SAMPLE LESSON

EDUCATORS RISING CURRICULUM

Note

The following sample is an excerpted lesson from the Educators Rising Curriculum. Each lesson can be taught over 1-3-or-5 days of instruction. Those who implement a lesson topic across 5 days can incorporate a project-based learning activity on Days 4 and 5 to allow students to explore context-specific examples of how specific topics are implemented locally. Project-based learning also allows students to engage deeply with the topics in the lessons and practice skills that mirror what they might see in their future classrooms.

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Document Highlights

Did you know?

Educators Rising Curriculum is aligned to the same standards as our national competitions & contests!

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Explaining & Modeling Content, Practices & Strategies

from the Year 1 Educators Rising Curriculum

Lessons in the Educators Rising Curriculum are presented in Microsoft PowerPoint format, which can be used by a teacher to project onto a screen or use with an interactive whiteboard in the classroom. The content on the slides is intended for direct instruction with students.

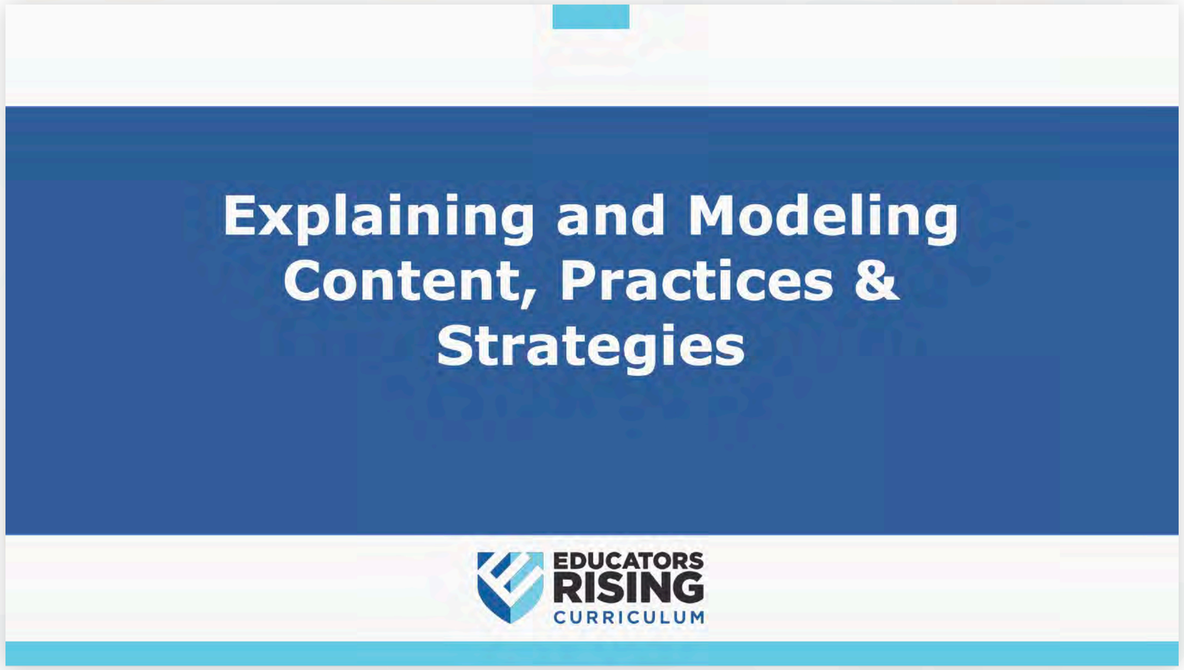
Each slide has notes that are intended for the teacher. These include notes about specific vocabulary, instructional ideas on how to use the slide-based content, and the alignment with the Educators Rising standards and cross-cutting themes.

Lessons may have hyperlinked, external content within slides. All referenced content is always presented at the end of the PowerPoint file in a references section, representing a variety of sources and viewpoints.

Lessons also include formative assessment strategies for the lesson.

All lessons are accessed via the Educators Rising membership portal, which is activated for your school once your annual contract is finalized.

In this guide, we will be showcasing the appearance of the slides from this lesson, and in many cases, show you the included teacher notes.



Notes for Teacher:
Rising educators will effectively make academic content and strategies clear and accessible to their future students through “explaining” and “modeling,” two essential instructional techniques. Rising educators will learn how these techniques can enhance student comprehension, encourage deeper thinking, and improve their presentation skills. They will engage in hands-on activities to apply these strategies, preparing them to create more dynamic and effective learning environments.

Reminder:
“Notes for Students”: These are directions or key information in student-friendly language.

“Notes for Teacher”: These are notes the teacher should review as they will include activity directions, additional context for the slide information, and any other relevant information.

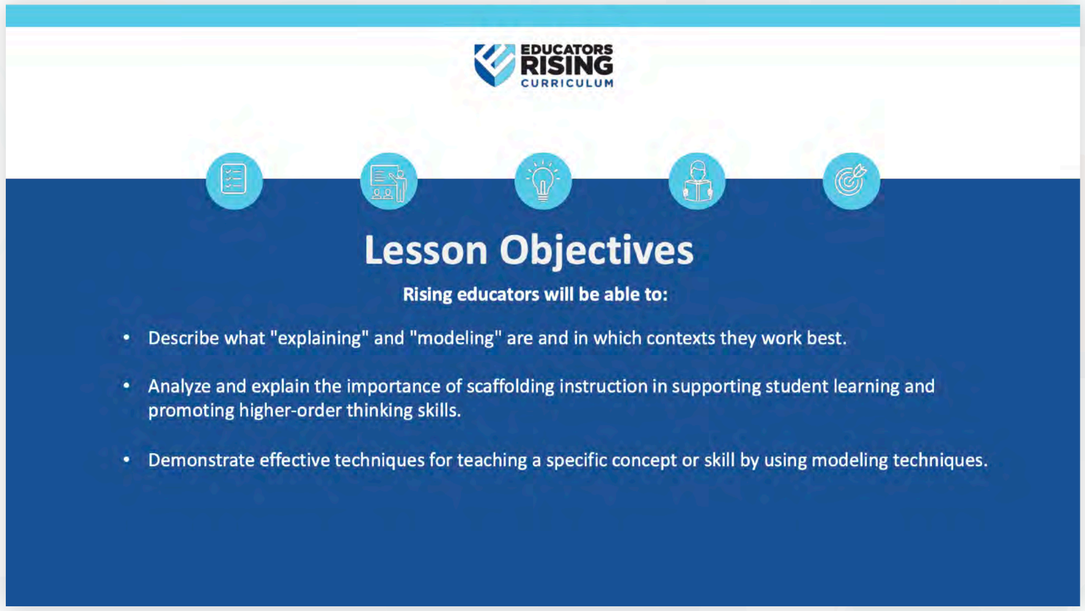
Each lesson's PowerPoint is accompanied with a Guided Notes Workbook to help students reflect, write takeaways to revisit later, and work with their partners or teammates during some of the activities provided.

Workbooks are organized by lesson units (1-5).

Notes for teacher:
During the lesson, students will take quick notes using the provided Guided Notes worksheet. Allow time for them to access the worksheet, referencing the slides as needed. A red clipboard icon signals where notes are required. Students should not take copious notes as these are meant to be "quick takeaways".

The objectives slide highlights what students will cover in the lesson, and they are the same for the 1-3-5-day implementation.

You can often go over misconceptions with students to set the tone of the lesson and introduce any key vocabulary terms they will see come up throughout the lesson.

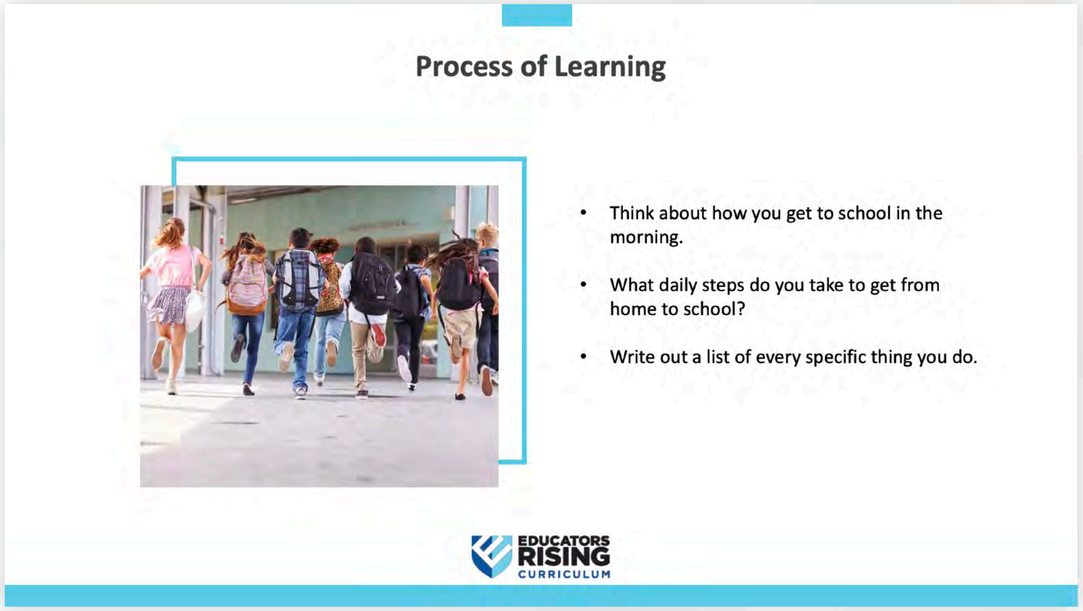


Notes for teacher:
Students will revisit these objectives at the end of the lesson to reflect on their learning and review key ideas learned.

Common misconceptions
- All students learn in the same fashion and covering curriculum or topics equates to students retaining or learning information.
- A student knows the content if he or she can answer the question correctly. Many students can respond accurately to certain types of questions. Sophisticated questioning can reveal the extent of the content knowledge a student has.

Academic language
- Reflection questions
- Open-ended questions
- Interpreting responses
- Access

The goal of this slide is to provide an anticipatory set for the lesson, asking students to reflect upon something they are all used to, before applying the idea of logical steps to how a lesson is constructed by a teacher.

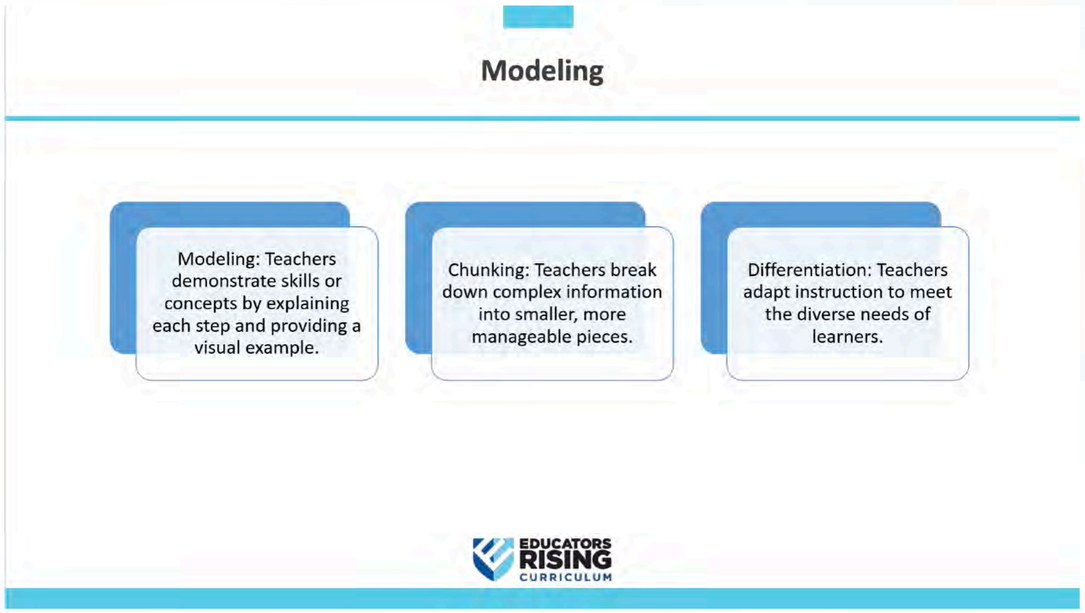


Notes for teacher:
Ask students to break down the process of getting to school into small steps. This will help them understand the concept of breaking down complex tasks into smaller, manageable steps. Encourage them to think about every detail from leaving their house to entering the school building.

Prompting Questions:
- How do you know the route to school?
- What do you do while waiting for the bus, on the ride to school, or on the walk to school?
- How do you know you've arrived at school?

Reflecting on the Process:
- Who taught you these steps? Was it through observation or direct instruction?
- If you have siblings, how did they learn these steps?

This activity will introduce the idea of modeling and implicit learning, setting the state for future discussions about explicit instruction.



Notes for teacher:
When introducing a new lesson or skill, it's helpful to model the material or instructions. Modeling involves demonstrating the steps, whether solving an equation, parsing a sentence, or completing another task. Create an example and guide students through each step, taking time to explain and show the process. By modeling, you can reduce questions and help students feel more confident as they tackle the activity independently.

Chunking Instructions: "Chunking" breaks down your instructions into smaller, manageable steps. This approach ensures that tasks are presented in digestible pieces, preventing students from feeling overwhelmed by too much information at once.

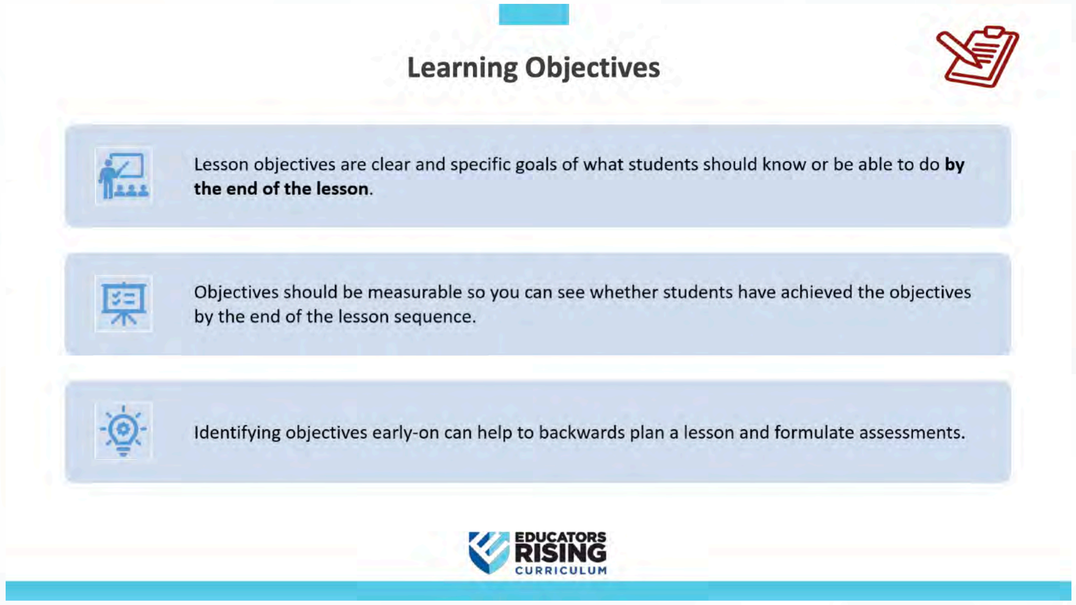
Notes for students:
Modeling is a valuable teaching technique because it simplifies the lesson into clear, manageable parts while visually demonstrating the desired outcome. By explaining each step and showing the process, students gain a stronger understanding of the content and feel more confident in their abilities. This method minimizes confusion and addresses common misconceptions early on.

References:

Lea, K. (2013). Modeling: Essential for learning. Edutopia. Retrieved from https://www.edutopia.org/blog/modeling-essential-for-learning-karen-lea#:~:text=Modeling%20also%20means%20a%20progression,doing%20most%20of%20the%20work.

Linsin, M. (2021). How to be a great teacher through modeling in the classroom. Smart Classroom Management. Retrieved from https://www.smartclassroommanagement.com/2012/02/18/how-to-be-a-great-teacher/

We include learning objectives as part of each lesson. In this example, we are pointing out the import of objectives and this would be a great opportunity for a teacher leader to explain the rationale for exposing students to learning objectives as part of their instructional practice.



Notes for teacher:
Rising educators will have varying levels of familiarity with lesson objectives. Start by assessing their understanding and addressing any misconceptions about what objectives are and where to find them.

Use this lesson's learning objectives to explain their importance. Write one objective for this lesson on the board or chart paper for everyone to see. Ask students why reviewing objectives at the start of a lesson is helpful.

Activity:
Have students think of 2-3 objectives from their past week's classes and write them down.
Ask them to trade their lists with three peers to explore different types of objectives.
Ask for student volunteers to share any similarities they noticed.

Notes for students:
Lesson objectives are goals that direct the pathway and purpose of a lesson. Identifying objectives early on can help to plan a lesson backward and formulate assessments. This approach is called backward planning. Focusing on the lesson goals and assessments first creates structure in a lesson so that the activities and content delivered throughout the lesson lead students to mastery.

References:

Carnegie Mellon University. (2022). Learning objectives. Eberly Center. Retrieved from https://www.cmu.edu/teaching/designteach/design/learningobjectives.html

Zhou, H. (2022). Why does writing good learning objectives matter? Duke Learning Innovation. Retrieved from https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/

Why are Learning Objectives Important?

By identifying your objective(s) early on, **you can make a more precise and useful set of steps** for your lesson that ensure your students are learning what you want them to learn. They can serve as a roadmap for your lesson.

What are you trying to teach your students? What should they walk away with after your lesson?

Unpacking a Standard

SAMPLE STANDARD, 9-10TH GRADE

"Students will be able to effectively plan, organize, and deliver oral presentations that are clear, engaging, and persuasive, adapting their presentation style to suit the audience and purpose. "

- Discuss what the standard asks the student to do in your own words.

Unpacking the Standard Example

- Underline the key verbs and circle the key nouns.
  "Students will be able to effectively plan, organize, and deliver oral presentations that are clear, engaging, and persuasive, adapting their presentation style to suit the audience and purpose."

- What the standard is asking students to do or know? Lesson objectives example:
  1. Students will be able to **plan** a presentation by researching and **organizing** information to support a central argument or thesis.
  2. Students will be able to **deliver** oral presentations with confidence and clarity using appropriate vocal delivery, body language, and visual aids.
  3. Students will be able to **adapt** their presentation style considering factors such as the audience's interests and expectations.

Your Turn!

SAMPLE STANDARD OR SELECT AN EXAMPLE OF YOUR OWN

"Apply mathematics to solve real-world problems in daily life, society, and the workplace. Use a variety of tools to effectively communicate mathematical ideas, analyze relationships to connect and apply concepts, and present, explain, and justify the mathematical reasoning and solutions."

- **List at least 2 objectives based on the standard above.**

This is an example of a brief activity you can conduct with students. This activity is also an opportunity to include context-specific examples.

If students have a particular grade band, they would like to teach in, or if there are objectives from their current classes they would like to understand better, this would be a great opportunity to explore further.

To support project-based learning, this activity can involve students creating activities around their chosen objective or standard and an assessment. All of these can be tested in small groups so the student can receive meaningful feedback.

Importance of Activating Prior Knowledge

- Involves identifying what students already know from previous classes and life experiences.
- Pinpoints gaps in knowledge that may require additional teaching.
- Recognize which parts of the lesson may be a review for students.
- Identifies tasks or skills students can handle independently.
- Highlights students' unique strengths and areas of growth.

Notes for teacher:
The goal of activating prior knowledge is to make your students curious about what they will learn. Some students may already know something about the topic they want to share, so they'll be more active participants, while others may be new to the topic but might just be hooked on to learn more from you and their peers.

Emphasize how obtaining prior knowledge from your students sets you up for more success with scaffolding and modeling.

Notes for students:
It is best to learn as much information about what your students already know, what they excel at, and what they struggle with because it will allow you to make the modeling process personal and as good of a fit as possible.

Reference:

Ferlazzo, L. (2020, June 15). The whys & hows of activating students' background knowledge. Education Week. https://www.edweek.org/teaching-learning/opinion-the-whys-hows-of-activating-students-background-knowledge/2020/06

Zone of Proximal Development

- Lev Vygotsky developed the theory in the 1930s .
- The three concentric circles represent:
  - **Inner Circle**: What a student can do independently, without help.
  - **Middle Circle**: What a student can do with assistance or scaffolding.
  - **Outer Circle**: What a student cannot do yet, even with help.

Notes for teacher:
The latter, scaffolding, will be explained in more detail throughout this lesson. It is important for students to have a grounded understanding of where these strategies developed from and to take away that the Zone of Proximal Development will be different for each of their students.

Still, understanding this concept and strategy for moving students through the rings to more independent thinking will help them better understand the learning students need, be mindful of how far to push each student, and recognize when students need additional support to engage with the content.

Notes for students:
Using the Zone of Proximal Development allows you to identify where your students need support and, in turn, helps you make a more targeted and specific lesson plan. This theory explains that the further out on the rings, the more support students need. It is important to challenge your students, but not so much that they give up or become too frustrated because the content is too advanced. In your classroom, students all fit at different points of the rings for each topic or objective you cover. Therefore, using strategies like modeling, chunking, and, as you will learn, scaffolding are important tools to support students who may not be as familiar with the content or struggle with meeting the objective.

Vygotsky believed that educators should aid the learning process and boost students up to the more independent ring by providing guidance either themselves or through another who is more knowledgeable than the learner, including a social interaction component in which students can practice their skills and observe others, and finally, use strategies like scaffolding to break the learning down into smaller milestones which are more manageable for the learner but still lead to the same learning goal.

I Do, We Do, You Do

Use the “I Do, We Do, You Do” model to effectively teach a chunk of your objective:

- I Do: Begin by modeling the steps for students.
- We Do: Work through the steps together.
- You Do: Allow students to complete the steps independently.

Notes for teacher:
The goal of activating prior knowledge is to make your students curious about what they will learn. Some students may already know something about the topic they want to share, so they’ll be more active participants, while others may be new to the topic but might just be hooked on to learn more from you and their peers.

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This is a common protocol we use in our lessons, and students may already be familiar with it.

In each activity we try to incorporate vignettes of classroom examples for students to explore. In this instance, students have learned the definition, are lead through this example by the teacher, and are ready to provide their own example.

We understand that you may need to differentiate this lesson to best serve your students’ needs. By walking through these and the upcoming examples of scaffolding, you can differentiate for your classroom and show students how this takes shape for their own learning. In this way, the lesson connects to students current and future work.

I Do, We Do, You Do Example

A ninth-grade science teacher is teaching how to solve for the mass of an object.

The teacher shows the formula steps and solves for the answer on the board.

Students raise their hands and attempt to solve a problem with the teacher's assistance.

Then, students move on to independent work.

Notes for teacher:
The example may be a common example of the “I do, we do, you do” model that students may have already seen. Give them a few minutes to think about at least one additional example of this model they may have seen in a previous classroom. Students can work in pairs or groups of three to develop and share these examples with the class.

Notes for students:
It is important to begin a lesson with direct instruction or the "I do" phase. This is when the teacher demonstrates a new concept by themselves. This is an example of direct instruction. The teacher walks students through how to solve for the mass of an object, outlining the steps and providing a few walkthroughs for the students to take note of.

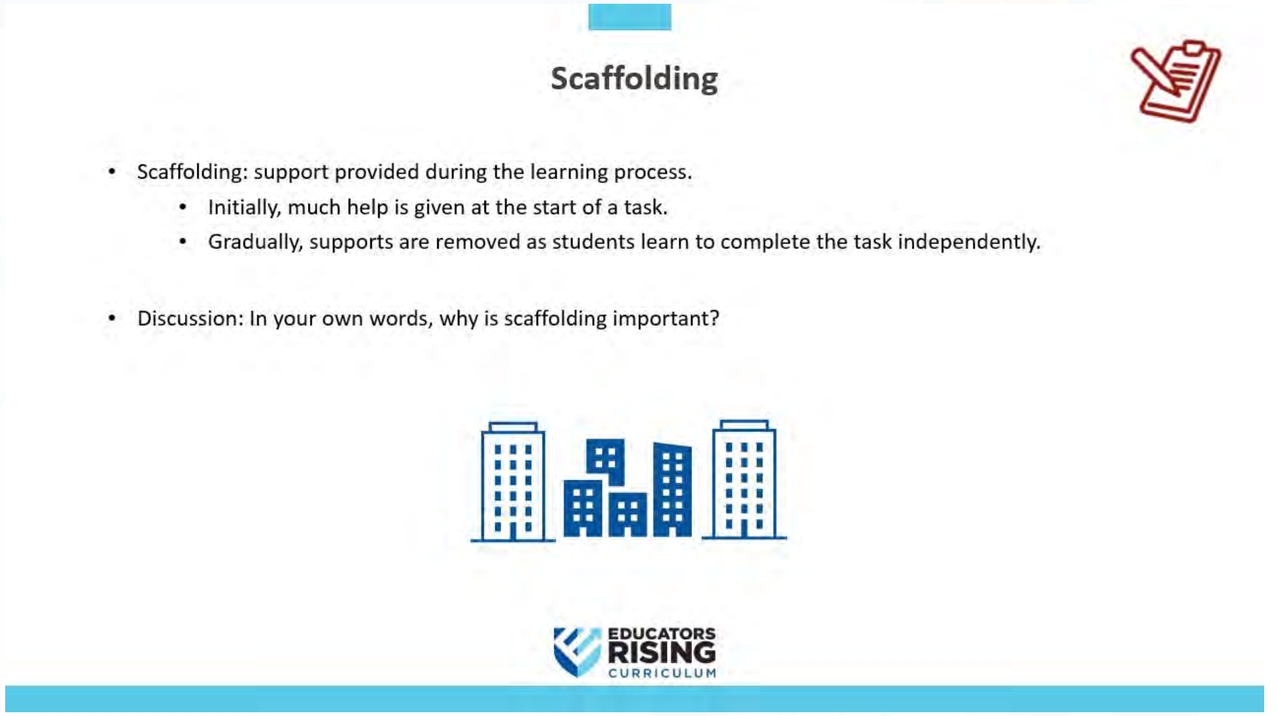
Following direct instruction (I do), a teacher will continue with guided instruction or the "we do" phase. This is where the teacher works through an example of the new concept with help from the students. Having students work independently (you do) is crucial because it offers them a chance to apply the new skills they have been taught. Students and teachers will better grasp what the students have retained and what concepts they need to review further.

Questions:
What is the importance of doing an "I do" before a “you do” or "we do”?

The “I do” section is critical. Students may feel confident with the material if they know the teacher can help. However, students need to be able to work independently with the material to cement the knowledge and build upon it later.

Finally, the teacher needs to be able to measure student learning. Remember that your students were working towards clear objectives, which should have helped you create an assessment that can accurately measure them. For now, remember that assessments are an important part of a lesson because they give you and your students feedback on what they know and what they need to know and direct you to form a plan with your students to meet the objectives more accurately.

Because our content is provided in an editable format (PPTX), teachers can modify the slides with additional content or examples used in their school.



Notes for teacher:
Scaffolding is important because it not only saves time by answering questions along the way, but it can seriously affect students' confidence especially when it comes to learning new things. Giving students a new task and have them try it completely on their own can damage a student's confidence if they do not get it right away. By scaffolding and modeling first, you are giving students a roadmap of how to approach the skill or problem, and you aid them along the way; a concept that enforces that asking a question is a good thing and you will get an answer.

Ask students to give examples of how a task might be scaffolded. When was a time that they had support when learning a new task?

Notes for students:
Importance of Scaffolding:
Helps students become independent thinkers.
Builds on students' prior knowledge.
Increases students' confidence as they succeed without help.

Reference:

Mcleod, S. (2019). Zone of proximal development and scaffolding. *Simply Psychology*. Retrieved from https://www.simplypsychology.org/Zone-of-Proximal-Development.html

Jigsaw Activity

- Divide into groups of four.
- Read the article *Goldilocks Discourse: Math Scaffolding That's Just Right*
- Each group member will read one section:
  - Part 1: Vignette #1 – Mrs. Roberts
  - Part 2: Vignette #2 – Mr. Mueller
  - Part 3: Vignette #3 – Ms. Florin
  - Part 4: Goldilocks Discourse

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Notes for teacher:
As students split up the readings in their groups, you can walk around to make sure that everyone understands the point of the activity, and you can answer any questions they have. For the first round, students in each group will read their section taking notes of key details they learned.

Then, students will form new groups, with at least one member present. Students will take turns presenting their section so that by the end, everyone has read their specific section and has gotten information about the other sections from their peers. Finally, students will complete the activity by coming together as a whole class to discuss what they learned about the article now that they have the whole picture.

Questions to put on the board:
What does this article say about scaffolding?
When is there too little scaffolding, and when is there too much?
How can you evaluate how much scaffolding you need for each student?

Notes for students:
Directions:
Individual Reading: Read your assigned section carefully.

Group Sharing: Share your section's key points and insights with your group members.

Discussion: Engage in a group discussion, comparing and contrasting the different vignettes.

Synthesis: As a group, discuss the overall "Goldilocks Discourse" concept and its implications for classroom practice.

Reference:
Dale, R. & Scherrer, J. (2015). Goldilocks discourse – Math scaffolding that's just right. *Phi Delta Kappan* 97(2), 58-61. Retrieved from https://www.pdkmembers.org/members_online/publications/archive/pdf/PDK_97_2/58pdk_97_2.pdf

Steps for Modeling

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Write	Write the objective clearly.
Break up	Break up the objective into teachable chunks.
Model	Model the first step of the process.
Monitor	Monitor the students as they practice the first step.
Continue	Continue modeling each step and have students practice each step until the process is complete.
Check	Check to see if students can do the whole process on their own.

Notes for teacher:
Ask students to think about a lesson one of their teachers gave. Prompt them to identify each step of the objective that the teacher taught. Have them write the objective of the lesson and each step on a piece of notebook paper. Have students practice using the steps for scaffolding with their example. After a few minutes, have students trade their papers with a partner and ask them to provide feedback based on their understanding of scaffolding.

If you would like, you could have your students try to separate these steps into the three-ringed targets of the Zone of Proximal Development: "Model the first step" is the outer ring, "Have students practice until the process is complete" is the middle ring, and "See if students can do the whole process on their own" is the center ring.

Notes for students:
Scaffolding directly relates to modeling because it guides your modeling pathway. While we model, we want to ensure that we support students in any way we can until they can do the skill on their own.

References:
Alber, R. (2014). 6 scaffolding strategies to use with your students. *Edutopia*. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Lea, K. (2013). Modeling: Essential for learning. *Edutopia*. Retrieved from https://www.edutopia.org/blog/modeling-essential-for-learning-karen-lea

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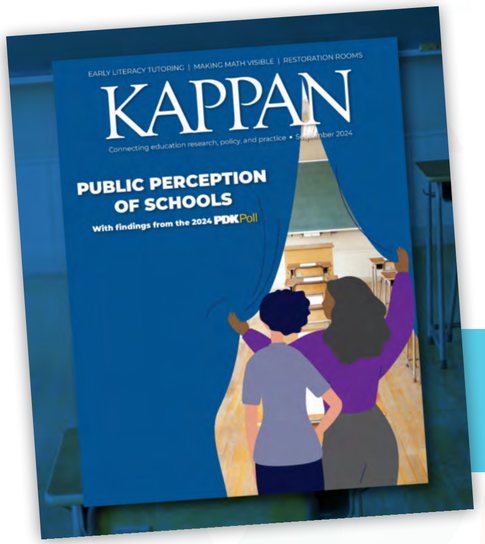

Kappan is the membership journal for PDK members.

In addition to citing research-based articles from our own magazine, Educators Rising teachers gain access to the student edition of *Kappan*, that comes with discussion questions for your students.

Practice with Objectives

You will write your objectives, write modeled lessons for them, and eventually teach them to your classmates.

1. Begin by choosing an objective based on a task you can complete in class.
2. Work in groups to brainstorm what steps you will use to meet the objective.
3. Finally, teach your objective to a new group in the class.

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Notes for teacher:
Students will work independently to write their own objectives and steps needed to accomplish the goal. Rising educators will create anchor charts showing their objectives and steps using chart paper and markers provided. Students may use a template (on guided notes); otherwise, it may be helpful to have students use notebook paper to plan what they will write.

The objective can be an academic standard in any subject and grade level that they have an interest. Academic standards can be viewed on each state's Department of Education website. Generally, an internet search for "Academic State Standards" will bring up the website with standards. The teacher may find the website for students and write the address on the board, or the teacher leader may have students search for themselves after the teacher has modeled how to do it.

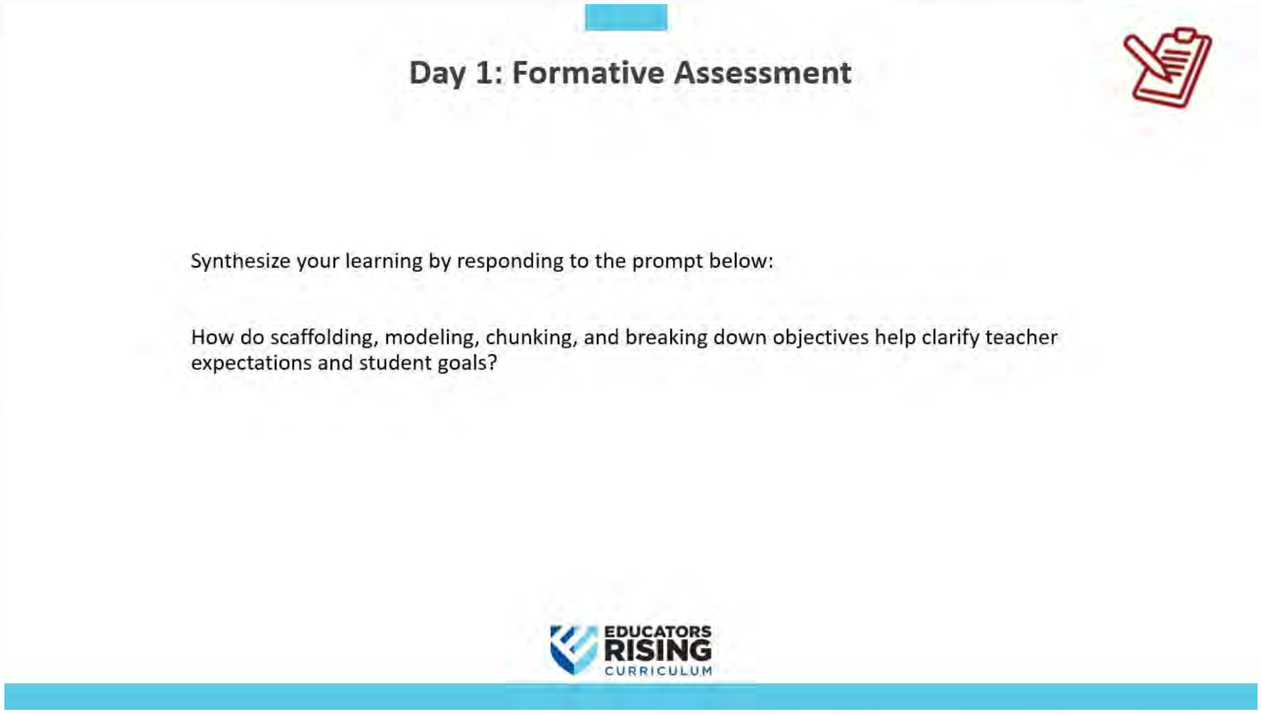
Students can brainstorm before beginning by jotting down a short list of subjects they may want to focus on and what grade they wish to teach. Then, students will start to brainstorm what potential activities they remember completing in that subject or want to complete in that subject so they can build a standard or learning objective around it. The teacher may write directions and requirements on the board or give them verbally. Students will plan how to teach the standard to fellow classmates using resources such as books, worksheets, problems, etc.

Assign students to groups so they know how many students to be prepared for.

Tip: Each student should be allotted 5-10 minutes to model their objective or within a timeframe that makes sense for your schedule and group size. Your groups should be grouped in a way that everyone has a chance to present. The group size can vary, but try to avoid groups of 2-3 so students can be exposed to more examples.

All lessons have closing formative assessments. They can take the shape of this short response or may include students producing some other artifact.

These are meant to act as checkpoints for student learning and are just part of the tools we use to assess students.



Notes for teacher:
Ask rising educators to synthesize their learning. Looking back at what they have learned in this lesson, they should be able to give their opinion on the usefulness of modeling when explaining content, building skills, or communicating specific strategies.

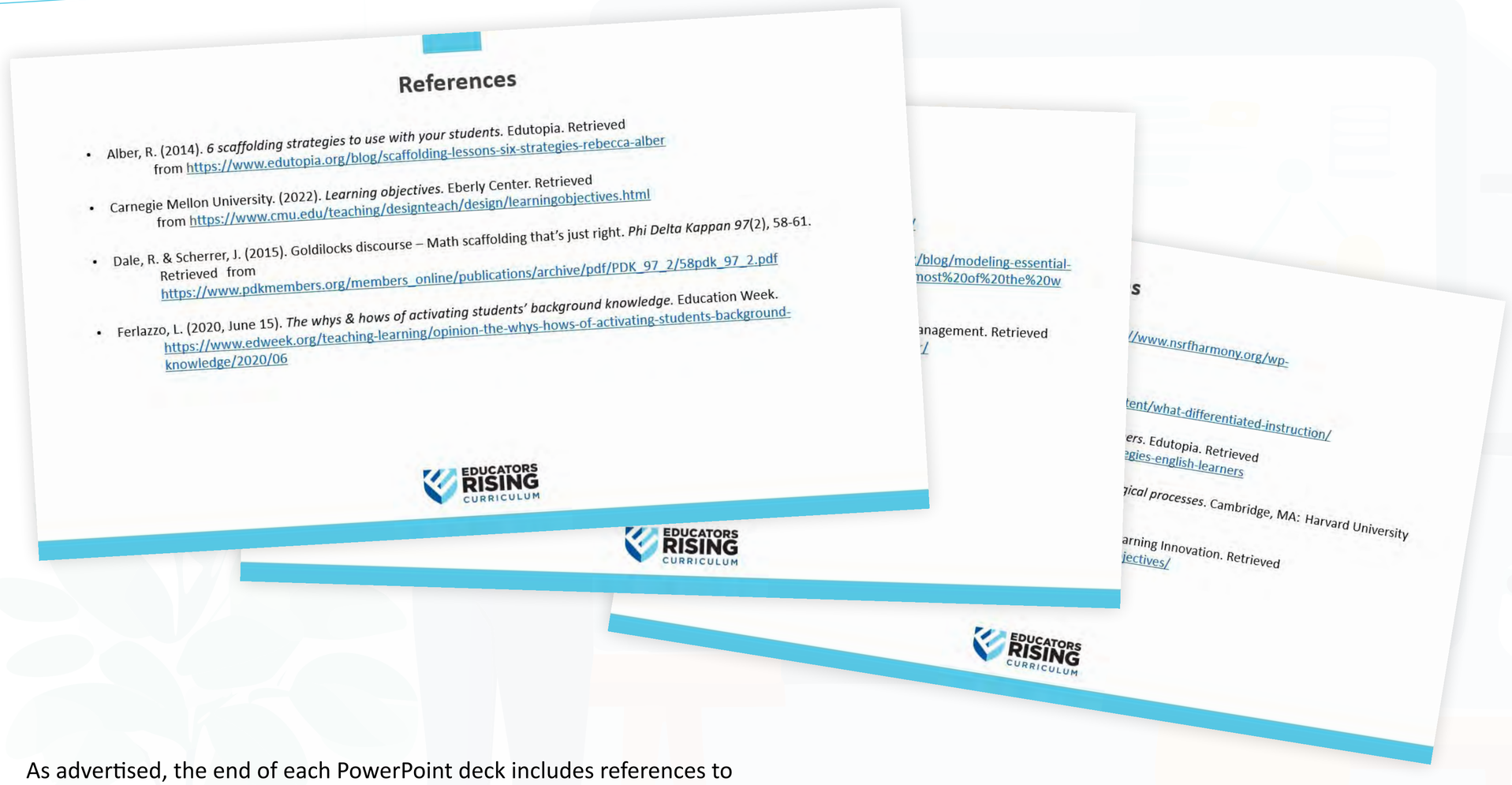
This clarity not only supports student learning but also helps refine teacher practice.

At the end of each lesson, we ask students to revisit the objectives.

By this point, they can answer all the objective questions based on their work throughout the lesson.

This is an excellent opportunity to revisit vocabulary and give students some study time to review their guided notes, add any information they missed, and prepare for a more formal assessment like those found in our assessment platform or your teacher-created assessments.

Notes for teacher:
Recap the lesson objectives with students. They will have already addressed most of the prompts but use this time to allow any student who has not shared time to consolidate their thoughts and share them with the class.



References

- Alber, R. (2014). *6 scaffolding strategies to use with your students.* Edutopia. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber
- Carnegie Mellon University. (2022). *Learning objectives.* Eberly Center. Retrieved from https://www.cmu.edu/teaching/designteach/design/learningobjectives.html
- Dale, R. & Scherrer, J. (2015). Goldilocks discourse – Math scaffolding that's just right. *Phi Delta Kappan 97*(2), 58-61. Retrieved from https://www.pdkmembers.org/members_online/publications/archive/pdf/PDK_97_2/58pdk_97_2.pdf
- Ferlazzo, L. (2020, June 15). *The whys & hows of activating students' background knowledge.* Education Week. https://www.edweek.org/teaching-learning/opinion-the-whys-hows-of-activating-students-background-knowledge/2020/06

As advertised, the end of each PowerPoint deck includes references to the materials used and quoted in the lesson's slides. Our aim is to use resources that you and your students can access for free online.

Our curriculum can be organized across a full 1- or 2-year scope and sequence. But it can also be incorporated into 3- or 4-year CTE pathways. Materials are provided via our membership portal as PowerPoint and PDF resources, organized with a collection of lessons in essential and supplemental categories. Each lesson includes student-guided notes and teacher notes. Our PowerPoint decks can be used by teachers right away with their ready-to-present format.

Our curriculum is loved by teachers because of its flexibility to be used across different school schedules, as part of a class, or as part of an afterschool club.

Because our materials are in editable PowerPoint format, teachers can supplement and modify content to their needs and even share materials in online content management systems for easy student access.

Our domains and lesson plan topics include the following sub-domains:

For the emerging teacher
- Self-awareness,
- Improvement,
- Personal expectations, and
- Reflectiveness

For your future students
- Development,
- Connecting with Students,
- Exceptional & Special Education

The Classroom
- Introducing Teaching,
- Classroom Culture and Management,
- Teaching for Empowerment,
- High-Leverage Practices

Your Community
- Partners,
- Colleagues,
- Local Community,
- The Profession,
- Understanding the School System

Planning a Path
- Being a Professional,
- Context for Great Teaching

Contact us about questions and to understand the value you and your school will receive by purchasing Educators Rising Curriculum, which includes national dues for up to 20 students, training, and annual yearly updates.

We walk through this lesson plus a related lesson in our year 2 sequence in this short video.

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