



K-5 AI Literacy — 5-Day Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

A five-day intro to how AI actually works — without calling it magic. Students sort AI from non-AI in their daily lives, watch a real model 'learn' in front of them with Google Quick, Draw!, build their own tiny training set, and end the week able to answer 'What is AI?' in their own words and name one thing AI is great at and one thing it gets wrong.

My goals for the week

- Day 1: I can identify three things in daily life that use AI and three that look smart but aren't, with one reason for each.
- Day 2: I can explain in their own words how an image-classifier 'learns' from examples, using Quick, Draw! as a live demo.
- Day 3: I can describe one mistake AI makes and explain why, using a real misclassification example.
- Day 4: I can build a tiny rule-based 'AI' on paper that classifies fruit, then identify two limits of their rule.
- Day 5: I can answer 'What is AI?' in 4-5 sentences and identify one good and one risky use of AI in their own life.



Day 1

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TODAY'S GOAL

I can identify three things in daily life that use AI and three that look smart but aren't, with one reason for each.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Show two cat photos side-by-side — one real, one AI-generated. Ask: "Which one is real? How can you tell?"...
2. Lesson: Mini-lesson: AI is a computer that learns by looking at thousands of examples — like how you learned what a...
3. Practice together: Pairs sort 8 cards into AI / Not AI / Tricky. Walk room — push pairs on the calculator card ("Why isn't a...")
4. Practice on my own: On a sticky note, students draw one thing in their home that uses AI and label it. Stick on chart.
5. Exit ticket: Exit ticket: "AI is a computer that ____." Look for the word 'learns' or 'patterns'.

MY PRACTICE — SHOW YOUR WORK

Day 1 (continued)

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EXIT TICKET — before you leave today

Prompt: Exit ticket: "AI is a computer that ____." Look for the word 'learns' or 'patterns'.



Day 2

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TODAY'S GOAL

I can explain in their own words how an image-classifier 'learns' from examples, using Quick, Draw! as a live demo.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Display Google Quick, Draw! — call on a student to draw a 'shoe' in 20 seconds. Watch the model guess in...
2. Lesson: Think-aloud: "It guessed shoe — but it's never seen MY shoe. So how?" Reveal Quick, Draw!'s training-data...
3. Practice together: Whole class plays 6 rounds. After each, ask: "Why did it get this one but miss that one?" Surface: it gets...
4. Practice on my own: Each student draws 5 examples of 'cat' on a 5x5 grid — silly, realistic, just-the-face. Pair-trade: can your...
5. Exit ticket: Sentence: "To teach an AI to spot a cat, you would need to show it ___ examples and they should be ___."

MY PRACTICE — SHOW YOUR WORK

Day 2 (continued)

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EXIT TICKET — before you leave today

Prompt: Sentence: "To teach an AI to spot a cat, you would need to show it ___ examples and they should be ___."



Day 3

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TODAY'S GOAL

I can describe one mistake AI makes and explain why, using a real misclassification example.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Project the chihuahua-vs-blueberry-muffin grid. "AI mixes these up. Why might that happen?" 90-second...
2. Lesson: Concept: AI sees pixels and patterns, not meaning. If 90% of training huskies were on snow, it might learn...
3. Practice together: Pairs match 6 misclassifications to 6 'why' cards (e.g., 'too few examples', 'looked too similar', 'training...')
4. Practice on my own: Notebook: "If I were going to teach an AI to recognize MY pet, I'd have to be careful about ____ because ____."
5. Exit ticket: Add to chart under 'AI is great at...' and 'AI gets confused when...' — collect 4 student-generated entries...

MY PRACTICE — SHOW YOUR WORK

Day 3 (continued)

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EXIT TICKET — before you leave today

Prompt: Add to chart under 'AI is great at...' and *'AI gets confused when...'* — collect 4 student-generated entries each.



Day 4

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TODAY'S GOAL

I can build a tiny rule-based 'AI' on paper that classifies fruit, then identify two limits of their rule.

WORDS I NEED TO KNOW

Four horizontal lines for writing words.

Today's plan

1. Warm-up: "You are an AI. Your job: separate apples from not-apples. Go!" 2-minute paired sort.
2. Lesson: Show a simple decision tree: Is it round?! Is it red?! Apple. Walk through...
3. Practice together: Triads build their own tree on the template to sort all 12 cards. Walk room — when a tree breaks on the...
4. Practice on my own: Each student writes: 'My tree fails on ___ because it doesn't ask ___.'
5. Exit ticket: Trade tables — try to break a neighbor table's tree with a tricky example. Discuss: real AI faces this too.

MY PRACTICE — SHOW YOUR WORK

Eight horizontal lines for showing work.

EXIT TICKET — before you leave today

Prompt: Trade tables — try to break a neighbor table's tree with a tricky example. Discuss: real AI faces this too.

Two horizontal lines for writing the exit ticket response.



Day 5

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TODAY'S GOAL

I can answer 'What is AI?' in 4-5 sentences and identify one good and one risky use of AI in their own life.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Whip-around: each student says one word that comes to mind when they hear 'AI'. Capture on board.
2. Lesson: Co-construct: gather Day 1-4 learning into a single 'What is AI?' anchor. Use student wording. Then...
3. Practice together: Carousel of 4 stations: AI helping a doctor read an X-ray, AI choosing what video plays next, AI grading...
4. Practice on my own: Reflection one-pager: 'AI is...', 'AI is great at...', 'AI gets confused when...', 'One smart way I'd use AI is...',...
5. Exit ticket: Pair-share the one-pager. Three volunteers share their 'careful about' to the class.

MY PRACTICE — SHOW YOUR WORK

Day 5 (continued)

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EXIT TICKET — before you leave today

Prompt: Pair-share the one-pager. Three volunteers share their 'careful about' to the class.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
