

Lesson title: Figuratively Speaking: Using AI to Teach Vocabulary

Grade(s): 7th Grade

Subject Area(s): English Language Arts

Utah standard(s) addressed with this lesson:

- R8 Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text.
- R6 When reading texts, including those from diverse cultures, determine a main idea analyze its development including its relationship to supporting ideas, and provide an objective summary that includes textual evidence

Learning objectives:

- Students will discuss ethical/appropriate ways to use AI to generate writing.
- Students will analyze AI writing skills.
- Students will interact with similes to deepen their understanding of various topics.

Safety concerns to be aware of for this lesson:

When using any generative AI source, you want to be sure you're protecting students' personal information. For example, Textfx does not ask for any personal information from students, or SchoolAI is a walled garden which also protects students personal information and work. Finally, be sure to monitor your students as the use any generative AI to ensure it's being used appropriately.

Key words and vocabulary:

Generative AI

Similes

Lesson budget and materials list: No budget needed

Item	Cost	Website	Quantity	Total Item Cost
AI generated Similes and Human generated similes	\$0			
One to One devices (Chromebooks, ipads, phones)	\$0		Device for each student	\$0

Lesson instructions (including pre-lesson activities):

Pre-assessment: (5 min)

Give students the pre-assessment as a bell ringer.

- What is generative AI?
- What are some (ethical) ways we can use AI to help us learn?

Preparing for Learning: (5 min)

- Discuss students' responses to the pre-assessment.
- After students share some responses, provide students with a simple definition or develop a definition from students' responses to provide the requisite knowledge to engage in the lesson.
- Explain that our activities today will help us explore some things generative AI can do for us.
- Introduce the learning target and success criteria.
 - Learning Objective: I am exploring how generative AI can help us learn.
 - Success Criteria: Write a reflection that answers our essential questions.

Directing the Learning: (35 min)

- Here are the essential questions you will answer today.
 - What is something you learned today?
 - How did AI help you learn it?
- Similes: Present students with examples of similes.(10 min)
 - Turn and talk: what do you notice about this sentence?
- Review the definition of similes and provide some additional examples.
 - Ask students what do similes do for readers? Allow students to share their ideas.
- Introduce students to the generative AI you will use. ([TextFX](#) worked well, but with prompting, another generative AI like SchoolAI would work too.) and explain that first we'll play around with it to see what it can generate. (10 min)
 - Model A=B or model how you would prompt the AI to provide what you want. If you're using another generative AI you may want to provide students with a sentence stem to help with prompting. (Example: Please generate a simile that explains _____.)
 - Give students 5 minutes to play with the text generator, using words they choose. Provide a word bank for students who may have trouble coming up with words.
 - Allow 5 minutes for students to share similes they liked.
- Analysis Activity: (10 minutes)
 - Pass out similes of the unit vocabulary created by the text generator and similes created by a person
 - Students will read the similes and discuss:
 - What does the simile teach you about the meaning of the word?
 - Who wrote it? AI or a human?

Note: This can be done with as many similes as you have time for or vocabulary any words you want students to interact with.

- Reveal the answers. (5 min)
 - Can you tell the difference between AI writing and human writing?

- Did any of them surprise you?
- Did you like one better than the other? If so, can you explain why?
- Is this activity an appropriate use of AI to generate writing? Why? Why not?

Reinforcing the Learning: (10 min)

- Direct students to return to the essential questions and refer them back to the success criteria.

Assessment:

Use an LMS like Canvas or Google Classroom to create a simple reflection assignment to assess learning. I used the following questions for my assessment:

- **Reflection:**

In one paragraph, reflect on what you learned from today's lesson.

What is something you learned today?

How did generative AI help you learn this?

Other resources (powerpoints, worksheets, websites, video links, etc.):

[AI Pre-Assessment](#)(Bell Work)

[AI Similes Activity](#)(Similes)

[Using AI to Generate Text](#)(Lesson Slides)

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