

## WHAT YOUR COLLEAGUES ARE SAYING . . .

“Dr. Nicki Newton’s book is a timely and practical guide for educators navigating the ever-evolving world of AI in education. With warmth and clarity, she shows how AI can save time, spark creativity, and support every learner, all while keeping the teacher’s expertise at the heart of the work. A must-have resource for early math educators ready to embrace the future with confidence and joy!”

**Brittany Hodge**

Elementary Teaching and Learning Coordinator,  
Kettering City Schools  
Kettering, OH

“*AI in the Math Classroom, Grades PreK–2* offers an inspiring, practical roadmap for introducing artificial intelligence to planning for early math learning. It highlights creative strategies for personalization and engagement while acknowledging challenges like teacher readiness, ethical issues surrounding data use and privacy, and responsible AI implementation. It’s a must-read for all early childhood educators and leaders!”

**Mary M. Reece**

Director of Special Projects,  
Foundation for Educational Administration  
Monroe Township, NJ

“Dr. Nicki’s dive into the AI world truly showcases the joy she has for early mathematics education. *AI in the Math Classroom, Grades PreK–2* provides educators with an abundance of practical tools to enhance their teaching. Dr. Nicki uses a combination of humor and reality about AI and takes out the fear of the unknown, making this book practical and useful for everyone.”

**Erin Gomez**

Assistant Superintendent,  
Middlesex Public School District  
Middlesex, NJ

“An amazing step-by-step resource for beginners to advance users of AI. Your knowledge and confidence will grow with each chapter. The PLC discussion items, actionable steps, and prompt stems make this easy read feel like a fully engaged in-person workshop with Dr. Nikki Newton leading the way and laughing at all of her own jokes.”

**John Innocenzo**

Director of Research Planning and Evaluation,  
Winslow Township School District  
Atco, NJ

“In this timely book, Dr. Nicki Newton brings her passion for learning and respect for the hard work of teaching to guide teachers in using AI as an assistant in planning math instruction for young learners. While teachers are flooded with workshops and systems for using AI, this book is an accessible and friendly resource to process the ever-evolving AI tools that a teacher can use.”

**Terri Ruyter**

Retired Principal  
New York, NY

“Dr. Nicki not only gives us amazing ways AI can make the mundane and time-consuming tasks of teaching mathematics so much easier, she also gives the warnings about what NOT to do with AI. With all the jobs you have to do as a teacher, this book will help you learn to use AI properly so you can spend time doing the role of a teacher that you actually enjoy: working with your students . . . no AI can do that.”

**Christina Tondevold**

Facilitator, Build Math Minds  
Orofino, ID

# AI in the Math Classroom Grades PreK-2

25 Enhancements to Make  
the Tech Work for *You!*

Dr. Nicki Newton

**CORWIN**  
Mathematics

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# PREFACE



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*Welcome! (It's me, not a robot.)*

Hi there, fellow human: I know you. You're the stay-up-late, give upper of weekends, dollar store phenome. Yes, I said *human*. I know, these days it's getting harder to tell who's real and what's real from who and what are not. But don't worry—it's me, Dr. Nicki. A real person who isn't actually a techie at all. I've made sparkly, smelly slime, played the freeze game seven times in a row, and survived the time Maribel dropped the cricket cage on the floor and all 25 crickets hopped out and escaped. I've spent more than a few Sunday nights googling "easy subtraction math workstations for first graders." So, we're among friends.

This is a book about artificial intelligence and how you can use it to make your teaching of mathematics—and your life—easier. It's not written by some Silicon Valley coder in a hoodie (ChatGPT 4.0). It's written by me, someone who loves living on the edge of new stuff that makes teaching and learning a better place for everyone to succeed. I am excited to introduce to some—and dive deeper with others—the cool new kid on the block: generative artificial intelligence (GenAI or AI for short). Generative AI can offer all kinds of ways to make your

life more “easy, efficient, and effective”; words that my friend Alison says teachers need in their lives (Mello, personal communication, February 1, 2025).

## WHAT IS THIS BOOK ABOUT?

As you’ll find out in this book, generative AI is good at a lot of what we need to teach math in a way that attends to the needs of *all* of our students and ensure that all of our students learn and love math. You can talk to AI, and it answers, responds to kindness; it is polite and helpful and FULL of IDEAS. It can help you draft lesson plans, create games, scaffold word problems for learners with different levels of language proficiency, and craft substitute plans, all in under 30 seconds. It can even make fully illustrated PowerPoints about your topic of choice in 5 seconds flat.

AI is available to you every minute, 24 hours a day, and it never even needs coffee or chocolate (*And I’m usually very suspicious of people that don’t need chocolate to run . . .*). It can make your math teaching life so much easier. It can take on many projects at once, make suggestions about that math unit you’re teaching that you never even imagined, differentiate a lesson for every student in your class—even the kid that speaks Nahuatl! It pushes us to think outside of the box. Actually, it pushes us to redesign the box or even get rid of the box! AI gives us a tool and the creative latitude to envision a different kind of math teaching and learning space for our youngest learners—one that involves flying dinosaurs, talking unicorns, and, of course, tacos! And that’s not all. It learns how to do more stuff every day!

And that is what this book is about. This book shares how AI can take your teaching to the next level. It covers how—coupled with your skill and prowess as a teacher—you can use AI as an efficiency tool to differentiate lessons, personalize the curriculum, help with parent letters, help with discussions and descriptions of students’ work, move away from “shallow assessments” (National Council of Teachers of Mathematics, 2024), and create engaging ways of knowing and being.

This book is *not* about how to use AI directly with kids in instruction. That is an entirely different topic and not at all what we’ll be addressing in this book.

## WHO IS THIS BOOK FOR?

If you are an educator of young children (Grades PreK–2), this book is for you. If you are a leader responsible for supporting the people who teach young children, this book is also for you. If you are a teacher educator preparing new educators to teach young children, again—this book is for you.

And I know, you may be thinking, “But I’m not a very techy person. What can AI really do for me? Do I even have *time* to learn the thing that people keep saying will save me all this time?” Yes. Yes, you do. And you must. If I know anything about the world of teaching very young children—teaching them multiple subjects, by the way—I know that the demands of your classroom are *beyond*. Not only do you have to think about your pedagogy, and lesson plans, and scaffolding, and small groups, and how to assess your kids, you’re also doing that while teaching very young people how to become bigger people. The amount of effort you put into teaching children to ask questions, play nicely with others, take turns, persevere when something is hard, wipe their noses, love learning, and put the caps back onto glue sticks is enormous. AI can’t do those things for you, but it can take other things off your plate so that you have time for the most critical part of your job—building relationships, gaining trust, and directing learning.

But, hold on a minute! AI also brings up some big questions, like “Will AI make kids stop thinking for themselves?” “Is this *the* Robot Takeover?” “What about the *hallucinations*?” Okay, there is a lot to consider. It’s true, AI is not yet perfect, and there are definitely many pitfalls that a savvy and conscientious user of AI needs to be aware of and responsive to. We’ll get to all of that in this book so that you can be a *critical but productive consumer* of AI. But we can’t avoid AI. It isn’t coming. It’s here. We are better off learning how to use it and to *use it well*. I truly believe we are entering the AI Revolution. The game has changed. Lesson planning, grading, assessing, workstationing . . . (hehehe) . . . it’s all changed. We *must learn* how to use AI, and we must learn to use it responsibly and ethically (*period*). We have a duty to help our students be prepared to thrive in this new AI-infused world, which requires very different foundational skills and knowledge. Using AI isn’t about replacing us (whew!), it’s about augmenting what we do and how we do it. It’s about empowering us—and our kids—to work *with* the tech in smart, safe, and seriously cool ways that serve us all.

## WHAT WILL THIS BOOK DO FOR YOU?

This book is your guide to navigating the ins and outs of AI as it pertains to teaching math in ways that help you work smarter, not harder. It will break down how AI works, why it matters, what it can do for your math instruction, and how to use it smartly and safely. It will teach you how to carefully consider and craft what you put *into* AI or ask it to do, so that *what you get back* is the very thing you need. (Hint: This is called prompt engineering, and it’s the key to everything.) This book will give you game-changing, practical,

and actionable ideas, activities, and skills that you can try and refine instantly! It will help dispel the fear you might have, increase your comfort and confidence with AI, and give you opportunities to practice safely. No tech degree required—just curiosity and a comfy seat.

## WHY I WROTE THIS BOOK

My entry into the world of AI happened one curious afternoon (okay, it was more like 1:00 a.m. the night before a professional development meeting that I was facilitating the next morning), when I said, “*Wait . . . this could actually help. And I can talk to it, and it talks back!?!*” You know that dizzy feeling you get when that one child finally realizes that  $5 + 5$  is indeed ten? You can’t wipe the smile off your face, right? That’s how I felt the first time I typed a question into an AI tool and it gave me a differentiated, culturally relevant word problem set in the neighborhood where my students live, a subtraction escape room designed for first graders, and a printable poster of 3D shapes—all before my chai got cold.

### Imagine this:

- Me:** Hey, can you give me three subtraction word problems that are culturally and linguistically relevant for the kids I’m working with who live in the Bronx, New York and come from different countries including the United States, Dominican Republic, and Haiti?
- AI:** Absolutely! Here are three subtraction word problems tailored for young students in the Bronx with ties to the United States, Dominican Republic, and Haiti. Each problem weaves in culturally and linguistically relevant references while reinforcing subtraction skills:

#### 1. Bronx Bodega Run

Luis went to the bodega with \$10. He bought a mango juice for \$3 and a small bag of plantain chips for \$2.

**How much money does Luis have left?**

**2. Dominoes With Grandpa**

In the park, Mari played a game of dominoes with her Haitian grandpa and some neighbors. They started with 28 dominoes. After they played for a while, 17 dominoes had already been used.

**How many dominoes were left to play with?**

**3. Dance Practice**

At a community center, a group of 15 kids signed up to learn bachata and kompa dances, but 6 kids had to leave early for family dinner.

**How many kids stayed for the full dance class?**

**ChatGPT 4.0:** Let me know if you'd like the word problems in Spanish, Haitian Creole, or with visual support, too!

**Dr. Nicki:** (Sips chai with oat milk, tears up slightly from unbelievable joy)

I have been playing around with AI for a about a year—experimenting and iterating everything, almost every day, literally. I started by just asking general questions and quickly began to realize that this could change my entire teaching world. Then, I started asking for help with math lessons. I started looking at how it could help create assessments and really bump up the level of analysis and interpretation. Next, I began experimenting with what it could do with coaching and giving feedback. I loved it! And I realized very quickly that it made big mistakes and that you get what you ask for—*most of the time*. I discovered how subtle changes in phrasing, context-setting, and step-by-step guidance can dramatically change the output. Great input equals usually great output. This book represents my excitement, joy, and current findings. It emerges from genuine problem-solving sessions, complete with the inevitable failures and breakthroughs that led to the approaches presented here. I present to you battle-tested methods rather than untested theories and *what-ifs*.

I think we can do better in teaching and learning. I truly believe that AI changes the game. It is not going away. We have to learn how to use this. So, I dove in deep. I read books, I listened to podcasts, and I read blogs and articles. I also have an AI thought partner, one of my best friends, and

we talk about AI and share new insights often—and I from an education perspective and he from a law perspective. I learned. I keep learning. It keeps getting bigger and better every day. I welcome the journey. I am so excited to begin a new leg of it with you!

I didn't write this book because I think teachers need *more* to learn. I didn't write it because I think we just need to get on another bandwagon. Goodness knows we are already full to the brim with must-dos, acronyms, and sticky notes. I wrote this because I wanted to share something that felt . . . magical. And not in the “here's a shiny new program that you must learn how to do right away!”—but in the “I just became an actual Jetson, saved 100 minutes, and didn't lose my mind” kind of way.

You deserve to feel that way too, and I want you to feel like you're having a good conversation with an old friend. So, put on your comfy clothes, get your favorite beverage, and sit back and get ready to laugh, have fun, and learn lots of cool stuff. Are you ready? Then, let's go!

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**Dr. Nicki Newton** is an education consultant who works with schools and districts around the country and Canada on Grades PreK–8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr. Nicki has a master’s of Education and a doctorate of Education from the Department of Curriculum and Teaching at Teachers College, Columbia University specializing in Teacher Education and Curriculum Development. She is greatly interested

in teaching and learning practices around the world and has researched education in Denmark, Guatemala, and India. She has written over 45 math books and is excited to be part of the team of writers for the McGraw-Hill new series, *Reveal Math*. Her latest books include *Accelerating K–8 Math Instruction* (Teachers College Press, 2023), *A Teacher’s Guide to Math Workshop* (Newton, Mello, & Nuzzie; Heinemann, 2023), *High Dosage Tutoring in Math & ELA* (Newton & Ruyter w/Jemison; Routledge, in press), and *Math Workshop Plus* (Newton & Mello; Corwin, 2025). She is an avid pinner, Tik Toker, blogger, and tweeter. Dr. Nicki will zoom into any book study group to chat: email her at [drnicki7@gmail.com](mailto:drnicki7@gmail.com).

Learn more about bringing Dr. Nicki Newton to your school or district at [www.drnickinewton.com](http://www.drnickinewton.com)





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## CHAPTER 1

# AI 101

### Not Just for Sci-Fi Anymore

Okay, deep breath. Don't let the words "artificial intelligence (AI)" scare you. I know you've heard the buzz. You've seen the headlines. Maybe a colleague whispered, "I used AI to write a parent letter . . ." and your ears perked up like a puppy seeing the treat box. Using AI doesn't have to be reminiscent of a scene from *Terminator 2: Judgement Day*. This is more like a scene from your professional learning community (PLC) meeting, only way better. Imagine you now have a member who's been reading educational blogs, journals, books, and other documents (in the trillions) nonstop since 1965.

That's AI. It's a 24-hour friendly, kind, generous teacher helper that can generate amazingly insightful responses based on your questions

(aka “prompts”). It will talk to you, expand your ideas, ask if you need more, and make tons of cool suggestions. Picture the most enthusiastic student teacher you’ve ever had—always one step ahead, full of ideas, always smiling, and ready to help. AI stays late. It doesn’t get tired. It doesn’t roll its eyes. It doesn’t sigh when you say, “Can you do that again but this time more kindergarten-y?” It just . . . helps. And sometimes, it even surprises you.

Now, is it perfect? Absolutely not. AI definitely has its “what is *this?*” moments. For example, sometimes it hallucinates, meaning it gives wrong information. But it can be guided. You can prompt it. You can say, “Try again, make the picture without the words” (It still struggles with pictures and words . . . often outputting gibberish). But no one is perfect, and it keeps getting better every day. Some people just keep giving gibberish! We will explore AI’s pitfalls and red flags throughout this book.

But if you’re still thinking, “*Wait—what exactly is AI? I don’t trust it. It does the work for the kids, and they don’t have to think!*,” you’re not alone.

#### CHAPTER OVERVIEW

In this chapter, we will

- Clarify what AI is and what it is not
- Offer some basic examples of what AI can do for you in terms of planning your mathematics lessons
- Share some of AI’s pitfalls and words to the wise to help you avoid missteps
- Bust some of the peskier myths about AI

Let’s unpack it!

## WHAT AI IS . . . AND WHAT IT DEFINITELY *ISN’T*

AI stands for *artificial intelligence*. At the broadest level, AI refers to computer systems that can perform complex tasks normally done by human reasoning, decision-making, creating, and so on. It performs tasks under varying and unpredictable circumstances without significant human oversight and can learn from experience and improve performance when exposed to new data (National Aeronautics and Space Administration, n.d.). AI is good at finding patterns quickly because it can process vast amounts of information rapidly and efficiently.

In other words, AI has been trained on a *lot* of information, which it then can organize and scan all at once, allowing it to craft answers to whatever you ask it about. AI is like a digital version of *that* teacher—you know the one—they have a file for absolutely everything, and it’s laminated? *When did they even have the time to do that?*

Here’s what AI *is* from a teacher’s point of view:

- ▶ A super helpful assistant who can give you ideas about math intervention groups, write weekly math newsletters, make an anchor chart for your guided math group with learning goals *and* success criteria, and whip up a set of ten frame flashcards
- ▶ Someone (okay, something) who’s available 24/7 and never steals your favorite pens
- ▶ Someone who is great at saying, “Here you go . . . ” and then always makes more suggestions and asks, “Do you want something more?” “Would you like . . . ?” to which I usually say *yeeeesss . . .* This is the thing—AI does have limitations. It is only as good as what it has been trained on, *and* it’s only as good as the clarity and specificity you use when you ask it questions. You have to tell it *exactly* what you need, and then it can figure out the rest and add bells and whistles and lots of glitter.

Here’s what AI *is not*:

- ▶ It’s not here to replace you (because you are irreplaceable).
- ▶ It’s not magic fairy dust that makes everything instantly better (if only!).
- ▶ It’s not going to stop Table 4 from breaking the crayons.

But could it help you write a *standards-based, differentiated, culturally and linguistically relevant* math lesson with insect-themed word problems and three different scaffolded reading levels in, like, 10 seconds?

Yes. And that’s the kind of help I am *very* here for.

You may be asking, “Wait—is this the same thing that keeps showing me dog videos?”

It’s a good question. And the answer is *sort of*.

AI already likely shows up in your life in many ways, such as the following:

- ▶ When you are on Amazon.com and the website knows you *definitely* want to buy more purple pens
- ▶ When Siri plays “Baby Shark” (again) because your three-year-old demands it
- ▶ And yes, the fact that Tik Tok automatically shows you all the new First Grade Teacher videos when you go on

These scenarios describe what is called predictive AI. “Predictive AI involves using statistical analysis and machine learning to identify patterns, anticipate behaviors and forecast upcoming events (Mucci, n.d.)” The algorithm that dictates the next YouTube video to come up in your queue is a good example of predictive AI.

For us teachers, the real MVP right now is generative AI (*let’s call it Gen AI because we’re cool like that*). Gen AI is the current wunderkind of the tech world. It doesn’t just copy and paste content from the Internet. It actually creates brand-new things. Gen AI “can produce original text, images, video, audio, or software code in response to a user’s prompt or request” (Stryker & Scapicchio, 2024). It uses advanced machine learning models, known as deep learning algorithms, to mimic human cognition. These models analyze vast datasets to recognize patterns and relationships, enabling them to understand and respond to natural language requests with relevant content (Stryker & Scapicchio, 2024).

This means Gen AI can create stories, songs, pictures and lesson plans and even code things like websites and apps. How does it do this? It’s been trained on *a lot* of examples and has become really good at spotting patterns. So, when you ask it to write a silly poem about polygons or design ten frame flashcards, it uses the entirety of the diet it has been fed to *whip up* something fresh. In other words, generative AI is a tool that can *generate* content for you, like poems, songs, guided math lessons, emails, and newsletters (bless it). There are now many different Gen AI interfaces you can choose from including Microsoft CoPilot, DALL-E 3, Claude, Midjourney, and Runway ML. You have surely heard of the most well-known one. That would be ChatGPT.

## Potential Pitfalls and Words to the Wise

### *Copyright Violation and Protection*

It is important to note that Gen AI doesn't come without concerns, one of which has to do with copyright infringement of the content that goes into training Gen AI platforms. There have been many lawsuits brought forth from authors, artists, performers, news media, and others claiming that their original work was used to train Large Language Models (LLMs) without permission. It is important to exercise care in anything you create, as it may contain material that is copyrighted. It's also important to know that—at least in the United States—you can't copyright or claim as your own anything that is created with AI. This of course comes with certain personal and ethical considerations.

## WHAT IS CHATGPT?

ChatGPT is a generative AI chatbot developed by the American company Open AI. It uses what is known as a Large Language Model (LLM) to mimic human interaction that helps users guide the conversation using prompts to get information and get to a desired length, format, style, and level of detailed language (Roumeliotis & Tselikas, 2023). Because it was initially offered to the public for free use, it was one of the first to become widely popular and is credited with creating the AI boom that started in late 2022. ChatGPT is basically the teacher buddy who always says, *“I’ve got a resource for that!”* but unlike a simple search engine that gives you a list of possibly matching resources, it actually will comb through all the information it holds to put together patterns and create a response—or even content—for you in response to whatever you ask of it. And because it is predictive, it will ask for elaboration, such as whether you want the content in a PDF or a Word document, and in what color, and with clipart?

For example, if you say,

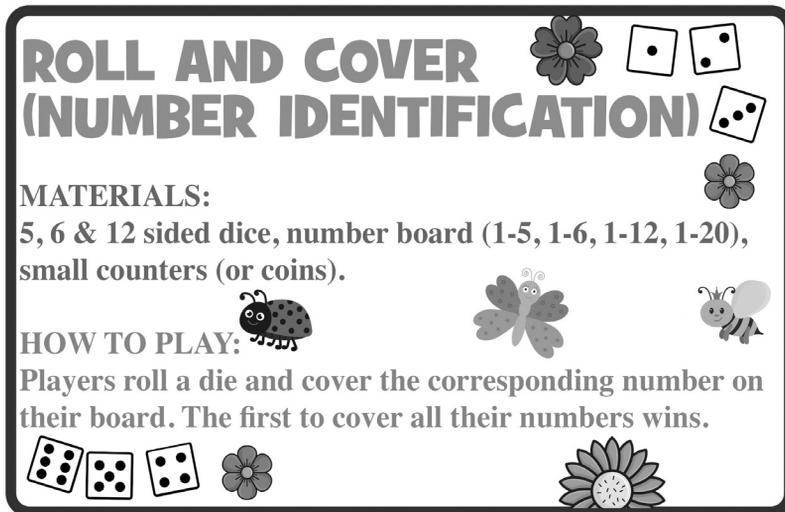
*“Can you write a math center with dice for my first graders working on combinations of 10?”*

**ChatGPT says,**

*“Absolutely! Here’s a game called Roll to Ten, plus a printable score sheet and a version for early finishers.”*

Well, it gave me 10 games. I said thanks, and then I created this with those games (Figure 1.1).

**Figure 1.1** • *A Roll and Cover Number Identification Game Made With a ChatGPT Prompt*



Source: Dr. Nicki Newton (2025)

No Teachers Pay Teachers required! Folks . . . it's *free*—one of my favorite words in the world.

It doesn't always get it perfect, but it gives you a solid starting point. Chapter 2 will give you examples of what AI can generate based on your prompts and how to refine what you ask it for to get the best outcomes.

Okay, teacher-to-teacher, here's the scoop: Generative AI can do things you never imagined. Like, have you ever wanted an elephant counting song with an afro-mambo beat, lyrics and all? Ask AI, and you're off to the races! You prompt something like, "We are learning to count to 20. Can you make an elephant dance counting song?" And off it goes, creating like a champ. Use the QR code to hear the song!



**Video 1.1 Elephant Dance Party**

<https://qrs.ly/qoh07aw>

To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Under the hood, AI is not actually *thinking*—it’s more like playing a super advanced guessing game. It looks at all the stuff it’s “read” (aka, been trained on) and says, “Hmm . . . based on everything I’ve seen, what *should* come next?” It’s not magic, but honestly, it *feels* like it when you’re tired, it’s 11:30 p.m. on Sunday night, you still haven’t done the newsletter for the week, and you turn it on, and it whips up a parent letter on fractions in first grade with pictures and ideas to practice at home in 2 seconds flat. It’s not perfect, and it doesn’t know your class like you do, but it’s one heck of a sidekick when you’re in survival mode.

If you’re interested in some additional context, this QR code will take you on a Deep Dive with me on understanding AI’s history, and you can read more on the companion website at <https://companion.corwin.com/courses/AIintheMathClassroomPreK-2>.



**Audio Clip 1.1 A Deeper Dive Into AI’s History**

<https://qrs.ly/sbh07cx>

## IS IT ALL FUN AND GAMES? SOME SOBERING SECOND THOUGHTS

It is important to note that while generative AI can be really cool and useful, it comes with some real limitations and valid concerns that savvy users need to be aware of. First, it sometimes “hallucinates,” meaning it can often give misinformation to varying degrees. Sometimes it’s just slightly off, and in some cases, the information is totally fabricated. Secondly, AI can only produce from what it was fed. It is trained by humans on information that inherently includes human bias, so it is notorious for mirroring back that same bias and promoting stereotypes found within human society (Greene-Santos, 2024).

Third, as previously mentioned, it raises many questions about copyright, originality, and attribution, and there are many ethical concerns about AI’s misuse (Appel et al., 2023). Fourth, depending on how you use AI in your school, you have to understand the concerns around students’ privacy, how students’ data are identified and used, and how it aligns to state and federal privacy laws (Soares, 2024). Finally, there are also a lot of concerns about the environmental impact, particularly around massively increased electricity demand, carbon dioxide emissions, and water consumption; the

building of large data centers in locations that exacerbate issues of social injustice; and the toxic mining and processing of raw materials to make the supercomputers that power AI (Zewe, 2025).

You can find more information and detail about the pitfalls of AI at the following QR Code and in the document Pros and Cons of AI for Teachers on the companion website at <https://companion.corwin.com/courses/AIintheMathClassroomPreK-2>.



**Audio Clip 1.2 Pros and Cons of AI for Teachers**

<https://qrs.ly/jnh07c4>

## AI MYTHS BUSTIN' TIME

With the explosion of AI into the mainstream and all the hype that has followed, there are a lot of myths around AI as well, so let's take a sec to tackle those.

- ▶ **“AI is going to replace teachers!”** Nope. Can AI rock a math read-aloud? Put together the spring play, where everybody is a different insect? Understand when a kid needs a hug more than a math problem? That would be a big no.
- ▶ **“AI knows everything.”** Also no. It sounds confident, but it can be very wrong. As mentioned, it even makes up information. Kinda like Mario who insists that he has a pet spider with 12 legs.
- ▶ **“It's too advanced for early elementary.”** Are you kidding me? It's a game changer for the elementary teacher. Teachers must learn how to use it. It's not that the kids should be using it right now. You should be saving time, energy, and effort. You are grabbing awesome, time-saving tools for *you* to use in smart, teacher-y ways.
- ▶ **“It's cheating.”** When we are talking about students' use of AI, there are definitely concerns to be aware of. But here we are talking about your use of it as a teacher. It is a tool, not a replacement for what you do. Would we say using a copier, rather than using a mimeograph machine and getting purple ink all over your hands, is cheating? Nope. This is the same.

## END-OF-CHAPTER PEP TALK

When used well, AI is here to help you! It's your 24/7 assistant who always has a fun idea, a quick just-right resource, a new way to think about something, or ready-to-go activities that are personalized and differentiated instantly. Your assistant has trained on *all* the books, websites, articles, newsletters, anchor charts, and more and can draw on all of that to help you. Remember, it can't read your mind. You have to tell it exactly what you want, and you'll get gold. Say, "Give me an escape room that focuses on subtraction within 10," and AI delivers. But if you just type "escape room math," it might hand you something meant for a high school algebra class—or, worse, something involving glitter with no clear learning goal. If you write it clearly, it will make an addition anchor chart, write a math story, and draft next week's parent newsletter. Boom, you get it in 3 seconds, no chocolate required!

### Key Takeaways

- **AI is a tool, not a takeover.** It won't replace us—it'll support us in ways that save time and reduce the workload.
- **PreK–2 is the perfect place to start.** We teach digital natives that can roll with the flow and try out new ideas.
- **You don't need to be a tech wizard.** It's easy to get started. Just sit down and ask it to do something for your current unit of study.
- **This book is your roadmap.** You'll find practical and actionable ways to get started. We are easing into the idea of using AI.
- **You're still *the* magic.** AI can assist, but *you're still the one* who makes the magic happen. No bot can replace that.

## ACTION PLANNING QUESTIONS

### Individual Focus

1. What is your current comfort level with AI—curious, cautious, or comfortable?

(Continued)

(Continued)

2. What is one teaching task you wish someone else could do for you? (Hint: AI probably can!)
3. What excites (or worries) you about starting to use AI tools in a PreK–2 setting?
4. What would it mean for your teaching (and your *life*) if AI helped you save just 30 minutes a day?

### Professional Learning Community (PLC) Discussion

1. In what ways do you already use technology with your students throughout the grade? How would you like to improve it?
2. How will your PLC help to get the conversation started and support each other in exploring AI-enhanced math at your grade level?

### Actionable Next Steps

1. **Start Small:** What's one thing you can do to get started with AI this week? Go ahead—write your prompt, and test it out!
2. **Build Your Toolkit:** In your PLC AI toolkit, have everyone share what they did to get started.

3. **Document Success:** Talk about what you explored, how you felt, and what you might do next. Maybe even take a screenshot of your first explorations, and document them in a digital scrapbook.
  
4. **Stay Curious:** Think about what you want AI to do for you and for the grade. Go on a scavenger hunt in your PLC.

