



**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**

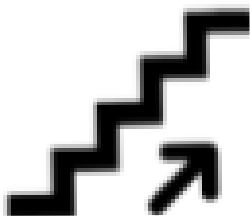




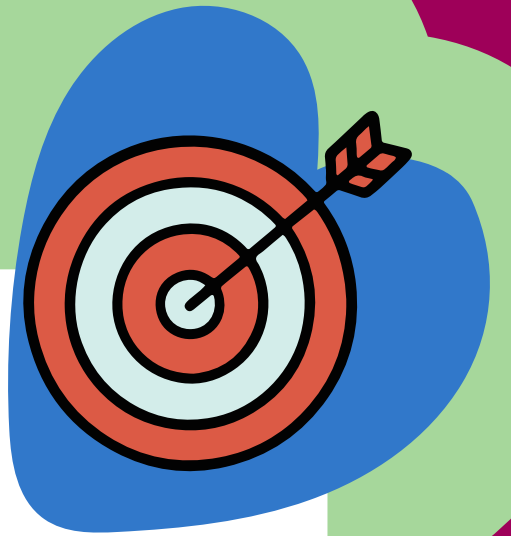
YOUR NEW PLANNING SIDEKICK

Using AI to Jumpstart your
Literacy Plans

Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

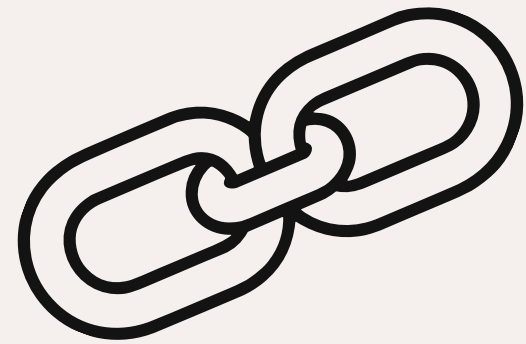
Learning Target



Today we will use AI to plan literacy whole and small group lessons

So that we can save planning time while keeping lessons aligned, explicit, and instructionally high quality.

I'll know I have it when I can write a clear AI prompt that includes skill focus, materials/routines, what to avoid, and the format I want.



Before we begin:

“As with any new resource or changing innovation, it is critical that we are in alignment with our existing Vision and Core Beliefs. We are committed to integrating AI responsibly and strategically to enhance the educational experience, empower learners, and capitalize on operational opportunities.” - <https://ai.nisdtx.org/home>



What part of lesson planning takes the most time?

AI is a great springboard for BEGINNING your lesson
plans!

Draft Lesson Outlines

Literacy Station Ideas

Differentiation Ideas

**Helpful Uses
for AI in
Literacy**

Generate Word Lists

Generate Decodables

Small Group Ideas

Guardrails



No student names or identifiable info.



Always verify alignment to the NISD Scope & Sequence and TEKS.



Keep lessons developmentally appropriate for your grade level.



Treat AI output as a draft you edit.



The Prompt

Better Input = Better Output

Include:

- Grade + time
- Focus skill
- Student needs
- Materials/routines
- Output format

How to Write a Strong Prompt

C

Context:

Who are your students? grade, reading level, any relevant background

R

Role:

Tell AI who to be - “Act as an experienced K or 1 literacy teacher”

A

Action:

What do you want? A lesson plan, word list, small group activity?

F

Format:

Specify the output. “Use the I Do/We Do/You Do structure” or “minute by minute activity”

T

Target Standard:

Include the skill or standard. “NWF” or “Blending CVC words” or “TEK K.5.F”

What do you notice?

Make me a small group lesson for first graders on nonsense word fluency.

VS.

Act as a 1st grade teacher. Plan a 12-minute small group lesson to build nonsense word fluency for CVC short a using continuous blending and I do/we do/you do. Group of 5; they can say sounds but struggle to blend and sometimes guess. Materials: letter tiles, whiteboards, word cards, timer. Avoid digraphs, blends, silent-e, vowel teams. Include 12-15 aligned nonsense words, a 5 word ladders, exact error-correction prompts, and a 1-minute quick check with a simple checklist. Output as a minute-by-minute table."

**QUICK
TIPS**

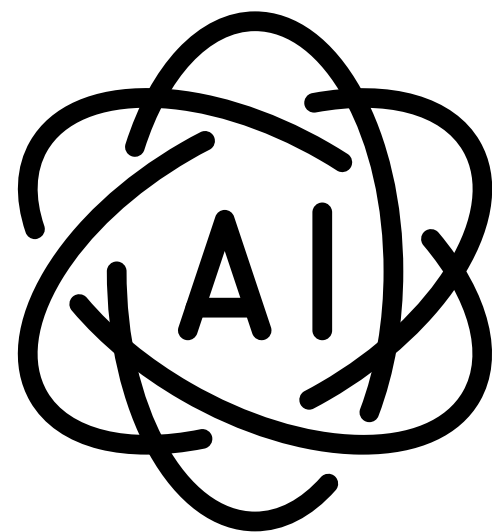
You can always ask AI to 'refine' or 'make it more hands-on' – think of it as a conversation, not a one-time ask!



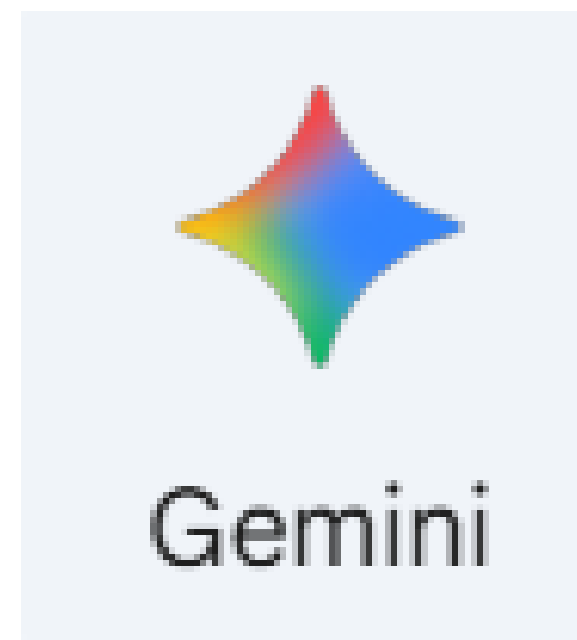
Let's build a prompt together!

Prompt Checklist

- ☐ Context: Grade? Whole or small group?
- ☐ Role: K or 1st grade literacy teacher?
- ☐ Action: What do you want? Small or whole group lesson? Activity?
- ☐ Format: Minute by minute? I Do/We Do/You do?
- ☐ Target Standard: Skill or TEK?
- ☐ Check output and refine, if needed.



Gemini



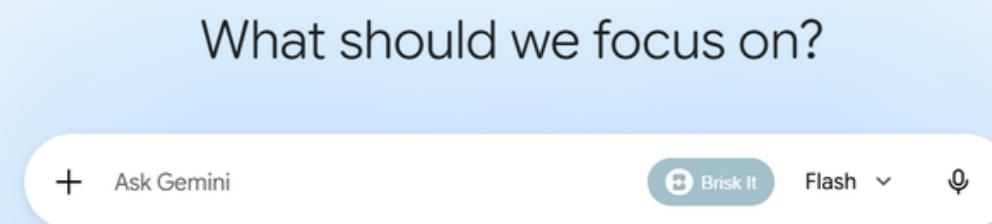
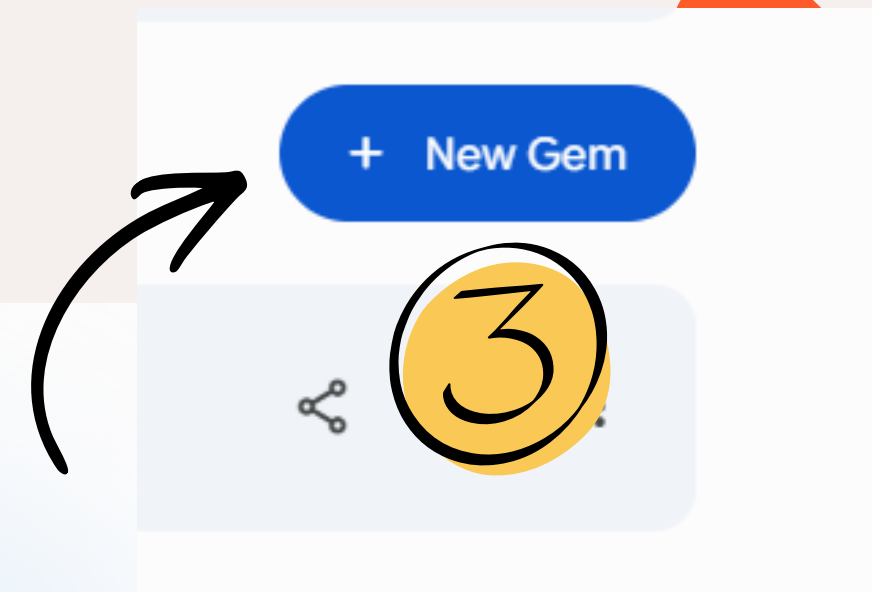
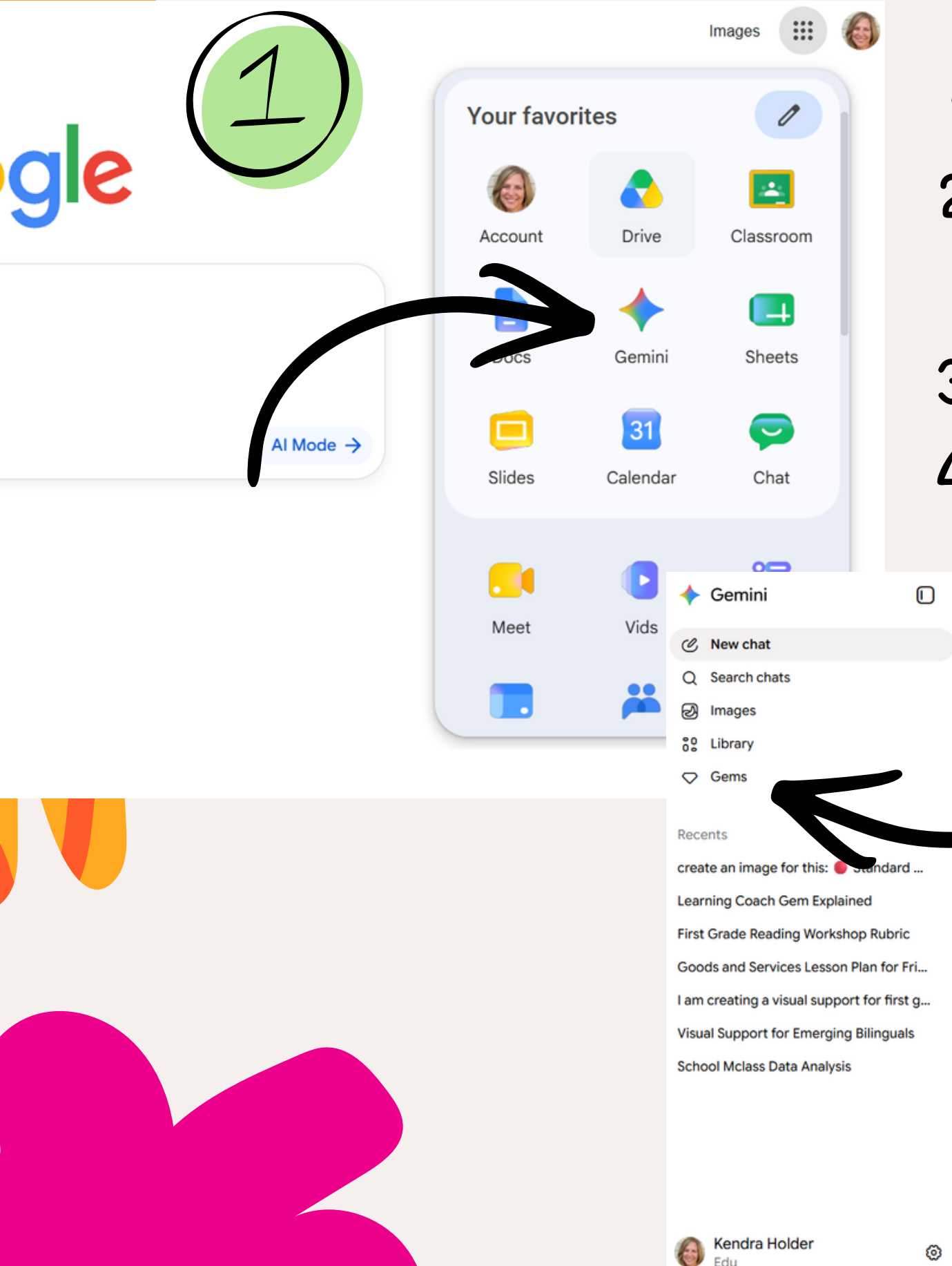
What is Gemini Gem?



- A Gem is a personalized version of Gemini.
- You code it once with your specific rules, templates, and grade-level expectations.
- Moving forward, it remembers exactly how you like to teach without you re-typing instructions.

Creating Your Gem

1. Open Gemini.
2. Look at the side menu and click Gems (or "Create a custom Gem").
3. Click New Gem (+ sign).
4. Name it: K-1 Lesson Plan Writer.

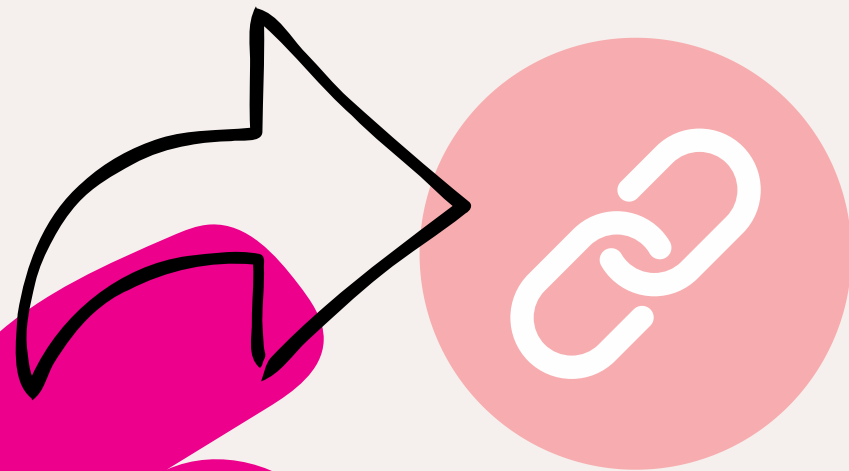


Setup: The Master Instructions



Paste this into your Gem's Instruction Box:

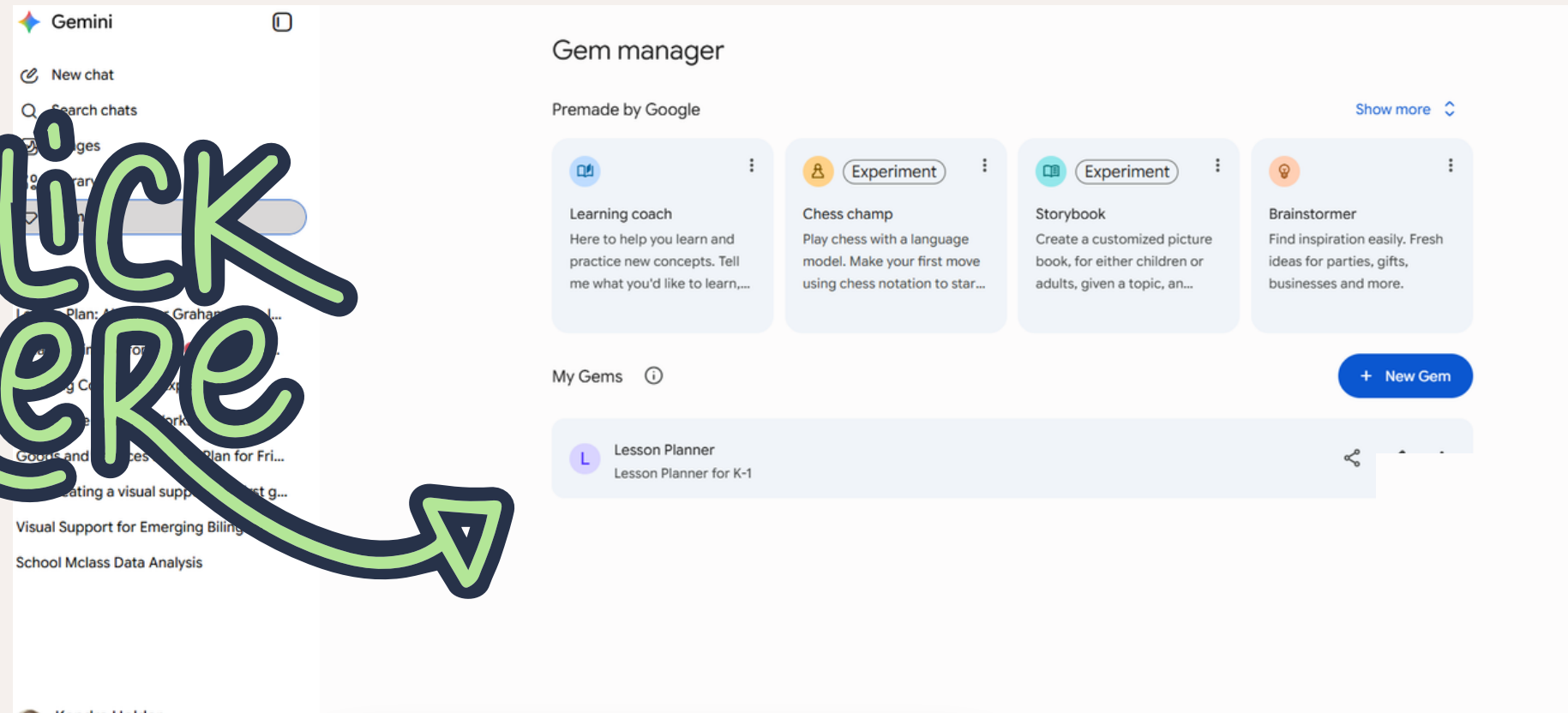
"You are an expert K-1 teacher. Turn my TEKS into a 4-part lesson plan adhering strictly to these time blocks: Focus (30s), Teach (1-4m), Coach (2-5m with an open-ended 'Cognitive Stretch' question to push rigor), and Clarify (1m with student justification)."



<https://tinyurl.com/K-1LitGem>

Let's Put it to the TEST!

Click here



Type the learning target and TEK into the text box then press enter.



Lesson Planner

Lesson Planner for K-1

Recent

- Lesson Plan: Alexander Graham Bell's Invention
- Goods and Services Lesson Plan for Friday

We will read the book Who Was Alexander Graham Bell by Natalie Brown.
Learning Target for this lesson: Today I will interact with a source about an inventor
So that I can identify how he contributed to our society.
I'll know I have it when...
TEKS: 1.1.A, 1.1.C, 1.7.A, 1.7.F
SS 1.15.C

+

Brisk It

Flash

↑

The Product

We will read the book *Who Was Alexander Graham Bell* by Natalie Brown.

Learning Target for this lesson: Today I will interact with a source about an inventor so that I can identify how he contributed to our society.

Lesson Planner • Custom Gem

Here is your highly targeted, high-rigor lesson plan designed specifically for the K-1 level and mapped precisely to your template.

Lesson Plan Overview

- **Literacy Goals:** Listen actively to a biographical source (1.1.A); ask and answer questions about key details (1.1.C).
- **Knowledge/Vocabulary Goal(s):** Describe how Alexander Graham Bell contributed to society (SS 1.15.C). *Target Vocabulary:* Inventor, Contribute, Society.

+ Ask Gemini

Brisk It

Flash



Your Nisdx.org chats aren't used to improve our models. Gemini is AI and can make mistakes. [Your privacy & Gemini](#)

drawing paper, pencils/crayons.

4-Part Lesson Execution

1. Establish a Focus (30 seconds)

Teacher Action: *Hold up a modern smartphone, then hold up a picture of an old crank telephone.* "Class, today we are going to interact with a source—a book—about a brilliant man named Alexander Graham Bell. He was an **inventor**. Our goal today is to find out exactly how he **contributed** to our society. That means we want to see how his big ideas changed the way we live our lives today!"

2. Teach (1–4 minutes)

Teacher Action: *Read a selected, high-impact excerpt from the book highlighting Bell's motivation and the invention of the telephone.*

"Listen closely as I read this section. Alexander loved sound and music, and he wanted to find a way to send human voices through wires across long distances. Before him, people had to write letters that took days to arrive! He worked for years, failing many times, until he finally invented the telephone. Because of his invention, people could suddenly talk to loved ones instantly, even if they were miles apart."

- **Think-Aloud:** "Wow, I am noticing that Alexander didn't just make something for fun. He saw a problem—people couldn't talk

BINGO!

AI CREATOR BINGO

Cover a square each time you create something using AI — get 5 in a row to win!



SHARE
your best
prompt on
Padlet!

Letter/Sound
Recognition
Skill Game

Alphabet
recognition
game

Teacher
script for
explicit
phonics mini-
lesson

CVC
decodable
passage

Read aloud
plan with 3
stop-and-
think
questions

12-minute
small group
plan (minute-
by-minute)

"I do, we do,
you do"
whole-group
lesson plan

12-minute
small group
plan (minute-
by-minute)

Error-
correction
prompts for
common
mistakes

5-day small
group
sequence
(same skill)

Skill game +
directions

Word work
game
directions
(simple +
independent)

FREE SPACE:
Save your best
prompt on
Padlet!

Quick progress
check + simple
tracking sheet

Comprehension
check: retell or
evidence
prompt

Teacher-made
anchor chart
wording (ready
to copy)

Parent
message or
newsletter
blurb (skill +
how to help)

Sub plan for
literacy block
(one day)

Small group
word cards
(12-15) for
target skill

"If students
struggle... /
If students
are ready..."
next steps

3
independent
reading
response
options (K-1
appropriate)

Create decodable
reader for a
specific phonics
pattern

High
frequency
word game

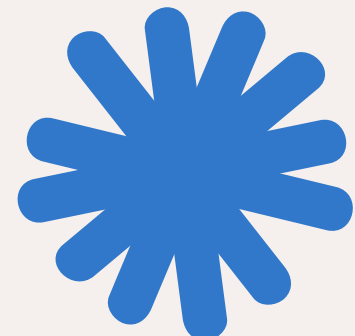
CVC fluency
practice

Guided
reading small
group lesson
for specific
level

Share your prompt with a partner



What did AI create?



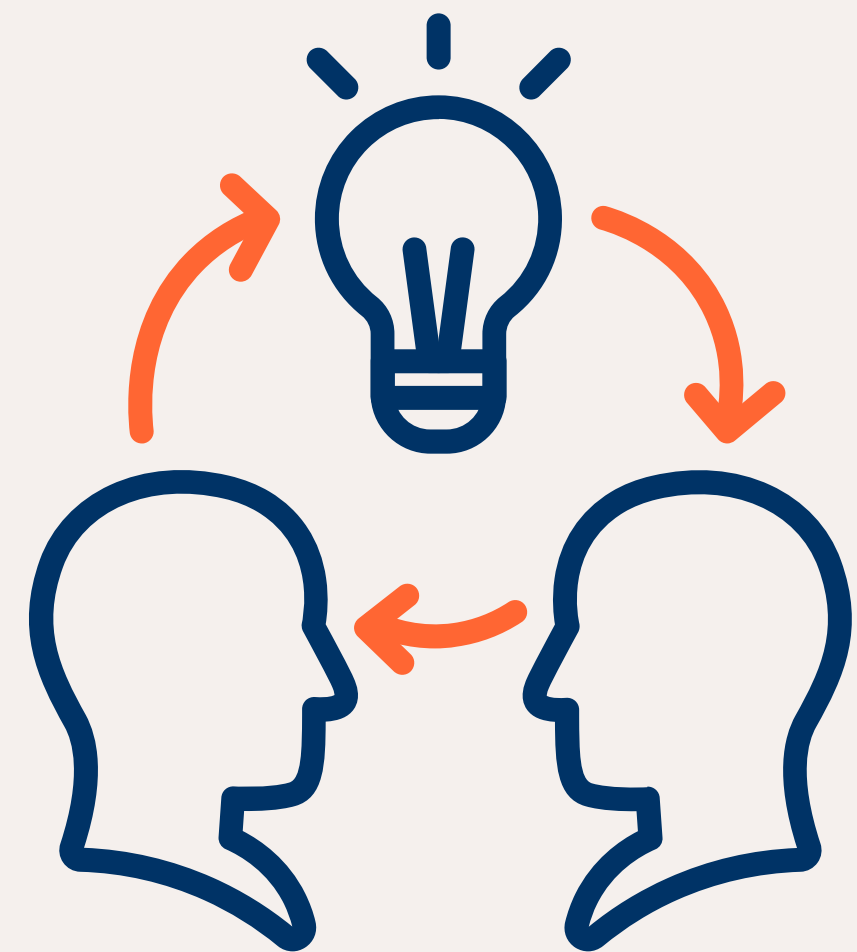
What surprised you?



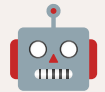
What would you change?



Will you use this in your classroom?



KEY TAKEAWAYS!

-  AI is a starting point, not a finished product.
-  Always review and personalize AI output.
-  Never enter student data – protect privacy always.
-  Use CRAFT to write strong, specific prompts.
-  AI works for both whole group AND small group lessons.
-  You are the expert – AI just handles the first draft.

Questions??



Thank you!



WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >

