The Human Development Center's

LASARD

Beyond the Lesson Plan:

AI as Your New Teaching Assistant

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LSU Health NEW ORLEANS

Session Goals

1. Use beginner-friendly AI tools to create standards-aligned lesson plans with guided support.

2. Practice modifying and differentiating lesson content using AI to meet diverse learning needs.

3. Create at least one AI-supported instructional resource they can use immediately in their classroom.

AI + UDL Confidence Scale

1 – Not Yet Confident	2 Emerging Confidence	3 Developing Confidence	4 Confident	5 – Highly Confident / Ready to Lead
I am aware of the concept. but I do not yet understand it or how AI can support me in applying it.	I understand parts of the concept and can apply it with guidance or AI support.	I understand th concept and can apply it independently in familiar situations.	I can confidently apply the conce-pt across con-texts and adjust strategies as needed.	I can model, coach, and support others in applying this concept using AI and UDL.

How does this relate to learning and the classroom environment?

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The Big Idea!

Universal Design for Learning **(UDL)**

+

Artificial Intelligence
(AI)

=

Student and Teacher Success

What is UDL?

UDL means planning lessons so *all students can learn* from the start

Instead of fixing students, we **design the environment to fit them**

UDL is All Around Us!

- Closed captions → help people who are deaf *and* people in noisy rooms
- Curb cuts → help wheelchairs, strollers, bikes
- Automatic doors → help everyone when hands are full
- Audiobooks → help struggling readers *and* busy listeners

UNIVERSAL DESIGN FOR LEARNING (UDL)

One Goal: All Learners Can Succeed

ENGAGEMENT

The **WHY** of learning

How we motivate and interest students.

EXAMPLES

- Offer choices and options
- Connect to real life
- Use games, movement, and hands-on activities
- Build relationships and create a supportive environment

Purposeful, motivated learners

REPRESENTATION

The **WHAT** of learning

How we present information in different ways.

EXAMPLES

- Use images, videos, and real objects
- Read-alouds and audio supports
- Modeling and demonstrations
- Graphic organizers and visual supports

Resourceful, knowledgeable learners

ACTION & EXPRESSION

The **HOW** of learning

How students show what they know.

EXAMPLES

- Provide choices for how to respond
- Allow verbal responses or recordings
- Use tools, technology, and manipulatives
- Offer scaffolds and sentence starters

Strategic, goal-directed learners

Multiple Means of Engagement

Definition:
- How we **motivate and interest** students

Examples:
- Letting students choose a book or activity
- Using games, songs, or hands-on materials
- Connecting lessons to real life
- Offering movement breaks

Think:
- “How can I make students *want* to learn this?”

Multiple Means of Representation

Definition:

- How we **present information** in different ways

Examples:

- Pictures, videos, and real objects
- Read-alouds + visuals
- Modeling and demonstrations
- Graphic organizers

Think:

- “How can I show this in more than one way?”

Multiple Means of Expression

Definition:

- How students **show what they know**

Examples:

- Drawing a picture instead of writing
- Telling an answer instead of writing it
- Acting it out or building something
- Using sentence starters or supports

Think:

- “How can students respond in different ways?”

UDL in a Real Classroom Example

Topic: Life Cycle of a Butterfly

- **Engagement:**
  - Watch a short video or observe real caterpillars
- **Representation:**
  - Show pictures, read a story, use a diagram
- **Action & Expression:**
  - Draw the life cycle
  - Act it out
  - Tell a partner the steps

The Big Idea!

Universal Design for Learning **(UDL)**

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(AI)

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Student and Teacher Success

Artificial Intelligence

Artificial intelligence is a way of getting technology to notice things, learn from them, and make helpful suggestions or decisions — almost like giving technology a bit of “common sense” based on the information it sees.

AI is All Around Us!

- Phone unlocking with your face → AI recognizing your features
- Netflix or Amazon recommendations → AI noticing what you like
- Spam filters in email → AI learning what looks suspicious
- GPS rerouting → AI predicting traffic patterns
- Siri and Alexa → AI voice controlled digital assistance

Use AI is your new thinking partner!

Why AI Can Help

Rapidly builds learning supports and scaffolds

Adapts content for diverse learning needs

Presents material in multiple, accessible formats

Minimizes time spent on lesson planning

Free vs Paid Plans

Plan (what you pay for)	Model (the "brains" of the AI)	To Summarize
•**Free plan:** basic AI, limited use •**Paid plan:** more features, smarter AI, more access •Extras can include things like images, web browsing, and apps	•Some are **faster**, some are **smarter** •Better models usually come with paid plans •Free plans get simpler versions (or limited access to better ones) •Over time, better models may become free as newer ones are made	**Free = basic + limits** **Paid = smarter + more tools**

The Big Idea!

Universal Design for Learning **(UDL)**

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Artificial Intelligence
(AI)

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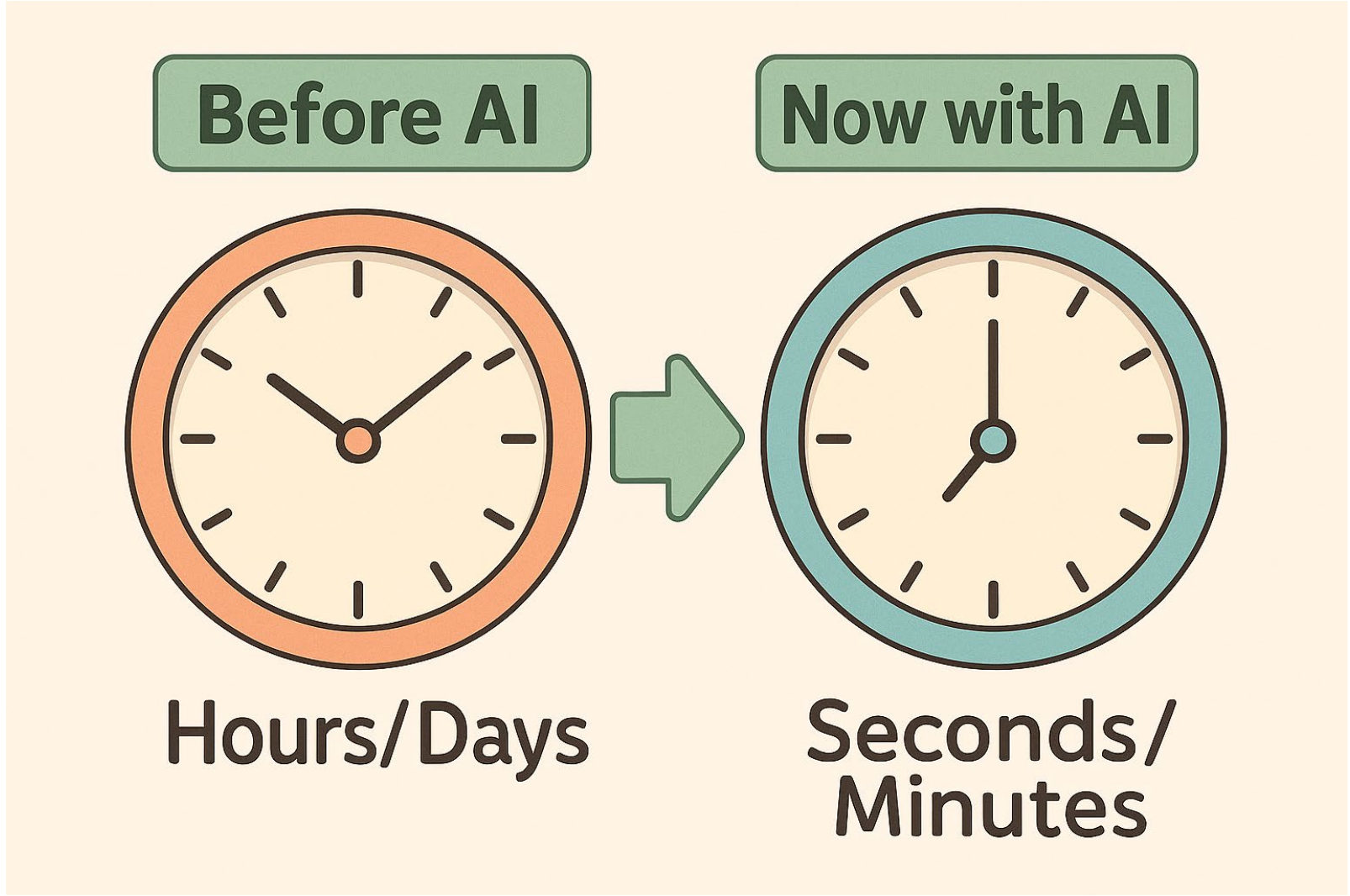
Student and Teacher Success

What does Student Success look like?

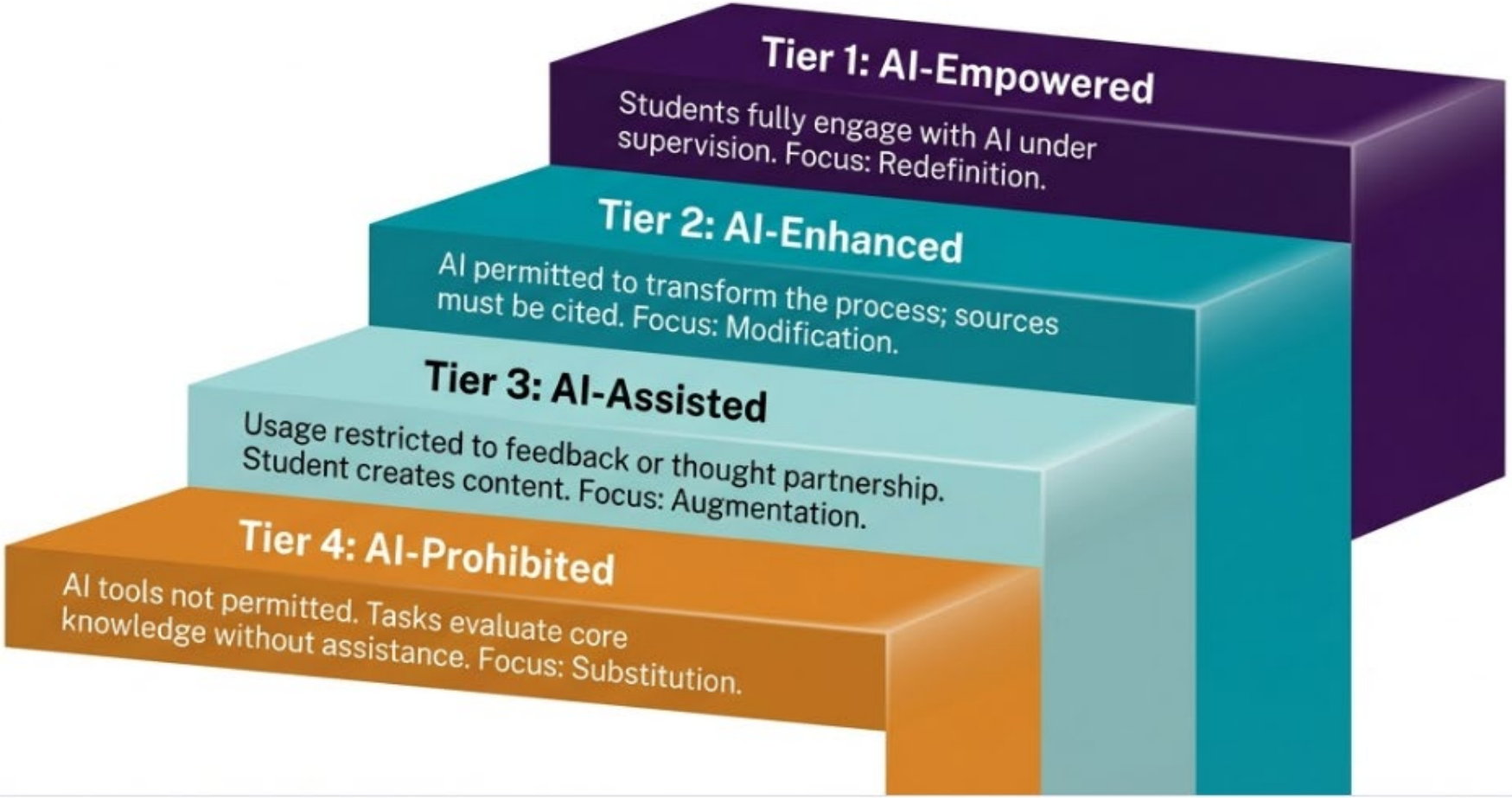
Focused **Engaged** **Access** **Participation**

What does Teacher Success look like?

- Reduced stress
- Calmer responses to challenges
- Increased confidence and flexibility
- More emotionally available for students


Before AI
Now with AI
Hours/Days
Seconds/
Minutes

Tiered Approach to AI Integration



Prompting AI to Work for You!

Prompting Elements
Provide context for your prompt
Give it a clear outcome
Give it a clear directive
Tell how you want the information

CREATE Prompt

C.R.E.A.T.E. prompts are framed by addressing the AI as “you.”

- **Character**: Describe the role the AI is to assume.
  - You are a 10th grade social studies teacher analyzing gaps in student content knowledge.
- **Request:** Clearly and specifically define the request. “I want…” or “I need…”
- **Examples**: Give examples.
- **Additions**: Refine the task. Describe a point of view to consider or a style.
- **Type of Output**: Ex. 100-word summary or a chronologically organized biography
- **Extras**: Include any further information that would be helpful, including reference text.

Example CREATE Prompt

- **Character**: You are a high school English teacher preparing English Learning (EL) students for a debate.
- **Request**: I need a structured activity using digital tools to help EL students practice opinion statements, get feedback, and refine pronunciation.
- **Examples**: Use sentence starters ("I believe that..."), speech-to-text, and audio recording/playback.
- **Additions**: Encourage collaborative speaking and provide instant feedback.
- **Type of Output**: A detailed plan for guided speaking practice, including sentence starters and instructions for using speech-to-text and audio tools.
- **Extras**: Use platforms with captions and translation. Consider collaborative activities with digital prompts.

Why Teachers Are Turning to AI for Lesson Planning

Time Savings

AI helps teachers save time by quickly generating structured lesson drafts aligned to standards.

Supports Differentiation

AI enables creation of multiple lesson versions to meet diverse student needs within inclusive classrooms.

Why Teachers Are Turning to AI for Lesson Planning

Ensures Consistency

AI promotes alignment of objectives, assessments, and activities, supporting organized and coherent instruction.

Enhances Teacher Expertise

AI complements, not replaces, teacher judgment by reducing workload and supporting instructional quality.

What AI Can Do to Support Effective Lesson Design

Standards Translation to Objectives

AI translates complex standards into clear, student-friendly learning objectives, enhancing instructional clarity and measurability.

Instructional Scaffolds Generation

AI creates sentence frames, guided practice steps, and visual supports to assist diverse learners during lessons.

What AI Can Do to Support Effective Lesson Design

Content Adaptation for Accessibility

AI adapts texts to varied reading levels and formats, promoting equitable access and engagement for all students.

Assessment Design Support

AI generates formative assessments and progress-monitoring tools aligned to lesson goals for informed instructional decisions.

How AI Specifically Supports Students with Disabilities

Visual Supports for Accessibility

AI generates picture-based directions and graphic organizers to help students with autism and language challenges process information easier.

Simplified Language Without Content Loss

AI simplifies instructions and vocabulary while preserving core content to aid comprehension for cognitive and language disabilities.

How AI Specifically Supports Students with Disabilities

Multi-Level Task Customization

AI creates different levels of activities to support varying independence levels in inclusive and self-contained classrooms.

Supporting IEP Implementation

AI assists in generating accommodations like reduced answer choices and step-by-step instructions to support IEP compliance.

Example: Using AI to Adapt a Reading Lesson

Simplified Reading Materials

AI rewrites passages with simpler sentences and concrete vocabulary to aid comprehension.

Multimodal Content Support

AI pairs text with images and audio scripts to support diverse learning needs and decoding challenges.

Alternative Response Options

AI creates visual and sentence frame response options to increase accessibility and engagement.

Pre-teaching and Review Tools

AI generates vocabulary cards, preview questions, and exit tickets to support learning before and after reading.

Example: Using AI to Support Writing Instruction

Scaffolding Writing Process

AI provides sentence frames and paragraph starters to help students organize and express their ideas clearly.

Modeling Writing Expectations

AI generates example paragraphs teachers use to demonstrate organized and expanded writing structures effectively.

Adapting for Alternative Communication

AI supports students using AAC devices or speech-to-text tools by generating tailored prompts aligned with their communication strengths.

Let’s look at some examples

frogstreetgame.my.canva.site

Frog Street Activity

Frog Street Centers
Open-Ended Prompts

- Tell me about what you're making.
- What gave you that idea?
- What else could you add?
- How did you decide to use those colors?

- What are you building?
- How can you make it taller/ stronger?
- What do you think will happen if you add another block?
- Who might use your building?

Grade 2 – CKLA Unit 1 Lesson 1
Back-to-School: Sound & Spelling Review
(Scaffolded for Diverse Learners)

Student-Friendly Objective
I can read and write words by listening to sounds and matching them to letters.

Standards
•RF.2.3 – Phonics and word recognition
•RF.2.4 – Fluency
•L.2.2 – Conventions of spelling

Warm-Up (15 minutes): Sound Review
1.Display sound cards: **/a/, /i/, /p/, /b/, /t/, /d/**
2.Students repeat each sound.
3.Students name a word with the sound.
4.Use gestures:
•**Vowels:** open mouth
•**Consonants:** tap lips or tongue
Scaffolds
•Visual cards
•Choral responses
•Teacher modeling

Chaining (10 minutes)
Model on board:
at → bat → bad
Teacher think-aloud:
"I changed one sound. Let's listen."
Students:
•Say sounds
•Blend sounds
•Read words aloud together

Small-Group Differentiation
Teacher-Led Group (ELL / SPED)
•Match pictures to beginning sounds
•Blend sounds with letter tiles
•Oral response only
Supports: visuals, repetition, sentence frames

Partner Group (On-Level)
•Word chaining
•Read words to a partner
•Identify changed letters
Supports: color coding, partner talk

Enrichment Group (Advanced)
•Create new words
•Draw and label pictures
•Explain thinking

Reading Time (15 minutes)
Text: **"Kate Visits Nan"**
•Finger tracking
•Choral reading
•Teacher models fluency
•Stop to discuss pictures for comprehension

Exit Check
Students:
•Read one word
•Draw a matching picture

2nd Grade CKLA Lesson

AI Created Worksheets

Worksheet 1: Match the Sound

Directions: Circle the picture that matches the sound.

/a/

🍎 apple 🐶 dog

/t/

🧢 top 🐟 fish

/b/

⚾ bat 😺 cat

Worksheet 3: Word Chain

Look at the words.

at → bat → bad

Circle the letter that changed.

Worksheet 2: Build the Word

Say the sounds. Read the word.

a + t = _____

Trace the letters:

a t

Read the word out loud.

Worksheet 4: Draw the Word

Word: bat

⬜ Draw a picture that matches the word.

TeachTown High School Additional Checkpoints

1. PAY
🅿️ + **ay** = **pay**
🖼️ Circle one:
💰 person giving money ✅
🐶 dog ❌

2. DAY
D + **ay** = **day**
🖼️ Circle one:
🌞 daytime ✅
🌙 night ❌

3. HAY
H + **ay** = **hay**
🖼️ Circle one:
🌾 hay ✅
🍎 apple ❌

✅ **Scaffolded Supports**
✓ Picture-choice response (Level 1)
✓ Verbal model: "/p/-/ā/…pay"
✓ Physical prompt: hand-over-hand to circle
✓ Distractor included

👉 *Touch the letters.*
Read the word.

Letters	Word
p + ay	pay
d + ay	day
s + ay	say

🖍️ Trace the word:
p a y
🔊 Say it out loud:
_____
___

✅ **Remediation Option**
Use letter cards
Cover everything except **ay**
Repeat sound cue:
"a-y says /ā/"

TeachTown Aligned Levels

🟧 **WORKSHEET 4: Comprehension – Ancient Greece**
(Aligned to TeachTown Levels)

Level 1 / Level 2
👉 *Circle the answer.*
What did ancient Greeks create?
🤾 Olympic Games ✅
📱 Cell phones ❌

Level 3
👉 *Answer or circle.*
Where did ancient Greeks worship?
🏛️ Parthenon ✅
🏫 School ❌

✅ **Error Correction Script**
“If incorrect → read sentence from text → re-ask.”

State Standard

Coin Values Packet: Pennies, Nickels, Dimes, and Quarters to 50¢

A Differentiated Lesson & Worksheet Packet for Elementary Learners

Table of Contents

1. Teacher Lesson Plan
2. Whole-Class Visual Supports
3. Level 1: Below-Grade Worksheets
4. Level 2: Grade-Level Worksheets
5. Level 3: Advanced Worksheets
6. Answer Keys
7. Printable Visual Assets

Worksheet 1C: Circle the Correct Amount

Directions: Read the coins. Circle the correct total.

1. 1 nickel + 2 pennies

Choices: 5¢ | 6¢ | 7¢

2. 1 dime + 1 penny

Choices: 10¢ | 11¢ | 12¢

3. 1 quarter + 1 nickel

Choices: 20¢ | 25¢ | 30¢

4. 2 dimes + 1 nickel

Choices: 15¢ | 20¢ | 25¢

Worksheet 1D: Make the Amount

Directions: Write or draw which coins make the amount.

1. 5¢ = _____

2. 10¢ = _____

3. 25¢ = _____

4. 50¢ = _____

8th Grade Math Lesson

Name: _____ Date: _____

Analyzing Solutions to Linear Equations

Learning Objective: By the end of this resource, students will be able to determine if a linear equation has one solution, infinitely many solutions, or no solution by analyzing the structure of its coefficients and constant terms.

Type of Solution	What It Looks Like (Structure)	Example
One Solution	Different linear terms (coefficients)	$9x - 6 = 6x - 9$
No Solution	Same linear term, but different constants	$10x - 2 = 10x + 1$
Infinite Solutions	Same linear AND constant terms	$-4x + 5 = 5 - 4x$

Example 1: No Solution

$10x - 2 = 10x + 1$

$-10x \quad -10x$

$-2 \neq 1$

FALSE NO SOLUTION

Subtracting 10x from both sides leaves us with $-2 = 1$. Since this statement is **false**, the equation has no solution.

Example 2: Infinitely Many Solutions

$-4x + 5 = 5 - 4x$

$-4x + 5 = -4x + 5$

Identity (R = R)

Both sides simplify to the exact same expression. Since $5 = 5$ is always **true**, any number for x will work!

Sentence Frames for Analysis:

- The equation has _____ because the coefficients are ____ and the constants are ____.
- I know there are infinitely many solutions because both sides _____.

Practice: Identify and Solve

1. $2x + 5 = 2x - 3$

Show Work:

2. $4(x + 1) = 4x + 4$

Show Work:

3. $5x - 8 = 2x + 10$

Show Work:

4. $6x + 2 = 6x + 2$

Show Work:

TeachShare

Independent Practice: Solving and Classifying Solutions

Step 1: Simplify each side. **Step 2:** Solve. **Step 3:** Classify (One, No, or Infinitely Many).

1) $3x + 4 = 3x + 4$

2) $5x - 2 = 5x + 10$

3) $2(x + 5) = 2x + 10$

4) $4(x - 3) = 4x - 5$

5) $6x + 2 - 2x = 4x + 2$

6) $3(2x + 1) = 6x + 1$

7) $2(3x - 4) + 1 = 6x - 7$

8) $4x + 10 = 2(2x + 5)$

Error Analysis

A student solved $2(x + 3) = 2x + 3$ and said it has infinitely many solutions because the linear terms are the same.

What is the error? Correct it below:

Mastery Challenge

1. Create a No Solution equation:

2. Create an Infinite Solutions equation:

Exit Ticket: Show What You Know

Solve: $3(x + 4) = 3x + 10$

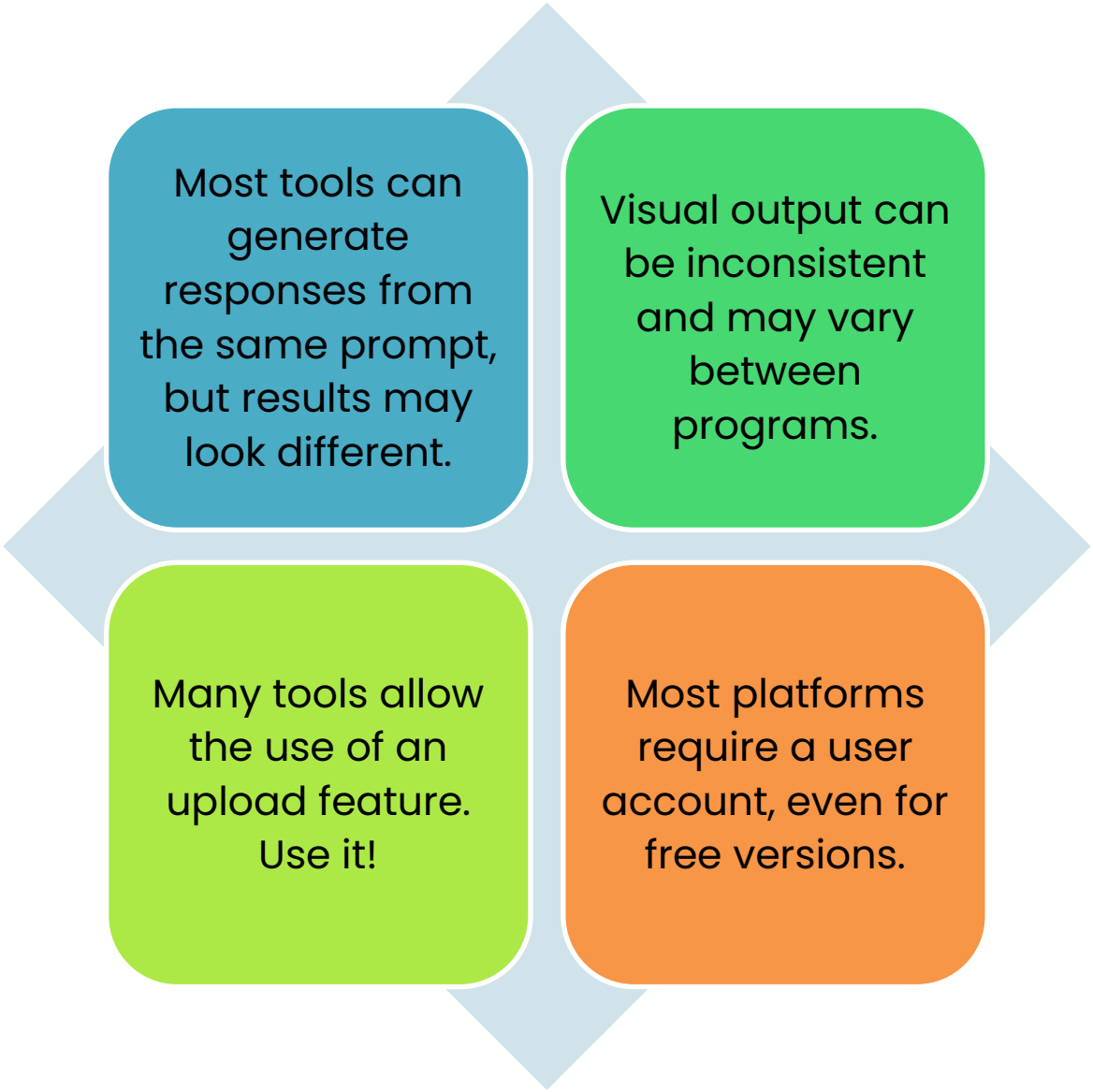
Justify your answer using these frames:
The equation has _____ solution(s).
I know this because the linear terms are _____ and the constants are _____.

TeachShare

AI Tools

- Chat GPT
- Co-Pilot
- Diffit
- Goblin
- Genspark
- Teach Share

Quick Tips!

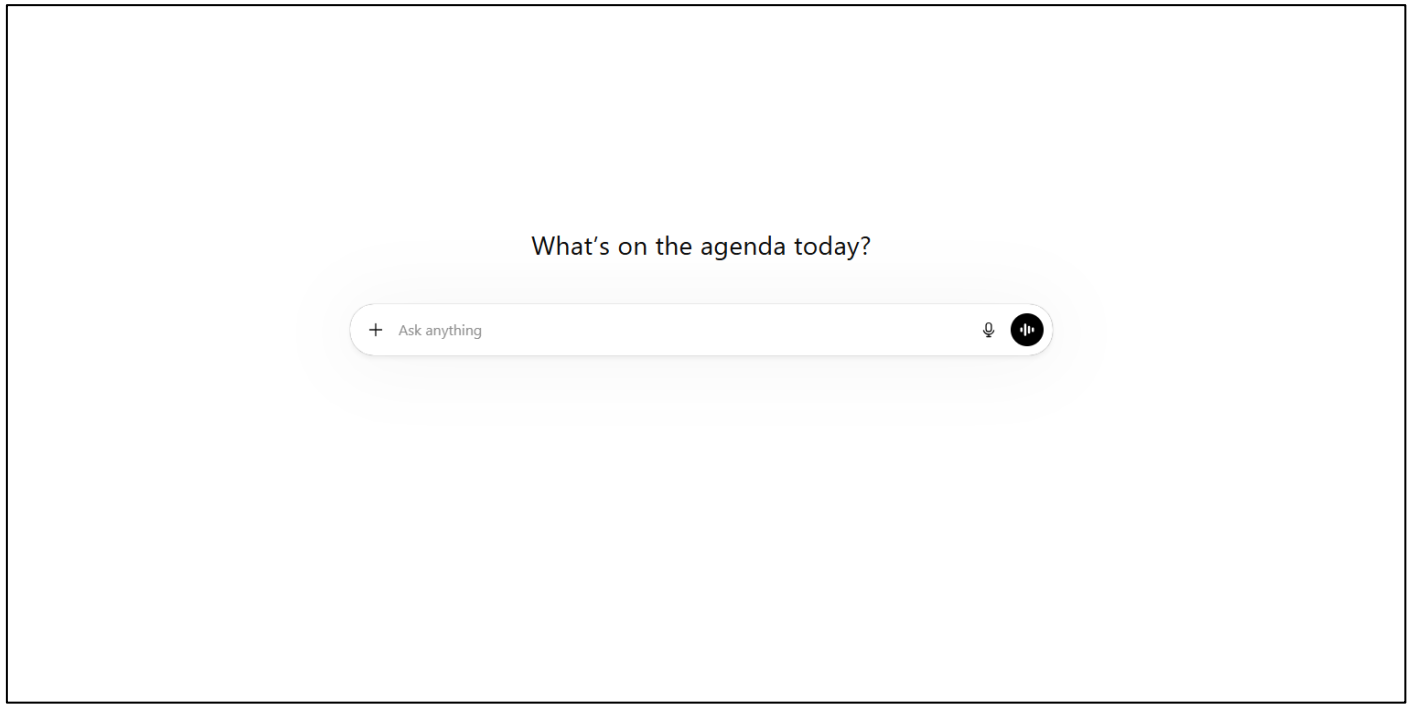


Avoid including any personally identifiable information about specific students in your prompts or uploads.

AI Tool: ChatGPT

https://chatgpt.com/

- Task breakdown and planning
- Working memory support
- Writing support
- Reading Comprehension & Note Taking Help
- Study Skills and Test Prep
- Scaffolding/Differentiation
- Social and Academic Conversions
- Support for Flexible Thinking



Example

Standard: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
(Grade 1)

Prompt: I have a first-grade student who needs support with working memory during ELA lessons. The focus standard is understanding the organization and basic features of print, specifically recognizing sentence features such as the first word, capitalization, and ending punctuation. The student responds well to visual supports. Can you help me create a simple, visual-friendly checklist that the student can use during assignments?

My Sentence Checklist

☐ **1. First Word Starts with a Capital Letter**

👉 Did I make the first letter BIG?

☐ **2. I Have Spaces Between Words**

👉 Can I see a space between each word?

☐ **3. My Sentence Makes Sense**

👉 Can I read it and understand it?

☐ **4. I Used the Right Ending Mark**

👉 Did I add:

- a period (.)
- a question mark (?)
- or an exclamation mark (!)

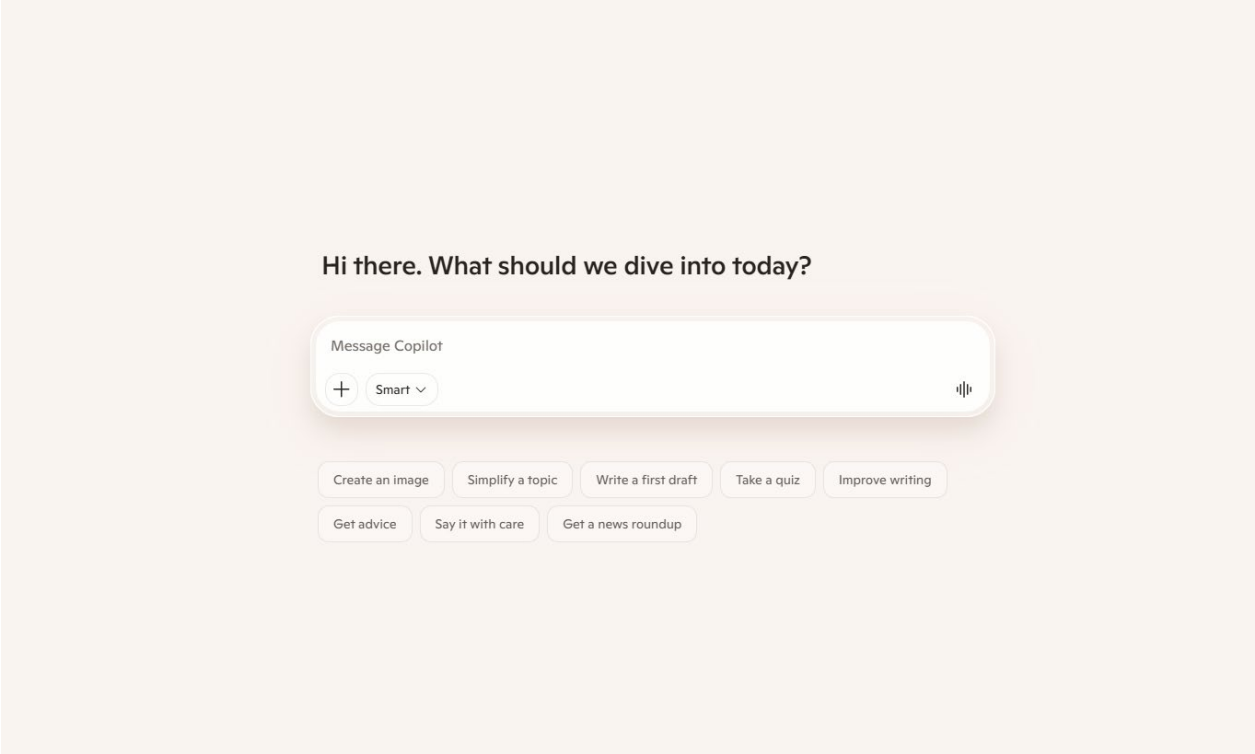
☐ **5. I Checked My Work**

👉 Did I look at my sentence one more time?

AI Tool: Co-Pilot

https://copilot.microsoft.com/

- Same as Chat GPT/Gemini
- Icons in Co-Pilot
  - **Flat / Minimal** – simple shapes, no depth, very clean
  - **Line Icons** – outline-only, great for lightweight interfaces
  - **Colorful** – bright, friendly, and engaging
  - **3D** – depth, shading, and a modern, playful feel
  - **Cartoon** – exaggerated forms and softer shapes (often used for younger audiences)
  - **Professional / Corporate** – muted colors, structured, and polished



Example

Standard: . Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Grade 4)

Prompt: Using Hatchet, create a picture glossary with 8 tricky vocabulary words (such as pilot, hatchet, bush plane, cockpit, wilderness, crashed, survive, and emergency). Each word should include a minimalist icon and a student-friendly definition that is easy for a 4th-grade student with learning differences to understand.

Hatchet Picture Glossary

Pilot

Person who flies an airplane.

Hatchet

A small axe used for chopping.

Bush Plane

A tiny plane for remote areas.

Cockpit

The front of the plane where the pilot sits.

Wilderness

A wild, forested area.

Crashed

Destroyed in an accident.

Survive

To stay alive in a dangerous situation.

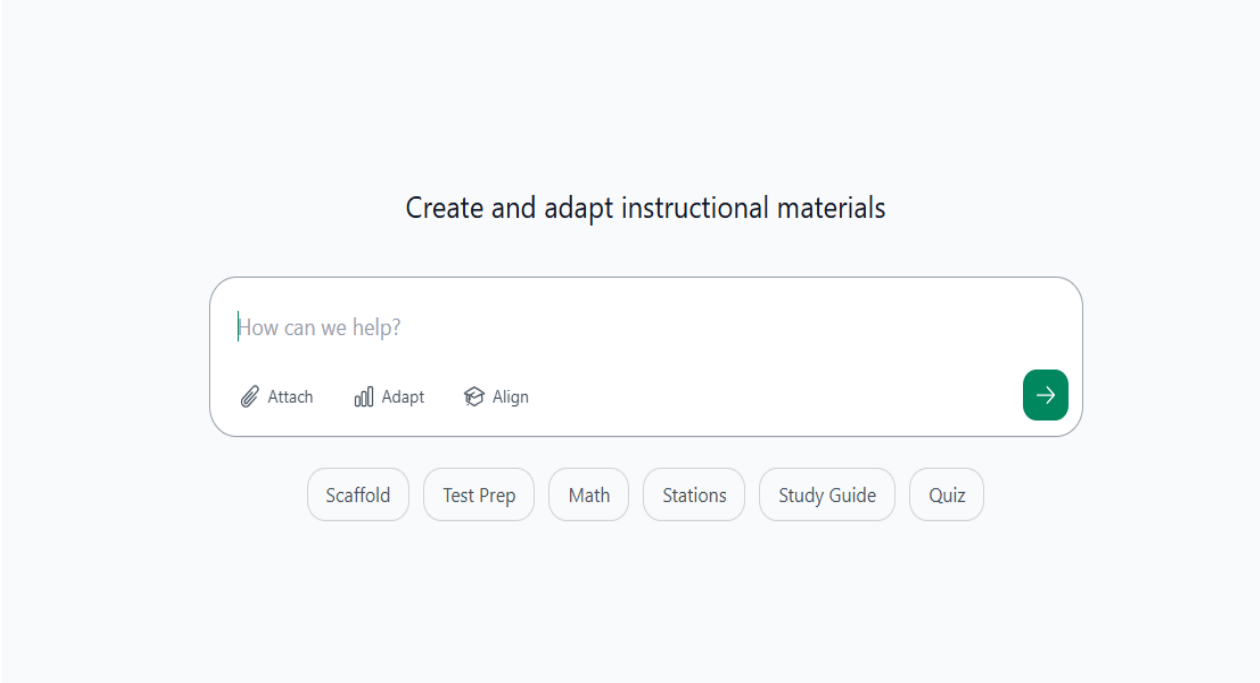
Emergency

A sudden, serious problem.

AI Tool: Diffit

https://app.diffit.me/

- Adjust reading levels
- Comprehension supports
- Provide vocabulary supports
- Writing supports
- Structured, ready to use materials



Example

Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (Grade 7)

Prompt: I have a student who reads at a third-grade level. Using the attached page from *A Summer Life*, can you adapt the text to a third-grade reading level? Also, can you create a simplified writing prompt to help the student write a narrative that includes a clear sequence of events, relevant details, and descriptive elements?

Additional Prompts

Does the student need any extra writing supports on the worksheet?

- Sentence starters
- Descriptive word bank
- Self-edit checklist
- *Something else...*

from Gary Soto's "A Summer Life"

The Pie

I knew enough about hell to stop me from stealing. I was holy in almost every bone. Some days I recognized the shadows of angels flopping on the backyard grass, and other days I heard faraway messages in the plumbing that howled beneath the house when I crawled there looking for something to do.

But boredom made me sin. Once, at the German Market, I stood before a rack of pies, my sweet tooth gleaming and the juice of guilt wetting my underarms. I gazed at the nine kinds of pie, pecan and apple being my favorites, although cherry looked good, and my dear, fat-faced chocolate was always a good bet. I nearly wept trying to decide which to steal and, forgetting the flowery dust priests give off, the shadow of angels and the proximity of God howling in the plumbing underneath the house, sneaked a pie behind my coffee-lid Frisbee and walked to the door, grinning to the bald grocer whose forehead shone with a window of light.

"No one saw," I muttered to myself, the pie like a discus in my hand, and hurried across the street where I sat on someone's lawn. The sun wavered between the branches of a yellowish sycamore. A squirrel nailed itself high on the trunk, where it forked into two large bark-scabbed limbs. Just as I was going to work my cleanest finger into the pie, a neighbor came out to the porch for his mail. He looked at me, and I got up and headed for home. I raced on skinny legs to my block, but slowed to a quick walk when I couldn't wait any longer. I held the pie to my nose and breathed in its sweetness. I licked some of the crust and closed my eyes as I took a small bite.

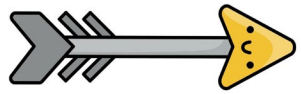
In my front yard, I leaned against a car fender and panicked about stealing the apple pie. I knew an apple got Eve in deep trouble with snakes because Sister Marie had shown us a film about Adam and Eve being cast into the desert, and what scared me more than falling from grace was being thirsty for the rest of my life. But even that didn't stop me from clawing a chunk from the pie tin and pushing it into the cavern of my mouth. The slop was sweet and gold-colored in the afternoon sun. I laid more pieces on my tongue, wet finger-dripping pieces, until I was finished and felt like crying because it was about the best thing I had ever tasted. I realized right there and then, in my sixth year, in my tiny body of two hundred bones and three or four sins, that the best things in life came stolen. I wiped my sticky fingers on the grass and rolled my tongue over the corners of my mouth. A burp perfumed the air.

I felt bad not sharing with Cross-Eyed Johnny, a neighbor kid. He stood over my shoulder and asked, "Can I have some?" Crust fell from my mouth, and my teeth were bathed with the jam-like filling. Tears blurred my eyes as I remembered the grocer's forehead. I remembered the other pies on the rack, the warm air of the fan above the door and the car that honked as I crossed the street without looking.

"Get away," I had answered Cross-Eyed Johnny. He watched my fingers greedily push big chunks of pie down my throat. He swallowed and said in a whisper, "Your hands are dirty," then returned home to climb his roof and sit watching me eat the pie by myself. After a while, he jumped off and hobbled away because the fall had hurt him.

I sat on the curb. The pie tin glared at me and rolled away when the wind picked up. My face was sticky with guilt. A car honked, and the driver knew. Mrs. Hancock stood on her lawn, hands on hip, and she knew. My mom, peeling a mountain of potatoes at the Redi-Spud factory, knew. I got to my feet, stomach taut, mouth tired of chewing, and flung my Frisbee across the street, its shadow like the shadow of an angel fleeing bad deeds. I retrieved it, jogging slowly. I flung it again until I was bored and thirsty.

I returned home to drink water and help my sister glue bottle caps onto cardboard, a project for summer school. But the bottle caps bored me, and the water soon filled me up more than the pie. With the kitchen stifling with heat and lunatic flies, I decided to crawl underneath out house and lie in the cool shadows listening to the howling sound of plumbing. Was it God? Was it Father, speaking from death, or Uncle with his last shiny dime? I listened, ear pressed to a cold pipe, and heard a howl like the sea. I lay until I was cold and then crawled back to the light, rising from one knee, then another, to dust off my pants and squint in the harsh light. I looked and saw the glare of a pie tin on a hot day. I knew sin was what you took and didn't give back.



Name: _____ Date: _____

The Pie

Adapted from Gary Soto

A sweet apple pie

I knew that stealing was wrong. I tried to be a good boy. Some days, I saw shadows on the grass that looked like angels. Other days, I heard loud noises in the pipes under my house. I thought the noises were messages for me.

But one day, I was very bored. Boredom made me do something bad. I went to the German Market and stood by the pies. I really wanted something sweet. I felt guilty already, but I couldn't stop looking at the nine different kinds of pie. Apple and pecan were my favorites.

I decided to steal one. I forgot about the angels and the messages in the pipes. I hid a pie behind my plastic Frisbee. I walked past the grocer and smiled. He didn't see me. "No one saw," I whispered to myself. I ran across the street and sat on a lawn. The sun shone through the trees. A squirrel watched me from high up in a tree.

I was ready to eat, but a neighbor came out to get his mail. I got scared and ran toward my house. I held the pie close and smelled how sweet it was. I took a tiny bite of the crust. It tasted so good.

Walking with a secret

In my front yard, I started to panic. I remembered the story of Adam and Eve and the apple. I was afraid I would be in trouble forever. But I was so hungry for that pie! I grabbed a big piece with my hands and stuffed it into my mouth. It was warm and sweet in the afternoon sun. I ate and ate until the pie was gone. It was the best thing I had ever tasted. My fingers were sticky, and I wiped them on the grass.

A neighbor boy named Cross-Eyed Johnny came over. He asked, "Can I have some?" I had pie crust on my face. I felt bad, but I didn't want to share. "Get away," I told him. He watched me finish the last big chunks. "Your hands are dirty," he whispered. Then he went home.

I sat on the curb. The empty pie tin rolled away in the wind. I felt very guilty. A car honked, and I thought the driver knew my secret. A neighbor stood on her lawn, and I thought she knew, too. Even my mom, who was working far away, seemed to know what I did. I felt heavy and tired.

I went inside to drink some water. I tried to play with my sister, but I was still bored. The house felt too hot. I crawled under the house into the cool shadows. I listened to the water howling in the pipes again. Was it God talking to me? I stayed there until I felt cold. When I crawled back out into the bright light, I saw the shiny pie tin on the ground. I finally understood. Sin is when you take something and do not give it back.

Writing Prompt: A Story of a Mistake

Think about a time you made a mistake or did something you weren't supposed to do. Write a story about what happened.

In your story, make sure to:

1. Tell what happened at the beginning, the middle, and the end.
2. Use descriptive words to tell how things looked, tasted, or felt.
3. Explain how you felt at the end of the story.

Name: _____ Date: _____

Step 1: Descriptive Word Bank

✨ Sensory Words

Use these words from *The Pie* to make your story come to life!

- **Smell:** Sweet, sugary, fresh, cinnamon
- **Taste:** Sticky, tart, jam-like, gold-colored
- **Feel:** Sweaty, hot, cold, heavy, shaky
- **Sound:** Howling, honking, whispering, thumping

Step 2: My Story Flow Map

Think about the time you got in trouble. What happened first, next, and last? Write a short note in each box.

My Narrative Sequence

Beginning: What was the mistake? Where were you?

Middle: What happened next? How did you feel?

End: How did it finish? What did you learn?

Step 3: Sentence Starters

Pick one starter for each part of your story to help you begin writing!

The Beginning	· It all started when... · One hot summer afternoon...
The Middle	· I felt my heart beat fast because... · Suddenly, I realized...
The End	· In the end, I learned... · Looking back, I felt...

Quick Sketch: Draw a picture of the most important moment in your story.

Name: _____ Date: _____

Drafting and Polishing My Narrative

Now it is time to write your story! Use your flow map and sentence starters from the last activity to help you. Remember to describe how things smelled, tasted, or felt, just like Gary Soto did in *The Pie*.

✅ Writing Checklist

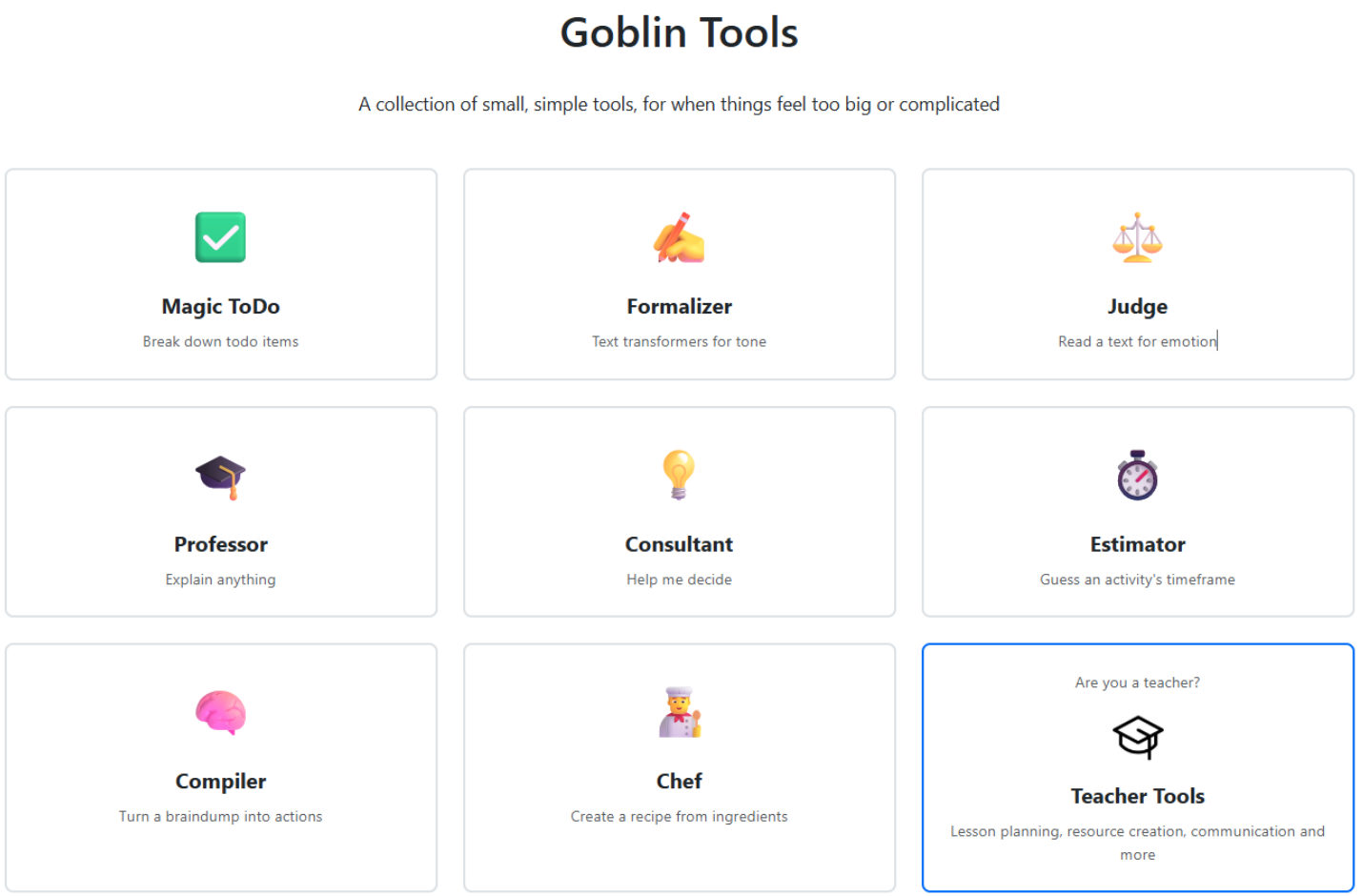
Before you finish, check your work for these things:

- ☐ I used **dialogue** (people talking with quotation marks).
- ☐ I used **descriptive words** (sensory words like *sticky* or *howling*).
- ☐ I told the events in **order** (Beginning, Middle, and End).

AI Tool: Goblin

https://goblin.tools/

- Task analysis
- Tone checker
- Writing support
- Simplifies text
- Time management
- Functional skills



Example

Standard: Fluently multiply multi-digit whole numbers using the standard algorithm. (Grade 5)

Magic To Do

- [ ] Fluently multiply multi-digit whole numbers using the standard algorithm.
  - [ ] Write the first number on top of the page.
  - [ ] Write the second number directly below it, aligning the rightmost digits.
  - [ ] Multiply the digit in the ones place of the bottom number by each digit of the top number, working from right to left.
  - [ ] Write the result of this multiplication below the line, aligning the rightmost digit.
  - [ ] If the result is more than one digit, write only the unit digit and carry over the tens digit.
  - [ ] Repeat the multiplication for each remaining digit in the bottom number, shifting one place to the left each time.
  - [ ] Remember to add any carry-over to the next multiplication result.
  - [ ] Place a zero in the units place of the partial product each time you move to the next digit in the bottom number (for place value).
  - [ ] Write each new partial product on a new line, aligned to the right.
  - [ ] Add all the partial products together to find the final answer.

The Professor

Give me the crash course

Fluently multiply multi-digit whole numbers using the standard algorithm.

Explain

🌶️🌶️🌶️🌶️🌶️

Learn to quickly multiply big numbers by following a simple, step-by-step method.

A farmer has 123 crates of apples, and each crate contains 45 apples. To find out how many apples there are in total, multiply 123 by 45:

plaintext

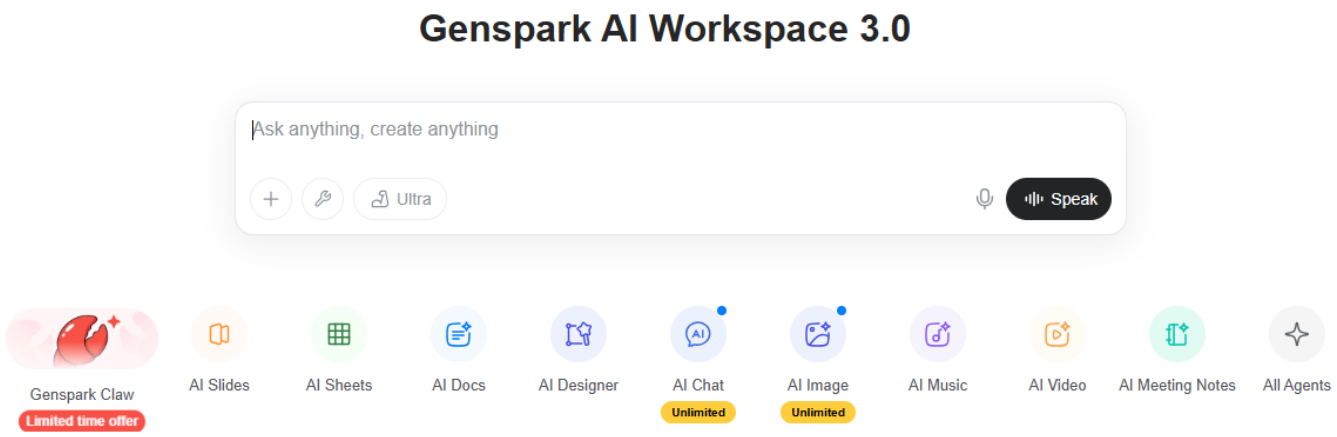
```
   123
 x 45
 ----
  615   (123 x 5)
 4910   (123 x 40, shift one place to the left)
 ------
 5535
```

So, the farmer has 5,535 apples in total.

AI Tool: Genspark AI

https://www.genspark.ai/

- Task initiation and organization
- Working memory
- Writing and communication scaffolds
- Research and study supports
- Multimodal learning tools



Example

Standard: Know number names and the count sequence. 1. Count to 100 by ones and by tens. (K)

Prompt: I need help creating engaging, multimodal activities for a kindergarten lesson on counting to 100. The activities should include a variety of approaches such as hands-on, visual, movement-based, and auditory strategies to support different learning styles.

🖐️ Tactile/Hands-On Activities

Tactile activities are crucial for fine motor development and for students who need to "feel" the concept.

1. Playdough Number Mats 🏀

Materials: Laminated mats with large numbers, playdough.

Activity: Roll playdough into "snakes" to form the number shape. Then, roll small balls to match the quantity (e.g., 5 small balls for the number 5).

2. Sensory Bin Hunt 🌾

Materials: Bin filled with rice/beans, hidden plastic numbers or objects.

Activity: Students dig to find objects. "Find 3 blue bears." They must find them and line them up on the table.

🎵 Auditory Activities

Auditory activities leverage rhythm, music, and verbal cues to ingrain counting sequences and number concepts.

1. The "Drum It Out" Game 🥁

Activity: The teacher beats a drum (or taps a desk) a specific number of times. Students listen with eyes closed and shout out the number. Then, they tap back the same number.

2. Counting Songs & Rhymes 🎶

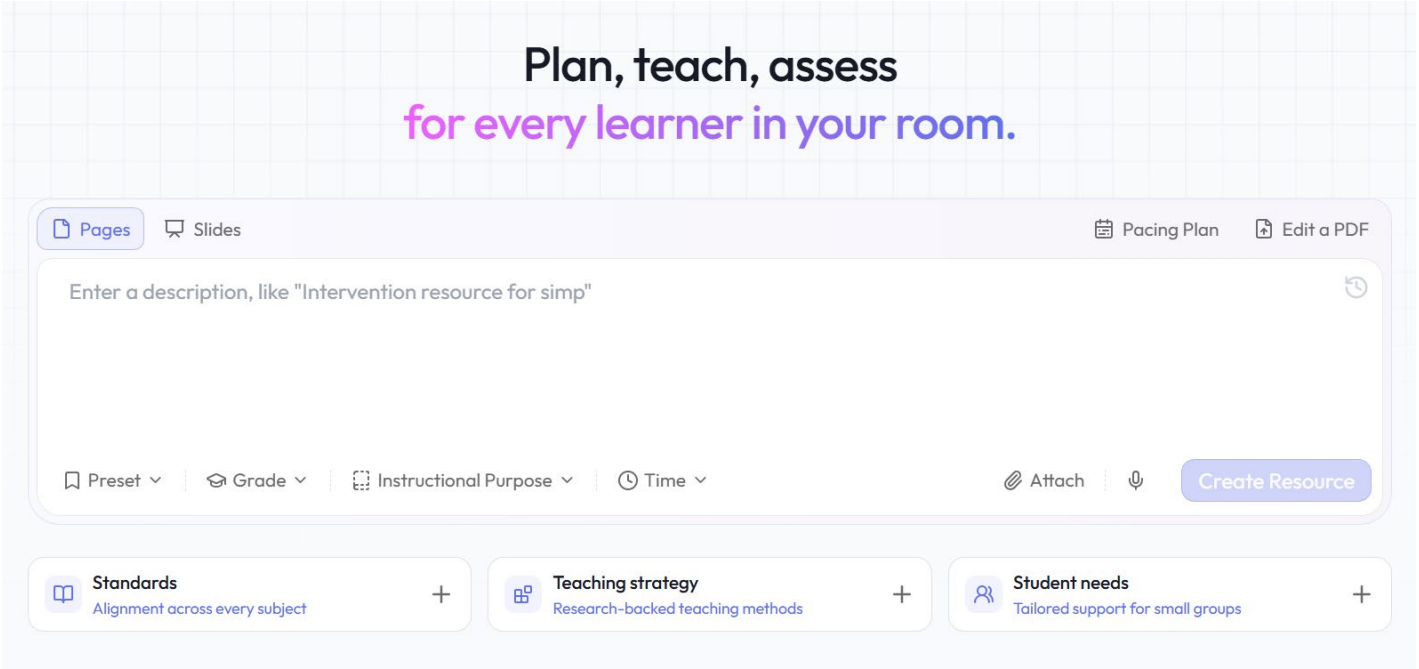
Examples: "Five Little Ducks," "One, Two, Buckle My Shoe," "Ten Green Bottles."

Activity: Sing the song slowly. Pause before the number to let the student fill in the blank. Use props that make noise (shakers) on the beat.

AI Tool: TeachShare

www.teachshare.com

- Creates worksheets and unit plans aligned to standards; adds scaffolding and integrates with Google Classroom.
- Color codes materials
- Offers challenge problems and scaffolding



Your Turn

- Choose a case study comparable to the level of your child or the grade you teach.

- Use one of the many AI tools that we have discussed to create a lesson plan or aligned activity/resource that you can use in the upcoming school year.

- We will share out ideas and creations.

Key Takeaways

AI helps reduce teacher workload.

AI speeds up lesson and activity creation.

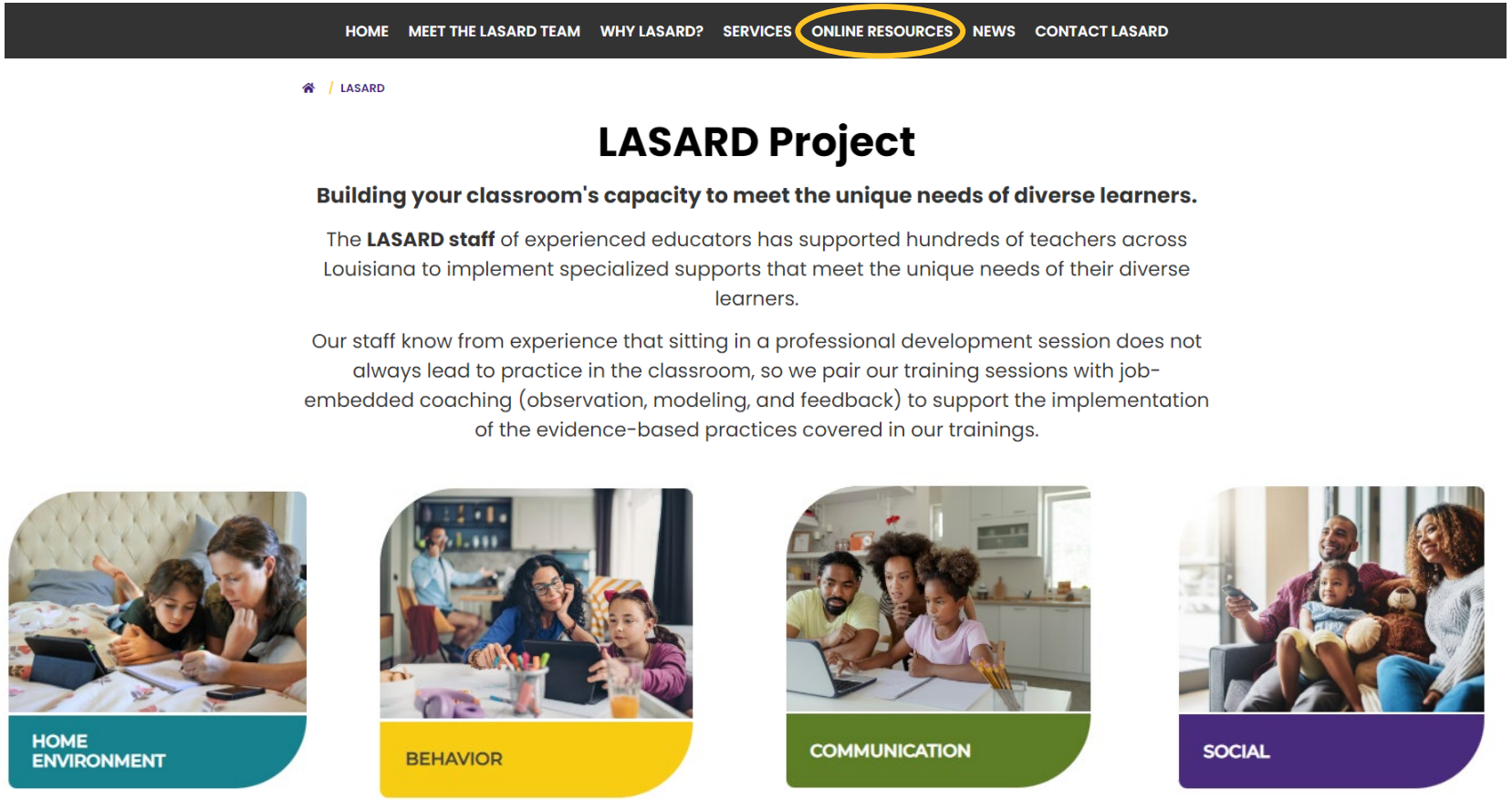
AI supports executive functioning, UDL, and more.

AI + UDL Confidence Scale

1 – Not Yet Confident	2 Emerging Confidence	3 Developing Confidence	4 Confident	5 – Highly Confident / Ready to Lead
I am aware of the concept. but I do not yet understand it or how AI can support me in applying it.	I understand parts of the concept and can apply it with guidance or AI support.	I understand th concept and can apply it independently in familiar situations.	I can confidently apply the conce-pt across con-texts and adjust strategies as needed.	I can model, coach, and support others in applying this concept using AI and UDL.

Resources for You

www.lasard.org



Human Development Center
Building capacity • Inspiring change

LSU Health NEW ORLEANS

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Survey time!

Please take a minute to complete the Training Evaluation.

Use your phone to scan the QR Code.