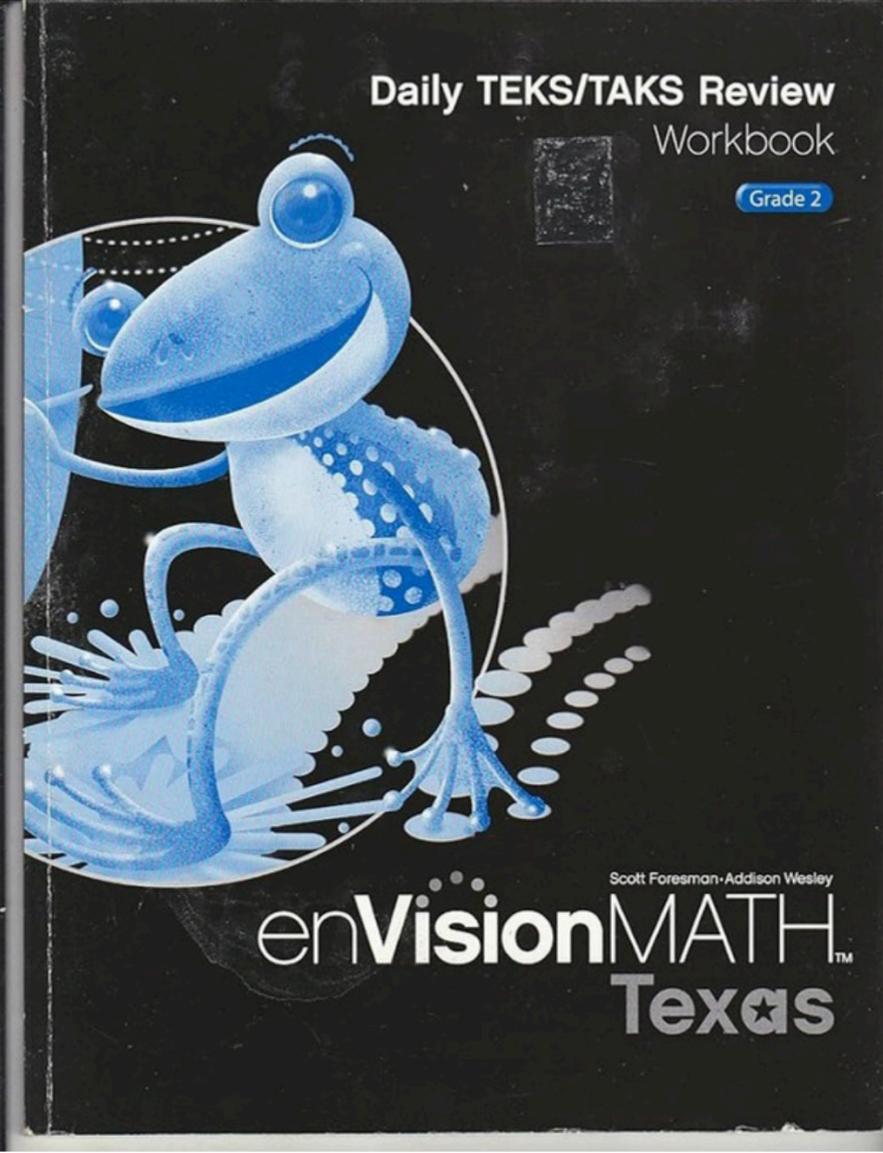
Represent and solve problems involving addition and subtraction.

CCSS.MATH.CONTENT.2.OA.A.1
 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹

Add and subtract within 20.

CCSS.MATH.CONTENT.2.OA.B.2
 Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.

intentional scope and sequence

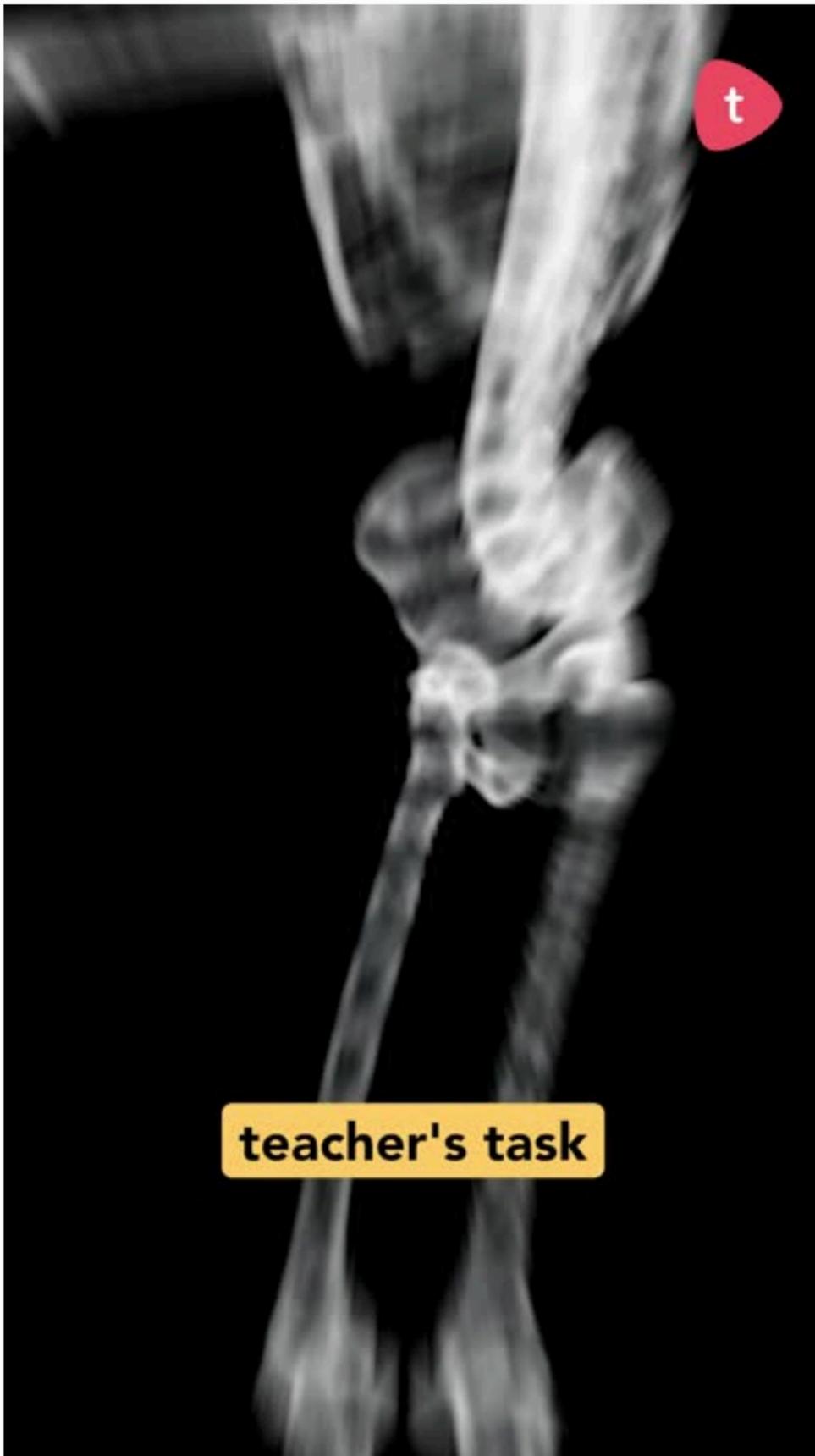


teacher fears...

SCRIPT

A top-down view of a wooden desk. In the center is a white folder with two black binder clips on the left edge. The word "SCRIPT" is printed in large, bold, black capital letters on the front cover. To the left of the folder are two pens, one black and one red, and a yellow sticky note. In the top left, there is a spiral-bound notebook with a pen resting on it. In the top right, a portion of a black laptop is visible. On the far right, a black mesh pen holder contains several colorful pens. A person's hands are visible at the bottom and right edges of the frame, resting on the desk.

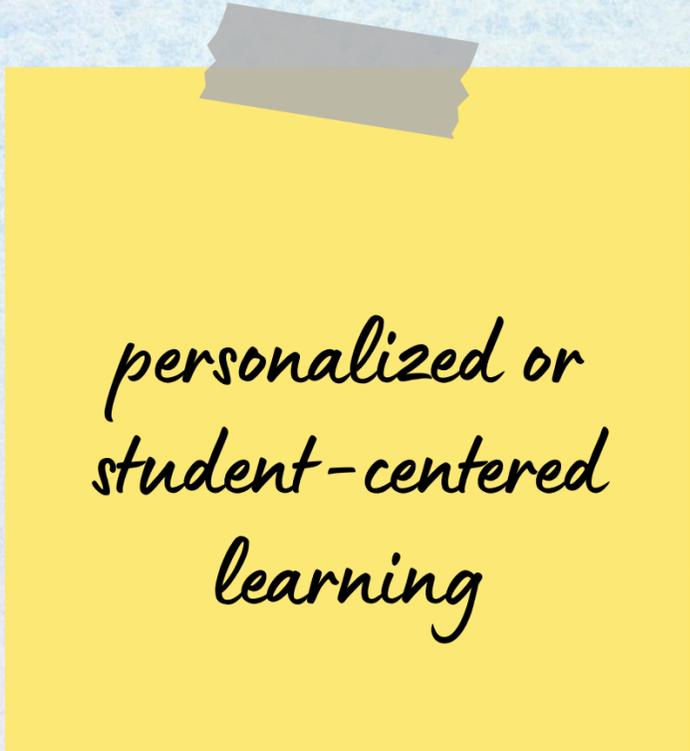
why curriculum really matters.



teacher's task



*stronger
assessment
practices*



*personalized or
student-centered
learning*



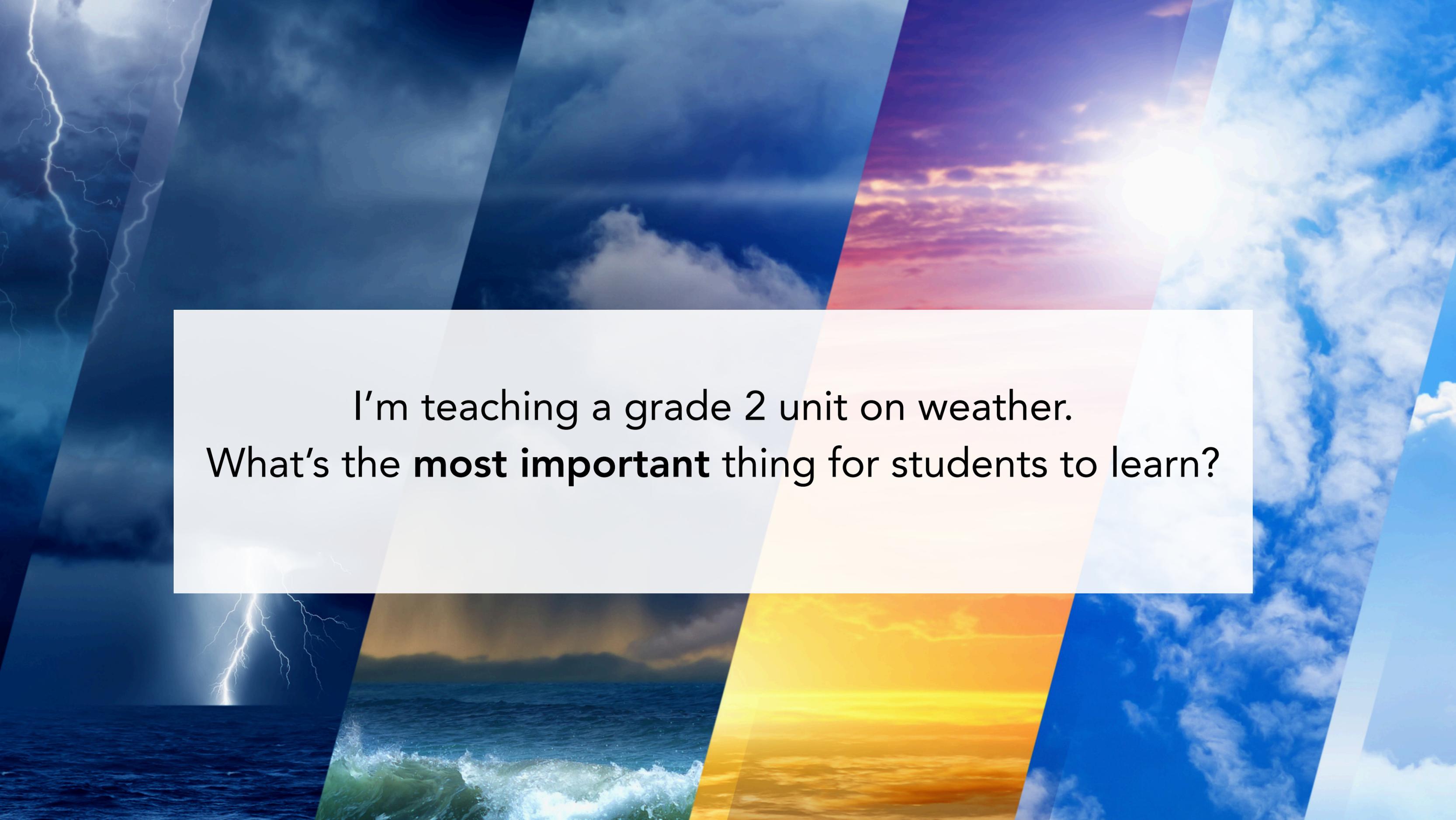
*project or play-
based learning*

...starts with curriculum

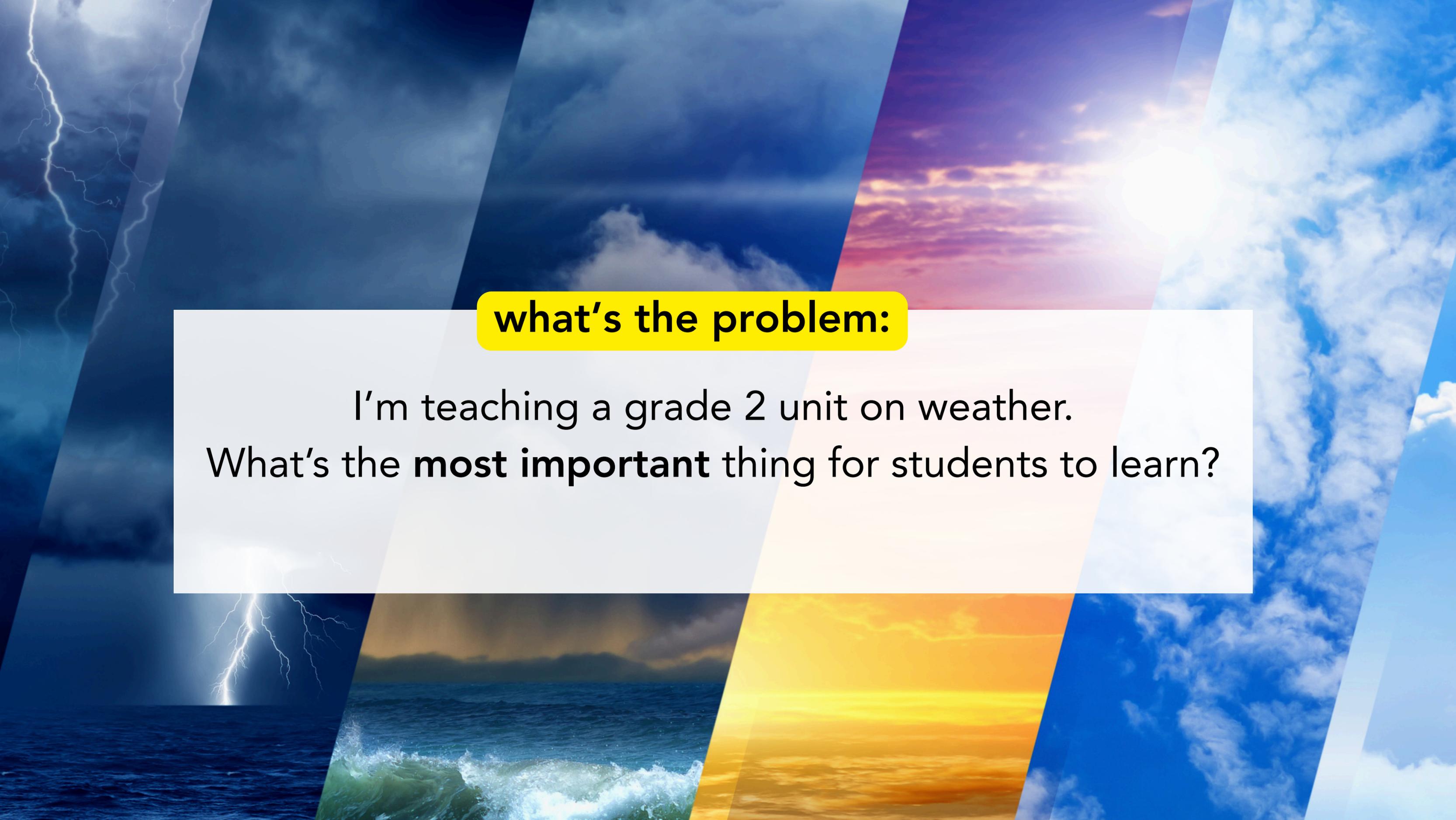


**so, how do we empower
teachers as curriculum creators?**



The background is a collage of weather-related images. On the left, there are dark, stormy clouds with bright white lightning bolts striking down. In the center, there are soft, white clouds against a blue sky. On the right, there is a bright sun shining through a blue sky with scattered white clouds. At the bottom, there are images of a sunset with orange and yellow hues, and a close-up of a green wave with white foam crashing. A large, white, semi-transparent rectangular box is centered over the collage, containing the text.

I'm teaching a grade 2 unit on weather.
What's the **most important** thing for students to learn?



what's the problem:

I'm teaching a grade 2 unit on weather.
What's the **most important** thing for students to learn?

3 teachers; 3 different units

**weather vs.
climate**

**Earth's
systems**

**cycles and
patterns**

**how
humans
respond**

**water cycle
and
weather
patterns**

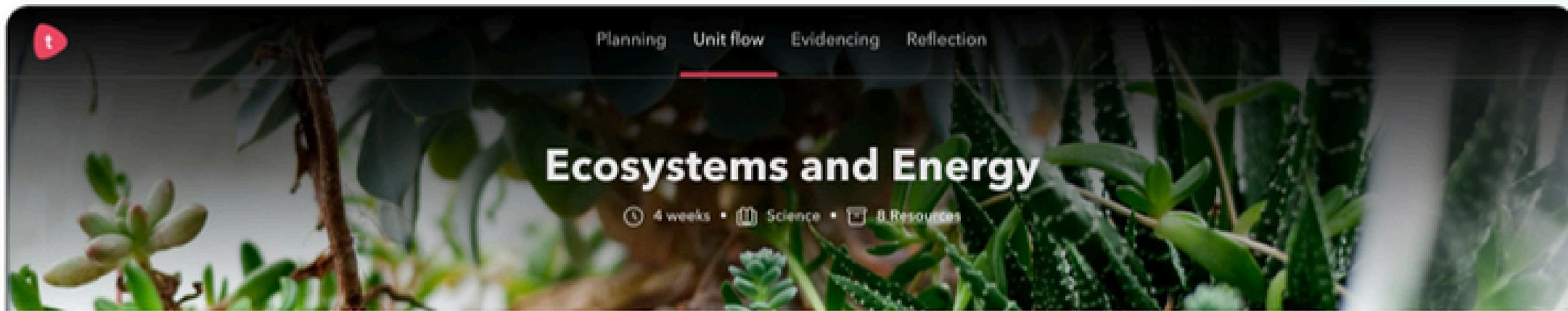
**making
predictions**

**community
impact**

**extreme
weather**

we "do Hamlet"





Week 1

Lesson 1: Introduction to Ecosystems

Objective

- Define and understand what an ecosystem is.

Key concepts

- Biotic and abiotic components of an ecosystem.

Activities

-  Class discussion: Defining ecosystems.
-  Virtual or real-world exploration of local ecosystems.
-  Mini-ecosystem (terrarium) creation activity.

Lesson 2: Producers, Consumers, and Decomposers

Key concepts

- Role of producers (plants), consumers (animals), and decomposers (fungi, bacteria).

Activities

-  Video clip showing ecosystem roles.
-  Sorting activity: Identifying producers, consumers, and decomposers.

Week 1

Lesson 1: Introduction to Ecosystems

Week 1

Lesson 2: Producers, Consumers, and Decomposers

Week 3

Lesson 3: Food Chains

Lesson 4: Food Webs

Week 4

Lesson 5: Energy Flow in Ecosystems

Lesson 6: Human Impact on Ecosystems

that's why shared, written curriculum is essential.

Students who demonstrate understanding can:

- 2-ESS1-1.** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]*
- 2-ESS2-1.** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* *[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]*
- 2-ESS2-2.** Develop a model to represent the shapes and kinds of land and bodies of water in an area. *[Assessment Boundary: Assessment does not include quantitative scaling in models.]*
- 2-ESS2-3.** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a model to represent patterns in the natural world. (2-ESS2-2)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)
- Compare multiple solutions to a problem. (2-ESS2-1)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

ESS2.A: Earth Materials and Systems

- Wind and water can change the shape of the land. (2-ESS2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1)

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)

Stability and Change

- Things may change slowly or rapidly. (2-ESS2-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science on Society and the Natural World

- Developing and using technology has impacts on the natural world. (2-ESS2-1)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World

- Scientists study the natural and material world. (2-ESS2-1)

Connections to other DCIs in second grade:

2.PS1.A (2-ESS2-3)

Articulation of DCIs across grade-bands:

K.ETS1.A (2-ESS2-1); **3.LS2.C** (2-ESS1-1); **4.ESS2.A** (2-ESS1-1),(2-ESS2-1); **4.ESS2.B** (2-ESS2-2); **4.ETS1.A** (2-ESS2-1); **4.ETS1.B** (2-ESS2-1); **4.ETS1.C** (2-ESS2-1); **5.ESS2.A** (2-ESS2-1); **5.ESS2.C** (2-ESS2-2),(2-ESS2-3)

What is taught →

this is what teachers are given.
what's the **problem** with this?

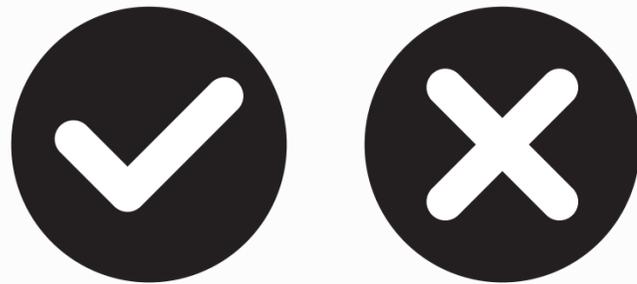


confusion... everyone speaking a different language.

Curriculum needs to be broken down to be used:

Knowledge

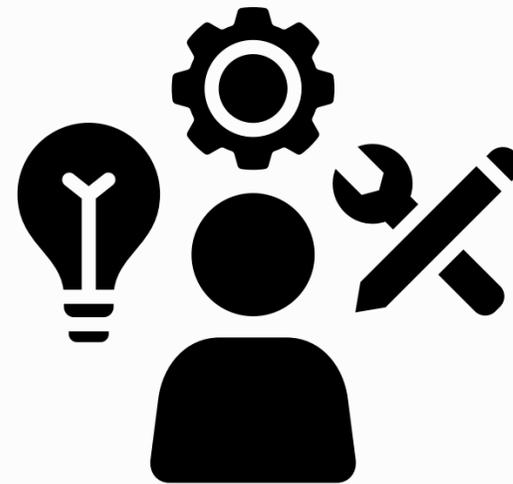
what should they know?



- facts/information
- theories
- disciplinary ideas

Skills

what should they be able to do?



- disciplinary
- interdisciplinary

Dispositions

who are they becoming?



- attitudes
- values
- portrait of the graduate

Knowledge

what should they know?



- facts/information
- theories
- disciplinary ideas

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

A topographic map of Australia showing its geographical features, including the Great Dividing Range and the Great Australian Bight. The map is color-coded by elevation, with greens for lowlands and browns/yellows for higher elevations. A black rectangular box is overlaid on the map, containing the text "What's the capital of Australia?".

What's the capital of Australia?

A topographic map of Australia showing state and territory boundaries. The map is color-coded by elevation, with green for lowlands and brown/orange for higher elevations. A question is centered on the map, and a star marks the location of the capital city.

What's the capital of Australia?

Canberra

Let's try it...

Knowledge

what should they know?



- facts/information
- theories
- disciplinary ideas

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

Let's try it...

Knowledge

what should they know?



- facts/information
- theories
- disciplinary ideas

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

Vocabulary: weather, climate, environment, region, place, characteristics

Types of weather (e.g., sunny, rainy, snowy)

Climate patterns (e.g., tropical, desert, cold)

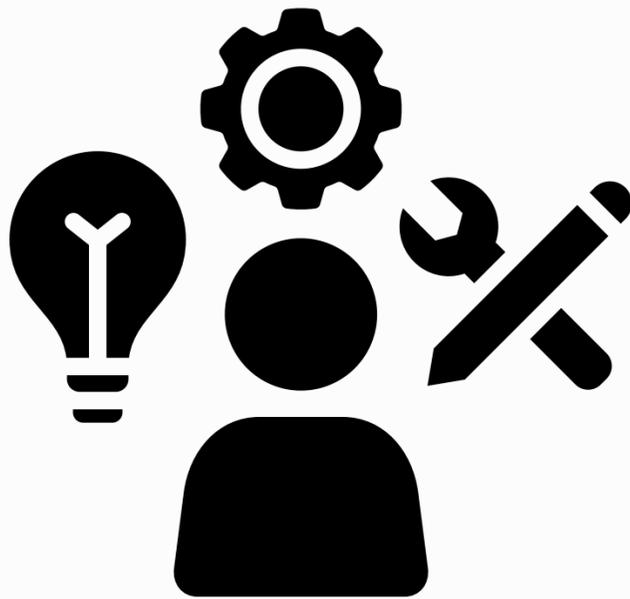
Examples of environmental characteristics (e.g., mountains, rivers, forests)

Daily human activities affected by environment (e.g., clothing choices, shelter, transportation)

Let's try it...

Skills

*what should they
be able to do?*



- disciplinary
- interdisciplinary

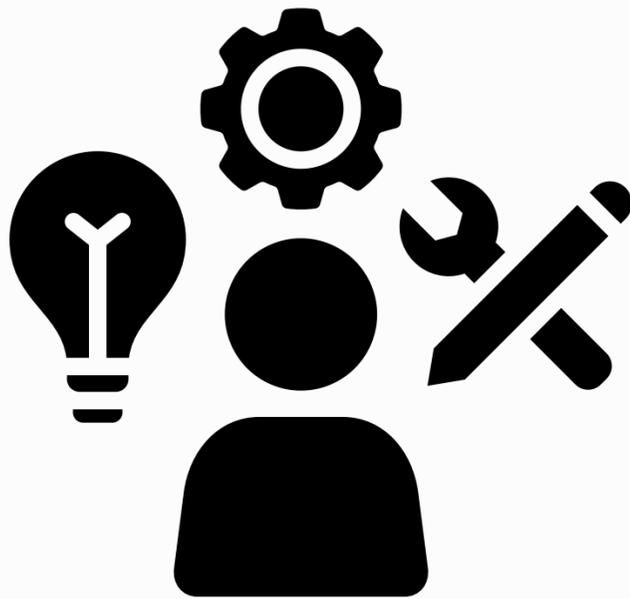
D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

Let's try it...

Skills

*what should they
be able to do?*



- disciplinary
- interdisciplinary

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

- Describe types of weather and climate in familiar and unfamiliar places.
- Identify how people change what they wear, where they live, and what they do based on the environment.
- Explain how the environment shapes daily life using examples or pictures.

Let's try it...

<paste standard>: help me unpack this into knowledge, big ideas, skills, and dispositions.

Dispositions
*who are they
becoming?*



- attitudes
- values
- portrait of the graduate

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

Let's try it...

Dispositions
*who are they
becoming?*



- attitudes
- values
- portrait of the graduate

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

C3 Framework. Human-Environment Interaction. Grade 2

- **Curiosity** about different places and how people live there
- **Empathy** for people who live in environments different from their own
- **Appreciation** for nature and the environment
- **Open-mindedness** to multiple ways people adapt to their surroundings
- **Responsibility** in caring for and respecting their own environment



teaching teams need time and space to unpack their curriculum.

Let's see how AI can help...

How can AI help you?



A screenshot of a web browser window showing the ChatGPT interface. The browser tab is labeled 'ChatGPT' and the address bar shows 'chatgpt.com'. The main content area displays the question 'What's on the agenda today?'. Below the question is a text input field with the placeholder text 'Ask anything'. To the left of the input field is a plus sign and the word 'Tools'. To the right are a microphone icon and a voice recording icon. The browser's address bar and navigation icons are visible at the top.

Grade 2 - Unit planning

web.toddeapp.com/platform/4162/courses/86292/unitPlans/275514083833328630/planner

Weather and Climate

Grade 2

Planning | Implementing | Unit flow | Evidencing | Reflecting

OUTLINE

- Unit basics
 - Name & subject focus
 - Central idea
- Learning focus
 - Learner profile attributes
 - Key concepts
 - Related concepts
 - Lines of inquiry
- Learning goals
 - Approaches to learning
 - Subject standards
 - Learning goals and succ...
- Past & future learning
 - Prior learning
 - Action
 - Connections: Transdisci...
- Questions
 - Teacher questions
 - Student questions

• C3 Social Studies

- Human-Environment Interaction: Place, Regions, and Culture

Learning goals and success criteria

Prompts

What is it we want students to know, understand and be able to do?
How are learning goals and success criteria co-constructed between teachers and students?

Type here

[Add ongoing reflection](#)

Past & future learning

Prior learning

Collaboratively capture your ideas for assessing and evidencing prior learning

Prompts

How are we assessing students' prior knowledge, conceptual understandings and skills?
How are we using data and evidence of prior learning to inform planning?
How is our classroom embracing student language and fluency?

Using AI in this way...

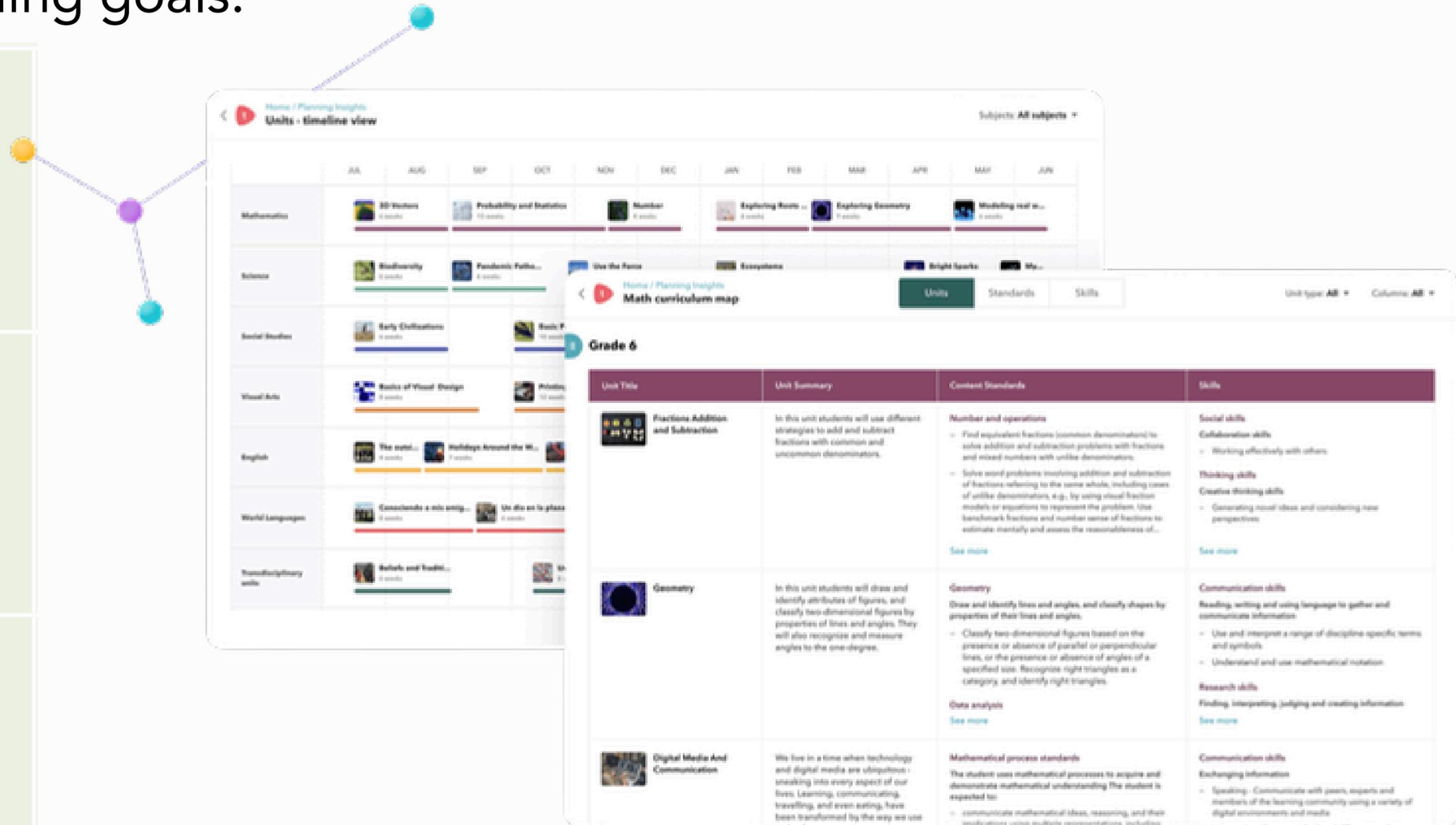
- Gets everyone speaking the same language
- Clarifies what success looks like (for students and teachers)
- Takes the guess work out of what is being taught

When it's taught – a thoughtful curriculum map, pacing guide, or scope and sequence that articulates when students will be taught the identified standards or learning goals.

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.



The screenshot displays the Toddle curriculum map interface. The top section shows a timeline view for the year 2023-2024, with units for Mathematics, Science, Social Studies, Visual Arts, English, World Languages, and Transdisciplinary units. The bottom section shows a detailed view for Grade 6 Mathematics, including a table of units and their content standards.

Unit Title	Unit Summary	Content Standards	Skills
 Fractions Addition and Subtraction	In this unit students will use different strategies to add and subtract fractions with common and uncommon denominators.	Number and operations <ul style="list-style-type: none"> Find equivalent fractions (common denominator) to solve addition and subtraction problems with fractions and mixed numbers with unlike denominators. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of... See more	Social skills Collaboration skills <ul style="list-style-type: none"> Working effectively with others Thinking skills Creative thinking skills <ul style="list-style-type: none"> Generating novel ideas and considering new perspectives See more
 Geometry	In this unit students will draw and identify attributes of figures, and classify two-dimensional figures by properties of lines and angles. They will also recognize and measure angles to the one degree.	Geometry Draw and identify lines and angles, and classify shapes by properties of their lines and angles. <ul style="list-style-type: none"> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles. Data analysis See more	Communication skills Reading, writing and using language to gather and communicate information <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Understand and use mathematical notation Research skills Finding, interpreting, judging and creating information See more
 Digital Media And Communication	We live in a time when technology and digital media are ubiquitous - sneaking into every aspect of our lives. Learning, communicating, travelling, and even eating, have been transformed by the way we use...	Mathematical process standards The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: <ul style="list-style-type: none"> communicate mathematical ideas, reasoning, and their implications using multiple representations, including... 	Communication skills Exchanging information <ul style="list-style-type: none"> Speaking - Communicate with peers, experts and members of the learning community using a variety of digital environments and media

Grade 2 - Unit planning

web.toddleapp.com/platform/4162/courses/86292/unitPlans/275514083833328630/planner

Weather and Climate

Grade 2

Planning | Implementing | Unit flow | Evidencing | Reflecting

Use AI to generate and fill in your unit.

Learning goals and success criteria

Prompts

What is it we want students to know, understand and be able to do?
How are learning goals and success criteria co-constructed between teachers and students?

Type here

+ Add ongoing reflection

Past & future learning

Prior learning

Collaboratively capture your ideas for assessing and evidencing prior learning

Prompts

How are we assessing students' prior knowledge, conceptual understandings and skills?
How are we using data and evidence of prior learning to inform planning?
How is our planning embracing student language profiles?

Type here

Curriculum design

✂ How would you
un

You can ask for suggesti
focus on sp

Unit plan

Message Toddle AI

When it's taught – a thoughtful curriculum map, pacing guide, or scope and sequence that articulates when students will be taught the identified standards or learning goals.

**an implied question
is... if its taught**

In-depth curriculum analytics

See how your curriculum stacks up - track alignment, pacing, and coverage to guide smarter planning and better outcomes.

Unit analytics
View of all standards across English subject Download

	Grade 1		
	Standards	No. of times addressed in Units	No. of times addressed in Tasks
Pre-K			
K1			
K2			
Grade 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4	4
Grade 2	Print many upper- and lowercase letters.	1	1
Grade 3	Use frequently occurring nouns and verbs.	1	1
Grade 4	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	1	1
Grade 5	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	0	0
Grade 6	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	1	1
	Produce and expand complete sentences in shared language activities.	0	0
	Demonstrate command of the conventions of standard English capitalisation, punctuation, and spelling when writing.	6	6
	Capitalise the first word in a sentence and the pronoun I	1	1
	Recognise and name end punctuation.	1	1

A close-up photograph of a cluttered office desk. In the foreground, a large stack of papers and folders is piled up on the right side. To the left, a black computer keyboard and a white mouse are visible. A white ceramic mug sits in the center. A silver calculator and a white handheld device are also on the desk. The background shows a computer monitor displaying a blue screen. The overall scene suggests a busy, organized workspace.

**a shift away from coverage and
towards ownership**



students

families

teachers

leaders

clear, shared goals.

How it's taught – the shared methods, teaching philosophies, and pedagogical beliefs that align educators on what learning looks like across classrooms and grade levels.

- **play-based**
- **project-based**
- **experiential**
- **competency-based**
- **problem-based**
- **student-centered**
- **formative assessment**

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

the problem



AI= training wheels



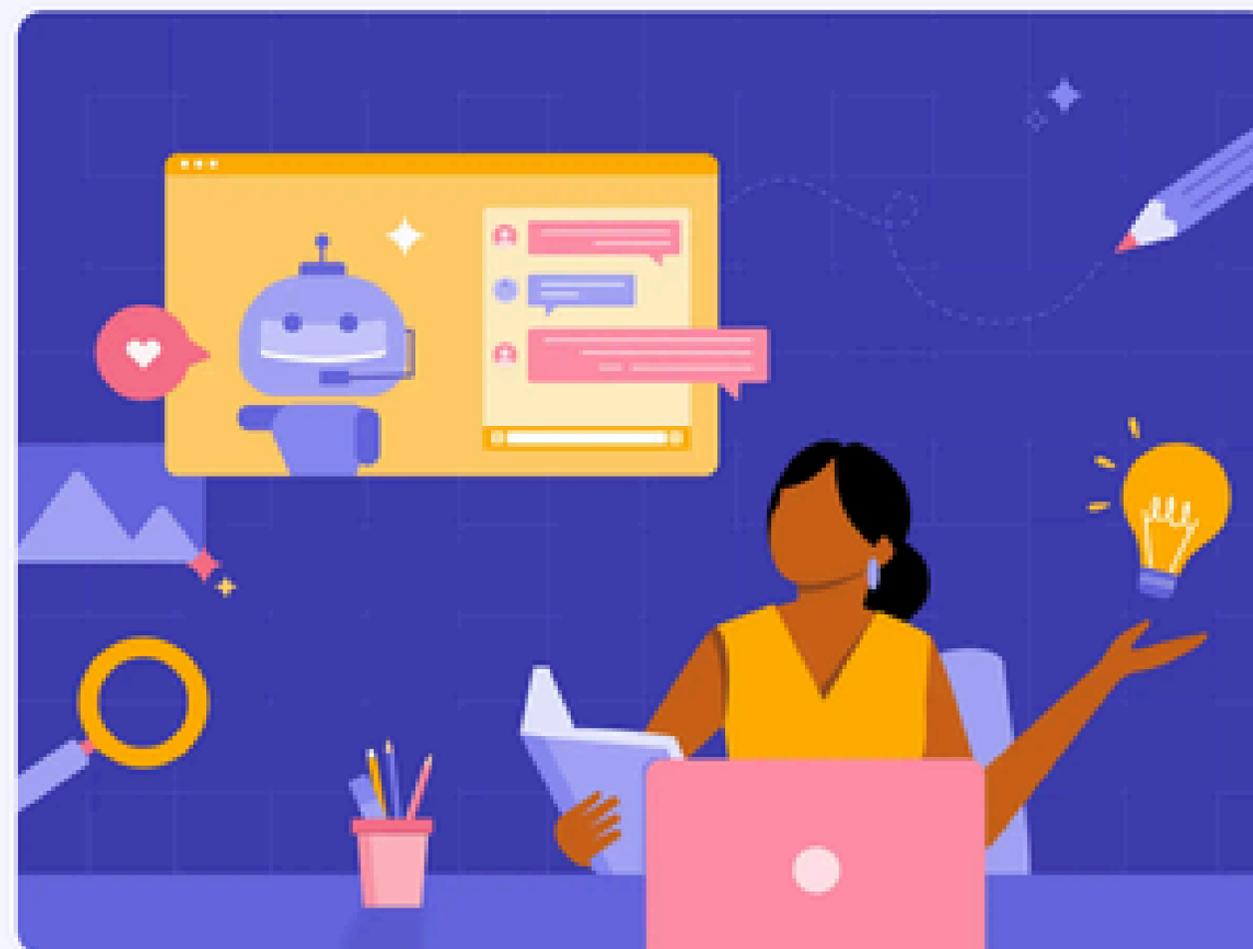
Mastering ChatGPT for Lesson Planning

Learn to design student-centred experiences including games, projects, thinking routines, differentiated tasks, personalised assessments, and more with this comprehensive lesson planning guide. Gain access to 55+ effective ChatGPT prompts for lesson planning to get you started!



Cindy Blackburn

13 min read



PBL prompt:

<teacher persona>. Provide 3 ideas for interesting and creative project/ problem-based learning tasks that students could investigate to understand the unit. The projects/problems should be grounded in real-world problems and encourage creativity and collaboration.



Suggestion library

 Integrate 21st-century skills	
Critical thinking, creativity, communication, and collaboration skills	4
Information, media, and technology skills	3
Life and career skills	5
 Assess student learning	
Diagnostic assessment	2
Formative assessment	7
Summative assessment	4

Integrate 21st-century skills

Critical thinking, creativity, communication, and collaboration skills

- ✦ Brainstorm activities to develop critical thinking skills in the context of the unit
- ✦ Brainstorm ideas to spark student creativity in the context of the unit
- ✦ Brainstorm ideas for collaborative activities in the context of the unit
- ✦ Brainstorm ideas for developing communication skills in the context of the unit

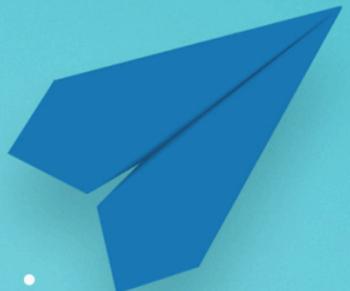
Information, media, and technology skills

- ✦ Brainstorm ideas to integrate information literacy (facts, figure, and data) connected to the unit
- ✦ Brainstorm activities to develop fact checking and determining the reliability of sources connected to the unit
- ✦ Brainstorm multimedia projects for students to build technology literacy in the context of the unit

Life and career skills

Cancel Select

tailored prompt libraries.



infinite options for differentiation

learning preferences
student interests
scaffolds and strategies

at the click of a button.

Differentiation

- ✦ Design a choice board of activities for specific subject standards based on learner preferences
- ✦ Brainstorm ways to design an inclusive learning environment for the unit
- ✦ Brainstorm ideas to support special education needs for specific lines of inquiry
- ✦ Create a scaffolded learning experience for developing language in the unit
- ✦ Brainstorm ideas to support multilingualism/translanguaging in the classroom

I have always been a curriculum nerd.



but like any work worth doing, it takes time.





AI Literacy Skills 101 Course

A shared toolkit for K-12 teachers and students to explore, understand, and use AI responsibly and ethically.

8 lessons • 40 minutes each





Toddle 2.0: Made for Independent Schools

Castilleja



March 11, 2026 | 9:00 - 10:00 PT

Save your spot

AI assistant

- Global trade advisor**
Economic trade policies' impact on economies
- Synthesis and presentation**
 - Economic policy planner**
Guides students in crafting trade policy proposals
 - Interactive tools**
Use Trading Economics for real-time data
- Unit wrap-up final project**
 - International trade project**
Students research a country's trade policies, create a trade strategy and present their findings on economic impacts

Add to unit flow

Type here

Search, Add, % Input

Albert has consistently demonstrated an impressive level of attention to detail and effort throughout the term, which reflects a strong work ethic and commitment to learning. **Self Management Skills** (Attendance: 100%, Homework: 100%, Effort: 100%)

David Nolan
Feedback - Evaluation pending - Open

Organization & coherence
Understanding and application of knowledge

Just Starting	Early stage	Getting there	Good
1	2	3	5

AI justification

- You established a clear starting point for India's economic transformation, setting up a foundation for your analysis.

Custom instructions for Toddle AI

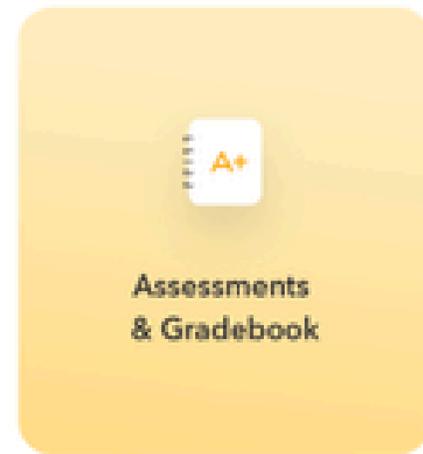
Describe the kind of questions you want, including any specific details or preferences...

[Use a storytelling...](#) [Focus on practical...](#)

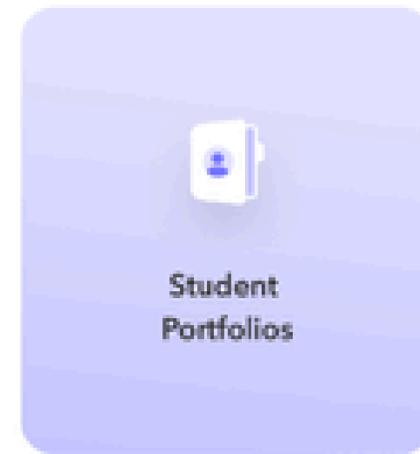
Intuitive | Comprehensive | Powerful



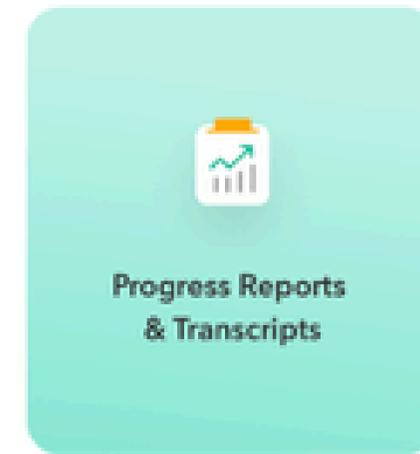
Curriculum
Planning



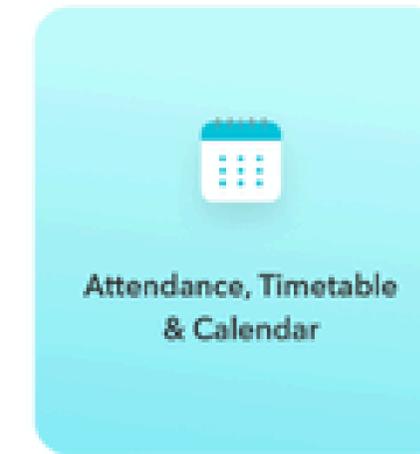
Assessments
& Gradebook



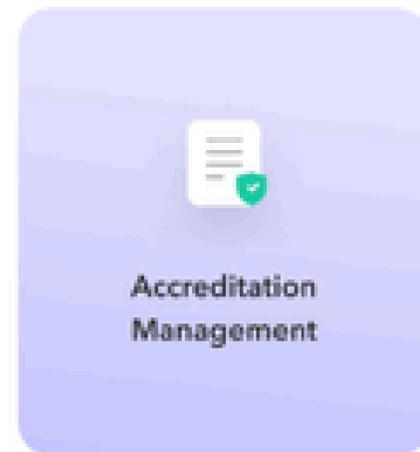
Student
Portfolios



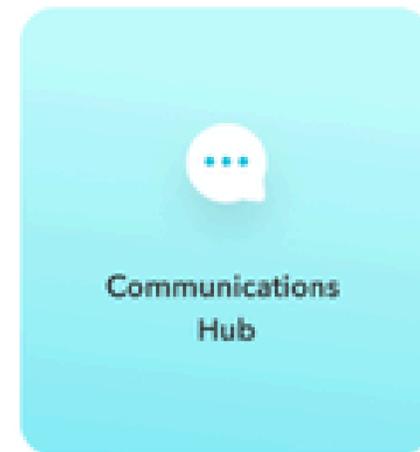
Progress Reports
& Transcripts



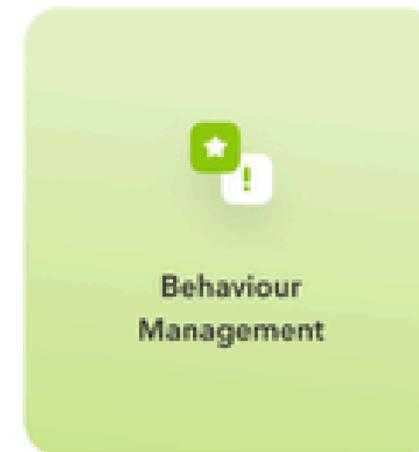
Attendance, Timetable
& Calendar



Accreditation
Management



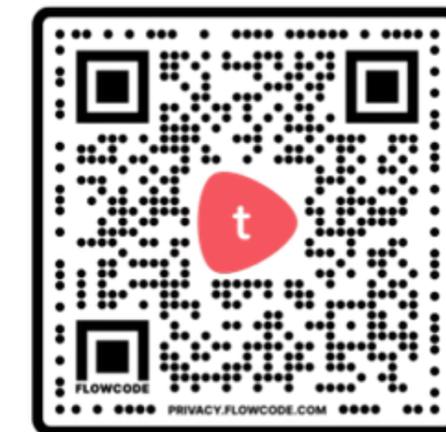
Communications
Hub



Behaviour
Management



AI Tutors



Scan the QR code to book a demo!