



AI for Early Childhood

Improve teaching, save time, have fun!

What's the Point of AI?



Tailor instruction to kids' needs

Simplify administrative tasks

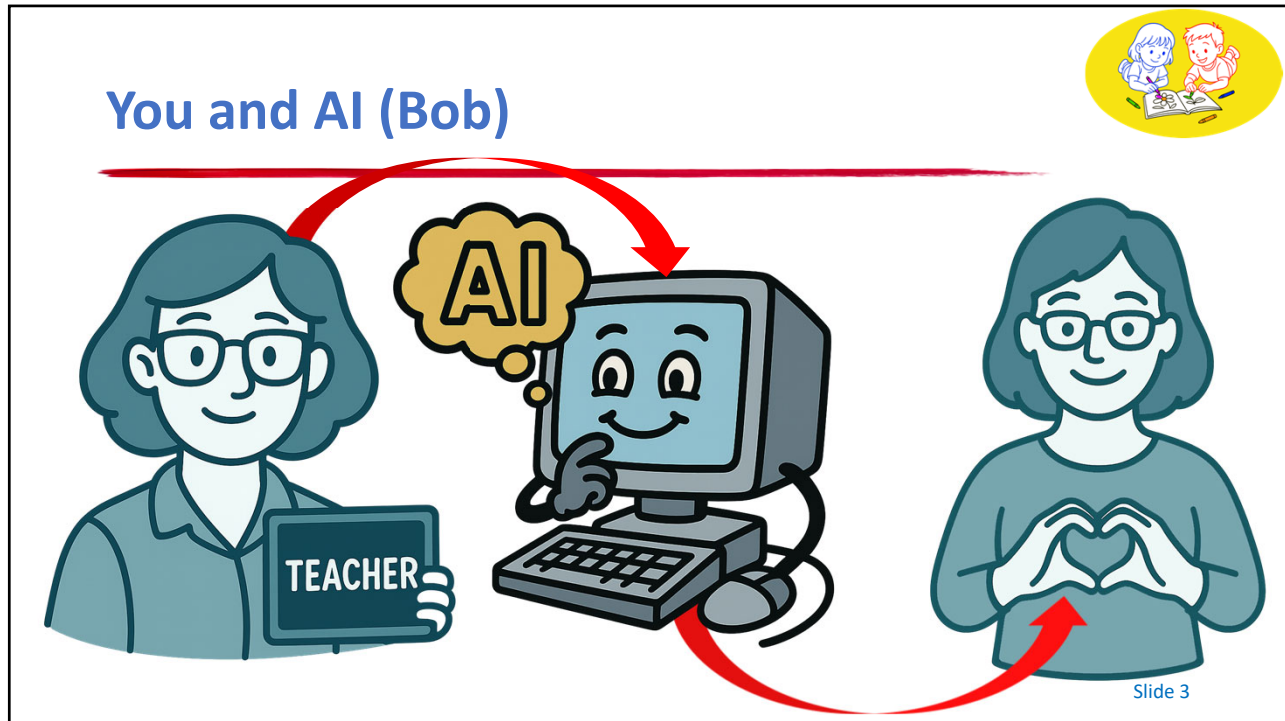
Align with standards

Increase student engagement

Save time and energy

Spend more time being present with kids!

Slide 2



PROMPTING

A.K.A. How to get what you need



Test Prompt



A very basic approach...

Think of one concept or skill you want your students to learn. Ask AI how to teach that skill.

Sample

How can I teach students about 3-D shapes?



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Better Prompts: How to Ask



Be clear about what you want



Provide specific instructions

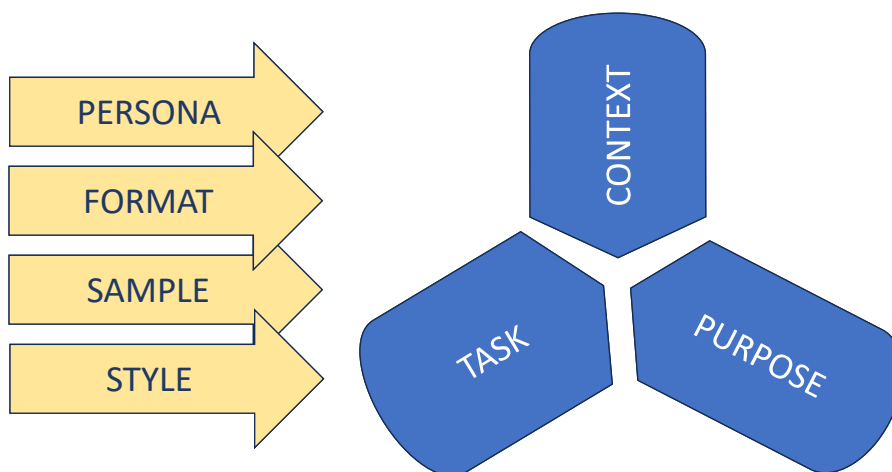


Explain like a teacher



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Writing a Great Prompt



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For Example...



- My kindergarten students understand 2-D shapes and need to learn 3-D shapes, starting with sphere, cone, and cube. I need 10-minute, hands-on activities that students can work on in pairs to understand the characteristics of the shapes and how they correspond to the 2-D shapes they already know. What are 5 good instructional activities?

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You Try It



Prior task...

Think of one concept or skill you want your students to learn. Ask AI how to teach that skill.

Revise your prompt to include...

Context + Task + Purpose

(+ persona, + format, + sample, + style)



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Not Quite What You Need?



Ask for...

revision

clarification

additional information

next steps

Try Again

Slide 10

A Cool Technique for Better Results



What do you think of my prompt?
Do you have recommendations for making it
better?



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RESOURCES

A.K.A. Making tools for learning



Example: Letter Practice



- I need a worksheet for kindergarten students to match upper and lower case vowels. There should be uppercase in order on the left and all 5 lower case vowels on the right. The student should circle the correct lower case letter. For example: “E a e i o u”. Use big letters and make it look fun for students. Title: “Matching Letters”. Add a 1-sentence simple instruction. PDF download.

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Example: Images with Text



- Make a cartoon image of 5 pieces of winter clothing and 5 pieces of summer clothes that kids might wear. Each item is separate. Mix up the winter

What would you wear in the winter?



and summer clothes. Add a title to the top: “What would you wear in the winter?” biggest image size. png with transparency.

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Example: Numbers and Categorizing



- Make a cartoon image of a dog, horse, cat, and sheep. The animals are standing in profile to show their legs. Each one is separate. Underneath the images, write "How many legs? ____" with space for students to write the number. png with transparency.



How many legs? Slide 15

But Watch Out!



AI is bad at counting in images!



Of Course, Bloom's!



- My pre-K class is reading the “The Very Hungry Caterpillar.” What are 5 age-appropriate questions that I can ask at each level of Bloom's taxonomy?

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What Can You Make?



Try it yourself.
Share your results.



Slide 18

Pro Shortcut: Just Try It...



ELI5 + Analogy: Babies



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LESSON PLANS

A.K.A. Watcha' gonna do?





1. Start With The Outcome

(pro tip: upload the standards first!)

- Task: *Write a detailed lesson plan with the following information. Include applicable standards (from the uploaded document)*
- Context: [info about the kids, conditions]
- Outcome: [learning goal]
- Approach: [what should it look like?]
- Logistics: [time, # of lessons, etc.]

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1. Looks Like...

- Write a detailed lesson plan with the following information. Include applicable standards, activities, assessments.

Context: Pre-k students, some ELL, some highly proficient in literacy and math.

Outcome: Be able to group objects in groups of 1 - 10

Approach: student pairs, manipulatives, problem solving, differentiate for student needs

Logistics: 3 days, 10 minutes per day.

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2. Start With The Standard



(pro tip: upload the standards first!)

- Task: *Write a detailed lesson plan with the following information*
- Standards: [list the standards]
- Context: [info about the kids]
- Outcome: ~~[what do you want them to accomplish?]~~
- Approach: [what should it look like?]
- Logistics: [time, # of lessons, etc.]

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2. Looks Like...



- Write a detailed lesson plan with the following information
- Standards: health content standard 5, benchmark 6
- Context: Kindergarten, some ELL, most are delayed learners, some are advanced
- Approach: student pairs, hands-on, active
- Logistics: 1 lesson, 15 minutes

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Make a New Plan!



Choose an approach, try, and share!

1. Start with Outcome:

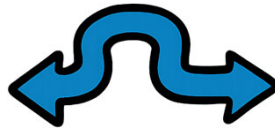
Write a detailed lesson plan with the following information, include applicable standards

Context:

Outcome:

Approach:

Logistics:



2. Start with the Standards

Write a detailed lesson plan with activities and assessments with the following information.

Standards:

Context:

Approach:

Logistics:

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3. Or...Start With Your Plan



➤ Upload your lesson plan, then ask...

- Please review the lesson plan for **[context and topic]**.
- Does it seem effective for helping students meet the standards?
- How well does it address the **[approach]** approach? (OR: What seems to be the pedagogical approach?)
- What are the overall strengths and weaknesses?
- How can it be improved?

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But What About the Activities?



Please provide [#] activities for [grade] students to help them learn [topic]. The activities need to be [specific criteria, logistics, type, etc.]. Provide differentiation strategies for [sub-groups].

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Looks Like...



- Please provide 6 *unusual* activities for PreK students to help them learn sorting by color and/or shape. The activities need to be short, interactive, with manipulatives, critical thinking. Provide differentiation strategies for ELL, cognitively delayed, and advanced students.

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You Try It!



- Please provide [#] activities for [grade] students to help them learn [topic]. The activities need to be [specific criteria, logistics, type, etc.]. Provide differentiation strategies for [sub-groups].



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And Then What?



Get Activity
Options

Then create the
lesson to use
activity
#...[select one]



1. Get activities
2. Write a lesson plan that...[all the instructions from before]
3. Use activity #4 in the instruction

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RUBRICS

A.K.A. Identifying Outcomes



What Does Learning Look Like?



Rubrics:

- Identify Expectations
- Determine Performance
- Identify Next Steps

AI can help!

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Good Time to Remember



Be **clear** about what you want

Provide **specific** instructions

Explain like a teacher

Slide 33

For Example...



- Create a developmentally appropriate rubric for PreK students (ages 4–5) that assesses their phonemic awareness skills. The rubric should include at least four observable skill areas related to early phonemic awareness (e.g., identifying beginning sounds, matching initial sounds, participating in sound play). Use a 4-point scale that ranges from emerging to exceeding expectations. Language should be simple and accessible for early childhood educators. Ensure the rubric supports observation-based assessment and differentiation in instruction.

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To Make Your Own



- Create a developmentally appropriate rubric for [grade / age] students that assesses their [topic / skill area] skills. The rubric should include at least [#] observable skill areas related to [same topic / skill area]: [list specific skill areas]. Use a [#]-point scale that ranges from [lowest level] to [highest level]. Language should be simple and accessible for early childhood educators. Ensure the rubric supports observation-based assessment and differentiation in instruction.



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Behavioral Rubrics, Too!



- I would like a behavioral rubric for kindergarten grade students to help them self-monitor behavior. The rubric should have at least 5 categories of behavioral indicators and 5 levels per indicator.

After the rubric, include a place for teacher comments titled "Something I appreciate about you" and a place for student comments titled "What I will try next".

After the comment section, add a table to put the scores for each indicator and a total score. Follow this with a scoring guide with positive messages for each range of scores.

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SMART GOALS

A.K.A. What will students achieve (and how)?



Actionable SMART Goals



Provide

Student characteristics
Student count
Focus area
Known achievement
Desired achievement
Time Frame
Assessment

Ask for

1. Overall percentage point increase
2. Number of proficient students
3. Percent increase in actual number of proficient students
4. Change in number of proficient students
5. Strategies to achieve the goal

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Define the Terms



First do this...

- A SMART goal means a goal that is Student-centered, Measurable, Attainable, Relevant, and Time bound. If you understand SMART goals, tell me before I give you more information.

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SMART Goal “Template”



- I teach [#] [grade] students. Currently, [#]% of the students are proficient in [topic], based on their [time, assessment name] assessment. I want the percentage of proficient students to increase to [#]% by [when]. *Please write a SMART goal that reflects this increase. In the SMART goal, make sure to include: the overall percentage point increase, number of currently proficient students, the change in the number of proficient students, and the percent increase in the actual number of proficient students. Then propose 5 strategies I can use to reach this goal.*



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Pro Trick for SMART Goals



Repeat this for [another topic], from [#]% to [#]%.

Like This...

- Repeat this with letter recognition, 22% to 55%.

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PARENT LETTERS

A.K.A. Keeping Parents Informed



What Did We Learn This Week?



(first: upload your lesson / unit plan)

- Please write a professional yet friendly letter to parents of my **[grade]** students.

Describe our current instructional unit and learning outcomes. Review the uploaded unit plan for information about the instructional content.

Include several ways parents can extend the learning.

Parents may contact me or visit the school to discuss their student.

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When Kids Need Help...



- I need to send a letter home to a parent whose student is **[describe behaviors]**. As a result, the student is at risk of **[potential consequences]**. I am concerned about these behaviors. I want to work together with the parents to determine why these behaviors are happening and to develop classroom and home-based strategies to get the student back on track. Ask for a meeting or phone call. Keep this letter concise, professional, friendly. Emphasize goal of helping the student through collaboration. The student's name is Bob

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Try It!



Draft a parent letter using one of the templates
(or try something different!)

Share your result!

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JUST FOR FUN

A.K.A. Brain Break!



If You Don't Know...Ask Bob!



Why did the scarecrow get an award at work?

What do you call fake spaghetti?

Why did the math book look sad?

How does a penguin build his house?

What do you call a factory that makes good products?

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