

# A.I. Literacy Library Centers

## & Intro Lesson

3rd to 6th grades

# A.I. Literacy Centers

## Exploring A.I.

### A.I. for Oceans



I am learning...how A.I. tools use human training data to complete a task, and ...how human bias and mistakes in training data change an A.I. tool's output.

will go to [AI for Oceans on Code.org](#) and download on my device.



Created by Mrs. J in the Library

## Exploring A.I.

### Quick, Draw A.I. Game



I am learning...how generative A.I. works, and how to refine the output I want.

/Teacher: \_\_\_\_\_

#### Question A

bot, would you why not?



[gle.com](#) and download on my device. Draw A.I. game by

or beat the A.I. game

# SCROLL to take a look inside!

Works with A.I. for Oceans and Google Quick Draw

# LESSON AND LIBRARY CENTERS to introduce & explore how A.I. works

- ★ In-depth intro lesson
- ★ 2 featured A.I. tools
- ★ Perfect for group discussion and independent practice

## Exploring A.I.

### A.I. for Oceans



I am learning...how A.I. tools use human training data to complete a task, and  
...how human bias and mistakes in training data change an A.I. tool's output.

I will go to [AI for Oceans on Code.org](#) and use headphones or turn the sound down on my device.

I will train the A.I. robot how to identify and sort fish, objects, and ocean animals.

# LESSON & LIBRARY CENTER CONTENTS



Center Signs to print  
or post in your LMS



Written Reflection  
Questions / Exit Tickets



Complete Lesson Plan



Teacher Notes

## Exploring A.I. A.I. for Oceans



I am learning...how A.I. tools use human training data to complete a task, and  
...how human bias and mistakes in training data change an A.I. tool's output.

I will go to [AI for Oceans on Code.org](#) and  
**use headphones** or turn the sound down on my device.

I will **train the A.I. robot** how to identify and sort fish,  
objects, and ocean animals in Levels 2, 3, and 4.

Hint: Set a timer for 3 or 5 minutes for each training part, or else it never ends!

I will **discuss** y

I will **submit** c

## Exploring A.I.

### Quick, Draw A.I. Game



I am learning...how generative A.I. works, and  
.....how to refine my input into an A.I. tool to get  
the output I want.

We will go to [QuickDraw.withgoogle.com](#)  
and use head

## Exploring A.I.

### Quick, Draw A.I. Game



I am learning...how generative A.I. works, and  
...how to refine my input into an A.I. tool to get the output I want.

We will go to [QuickDraw.withgoogle.com](#) and  
**use headphones** or turn the sound down on my device.

We will **play 1 round** of the Quick Draw A.I. game by  
following the directions.

We will **brainstorm ways** to confuse or beat the A.I. game.

Hint: Brainstorm ideas with a friend, and if you need help, click the "[data](#)" link on the Quick Draw home screen.  
Pick any drawing, and click the refresh button to look for patterns in how the drawings are done.

# Center Signs to Print or Post

## Exploring A.I.

### A.I. for Oceans



I am learning...how A.I. tools use human training data to complete a task, and ...how human bias and mistakes in training data change an A.I. tool's output.

I will go to [AI for Oceans on Code.org](#) and use headphones or turn the sound down on my device.

I will train the A.I. robot how to identify and sort objects, and ocean animals in Level 4 or Level 6.

Hint: Set a timer for 3 or 5 minutes for each training part, or else it no

I will discuss with a partner why the A.I. made r

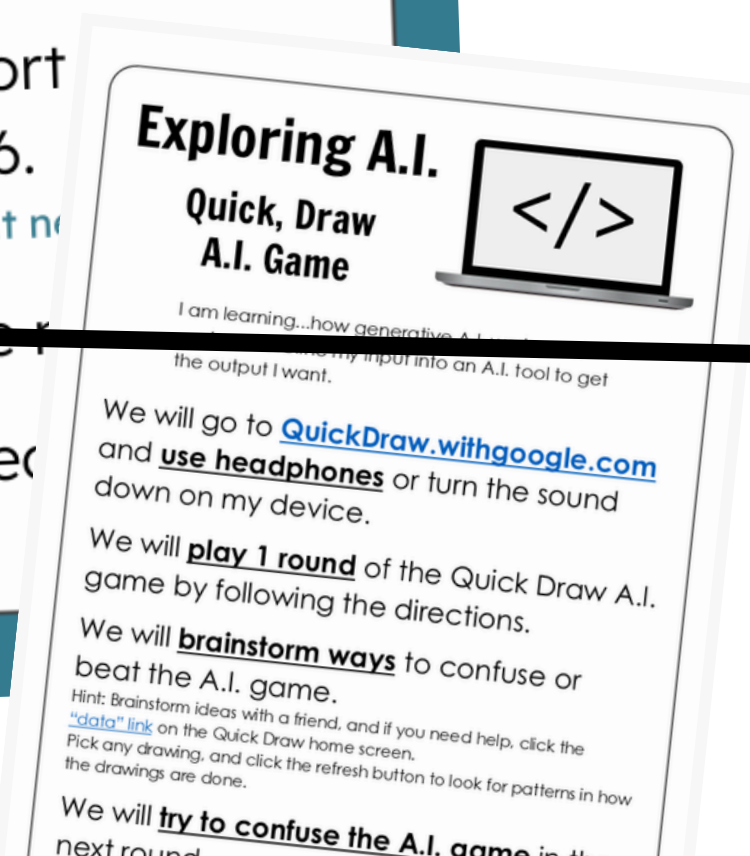
I will submit an exit ticket to my librarian or tea

Scroll Down for Standards Addressed

Editable, full color and black + white versions in portrait and landscape

Learning goals in simple, clear language

"I will" statements for directions & expectations




# 5 Exit Ticket Reflections

Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

**For Oceans Library Center – Question A**


all the training you gave the A.I. robot, would you  
the ocean vet? Why or why not?



Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

**A.I. for Oceans Library Center – Question B**

Write 1 example of how the A.I. robot can make better  
choices or less mistakes.




Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

**Library Center – Question C**

other A.I. tools before, do you trust  
output)? Why or why not?

Google search AI mode, Magic School, AI Gemini, Copilot,  
tools are appropriate for students, so it's okay if you don't use them.



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3 questions to  
use with AI for  
Oceans game


2 questions for  
Quick Draw  
AI game

All text is  
editable.

Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

**Quick, Draw! A.I. Library Center: Question A**

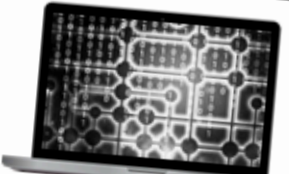
What strategy did you try to confuse or beat the  
Quick Draw A.I.? Why do you think it worked, or not?



Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

**Quick, Draw! A.I. Library Center: Question B**

Look at the training data for the Quick Draw A.I. here:  
<https://quickdraw.withgoogle.com/data>  
Pick any drawing, and click the refresh button to look for patterns.  
What do you notice about the training data for that drawing, and how could you  
use that to trick or beat the A.I. robot next time?




# Reverse of Center Signs

## A.I. Literacy Center – Exploring A.I. for Oceans Game

### Library Curriculum Competencies

- Discover what A.I. tools can and cannot do by exploring simple tasks A.I. tools are effective at...and tasks where A.I. tools are less effective. ([LibraryReady.ai](https://www.libraryready.ai), 2024)
- Identify multiple ways to solve conflicts and practice solving problems.
- Develop new understandings through engagement in a learning group.

### AASL National School Library Standards for Learners


 I. INQUIRE – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**C. Share** – Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

**D. Grow** – Learners participate in an ongoing inquiry-based process by:

3. Enacting new understanding through real-world connections.


 III. COLLABORATE – Work effectively with others to broaden perspectives and work toward common goals.

**A. Think** – Learners identify collaborative opportunities by:

2. Developing new understandings through engagement in a learning group.

**D. Grow** – Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.

 V. EXPLORE – Discover and innovate in a growth mindset developed through experience and reflection.

**B. Create** – Learners construct new knowledge by:


1. Problem solving through cycles of design, implementation, and reflection.

**C. Share** – Learners engage with the learning community by:

3. Collaboratively identifying innovating solutions to a challenge or problem.

**D. Grow** – Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

 VI. ENGAGE – Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

**A. Think** – Learners follow ethical and legal guidelines for gathering and using information by:

3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

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Skills learned and standards addressed for admin walkthroughs & observations

Additional version has Common Core Standards and LibraryReady.ai Concepts

# Comprehensive Lesson Plan

Editable, complete lesson plan, aligned to:

- AASL Standards for Learners
- Common Core ELA Standards
- LibraryReady.ai AI Scope and Sequence Concepts

Generative A.I. Literacy Library Center Lesson Plan	
3rd through 6th Grades	
Objective(s)	<p><b>For AI Literacy library center</b> Students will discover what A.I. tools can and cannot do by exploring simple tasks A.I. tools are effective at, and tasks where A.I. tools are less effective. Students will be able to identify multiple ways to solve conflicts and practice solving problems. Students will be able to develop new understandings through engagement in a learning group.</p> <p><b>Every library class</b> Students will be able to independently use the online library catalog to locate nonfiction and informational texts. Students will be able to independently locate and select literary nonfiction and informational text on grade level. Students will be able to independently select grade level appropriate literary fiction in a variety of genres.</p>
Assessment	<p>Printable exit ticket or Google Form submission (exit ticket). Circulation, Students' selection of age-appropriate reading material Optional - Library centers observation checklist with list of student names or completion of <a href="#">printable Library Centers Tracking Booklet</a> or <a href="#">digital Library Centers Guide/Menu</a></p>
Materials	<p>Center signs with "We will" statement displayed on the library website to: • <a href="https://studio.code.org/courses/oceans/librarycenter">https://studio.code.org/courses/oceans/librarycenter</a> • <a href="https://quickdraw.withgoogle.com">https://quickdraw.withgoogle.com</a> Printable answer slips or Google Form on online platform (1 per student) Projector or large screen for whole class 1 device per student, or 1 device per pair 8.5" x 11" plastic sign holder for printed signs Optional - <a href="#">Printable Library Centers Tracking Booklet</a> Optional - Self-inking stamp or stickers</p>

Generative A.I. Literacy Library Center Lesson Plan	
Lessons Preparation	<ol style="list-style-type: none"><li>1. Check that students have access to the links on their own or shared devices.<ul style="list-style-type: none"><li>• <a href="https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2">https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2</a></li><li>• <a href="https://quickdraw.withgoogle.com/">https://quickdraw.withgoogle.com/</a></li></ul></li><li>2. Make copies of the printable exit ticket, or post the Google Form exit ticket in your LMS.</li><li>3. Print the center signs, or post the digital Google Slides version in your LMS.</li></ol>
Day 1 Procedure: Intro Lesson	<p>The Code.org website has an introductory <a href="#">Lesson Plan for A.I. for Oceans</a>. HOWEVER, for a library class, or any class period that's less than 60 minutes, Mrs. J does not recommend using it as written.</p> <p><i>Mrs. J in the Library's recommended intro lesson:</i></p> <ol style="list-style-type: none"><li>1. Start by showing the video in Lesson 1 of the A.I. for Oceans lesson: <a href="https://www.youtube.com/watch?v=KHbwOetbmb">https://www.youtube.com/watch?v=KHbwOetbmb</a></li><li>2. From there, demonstrate Lesson 2 as a whole group. Read aloud the directions/captions in Lesson 2 of the game, and further explain new vocabulary terms, as needed.<ul style="list-style-type: none"><li>• Lesson 2 link: <a href="https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2">https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2</a></li></ul></li><li>3. Do the first "training session" with students as a whole group. Purposely make a "mistake" in the training by going very fast.</li></ol>

Generative A.I. Literacy Library Center Lesson Plan	
AASL National School Library Standards for Learners	<p><b>I. INQUIRE</b> - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. <b>C. Share</b> - Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. <b>D. Grow</b> - Learners participate in an ongoing inquiry-based process by: 3. Enacting new understanding through real-world connections.</p> <p><b>V. EXPLORE</b> - Discover and innovate in a growth mindset developed through experiences and reflection. <b>A. Think</b> - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. <b>B. Create</b> - Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. <b>C. Share</b> - Learners engage with the learning community by: 3. Collaboratively identifying innovating solutions to a challenge or problem. <b>D. Grow</b> - Learners develop through experience and reflection by: 1. Iteratively responding to challenges.</p>
National Common Core ELA Standards (2010)	<p>Reading: Foundational Skills CCSS.ELA-Literacy.RF.3-5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Speaking and Listening CCSS.ELA-Literacy.SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. 3d. Explain their own ideas and understanding in light of the discussion. 5d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Literacy in Science and Technical Subjects CCSS.ELA-Literacy.RST.4-9.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>
Reflection and Notes	<p>Grows - Grows -</p>