



TECH FOR EVERYONE

AI Prompt Sheet

Upper Elementary AI — Grades 3–5

Ready-to-use prompts for **Gemini**, **ChatGPT**, **Claude**, and **Microsoft Copilot** — one set per chapter. Each prompt is tailored to the chapter's topics so teachers can model thoughtful, curriculum-aligned AI use and spark classroom conversations about what AI can and cannot do.

● Google Gemini

● ChatGPT

● Anthropic Claude

● Microsoft Copilot

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CHAPTER 1 — UPPER ELEMENTARY AI (GRADES 3–5)

Hello, AI! — What Is Artificial Intelligence?

Topics: Natural vs. artificial intelligence · Pattern recognition · Machine learning · Training data

 **How to use these prompts:** Copy any prompt below and paste it into the AI tool of your choice. Share the screen with your class and discuss the response together — does it make sense? Is it accurate? What surprised you?



GOOGLE GEMINI

gemini.google.com **EXPLAIN A CONCEPT**

"Explain artificial intelligence to a 4th grader in 3 sentences. Use a simple real-life example — nothing about robots or sci-fi movies."

 Try it, then ask students: Did Gemini get the definition right? What example did it use?

 DISCUSSION STARTER

"Give me 3 examples of AI that a 10-year-old might use every day without realizing it. Explain each one in one sentence."

 EXPLORE A LIMIT

"What is something a human 4th grader can do that artificial intelligence cannot? Give 2 specific examples."

 Compare Gemini's answer to what students said in the Think About It discussion.



chat.openai.com

EXPLAIN A CONCEPT

"What is machine learning? Explain it like I am 9 years old. Use an analogy that doesn't involve computers."

 Ask students: Is this analogy fair? Does it leave anything out?

DISCUSSION STARTER

"How does an AI learn to recognize a picture of a dog? Describe the process step by step in simple language a 4th grader would understand."

EXPLORE A LIMIT

"Can you feel curious or excited about learning something new? Can an AI? Explain the difference."

 Notice how ChatGPT answers about itself. Is its answer honest?



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EXPLAIN A CONCEPT

"What is training data? Give me a simple definition and one fun example that would make sense to a 4th grader."

DISCUSSION STARTER

"What is the difference between natural intelligence and artificial intelligence? Write 2–3 sentences a child could understand."

EXPLORE A LIMIT

"If I showed you a picture of my friend's face and asked you to recognize it later, could you do that? How is that different from how a human recognizes a friend's face?"

 Claude often explains its own limitations thoughtfully — great for class discussion.

 **EXPLAIN A CONCEPT**

"In simple words a 4th grader would understand, what makes something 'intelligent'? Give two examples — one from nature and one from technology."

 DISCUSSION STARTER

"What is one thing AI is really good at, and one thing AI is not very good at? Keep your answer to two short sentences each."

 *Compare Copilot's answer to Gemini's and ChatGPT's — do all three AIs agree on their own limits?*

 EXPLORE A LIMIT

"Could you be friends with a student? What would be different about being friends with you compared to being friends with a human?"

 *Copilot's conversational style makes it great for discussing what makes relationships and feelings uniquely human.*

 **Teacher Note:** After running any of these prompts, model a think-aloud: *"I notice the AI said X — does that match what we read? Let's check..."* This reinforces the SEL Connection from the chapter: learning takes time, and even powerful AI starts by knowing nothing.

CHAPTER 2 — UPPER ELEMENTARY AI (GRADES 3–5)

Thinking Like a Computer — Algorithms & Computational Thinking

Topics: Algorithms · Decomposition · Debugging · Syntax · Step-by-step instructions

 **How to use these prompts:** These prompts demonstrate how AI follows instructions. Try giving the same task with a vague prompt vs. a detailed one — compare the results with students!



GOOGLE GEMINI

gemini.google.com

EXPLAIN A CONCEPT

"What is an algorithm? Explain it to a 3rd grader using the example of making a bowl of cereal. List the steps like a numbered recipe."

DISCUSSION STARTER

"Why do computers need such exact, specific instructions? What would happen if I told a computer 'make a sandwich' without any other details?"

EXPLORE A LIMIT

"Write an algorithm — a step-by-step list — for tying a shoe. Be so specific that a robot who has never seen a shoe could follow it."

 Check with students: did Gemini miss any steps? What would a robot get wrong?



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EXPLAIN A CONCEPT

"What is decomposition in computer science? Give an example of how a programmer would use decomposition to build a video game."

DISCUSSION STARTER

"What is a bug in a computer program? Give me an everyday example of a 'bug' in real life — something that went wrong because of a bad instruction."

EXPLORE A LIMIT

"I'm going to give you a vague instruction: 'Go to school.' Write down all the information that's missing that a robot would need to actually follow this instruction."

 Connect this to why the Pro Tip says to start with simple, then specific prompts.



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EXPLAIN A CONCEPT

"What does it mean to 'think like a computer'? Give me 3 ways that a computer's thinking is different from a human's thinking."

DISCUSSION STARTER

"When a programmer writes code with a mistake in it, what happens? What do programmers do to find and fix mistakes? Explain for a 4th grader."

EXPLORE A LIMIT

"Write me instructions for packing a backpack for school. Then rewrite those same instructions as if you were writing them for a robot that has never seen a backpack or school supplies."

 Great for demonstrating the Peer-to-Peer Decomposition activity from the chapter.

 **EXPLAIN A CONCEPT**

"Give me 5 step-by-step instructions for making a peanut butter sandwich. Write them so clearly that a robot who has never seen food could follow them exactly."

 *Perfect for the decomposition activity — students will spot what the AI skips.*

 DISCUSSION STARTER

"What would happen if I gave you instructions in the wrong order? Give me an example of a set of instructions where order really matters."

 EXPLORE A LIMIT

"If you had a bug in one of your responses — something that was wrong or unclear — could you find it and fix it on your own? How is that similar to or different from how a programmer debugs code?"

 **Teacher Note:** Run the "shoe-tying algorithm" prompt from any AI, then ask a student to literally follow the steps. The inevitable gaps and missteps are a powerful, funny illustration of why computers need exact instructions — and why debugging matters.

CHAPTER 3 — UPPER ELEMENTARY AI (GRADES 3–5)

The AI Detective — Critical Thinking & Fact-Checking

Topics: AI hallucinations · Verifying information · Source credibility · Responsible digital citizenship

 **How to use these prompts:** These prompts are designed to reveal AI limitations in real time. Use them to practice the "Trust But Verify" skill — have students fact-check AI responses using a trusted source.



GOOGLE GEMINI

gemini.google.com

 EXPLAIN A CONCEPT

"What is an AI hallucination? Explain it like I'm a 5th grader. Why does it happen?"

 Ask: Is Gemini's explanation of hallucinations itself a hallucination? How would you check?

 DISCUSSION STARTER

"Tell me 3 interesting facts about the planet Mars. Are you certain all of these are true? How confident are you?"

 Fact-check 1–2 answers together with a trusted encyclopedia or NASA Kids.

 EXPLORE A LIMIT

"What did I eat for breakfast this morning?"

 Gemini should say it doesn't know. If it guesses, discuss: why is that a problem?



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EXPLAIN A CONCEPT

"Why is it important to fact-check information you get from AI? Give me 3 reasons in language a 4th grader would understand."

DISCUSSION STARTER

"Name the world's tallest mountain and tell me exactly how tall it is. Then tell me: how sure are you that this is correct?"

 Great for modeling how to evaluate AI confidence claims vs. checking a real source.

EXPLORE A LIMIT

"Make up a fake historical fact that sounds real. Then immediately tell me which part was fake and how someone could have checked it."

 Powerful for demonstrating that AI can generate convincing misinformation.



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EXPLAIN A CONCEPT

"What sources of information were you trained on? Can you always tell if a source was reliable? Explain for a 5th grader."

DISCUSSION STARTER

"If an AI gives me a wrong answer but says it very confidently, how would I know it was wrong? Give me 3 strategies for fact-checking AI answers."

EXPLORE A LIMIT

"Tell me 3 things you are NOT confident about and might get wrong. Be honest."

 Claude is often candid about its uncertainty — compare its answer to ChatGPT's and discuss the difference.

 **EXPLAIN A CONCEPT**

"Can you always tell if something you say is true? What should I do if I want to double-check something you told me?"

 Copilot often includes citations — point this out to students as a built-in fact-checking feature, then discuss whether citations guarantee accuracy.

 DISCUSSION STARTER

"Give me one interesting fact about space. Then tell me: where did that information come from, and how would I check if it's true?"

 EXPLORE A LIMIT

"Have you ever given someone wrong information? What might cause that to happen?"

 Connect Copilot's answer back to the chapter's Pro Tip: always use two sources when the answer matters.

 **Teacher Note:** The SEL connection in Chapter 3 is about courage — the courage to pause before sharing something you're unsure about. After running these prompts, ask: "What would a responsible digital citizen do before sharing an AI answer with a friend?"

CHAPTER 4 — UPPER ELEMENTARY AI (GRADES 3–5)

The Ultimate Team-Up — Human-AI Collaboration & Co-Creation

Topics: Co-creation · Brainstorming with AI · Creative voice · Academic honesty · Human-AI partnership

 **How to use these prompts:** These prompts work best as live demos. Run the AI response, then ask students to improve it by adding something only a human would know — a personal detail, opinion, or real-life experience.



GOOGLE GEMINI

gemini.google.com

EXPLAIN A CONCEPT

"What does it mean to co-create something with AI? How is it different from just copying what an AI writes? Explain for a 4th grader."

DISCUSSION STARTER

"Give me 5 creative ideas for a school talent show. Just the ideas — no details yet."

 Have students pick one Gemini idea and add their own personal twist to make it theirs.

EXPLORE A LIMIT

"Write the first paragraph of a story about my favorite place. (You don't know where my favorite place is — just write something.)"

 Then have students rewrite the paragraph with their actual favorite place. Compare the two versions.



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EXPLAIN A CONCEPT

"If a student uses AI to help brainstorm ideas for a story, who is the author — the student or the AI? What's your opinion?"

 Discuss ChatGPT's answer. Do students agree? This connects directly to the Think About It sidebar.

DISCUSSION STARTER

"I want to write a poem about my school. Give me 3 different opening lines I could use as a starting point — I'll finish the poem myself."

EXPLORE A LIMIT

"What makes a piece of writing feel personal and human? What are 3 things a human writer adds that AI typically cannot?"



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EXPLAIN A CONCEPT

"What is the difference between getting help from a friend and having a friend do your work for you? How is using AI to write your essay similar or different?"

DISCUSSION STARTER

"Help me brainstorm a school science fair project. Ask me 3 questions first so you can give better suggestions."

 Claude often asks clarifying questions — notice how the questions it asks change the quality of the help.

EXPLORE A LIMIT

"Do you know what it feels like to be proud of something you made? Can you ever feel proud of a response you give? Explain."

 Connects to the Pro Tip: your emotional investment in your work is what makes it yours.

 **EXPLAIN A CONCEPT**

"Give me 3 fun ideas for a class party theme. Just ideas — I'll do all the planning myself."

 After getting ideas, have students choose one and add their own personal twist. This directly models the 'Add Your Voice Last' Pro Tip.

 DISCUSSION STARTER

*"If you helped me write a poem about my dog, who should get credit for the poem — you or me?
What if you wrote most of it?"*

 EXPLORE A LIMIT

"What can't you do that a creative human partner could? Name 3 things that a real classmate could add to a project that you couldn't."

 **Teacher Note:** After any co-creation prompt, ask students to "add their voice last" — follow the Pro Tip by having them add one personal example, opinion, or real-life detail. This turns the activity into a concrete practice of the chapter's core lesson.

CHAPTER 5 — UPPER ELEMENTARY AI (GRADES 3–5)

The AI Problem Solver — Responsible AI Use & Digital Safety

Topics: When to use AI · Digital privacy · Human judgment · Responsible technology use · Personal information

 **How to use these prompts:** These prompts help students practice the "AI Traffic Light" — deciding when AI is a great tool (green), when to use it carefully (yellow), and when it's not the right choice (red).



GOOGLE GEMINI

gemini.google.com

EXPLAIN A CONCEPT

"What types of information should a student NEVER put into an AI chatbot? Give me 5 specific examples and explain why each one is risky."

DISCUSSION STARTER

"Give me 3 examples of problems where AI is a great tool to use, and 3 examples where a human is better. Use examples a 5th grader would relate to."

EXPLORE A LIMIT

"If a student is feeling very sad or worried about something personal, is AI a good resource for getting help? What should they do instead?"

 Gemini should recommend talking to a trusted adult — discuss why human support matters for emotional problems.



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EXPLAIN A CONCEPT

"What does it mean to be the 'captain of the ship' when using AI tools? What decisions should always be made by a human, not an AI?"

DISCUSSION STARTER

"A student uses AI to write all of their homework. Is this a green light, yellow light, or red light use of AI? Explain your reasoning."

 Compare ChatGPT's answer to students' AI Traffic Light responses from the chapter activity.

EXPLORE A LIMIT

"What are the rules you follow about privacy and what information you can store? Explain like I am 10 years old."



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EXPLAIN A CONCEPT

"What does 'responsible AI use' mean for a student? Give me a simple definition and 3 examples of responsible vs. irresponsible use."

DISCUSSION STARTER

"How do you protect the privacy of the people who talk to you? What happens to conversations I have with you?"

 Claude is candid about data practices — compare this conversation to the Pro Tip about never sharing personal info.

EXPLORE A LIMIT

"Is there anything I asked you to do that you would refuse to do? What kinds of requests do you decline, and why?"

 Excellent for demonstrating that AI tools have built-in values and limits — just like a responsible person.

 **EXPLAIN A CONCEPT**

"What kinds of questions or tasks am I NOT a good tool for? Give me 3 examples where I should tell someone to talk to a real person instead."

 Copilot's built-in safety guidelines often surface here — great for a class discussion about when to seek human help.

 DISCUSSION STARTER

"If a student typed their home address or phone number into a chat with you, what would happen to that information? Should they do it?"

 Directly reinforces the chapter's Pro Tip: never share personal information with AI chatbots.

 EXPLORE A LIMIT

"What is one important decision that a student should NEVER let an AI make for them? Why is human judgment important for that decision?"

 **Teacher Note:** The chapter's SEL message is that knowing *when* to use a tool is a sign of wisdom. Close the unit by asking students: "After everything we learned, what's one rule about using AI that you would add to your own personal technology code?" Have them write it on an index card to keep.