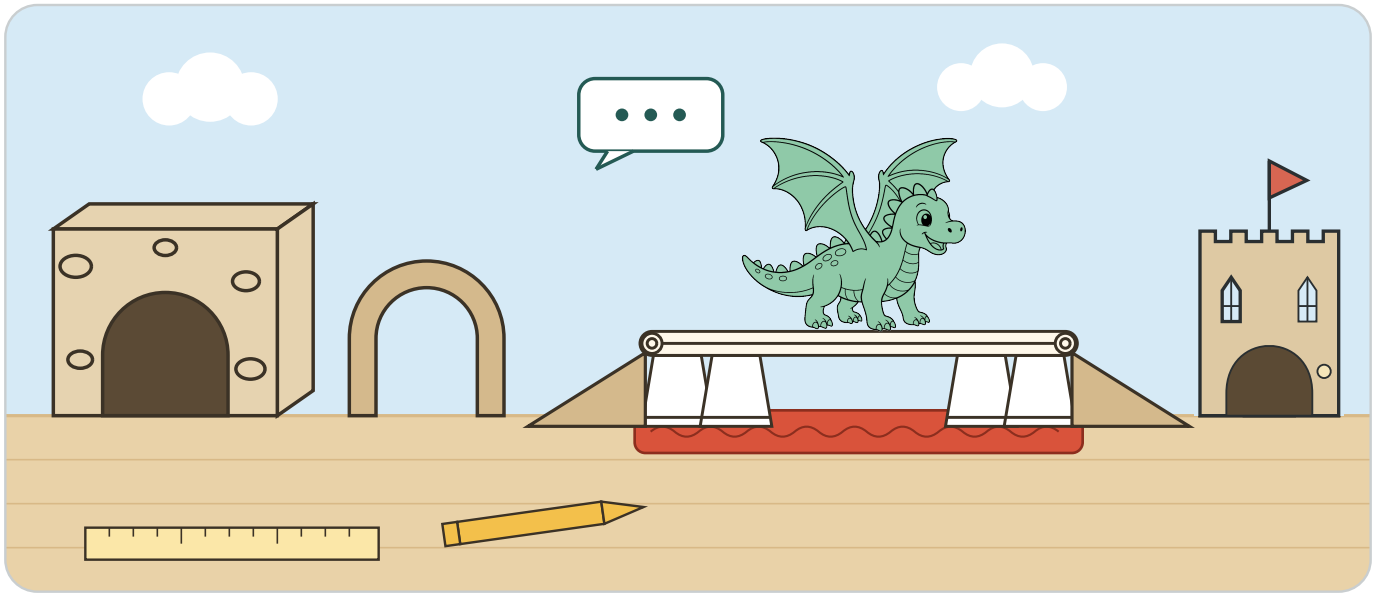
Can AI Do Everything?

Teacher's Classroom Companion

Book 2 · Sheryl Dotson · Magsico Press · Grades K–2 · Ages 5–8



The class' dragon path: a box cave, a cardboard arch, a paper log bridge over a red paper lava river, and Cloudtop Castle.

Inside the companion

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The big question: Can AI do everything? Children find out what an AI chatbot can do, what it can't know, and why their own ideas, checking, and kindness matter. Includes a 45-minute lesson, twelve student sheets, a certificate, and answer keys.

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TEACHER GUIDE | GRADES K–2 | AGES 5–8

Start Here

Can AI Do Everything?

Designed to accompany Can AI Do Everything? by Sheryl Dotson. Access to the book is required. Children do not need Book 1.

The big question: Can AI do everything?

Children name ways the chatbot helped, explain why it needed project details, and show how people check by counting, measuring, and testing. Their own ideas, care, and choices matter.

One complete 45-minute lesson

5 min	**Invite predictions** Read the title. Ask, “Can AI do everything?” Record a few ideas.
12 min	**Read aloud** Read Spreads 1–12. Use the three planned pauses on p. 4.
8 min	**Talk together** What helped? What went wrong? What did the friends check?
15 min	**Try the core sort** Use the teacher script on p. 6 and the cards on p. 7.
5 min	**Exit ticket** 2 minutes to think, draw, or write; 3 minutes to share with a partner. See p. 25.

Prepare and print

Teacher: keep pp. 2–6 and 23–26 handy. Print p. 7 for each pair or small group. An adult cuts the twelve cards and three labels first. Hold back BOTH until step 3. Provide blank paper and pencils or crayons for the exit ticket. No-print option: copy the jobs onto scrap cards.

Optional extensions come after the 45 minutes

Choose from p. 8. A ready-to-use option is the Bridge Test (20–30 minutes), then 5 minutes of sharing. The separate Fun Pack is optional. Print measurement p. 17 at actual size (100%).

Read directions aloud as needed. Children may point, draw, speak, or dictate. Kindergarten option: split reading/talk and sorting across two meetings. No chatbot is required. If one is shown, a grown-up types and keeps children’s personal information out.

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TEACHER GUIDE | STANDARDS & GRADE BANDS

Standards at a Glance

Can AI Do Everything?

These are skill connections, not a complete assessment of a standard. For K-1, read aloud and accept pointing, drawing, speaking, or dictation. Grade 2 learners can support an answer with a story detail.

Activity / page	Grades K-1	Grade 2
Read-aloud / 4, 21	RL.K.1, RL.1.1 SL.K.1, SL.1.1	RL.2.1, SL.2.1
Characters / 9, 15	RL.K.3, RL.1.3	RL.2.3 (Max's response)
Vocabulary / 10	L.K.4, L.1.4a	L.2.4a
Retell / 11, 12	RL.K.2, RL.1.2	RL.2.5 (story structure)
Comprehension / 13, 14	RL.K.1, RL.1.1	RL.2.1, RL.2.3
Count the Cups / 16	K.OA.A.2, 1.OA.A.1	2.OA.A.1, 2.OA.C.3
Measure the Dragon / 17	K.MD.A.2 (compare)	2.MD.A.1 (ruler)
Bridge Test / 18	K-2-ETS1-1, K-2-ETS1-3	K-2-ETS1-3
Clear Details / 19	SL.K.6, SL.1.6	SL.2.6
I Have an Idea! / 20	Draw and explain an idea	Explain an idea and a test
Core sort / 6-7	Sort and tell why	Use story evidence

Engineering connection

Compare two bridge designs using the same cups, gap, paper type and size, and weights. The rolled design also uses tape. Record what actually happens; results can vary.

AI literacy connection

Connects with AI4K12 Big Idea 3 (Learning) and Big Idea 5 (Societal Impact). Children give useful details, check replies, protect private information, and recognize the role of people.

Social and emotional connection: Leo asks about Max's drawing. Max shares his idea. Leo says, "We needed your idea." Max says, "Thanks for listening."

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TEACHER GUIDE | READ ALOUD

Read, Talk & Wonder

Can AI Do Everything?

Before reading

Read the title. Ask, "Can AI do everything?" Let children vote thumbs up, thumbs down, or sideways. Meet the class: Ms. Rivera, the teacher, and four friends. Ellie always has a question. Nora notices everything. Max loves to draw. Leo loves silly sounds.

During reading · three planned pauses

Spread 2 (book pp. 6–7). Leo says AI "can do EVERYTHING!" Ellie wonders. Ms. Rivera says AI means artificial intelligence. Ask, "What do you think the chatbot will be good at?" (It learned from tons of writing, so it's good with words.)

Spread 6 (book pp. 14–15). Why did the tube not work? Ms. Rivera says, "We haven't shown this chatbot our table." What did the class give it so it could help better? (The wing measurement.)

Spread 9 (book pp. 20–21). How is Max feeling? How do you know? What does Leo notice? What does Nora say when Max thinks the AI plan would be better? ("Let's test your bridge idea.")

After reading · choose a question to revisit

Spreads 1–4 (book pp. 4–11). What supplies did Ms. Rivera set out? What did the AI plan include? What name did it suggest for the castle?

Spreads 5–6 (book pp. 12–15). Why did Leo announce, "Dragon traffic jam!"? What did Max measure? What did the chatbot suggest next?

Spreads 7–8 (book pp. 16–19). The plan said three cups on each side. Why didn't that work? How did Nora check?

Spreads 9–10 (book pp. 20–23). Why did Max hide his drawing? How did the friends make their test fair?

Spreads 11–12 (book pp. 24–27). How did the chatbot help at the end? So, can AI do everything? What do the friends say?

Words to say together

AI means artificial intelligence. People build **AI tools** that learn patterns from lots of examples. A **chatbot** is an AI tool that writes replies to messages. **Details** tell how big, how many, and what we have. To **check** is to count, measure, or test to see if something is right.

Guide the conversation

Keep the message balanced. The chatbot really helped: a plan, a castle name, a new way through, and words for a sign. It also missed things it was never told and made a counting mistake. People gave details, checked, tested, and cared for each other. Personal sharing is optional.

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TEACHER GUIDE | BACKGROUND

What AI Can and Can't Do

Can AI Do Everything?

What AI can do

A chatbot can help make a plan, suggest names, find words for a sign, and suggest another way to solve a problem. In this story it helps with the path plan, Cloudtop Castle's name, the cardboard arch, and the welcome sign.

What AI learns from

People build AI tools that learn from lots of examples, such as words, pictures, or sounds. This chatbot learned from lots of writing. It can also use details in a message to help it reply.

What this chatbot did not know

This chatbot needed the class to tell it about their dragon and supplies. The class had not shown it the table or given the wing measurement. A chatbot can use details you share. It doesn't know you the way your friends do, and it doesn't have feelings like you do. It is a computer tool, not a person.

Good details help, but answers can still be wrong

The class said they had four cups, but the plan still called for six. AI can give a wrong answer even when it sounds sure. An idea may not work with your supplies. Count, measure, and test it.

Smart ways to use it

Use AI with a grown-up you trust. Give useful details, like how big and how many. If an answer does not fit, ask again with better details, then check again. Keep full names, addresses, and passwords out of the chat.

Your part matters

Listen to your friends. Notice when someone is quiet. Invite them to share. Max's drawing helped the class build a stronger bridge. Leo listened, and Max said, "Thanks for listening."

Teacher note: avoid broad claims such as "AI cannot see or count." Some tools can use pictures and solve counting tasks, but they can still make mistakes. Keep examples tied to this story. A grown-up runs any classroom chatbot and checks the service's age rules and school policy.

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CORE LESSON | TEACHER SCRIPT | 15 MINUTES

AI Job, Kid Job, or Both?

Can AI Do Everything?

Ask: “Who did this in our story?” Give each pair or small group the cards on p. 7. Start with AI JOB and KID JOB. Keep BOTH back until step 3. Read the cards aloud as needed.

1. Model clear examples

Read A and B. Ask who suggested the name and plan in the story. Place them under AI JOB. Read D and E. Leo noticed Max was quiet; Nora counted the real cups. Place these under KID JOB.

2. Sort the remaining single-role cards

Read C and F–I. Children place each card and give a story reason. Max measured the wings, the friends tested the bridge, and Max shared his drawing. Help younger learners say their reasons aloud.

3. Find a job that needed both

Read J. The class gave the wing measurement; the chatbot suggested an arch; the children built and checked it. Reveal BOTH and put J there.

4. Add other shared jobs

Read K and L. The chatbot helped with sign words, and Nora wrote the sign. AI can suggest a plan; people decide what fits. Place these under BOTH. Ask if a card could move. Accept a different placement when a child gives a sound reason.

5. Check the big idea

Ask, “Can AI do everything?” Listen for: it helps with ideas and words; it can make mistakes; people give details, check, test, and care for one another.

The categories describe roles in this story. They do not mean that an AI tool can never count or use an image. Answers and examples are on p. 24. The entire sort takes about 15 minutes; materials are prepared before the lesson.

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CORE LESSON | ADULT PREPARATION

Sort Cards & Labels

Can AI Do Everything?

Grown-up: cut out the cards and labels. Read each card aloud as needed. Keep BOTH back until step 3 on p. 6.

Who did this in our story?

A Suggest a name for the castle.

B Turn our idea and supplies into a plan.

C Write a reply to a message.

D Notice that a friend is quiet.

E Count the cups on our table.

F Measure the dragon's wings with a ruler.

G Test the bridge with the toy dragon.

H Listen to a friend's idea and care.

I Share a drawing, even when you are not sure.

J Find another way through when the tube is too narrow.

K Make a welcome sign for the castle.

L Pick a plan that fits our project.

AI JOB	KID JOB	BOTH
The chatbot helped.	**People did this part.**	**AI helped. People chose and checked.**

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TEACHER GUIDE | CHOOSE AFTER READING

Optional Activity Menu

Can AI Do Everything?

Optional Extensions: After the 45-Minute Lesson

Choose one or two activities. These are extra time, not additional steps inside the core lesson. Print only the sheets you choose. Times are estimates.

Ready-to-use extension: 25-35 minutes

Bridge Test (p. 18): 20-30 minutes. Then share for 5 minutes: What stayed the same? What happened? What would you try next? Prepare materials before the activity.

Page	Activity	Minutes
9	Meet the Friends	5-7
10	Words to Know	8-10
11	Story Sequencing	8-10
12	Walk the Dragon Path	5-8
13	Think About the Story / K-1	5-8
14	Think, Write & Explain / choose 2-3	10-15
15	Who Said It?	5-8
16	Count the Cups	8-10
17	Measure the Dragon	10-15
18	The Bridge Test	20-30
19	Give Clear Details	10-12
20	I Have an Idea!	10-15
21	Let's Wonder Together	10
22	Certificate	1-2

Flexible choices

Use the bridge activity as a class demonstration. Children can number the story cards without cutting. Accept spoken, drawn, pointed, or dictated answers. For younger learners, choose fewer written questions.

The separate Fun Pack is optional practice or take-home fun. Use any page on its own. A grown-up may read directions aloud. The maze and word search can be challenges for older learners.

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STUDENT SHEET | CHARACTERS

Meet the Friends

Can AI Do Everything?

Name _____ **Date** _____

Draw a line from each person to the clothes they wear.
Look at the pictures to help you.



Ellie

A. blue sweater



Nora

B. purple cardigan



Max

C. yellow shirt and teal pinafore



Leo

D. orange shirt



Ms. Rivera

E. glasses and purple shirt

Choose one friend. Tell what they did in the story.

Which friend is most like you? Tell why.

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STUDENT SHEET | VOCABULARY

Words to Know

Can AI Do Everything?

Name _____ **Date** _____

AI
Short for artificial intelligence. AI tools learn from many examples.

chatbot
An AI tool that writes replies to messages.

details
Facts that tell more, like how big or how many.

measure
Find how long, wide, or tall something is.

narrow
Not wide.

test
Try something to see if it works.

Use the word bank to fill in the blanks.

chatbot	narrow	measure	details	test	AI

1. Ms. Rivera opened an AI _____.
2. The opening was too _____ for the wings.
3. Max used a ruler to _____ the wings.
4. “Let’s ask again, with better _____,” said Ellie.
5. “Let’s _____ your bridge idea,” said Nora.
6. _____ means artificial intelligence.

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STUDENT SHEET | RETELL THE STORY

Story Sequencing

Can AI Do Everything?

Name _____ **Date** _____

What happened first? Write 1 to 6 in the circles.

Or ask a grown-up to help cut out the cards. Put them in order.

○

The wings get stuck in the tube. Max measures them. The class builds an arch.

○

Ms. Rivera sets out a toy dragon and supplies. The class will build a path.

○

Max shares his log bridge drawing. The paper logs hold the dragon.

○

The chatbot gives a plan. Max hides his drawing under cardboard.

○

The dragon reaches Cloudtop Castle. DING-DONG!

○

Nora counts. The plan needs six cups. They have only four.

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STUDENT SHEET | RETELL THE PATH

Walk the Dragon Path

Can AI Do Everything?

Name _____ **Date** _____

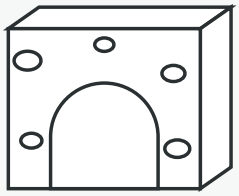
Put the dragon's path in order. Write 1 to 6 in the circles.

○



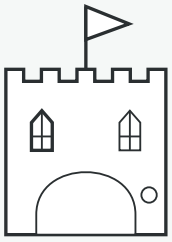
the bridge over the lava river

○



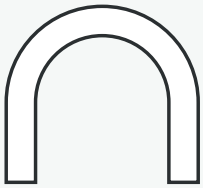
the cave

○



Cloudtop Castle

○



the arch

○



the ramp down

○



the ramp up

1. After Max measured the wings, what did AI suggest?

_____

2. Which part came from Max's drawing?

_____

3. Tell a partner: What did the class need to build? How did they finish it?

_____

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STUDENT SHEET | COMPREHENSION, GRADES K–1

Think About the Story

Can AI Do Everything?

Name _____ **Date** _____

Listen to each question. Circle the best answer.

1. What did the class build?

A. a boat B. a dragon path C. a robot

2. Why did the dragon get stuck?

A. its wide wings B. it was sleepy C. a wet tube

3. What did Max measure?

A. the cups B. the table C. the wings

4. How many cups did the class have?

A. 6 B. 4 C. 10

5. What did Max draw?

A. a rocket B. a cat C. a log bridge

6. In the story, rolled paper was

A. harder to bend B. easier to bend C. wet

7. Can AI do everything?

A. yes, everything B. not everything

Draw your favorite part, or tell a partner about it.

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STUDENT SHEET | COMPREHENSION, GRADE 2

Think, Write & Explain

Can AI Do Everything?

Name _____ **Date** _____

Choose 2 or 3 questions. Use details from the story.
Write a sentence, or tell your answer to a grown-up.

1. Why was the tube too narrow for the dragon?

2. What did the class do to get a better AI answer?

3. What was wrong with the cup plan? How did Nora check?

4. Why did Max hide his drawing?

5. What did the class keep the same in the bridge test?

6. How can an AI answer sound right but still be wrong?

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STUDENT SHEET | CHARACTERS AND VOICES

Who Said It?

Can AI Do Everything?

Name _____ **Date** _____

Who said it? Write the name.

Ellie	Nora	Max	Leo	Ms. Rivera

1. **"We need a tunnel!"** _____
2. **"It can do EVERYTHING!"** _____
3. **"The opening is too narrow."** _____
4. **"Let's ask again, with better details,"** _____
5. **"Three here and three there makes six."** _____
6. **"AI can make mistakes, even with good details."** _____
7. **"I had a bridge idea. Before we asked."** _____
8. **"Our passenger needs a helmet."** _____
9. **"I'm glad I asked about your drawing."** _____
10. **"Thanks for listening."** _____

Pick a line. Read it aloud. Tell how the person feels.

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STUDENT SHEET | MATH

Count the Cups

Can AI Do Everything?

Name _____ **Date** _____

Part A: The chatbot's plan

The plan called for 3 cups on each side.



3 + 3 = ☐ cups in the plan

The class had 4 cups. Color them.



Enough for the plan?

Circle: YES / NO

Grade 1: How many more? 6 − 4 = ☐

Part B: Nora's idea

Try 2 cups on each side.



2 + 2 = ☐

Does this use all 4 cups? Circle: YES / NO

Part C: Grade 2 practice (new plans)

1. Five cups on each side. Write an addition fact. _____

2. You have 7 cups. You need 8. How many more? _____

3. Put 6 cups in two equal groups.
Write the fact: _____. Is 6 odd or even? Tell why.

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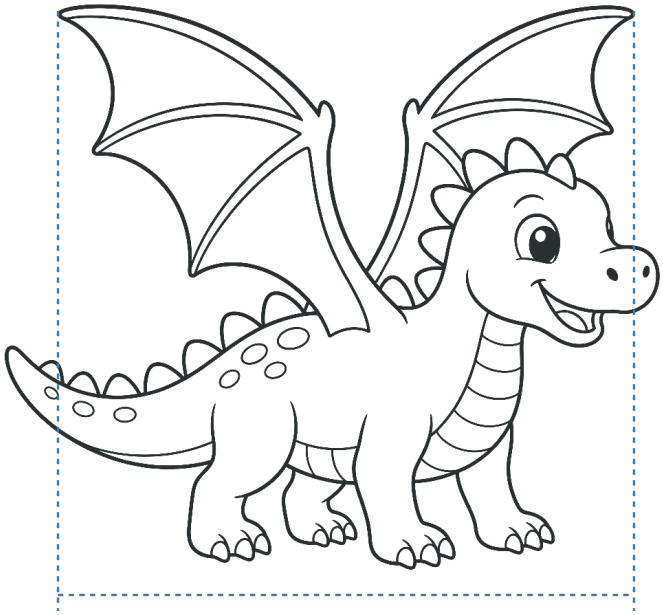
STUDENT SHEET | MEASUREMENT

Measure the Dragon

Can AI Do Everything?

Name _____ **Date** _____

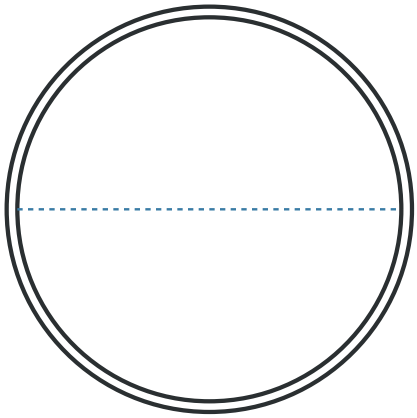
Put your ruler on the dotted line below the dragon.
Put 0 at the left end. Read the number at the right end.



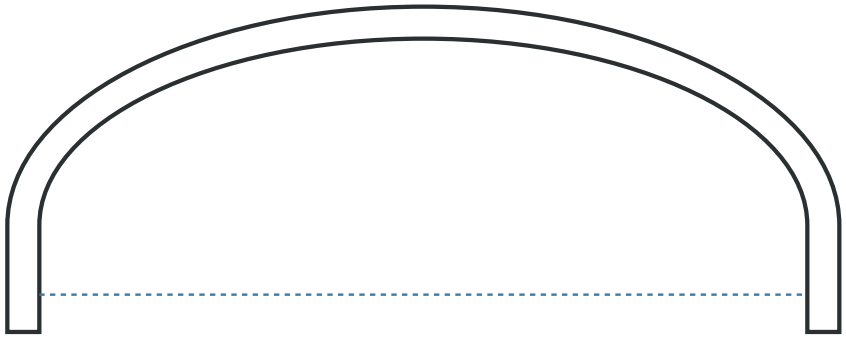
wing tip to wing tip

The wings are ☐ inches wide.

Measure both openings. Circle the one wider than the wings.



Tube: ☐ inches



Arch: ☐ inches

Grown-ups: print at 100% (actual size). These sizes are for practice. No ruler? Cut a strip to match the wing line and compare it with each opening.

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STUDENT SHEET | ENGINEERING

The Bridge Test

Can AI Do Everything?

Name _____ **Date** _____

Which bridge holds more pennies? Test with a grown-up.

You need: 2 sheets of the same kind and size of paper, 4 matching cups, tape, a pencil, safety scissors, and 20 pennies.

My guess (circle): flat paper / rolled logs

Test 1: Flat paper

1. Put 2 cups on each side of a gap. Keep the gap small enough for both bridges to reach the cups.
2. Lay flat paper across the cups.
3. Add pennies to the middle, one at a time. Use the stop rule below.

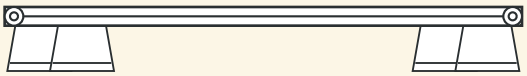


Step 5: Roll a paper log



Test 2: Rolled logs

4. Cut the other sheet into 4 long strips.
5. For each strip, put a pencil along one long edge. Roll the paper around it to make a long, thin log. Slide the pencil out. Tape it shut.
6. Tape the logs side by side. Lay them on the same cups and gap.
7. Add pennies as in Test 1.



Stop rule: Stop when the bridge first bends down.
Do not count the last penny that made it bend.
Write 0 if it bends before any pennies. Write 20 if it holds all 20.

Pennies held: Flat paper _____ Rolled logs _____

More pennies held (circle): flat / rolled / same

Tell: What stayed the same? What did you change?

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STUDENT SHEET | USING AI WISELY

Give Clear Details

Can AI Do Everything?

Name _____ **Date** _____

This chatbot needed details about the class' dragon and supplies.

1. Which message gives useful details? Circle A or B.

A Make a tunnel for my dragon.

B My toy dragon's wings are 3 inches wide. What can I use to make a tunnel it fits through?

2. Add details to this message:

"Help me make a bridge."

Tell how big, how many, or what supplies you have.

_____

_____

3. Circle "share" or "private" for each item.

4 paper cups	share / private
My full name and address	share / private
My password	share / private
My toy dragon is 3 inches wide	share / private

Use AI with a grown-up you trust. Check its answer!

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STUDENT SHEET | WRITE AND DRAW

I Have an Idea!

Can AI Do Everything?

Name _____ **Date** _____

Max says, "I have an idea for the next adventure." What would you build for the dragon? Draw your idea.

My idea is _____

I would test it by _____

Grade 2: Tell how AI could help. What would you check?

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TEACHER GUIDE | DISCUSSION PROMPTS

Let's Wonder Together

Can AI Do Everything?

Choose one group of questions for a circle talk or a second read. Many questions have more than one good answer. Children may pass on personal sharing.

Can AI do everything?

Leo says AI "can do EVERYTHING!" What does the class find out?
What did the chatbot do well: plan, name, arch idea, sign words?
What else helped the path work?

Details matter

Why did the chatbot need the wing measurement?
What details would you give about something you were building?

Checking and testing

The class said four cups. Why did they still need to check the plan?
How did counting, measuring, and testing help?
Ellie says, "Our idea needs work, too." Why is that good thinking?

Friends and ideas

Why did Max hide his drawing? How might he have felt?
What did Leo notice? What did Nora say about trying Max's idea?
Why did Leo say, "We needed your idea"?
Max says, "Thanks for listening." How can we listen to a friend?
A chatbot doesn't know you the way your friends do, and it doesn't have feelings like you do. It is a computer tool, not a person. Who in the story noticed Max and invited him to share?

Staying safe

Why does a grown-up help when you use AI?
What should stay private: full names, addresses, and passwords?

Sentence starters: "AI helped when _____." "We checked by _____." "My part was _____."

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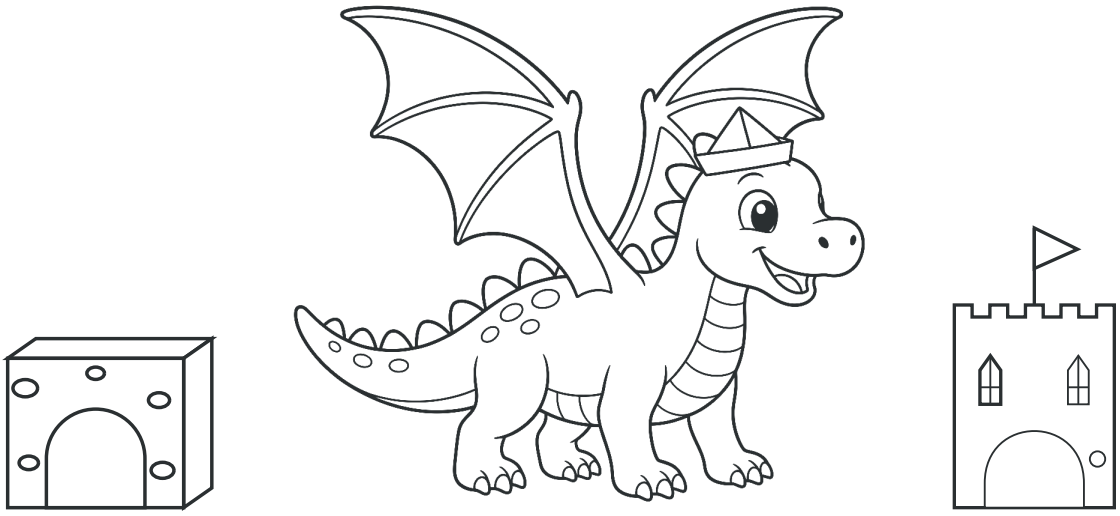
AI Wonder Builder

Certificate

This certificate is proudly given to

_____

for reading **Can AI Do Everything?**, sharing ideas, and checking answers by counting, measuring, and testing.



_____ _____

Teacher **Date**

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TEACHER SUPPORT | ANSWER KEY 1 OF 3

Answer Key & Assessment

Can AI Do Everything?

Page 9 / Meet the Friends

Matches: Ellie-C (yellow shirt and teal pinafore); Nora-E (glasses and purple shirt); Max-A (blue sweater); Leo-D (orange shirt); Ms. Rivera-B (purple cardigan). Accept a true story action and a thoughtful personal connection. No written answer is required.

Page 10 / Words to Know

1. chatbot
2. narrow
3. measure
4. details
5. test
6. AI

Accept capital letters at the beginning of a sentence.

Page 11 / Story Sequencing

Read cards from left to right, top to bottom: 3, 1, 5, 2, 6, 4. The challenge comes first, then the AI plan, tube/arch, cup mistake, Max's bridge, and the finished path.

Page 12 / Walk the Dragon Path

Left to right, top to bottom: 4, 1, 6, 2, 5, 3.
Path: cave, arch, ramp up, bridge, ramp down, Cloudtop Castle.
1. A cardboard arch, like an upside-down U.
2. The bridge: Max drew the paper log idea.
3. They needed a path from the cave to the castle. They checked and improved it, used Max's paper log bridge idea, and guided the dragon to the castle.

Page 13 / Think About the Story

1. B / a dragon path (from cave to castle)
2. A / its wide wings
3. C / the wings
4. B / 4 cups
5. C / a log bridge
6. A / harder to bend
7. B / not everything

For the last prompt, accept any favorite part the child can connect to the story.

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TEACHER SUPPORT | ANSWER KEY 2 OF 3

More Answers

Can AI Do Everything?

Page 14 / Think, Write & Explain

Children choose 2 or 3 questions. Sample answers:
1. The chatbot had not been given the wing measurement. The wings were wider than the tube opening.
2. Max measured the wings. Ms. Rivera gave the measurement and asked again.
3. Three cups on each side needs six. Nora counted; the class had four.
4. Max thought the AI plan would be better and his drawing would not be needed.
5. They used the same cups, gap, and dragon, and another sheet as big as the first. They compared a flat sheet with paper cut, rolled, and taped into logs.
6. AI can make mistakes even with useful details. People still need to check.

Page 15 / Who Said It?

1. Ellie (Spread 2)
2. Leo
3. Nora
4. Ellie
5. Nora
6. Ms. Rivera
7. Max
8. Leo
9. Leo
10. Max

For the voice task, accept a feeling linked to the words.

Pages 6–7 / Core sort

AI JOB: A, B, C. KID JOB: D, E, F, G, H, I. BOTH: J, K, L.
These are roles in this story. Accept another placement with a thoughtful reason. For example, A may fit BOTH because the chatbot suggests a name and people choose it. Listen for: AI can help; people give details, check, test, and decide.

Page 16 / Count the Cups

Part A: 3 + 3 = 6. Color the four real cups. NO, four is not enough for that plan. Grade 1: 6 − 4 = 2 more.
Part B: 2 + 2 = 4. YES, this uses all four cups.
Part C (new plans): 1. 5 + 5 = 10. 2. One more cup. 3. 3 + 3 = 6; the groups are equal. Six is even: two equal groups of three leave no cups over.

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TEACHER SUPPORT | ANSWER KEY 3 OF 3

Activity Guidance & Exit Ticket

Can AI Do Everything?

Page 17 / Measure the Dragon

At 100% print size: wings 3 inches, tube 2 inches, arch 4 inches. The arch is wider than the wings. This sheet compares widths; a real opening must also be tall enough. If printing was scaled, accept accurate comparisons and reprint at 100% for the inch answers. Younger children can compare with a matching paper strip.

Page 18 / The Bridge Test

Results vary. Keep the cups, gap, paper type and size, pennies, and placement of pennies the same. The second design uses paper cut into strips, rolled, and taped together. Compare the two designs; tape also contributes to the result.

Stop when the bridge first bends down. Record only pennies held before the one that caused bending. Record 0 if it bends before loading; record 20 if it holds all 20. Equal scores are valid. If both hold 20, the test has not shown which can hold more.

Accept actual observations, not only the story's result. Ask what children might try next. If the paper does not span the gap, adjust the gap before testing either bridge.

Page 19 / Give Clear Details

1. B gives the wing width and the goal.
2. Accept a message with useful size, number, or supply details. Example: "I have 4 cups and paper. The gap is as wide as my hand. How can I make a bridge?"
3. Share: cup count and toy width. Private: full name, address, password.

Page 20 / I Have an Idea!

Accept a drawing and an explanation of how to test it. For Grade 2, listen for one way AI could help and one thing to check.

Exit ticket / 5 minutes

2 minutes: think, draw, or write "AI helped when _____." and "We checked by _____." Children may speak or dictate.

3 minutes: share with a partner. Listen for story examples: plan, castle name, arch, sign; counting cups, measuring wings, testing the bridge.

Quick check: AI helps with ideas and words, may need project details, and can still be wrong. People keep checking and testing.

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TEACHER GUIDE | NOTES AND SOURCES

Teacher Notes & Sources

Can AI Do Everything?

For the teacher. Ms. Rivera, Ellie, Nora, Max, and Leo are fictional. The AI ideas in the book and this companion describe general features of today's AI tools, not one product. Story Spreads 1–12 are on book pages 4–27. Numbers on the math and measurement sheets are for practice; the book gives the cup counts but not the dragon's size.

Background and sources

AI4K12 Initiative. The Five Big Ideas in AI, guidelines for teaching AI in K-12.
https://ai4k12.org/

Common Core State Standards. English language arts and mathematics standards cited on p. 3.
https://www.thecorestandards.org/

Next Generation Science Standards. K-2 Engineering Design (K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3).
https://www.nextgenscience.org/

Federal Trade Commission, Consumer Advice. Protecting Kids Online.
https://consumer.ftc.gov/identity-theft-and-online-security/protecting-kids-online

If you show a real AI chatbot

Check your school's technology policy first. A grown-up types. Use made-up or general details only. Read replies aloud and model checking: "Let's count. Let's measure. Let's test." If a reply is wrong, say so calmly; that is part of the lesson. Chatbot replies can change from one try to the next, so your results may differ from the book.

Art in this companion

Character portraits on the Meet the Friends page come from the Book 1 illustrations. The dragon, path, and object drawings are simple line art made for coloring, not final Book 2 illustrations.

Printing and classroom use

This companion is free for personal, family, and classroom use. Teachers may photocopy the sheets for their own learners with the author and publisher credit retained. This permission covers the companion sheets only; the picture book has its own copyright terms. Please share the link to awonderingheartbooks.com, and please do not resell or repost the PDF. Sources inform background only; the organizations do not endorse this companion.

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