A WONDERING HEART™

THE AI WONDER CLASS

The Day Our Class Discovered AI

Classroom Companion

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



Max, Ellie, Ms. Rivera, Nora, and Leo, from left to right.

Inside the companion

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TEACHER GUIDE | GRADES K–2 | AGES 5–8

Start Here

The Day Our Class Discovered AI

Designed to accompany The Day Our Class Discovered AI by Sheryl Dotson. Access to the book is required for the complete lesson.

First edition · Paperback ISBN 979-8-9823392-8-7

What is AI, and how can people use it carefully?

Children will name a job an AI tool can do, explain what happened when a group was missing, and describe a way to check an answer. Use the story, one paper game and an exit question.

One complete 45-minute lesson

5 min — **Invite predictions**
Look at the cover. What might a weather app tell the class?

12 min — **Read aloud**
Read book pp. 4–27. Pause at pp. 6–7 and 14–15 using companion p. 4.

8 min — **Talk together**
Discuss examples, labels and checking. Revisit book pp. 16–17.

15 min — **Try the shape sort**
Follow companion p. 5. The book models the activity on pp. 32–33.

5 min — **Reflect**
Ask for one job AI can help with and one way to check an answer.

Prepare and print

Teacher: Use pp. 2, 4 and 5 from one copy or a screen. Keep the script and uncut card sheet out of student view. The exit guidance is on p. 19.

Pairs or small groups: Print one p. 6 per group. An adult cuts nine cards and three labels. Hide E–I and the TRIANGLES label until the teacher script calls for them.

No-print choice: Draw three circles, three squares and three triangles of varied sizes on scrap cards. Make three labels. Keep the same reveal order.

Optional worksheets and the certificate: Choose individual sheets from the menu on p. 7. Print US Letter at actual size. The separate Coloring & Fun Pack is optional.

For kindergarten, the reading and discussion can come first, with the game and reflection in a second meeting. Children can point, draw, act or dictate. The core lesson uses no device or AI account.

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TEACHER GUIDE | STANDARDS & GRADE BANDS

Standards at a Glance

The Day Our Class Discovered AI

Use the chart to identify skills practiced. For K–1, read directions aloud and accept pointing, drawing, oral answers or dictation. Grade 2 learners can give a reason and support it with a detail from the book.

Activity · companion page	Grades K–1	Grade 2
Read-aloud and talk · 2, 4	RL.K.1, RL.1.1 SL.K.1, SL.1.1	RL.2.1, SL.2.1
Characters and voices · 8, 14	RL.K.3, RL.1.3	RL.2.6 (voice prompt)
Vocabulary · 9	L.K.4, L.1.4a	L.2.4e (glossary clues)
Retell in order · 10	RL.K.2, RL.1.2	RL.2.2 (retelling)
Comprehension · 11–12	RL.K.1, RL.1.1	RL.2.1, RL.2.2
Fact or Needs a Check? · 13	Sort claims with a partner	Explain a choice
Example Count · 15	K.CC.B.5, 1.OA.C.6	2.OA.A.1 (word problems)
Write or draw a wonder · 16	W.K.1, W.1.1	W.2.1 (opinion and reason)
Shape sort · 5–6	Sort and describe shapes	Explain the missing group

Science and digital citizenship

Many AI tools look for patterns in examples. People choose examples, add missing groups and check new cases. A friendly answer can still be wrong. Children can check with a trusted grown-up and keep full names, home addresses and passwords private.

Optional civics discussion · D2.Civ.3.K-2

Why might a class have a rule about checking a screen answer with a grown-up? When could the same rule help at home?

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TEACHER GUIDE | READ ALOUD

Read, Talk & Wonder

The Day Our Class Discovered AI

Before reading

Show the cover. What do the children think the class will discover? On book pp. 4–5, what does the weather app predict? Invite a question about computers or weather.

During reading · two planned pauses

Book pp. 6–7 | Spread 2

What funny guesses do Max, Ellie and Leo make? Is AI the whole tablet? Listen for the difference between a computer and a tool it can use.

Book pp. 14–15 | Spread 6

Look where Leo's foggy card landed. What do you notice? Which group would the class need? Read on to pp. 16–17 to find out what they try.

After reading · choose a question to revisit

Book pp. 8–11	What clues help the app predict? Why can a forecast be wrong?
Book pp. 12–17	Which labels did the class give first? Why try a fresh fog picture?
Book pp. 18–21	Does friendly wording mean the AI bot has feelings? How does Nora change its game idea?
Book pp. 22–23	Who can help children check answers? Which details should stay out of messages?
Book pp. 24–27	Why bring raincoats? How does Ellie explain AI at the end? What do you wonder now?

Words to say together

An example is something we show to teach. A label names a group. A pattern is something we notice again and again. To predict is to make a careful guess using clues.

Guide the conversation

The sorter in this story must choose one of its groups. When FOG is missing, both choices are wrong. Ask what people can do next. Invite pointing, partner talk or acting. Personal sharing is optional. Give children time to ask a trusted grown-up or to change an AI suggestion.

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CORE LESSON | TEACHER SCRIPT | 15 MINUTES

A Place for Every Card

The Day Our Class Discovered AI

Keep this page with the teacher. Give each pair or small group one prepared set from companion p. 6. At first, show only A–D and the two starting labels. Hide E–I and the third label. Book connection: pp. 14–17 and 32–33.

1. Start with examples

Place A and C under CIRCLES. Put B and D under SQUARES. Ask, “What is alike in each group?” Children can point to a curved side or a corner.

2. Try two new cards

Reveal E and F. Ask, “Where would these go? What clues helped?” Allow children to place E under CIRCLES and F under SQUARES and explain their choices.

3. Notice what is missing

Show G alone. Ask, “Does this card fit either place? What could we do?” Accept “neither” and give children time to suggest another group.

4. Name the new group

Now reveal TRIANGLES. Place G under the label and add H. Ask children what the shapes share even when their sizes or positions differ.

5. Check a fresh example

Reveal I. Invite children to place it and explain their clue. Ask, “Does one right answer tell us what will happen every time?”

Connect the game to the book

What happened when the class tried the foggy card? They added a FOG group, showed more examples, trained again and tested a fresh picture. Children can say that a card fits neither group. The story’s sorter had to pick one of the groups it already had.

This paper game models one idea about learning from examples. Real AI uses computer programs to find patterns in information. Use the exit question on p. 19.

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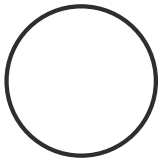
CORE LESSON | ADULT PREPARATION

Shape Cards & Labels

The Day Our Class Discovered AI

Prepare one set per pair or small group. Cut out nine cards and three labels. Show A–D first. Hide E–I and TRIANGLES. Reveal the rest in the order on p. 5.

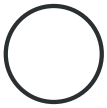
A



B



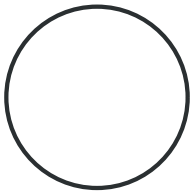
C



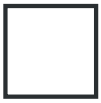
D



E



F



G



H



I



Group labels (cut apart)

 CIRCLES

 SQUARES

 TRIANGLES

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TEACHER GUIDE | CHOOSE AFTER READING

Optional Activity Menu

The Day Our Class Discovered AI

Choose one sheet to revisit the book. Print one copy per learner for your choice. Partners can share the p. 13 card set. Times are estimates.

Sheet	Activity	Minutes	Book pages
8	Meet the Friends	5–7	4–7, 14–21
9	Words to Discover	8–10	6–19, 28–31
10	Story Sequencing	8–10	4–25
11	Think About the Story · K–1	5–8	4–27
12	Think, Write & Explain · Grade 2	10–15	6–27
13	Fact or Needs a Check?	8–10	6–23
14	Who Said It?	5–8	4–23
15	Example Count · math	8–10	12–17
16	What Would YOU Like to Learn?	8–12	26–27
17	AI Wonderer certificate	1–2	26–27

Low-print choices

Read a claim aloud, act out a story line or retell the picnic in pairs. On p. 10, learners can number the cards directly. On p. 13, they can mark each card F or C. For a cut-and-glue version, add a blank sheet and glue.

Invite a spoken, drawn, pointed or dictated response. Find answers and examples on pp. 18–19. Print the p. 17 certificate if you wish.

Just for fun

The separate three-page Coloring & Fun Pack has two coloring sheets and a little AI crossword. Families can print any page on its own.

OPTIONAL STUDENT SHEET | CHARACTERS

Meet the Friends

The Day Our Class Discovered AI

Name _____ **Date** _____

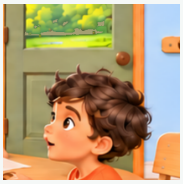
Color each box to match the clothing. Tell a partner what one friend does in the story.



Ellie

☐ **teal pinafore**

asks what AI is



Leo

☐ **orange shirt**

tries the foggy card



Max

☐ **blue sweater**

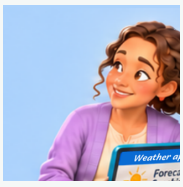
tests a new fog picture



Nora

☐ **purple shirt**

suggests acting out clues



Ms. Rivera

☐ **purple cardigan**

teaches the class

Which friend would you like to explore with? Why?

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OPTIONAL STUDENT SHEET | VOCABULARY

Words to Discover

The Day Our Class Discovered AI

Name: _____ **Date:** _____

AI
short for artificial intelligence; tools people make for computers to help with different jobs

example
something we show to help explain or teach, such as a rainy picture card

pattern
something we notice again and again, such as dark clouds often coming with rain

predict
make a careful guess using clues

AI tool
a program that can learn from examples to help with a job

AI bot
short for AI chatbot; an AI tool that can answer questions or suggest ideas in words

label
a name we give to a group, such as SUNNY, RAINY or FOG

train
to give an AI tool examples so it can look for patterns

Use the word bank to finish each sentence.

predict examples AI bot pattern computer mistakes

1. The weather app uses clues to _____ the weather.
2. People train an AI tool with _____.
3. Things that happen together again and again make a _____.
4. A tablet is a _____; AI is a tool it can use.
5. An _____ can suggest ideas in friendly words.
6. AI tools can still make _____, so people check answers.

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OPTIONAL STUDENT SHEET | RETELL THE STORY

Story Sequencing

The Day Our Class Discovered AI

Name: _____ **Date:** _____

Number the circles from 1 to 6. Or cut out the cards and glue them in story order on another sheet.

◯ Leo shows a foggy card, and the sorter puts it in SUNNY.	◯ The weather app predicts sunshine, and Ellie asks what AI is.
◯ The class adds a FOG group and trains again.	◯ Ms. Rivera opens a picture-sorting AI tool, and the class labels sunny and rainy cards.
◯ At the picnic, the friends play their own guessing game.	◯ An AI bot suggests a guessing game, and Nora says to act out the clues.

OPTIONAL STUDENT SHEET | COMPREHENSION, GRADES K–1

Think About the Story

The Day Our Class Discovered AI

Name: _____ **Date:** _____

Listen to each question. Circle the best answer.

1. What does the weather app predict?

◯ rain ◯ sunshine ◯ snow

2. What does AI stand for in the story?

◯ Ants Inventing ◯ artificial intelligence ◯ A Giant Eye

3. What two labels does the class give first?

◯ SUNNY and RAINY ◯ HOT and COLD ◯ BIG and SMALL

4. What group was missing when Leo showed fog?

◯ SUNNY ◯ RAINY ◯ FOG

5. What does Nora change about the AI bot's idea?

◯ act out the clues ◯ skip the picnic ◯ ask for passwords

6. What should stay out of messages to an AI bot?

◯ a game idea ◯ full name and passwords ◯ a picnic plan

Draw your favorite part of the story.

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OPTIONAL STUDENT SHEET | COMPREHENSION, GRADE 2

Think, Write & Explain

The Day Our Class Discovered AI

Name: _____ **Date:** _____

Write a full sentence. Use details from the story.

1. How is an AI tool different from the tablet (computer) that runs it?

2. Why was the foggy card sorted into SUNNY? What did the class do next?

3. Why does Max test a fog picture the class has not used before?

4. The AI bot gave a game idea. What did Nora change, and why does that matter?

5. Ms. Rivera says to keep personal details out of messages. Name two details to keep private.

6. At the end, how does Ellie explain what AI is? What does she say people should do?

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OPTIONAL STUDENT SHEET | SORT AND EXPLAIN

Fact or Needs a Check?

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Name _____ Date _____

Cut out the two headings and the eight cards. Glue the headings onto a blank sheet. Sort the cards under them.

You can also write F or C on each card. A grown-up can read aloud.

FACT True in the story	NEEDS A CHECK Wrong, incomplete or unsafe
An AI tool can never be wrong.	**People make AI tools that learn from examples.**
People should check answers from AI tools.	**Friendly words mean an AI bot has feelings.**
It is fine to share your password with an AI bot.	**Dark clouds do not always bring rain.**
A tablet is a computer. AI is a tool it can use.	**AI tools can make sunshine.**

Talk it over. Why did this sorter have to pick SUNNY or RAINY? Would every AI tool have the same choices?

OPTIONAL STUDENT SHEET | READING AND CHARACTER VOICES

Who Said It?

The Day Our Class Discovered AI

Name _____ **Date** _____

Who said each line? Write the speaker's name.

Name bank

Ellie Leo Max Nora Ms. Rivera

1. "What is AI, ANYWAY?" _____
2. "Ants Inventing!" _____
3. "AI? A GIANT EYE watching the clouds?" _____
4. "Is AI the computer?" _____
5. "Can WE train an AI?" _____
6. "Wait! That's fog!" _____
7. "Then we'll keep checking," _____
8. "I'm keeping my password. But I'll share my lunch!" _____

Give the character a voice

Choose a line and read it aloud. What feeling does your voice show? Tell a partner or write your idea.

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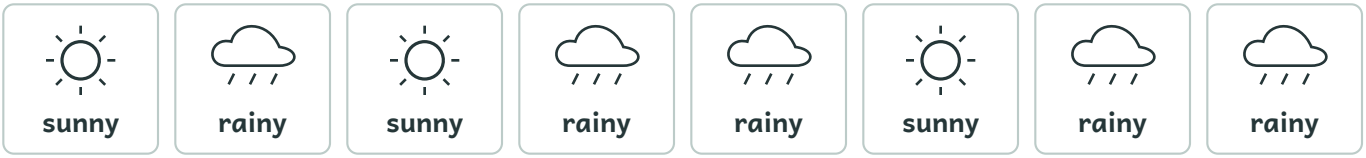
OPTIONAL STUDENT SHEET | MATH

Example Count

The Day Our Class Discovered AI

Name _____ **Date** _____

Imagine a new round with weather cards. Color the sunny cards yellow and the rainy cards blue.



Part A · Grades K–1 · Count the cards

Sunny cards	Rainy cards	Cards in all
_____	_____	_____

Part B · Grade 1

Write the number that belongs in each space.

3 sunny + 5 rainy = _____ cards

Add 3 fog cards. 8 + 3 = _____ cards in all.

Part C · Grade 2

Show your thinking. Use the back if you need room.

Ellie shows 4 sunny cards. Max shows 4 rainy cards. How many examples are there?

There are 3 groups with 3 cards in each group. How many cards are there?

In this new round, Nora tests 2 cards. One lands in the wrong group. How many land in the right group?

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OPTIONAL STUDENT SHEET | WRITE AND DRAW

What Would YOU Like to Learn?

The Day Our Class Discovered AI

Name: _____ **Date:** _____

Ellie wonders, "Why do they twinkle?" What would YOU like to learn about? Choose a question of your own.

Draw your wonder.

I wonder about

_____

_____

because

_____

_____

Grade 2: Who could help you explore this question: a teacher, a librarian, a trusted grown-up, a book, or a careful search together?

AI Wonderer

Certificate

This certificate is proudly given to

_____

for exploring The Day Our Class Discovered AI,
learning that AI tools learn from examples,
and practicing careful checking and wonder.



_____ _____

Teacher **Date**

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TEACHER SUPPORT | ANSWERS AND EXAMPLES

Answer Key & Assessment

The Day Our Class Discovered AI

Page 8 · Meet the Friends

Ellie wears a yellow shirt and teal pinafore. Leo has dark tousled hair, an orange shirt and a yellow raincoat. Max has auburn hair, freckles and a blue pullover. Nora wears glasses and a purple shirt. Ms. Rivera wears a purple cardigan. Accept an accurate story action.

Page 9 · Words to Discover

1. predict 2. examples 3. pattern 4. computer 5. AI bot 6. mistakes

Page 10 · Story Sequencing

Read the six printed cards from left to right, top to bottom. Write 3, 1, 4, 2, 6, 5. A correct retell moves from the forecast, to SUNNY and RAINY labels, to the fog mistake, to adding FOG and training again, to Nora's change to the bot's game idea, and finally to playing at the picnic.

Page 11 · Think About the Story

1. Sunshine. 2. Artificial intelligence. 3. SUNNY and RAINY. 4. FOG. 5. Act out the clues. 6. Full name and passwords.

Page 12 · Think, Write & Explain

1. The tablet is a computer. AI is one tool it can use. 2. The sorter only had SUNNY and RAINY. The class added FOG, labeled more examples, trained again and tested a fresh picture. 3. A fresh example checks what the tool learned. One correct answer does not guarantee the next. 4. Nora suggested acting out the clues. 5. Accept two of these: full name, home address, passwords. 6. People make AI tools that can learn from examples. People should check their answers.

Page 13 · Fact or Needs a Check?

In printed order, left to right by row: C, F / F, C / C, F / F, C. The facts are that people make AI tools that learn from examples, people should check answers, a tablet is a computer that can use AI, and dark clouds do not always bring rain. The story's sorter had to use its available groups. Other tools can work differently.

TEACHER SUPPORT | ANSWERS AND DISCUSSION

Answer Key & Exit Ticket

The Day Our Class Discovered AI

Pages 5–6 · A Place for Every Card

Circles: A, C, E. Squares: B, D, F. Triangles: G, H, I. Hide the TRIANGLES label when G first appears. Accept “neither” and listen for a reason. Reveal the new group, add H and test I last.

Page 14 · Who Said It?

1. Ellie 2. Leo 3. Max 4. Nora 5. Leo 6. Nora 7. Ellie 8. Leo. For the read-aloud response, accept different voices or feelings when children explain how the words support their choice.

Page 15 · Example Count

Part A: 3 sunny, 5 rainy, 8 cards in all. Part B: 3 + 5 = 8 and 8 + 3 = 11. Part C: 8 examples, 9 cards, 1 correct card in the imagined round. In the picture book, both of Nora’s test cards are sorted correctly.

Page 16 · What Would YOU Like to Learn?

Accept a question or wonder of the learner’s choice and a reason. Children can draw, point, speak, write or dictate.

Exit ticket · 5 minutes

Invite each child to finish: “An AI tool could help with _____.” Then ask: “If its answer looks wrong, what could you do?” Listen for a story job such as sorting pictures or predicting weather, and a checking habit such as asking a trusted grown-up.

Return to the book

On book pp. 14–17, revisit the fog mistake and fresh test. On pp. 20–25, Nora changes the bot’s idea and the class plays its own game. Ask who made the decision. Listen for the difference between a tool’s suggestion and a person’s choice.

TEACHER GUIDE | SOURCES AND PERMISSIONS

Teacher Notes & Sources

The Day Our Class Discovered AI

For the teacher

The story follows the class from a weather forecast to a picture sorter and a picnic game. Book pp. 28–34 offer learning pages for a second look. Use the resources below for background and lesson planning. In the picture book, the shape-card activity starts on page 32.

Background and standards

AI4K12 · Big Idea 3: Learning
Patterns in examples and K–2 learning progressions.

Google · Dividing the original dataset
Why a model is checked with examples it has not already seen.

Day of AI · Grade 1: Learning from Patterns
Unplugged activities about patterns and predictions.

Common Core · English Language Arts Standards
Grade-level reading, discussion, language and writing skills.

Common Core · Mathematics Standards
Counting and operations connections on companion pp. 3 and 15.

National Council for the Social Studies · C3 Framework
See page 32 of the C3 Framework for D2.Civ.3.K-2 and the purpose of rules.

Printing and classroom use

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