

What Your Colleagues Are Saying . . .

“Many educators are curious about AI but are unsure about how to use it in ways that truly support learning. *AI in the Math Classroom* cuts through the noise with clear frameworks, practical examples, and thoughtful guidance. It helps teachers save time, deepen student thinking, and use AI as a tool that strengthens, not replaces, great teaching.”

Robert Kaplinsky

Math Education Consultant and Author
Long Beach, CA

“Dr. Nicki Newton masterfully positions AI as an ‘Instructional Copilot’ to surface the beautiful logic of student thinking. By utilizing the SCRIPT protocol, educators can move beyond rote and procedural mathematics to foster deep mathematical identity and ontological belonging. This book is a profound roadmap for the middle-grades practitioner, ensuring technology serves as the connective tissue for culturally responsive, high-impact pedagogy.”

Christina Lincoln-Moore

Black Women in Mathematics Education, Co-Founder
Los Angeles, CA

“Amidst all the hopes and fears about AI and the intense confusion about how best to incorporate this new tool into teaching, along comes Nicki Newton’s positive, insightful, and immediately helpful *AI in the Math Classroom*. We are gifted a cornucopia of practical suggestions, valuable how-tos, and a wide range of useful answers to the most common questions about using AI tools to make our teaching lives easier and our instruction stronger.”

Steve Leinwand

Retired Research Analyst, American Institutes for Research
Washington, DC

"*AI in the Math Classroom* is a practical, warm, and genuinely useful guide for middle school math teachers navigating AI. Dr. Nicki makes the overwhelming feel manageable and gives teachers concrete strategies they can try immediately. Running quietly beneath every chapter is a truth worth naming: your professional knowledge is what makes the tool worth using."

Chadd McGlone

Founder, Lesson Atlas and Mathkind
Chapel Hill, NC

"Dr. Nicki has outdone herself! This book brilliantly showcases how teachers can leverage AI as their partner to upgrade lessons and differentiate, without adding to teachers' plates! The examples are phenomenal, and inclusion of specific prompts is genius and removes the guesswork! Teachers will love how her instructions are clear and easy to follow. I have no doubt this book will help them do more in less time."

Alison J. Mello

Speaker, Consultant
Author, *Math Workshop Plus, Grades K-8*
North Attleboro, MA

AI in the Math Classroom

Grades 6–8

AI in the Math Classroom

Grades 6–8

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! I know you. You're the middle school teacher that is juggling ratios, rates, percentages, integers, expressions and equations, geometry, and more. It's intense, it's intriguing, and it's the foundation for high school and college. I work with middle school teachers often. One of the big issues is that before we can even get to the above-mentioned topics, we oftentimes have to work with our students to shore up their basic arithmetic. This is a book about artificial intelligence (AI) 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

(Gen AI 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 January 3, 2025).

WHAT IS THIS BOOK ABOUT?

This book is about how generative AI can change your teaching life in ways that narrow AI already has. Its purpose is to offer you practical strategies for using AI to assist and enhance your middle school math lesson planning while maintaining two goals you surely already have: rigor and “student engagement—without replacing critical thinking” (AI for Education, 2025). We live in a world in which we are surrounded by AI. From the time we wake up and tell Siri to turn on the lights, to the time we go to bed and tell Siri to be sure to set the alarm clock for 6:00 a.m. (and 6:15). Much of our lives is ruled by narrow AI—robots that do specific things, just like Siri. But now that Gen AI is on the scene, things are changing. Gen AI does lots of different things. 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 make fully illustrated PowerPoints about your topic of choice in 5 seconds flat. It can even create and sing a song about any math topic! What? Yes!—Do you want the song to be rock, reggae, or rap?

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; it can make interesting suggestions about that math unit you’re teaching that you never would have imagined and also 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 all of our students.

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 genius 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. This book is about how AI can and should augment “educators’ pedagogical expertise, content knowledge, and knowledge of students” (AI for Education, 2025).

WHO IS THIS BOOK FOR?

If you are an educator of middle school students (Grades 6–8), this book is for you. If you are a leader responsible for supporting the people who teach these students, this book is also for you. If you are a teacher educator preparing new educators to teach middle school students—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 after almost 40 years of doing it, I know that the demands of your classroom are *beyond*. Not only do you have to think about your pedagogy, lesson plans, scaffolding, small groups, and how to assess your kids, you are also doing that while teaching your students how to become good, kind, caring human beings. The amount of effort you put into teaching students to ask questions, to persevere when something is hard, to get along with others, to love learning, and to study and practice every night 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—they’ve 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

I wrote this book because the more I used AI the more deeply I realized that the world has shifted. I've been teaching almost 4 decades: I started in 1988, and I am now officially a Jetson. I can sit down at a computer, talk to it, ask it to do stuff, and within seconds it is done. When I started teaching, we would roam libraries and educational bookstores for brilliant ideas. We would expand on them and make them even better.

Now, beyond the Internet, we have AI. I can't even explain how I felt the first time I realized I could type in a question, and it gave me a differentiated, culturally relevant word problem contextualized in the neighborhood where my students live, a fraction escape room designed for sixth graders, *and* a printable poster of 3D shapes—all before my chai got cold.

In this book, I want to explore practical strategies for using AI to teach better, to teach more creatively, to teach more productively, and to teach in 2026 and beyond, preparing students for an AI-infused world. I want to keep exploring how we do that, all the while building students' cognitive

capacity to engage in an ever-changing world. The last thing I want is to give them something that stops them or slows down their thinking. I need them to think and work with tools that enhance and augment their intelligence. We know that everything is changing faster than we can finish a sentence, so I offer this book as a collection of insights, a conversation starter, and a way to support educators wrestling with how to use Gen AI to do better for *all* of our students. It offers ideas and strategies to use AI to improve our approaches to content and pedagogy in an ever-changing world (AI for Education, 2025).

MY PERSONAL AI JOURNEY

I have been playing around with AI for 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—me 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 do's, 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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ABOUT THE AUTHOR



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 an advanced masters and doctorate 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 fifty math books and is excited to be part of the team of writers for the new McGraw-Hill series, *Reveal Math*. Her latest books include *Accelerating K–8 Math Instruction* (Teachers College Press, 2023), *A Teacher’s Guide to Math Workshop* (Newton et al., 2023), *High Impact Tutoring in Math & ELA* (Newton & Ruyter w/Jemison, 2025), and *Math Workshop Plus* (Newton & Mello, 2025). She is an avid pinner, TikToker, blogger, and tweeter. Dr. Nicki will zoom into any book study group to chat: email her at drnicki7@gmail.com



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CHAPTER 1

AI 101

Not Just for Sci-Fi Anymore

Okay, deep breath. Artificial intelligence (AI)—here we are. Everybody has an opinion about AI, and half of those people have never even used it! AI has been similarly received by the public as any other new technology throughout history—from the book, to the pencil, to the radio, to the overhead projector, to video tapes, to the photocopier, to the Internet, and so on (An, 2021; Blubaugh, 1999; Purdue University, 2024). And now, we are having the same discussions about *the robot takeover*. But this is *not* that! This is like one of the very best things that has ever happened in teaching. Okay, let me curb my enthusiasm. It can be. A lot of things can go wrong, and there are a million and one potential pitfalls, but the possibilities are endless for this upending what we can do to reach all learners.

See, AI is this robot that has literally been trained on everything out there—including reading educational blogs, journals, books, and other documents (in the trillions) nonstop for years. It responds based on your questions (i.e., “prompts”). It will talk to you, expand your ideas, ask if you need more, and make tons of cool suggestions.

Now, is it perfect? Absolutely not. AI definitely has its “what is *this*?” moments. For example, sometimes it hallucinates, meaning it gives wrong information. And sometimes it overgeneralizes and oversummarizes information because it doesn’t yet know how to prioritize what to focus on or discern what is most important. 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! Remember, we will explore AI’s pitfalls and red flags throughout the 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.

Let’s unpack it.

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 humans—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, 2024). 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—she has a file for absolutely everything, and it’s laminated? *When did she 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 scaffolded integer operation flashcards
- ▶ Someone (okay, something) who’s available 24/7 and never steals your favorite pens
- ▶ Someone 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 *yeeeeesss* . . .

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.

Here’s what AI *is not*:

- ▶ It’s not here to replace you (because you are irreplaceable).
- ▶ It isn’t human and cannot possibly know your students the way you do.
- ▶ It’s not going to stop Table 4 from talking nonstop.

But could it help you write a *standards-based, differentiated, culturally and linguistically relevant* math lesson on fractions with 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 turns on your lights when you come home
- ▶ And yes, the fact that TikTok automatically shows you all the new seventh-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 wonderkid 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, 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 surface area or design exponent 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 Gemini. 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 is 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 an 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 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, I can ask it for a way to illustrate ratios with fruit and get it in a second (Figure. 1.1).

It doesn't always get it perfect, but it gives you a solid starting point. Even with this picture, I had to crop out the numbers from the picture because it kept doing it wrong. AI can make pictures or write text. It still is learning how to do both together. Chapter 2 will give you examples of what AI can generate based on your prompts and how to refine what you ask it for the best outcomes.

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*

Figure 1.1 • Fruit Ratio: 4 to 1



Source: Created with ChatGPT

come next?” It’s not magic, but honestly, it *feels* like it when you’re tired and it’s 11:30 p.m. on Sunday night, and you still haven’t done the newsletter for the week. And you turn it on, and it whips up a parent letter on ratios for sixth 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 trying to get stuff done.

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.



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

<https://qrs.ly/8mhabbh>

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.

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, it is totally fabricated information. 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.



Audio Clip 1.2: Pros and Cons of AI for Teachers

<https://qrs.ly/x4hadbj>

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 second to tackle those.

“AI is going to replace teachers!” Nope. Can AI rock a math read-aloud? Put together the spring musical and make sure everybody learns their part

and succeeds? Understand when a kid needs a conversation more than another 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, kind of like Mario who insists that he has a pet spider with 12 legs.

“AI is going to make kids lazy.” AI is going to do exactly what you let it do. As educators, we have to design assignments where AI can enhance the thinking that is being done, not do the actual thinking.

“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 you 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

Ultimately, if used correctly, Gen AI has the “power to enhance, not replace, the cognitive lift and meaningful learning” that can take place in the sixth through eighth grade math classroom (AI for Education, 2025). When used well, AI changes the very nature of your teaching! 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 integers in eighth grade,” 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 a division 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 power tool, not the pilot.** It's here to help us plan, differentiate, and produce work faster—not to replace the human brain (or heart) in the classroom.
- **Grades 6–8 are a sweet spot.** Our students are digital natives who love to experiment, question, and tweak. That makes middle school the perfect place to test-drive AI-powered ideas.
- **You don't need to be “a tech person.”** 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 create phenomenal things, generate amazing activities—but only you can build the relationships, read the room, and make the magic happen every day in your classroom!

ACTION PLANNING QUESTIONS

Individual Focus

1. What is your current comfort level with AI—curious, cautious, or comfortable?
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 middle school setting?
4. What would it mean for your teaching (and your *life*) if AI helped you save just 30 minutes a day?

(Continued)

(Continued)

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 the grade. Go on an AI scavenger hunt in your PLC.