

FREE PRINTABLE PACK · NO DEVICES NEEDED

AI and Computer Science Worksheets

Pre-K & Kindergarten

Ages 4–6

5 worksheets aligned to the 2026 CSTA PK–12 Computer Science Standards, with teacher notes and answer keys.

1



Sort It Out!

EK-ALG-ML-02 · AI

2



Then and Now

EK-SOC-HI-14 · AI

3



People Make Machines

EK-SOC-HU-15 · AI

4



Private or OK to Share?

EK-SYS-SE-12 · Safety

5



Kind and Careful with Tech

EK-SYS-IM-13 · Safety

● 10 student pages, black and white

● 5 answer keys

● 5 teacher notes pages

● A standards map for the whole set

What's inside

5 worksheets, one for each standard below. Each has a read-aloud box, so it works without a video.

Worksheet	Standard	Children learn	Pages
1 Sort It Out! Clue Detectives	EK-ALG-ML-02 AI	Sort things into groups using clues	Student: 4–5 Notes: 14 Key: 19
2 Then and Now Time Travelers	EK-SOC-HI-14 AI	Spot how everyday tools changed over time	Student: 6–7 Notes: 15 Key: 20
3 People Make Machines Machine Makers	EK-SOC-HU-15 AI	People plan, build and test machines	Student: 8–9 Notes: 16 Key: 21
4 Private or OK to Share? Safe and Smart	EK-SYS-SE-12 Safety	Tell private information from OK-to-share	Student: 10–11 Notes: 17 Key: 22
5 Kind and Careful with Tech Care Crew	EK-SYS-IM-13 Safety	Use tech in kind, careful ways	Student: 12–13 Notes: 18 Key: 23

How to use this pack

- Print at 100% (“Actual size”) on US Letter. On A4, choose “Fit to page”.
- Student pages come first, two per worksheet. Teacher notes and answer keys are at the back, in the same order.
- Each worksheet takes about 15–20 minutes (our estimate, not yet tested in class).
- Children need a pencil and crayons. Worksheet 1 also needs scissors and a glue stick.
- **AI** means CSTA tags the standard as AI-related. **Safety** means privacy and responsible use.

Standard codes © CSTA, csteachers.org/pk12standards (CC BY-NC-SA 4.0). The summaries are ours.

16 worksheets, Pre-K to 2nd grade

Every worksheet, matched to its 2026 CSTA standard, the nearest year group in England and any matching Learn with Karyn video. This pack's rows are shaded.

Standard	Children learn	Our worksheet	Learn with Karyn video	England
Pre-K & Kindergarten pack · ages 4–6				
EK-ALG-ML-02 AI	Sort things into groups using clues	1. Sort It Out!	Ep. 1: What Is a Computer?	Reception & Year 1
EK-SOC-HI-14 AI	Spot how everyday tools changed over time	2. Then and Now	—	Reception & Year 1
EK-SOC-HU-15 AI	People plan, build and test machines	3. People Make Machines	Ep. 1: What Is a Computer?	Reception & Year 1
EK-SYS-SE-12	Tell private information from OK-to-share	4. Private or OK to Share?	—	Reception & Year 1
EK-SYS-IM-13	Use tech in kind, careful ways	5. Kind and Careful with Tech	—	Reception & Year 1
1st Grade pack · ages 6–7				
E1-ALG-ML-02 AI	How AI uses patterns in data	6. How AI Uses Patterns	Ep. 2: What Is Smart Technology?	Year 2
E1-SOC-HI-14 AI	How an everyday activity changed with new tech	7. Before and After	Ep. 2: What Is Smart Technology?	Year 2
E1-SOC-HU-15 AI	What people and computers each do well	8. People Are Great At...	—	Year 2
E1-SYS-SE-12	Keep devices and accounts locked	9. Keep It Locked	—	Year 2
E1-SYS-IM-13	My jobs when I use tech	10. My Tech Job	—	Year 2
2nd Grade pack · ages 7–8				
E2-ALG-ML-02 AI	How data trains an AI model	11. Train, Test, Fix	—	Year 3
E2-DAT-IM-10 AI	Fair and unfair ways to collect data	12. Fair Data Detectives	—	Year 3
E2-SOC-HI-14 AI	Inventors from many places and times	13. Inventors Through Time	—	Year 3
E2-SOC-HU-15 AI	How people made tech to solve problems	14. Problem Solvers	—	Year 3
E2-SYS-SE-12	Online actions have real-world results	15. What Happens Next?	—	Year 3
E2-SYS-IM-13	Benefits and harms of using tech	16. Helpful or Harmful?	—	Year 3

Standard codes © CSTA, csteachers.org/pk12standards (CC BY-NC-SA 4.0); the summaries are ours. **AI** marks standards CSTA tags as AI-related. England years are the nearest match by age. Videos and more free worksheets: changetheworldwithkaryn.com.

Sort It Out!

Name _____

 I can notice clues, sort things into groups, and decide where new things go.

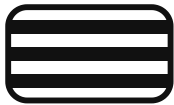
 READ ALOUD

Let's be clue detectives! A clue is something we can see. **Stripes** are lines . **Spots** are dots . Things with the same clue go in the same group.

1

Sort and count

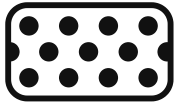
Cut out the pictures. Glue each in the group with the same clue. Count each group.



Stripes

Glue pictures here

How many?



Spots

Glue pictures here

How many?

Which group has more? Circle it.



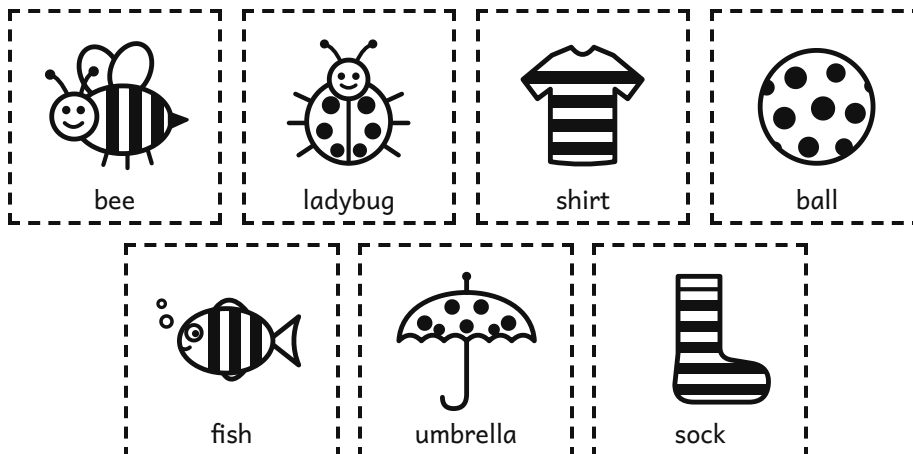
Stripes



Spots



CUT OUT THE PICTURES



Sort It Out!

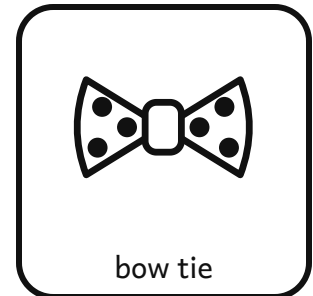
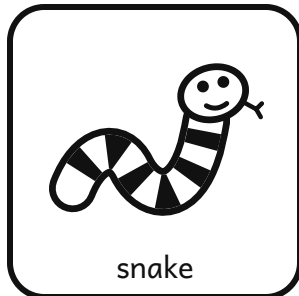
page 2

Name _____

2

Where does it go?

Look for the clue on each new picture. Circle the group it belongs in.



3

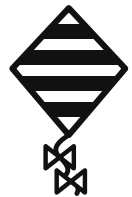
Show what you know

Look at the group. What clue do they share? Circle the one that belongs.

GROUP

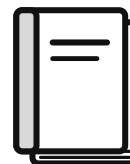


sock



kite

GROUP



book



button

How did I do? Color a face.



I can do it!



Almost!



I need help.

Did you know?

Some computers learn to sort pictures by looking for clues, just like you!

Then and Now

Name _____

 I can find tech I use every day and tell how tools have changed over time.

 READ ALOUD

Long ago, people did many of the same jobs we do today. They talked to faraway friends, listened to music, and watched shows. The jobs are the same, but the tools have changed! Many of our tools today are small computers.

1 Match the jobs

Draw a line from each tool from long ago to the tool that does the same job today.



Long ago



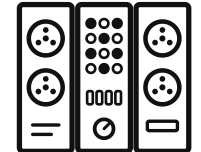
dial phone



record player



old TV



big computer



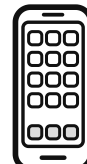
Today



smart speaker



laptop



smartphone



flat TV

2 My tech

Draw a tech tool you use every day. What job does it do?

Draw here

It helps me _____

Then and Now

page 2

Name _____

3 Long ago or today?

Look for clues like cords, dials and screens. Circle Long ago or Today for each tool.



tablet



Long ago



Today



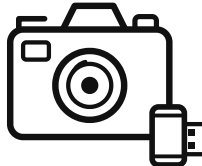
typewriter



Long ago



Today



film camera



Long ago



Today



smart watch



Long ago



Today

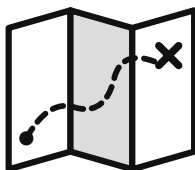
4 Show what you know

Circle the newer tool in each box.

FIND THE WAY

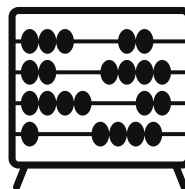


map on a phone

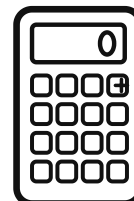


paper map

COUNT



abacus



calculator

TAKE IT HOME Ask a grown-up: "What tech did you use when you were little?"

How did I do? Color a face.



I can do it!



Almost!



I need help.

Did you know?

The first computers were as big as a room! Today, a computer can fit in your pocket.

People Make Machines

Name _____

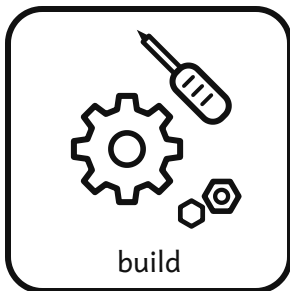
 I **can** explain that people plan, build and test machines and computers.

READ ALOUD

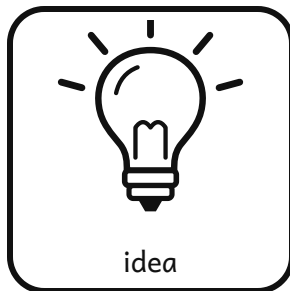
Computers, tablets and robots don't grow like trees. People make them! First, people get an **idea**. Next, they draw a **plan**. Then they **build** it. Last, they **test** it to see if it works. If it doesn't work, they fix it and test again!

1 How people make a machine

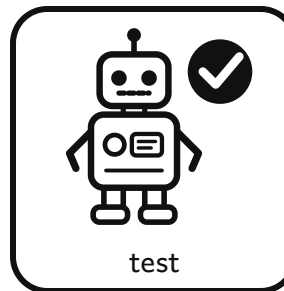
Write 1, 2, 3 and 4 to put the steps in order.



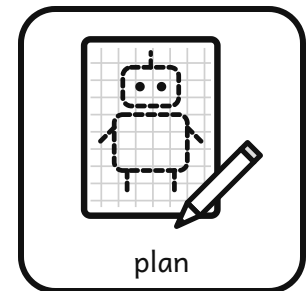
Step



Step



Step



Step

2 Be a designer

Draw a machine that would help people. What job does it do?

MY MACHINE PLAN

My machine helps people _____

People Make Machines

page 2

Name _____

3 Made by people?

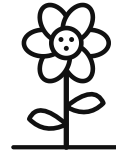
Circle the things people made.



tree



computer



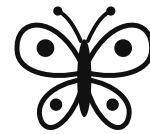
flower



traffic light



game controller



butterfly

4 Show what you know

Where did it come from? Circle one in each row.



tablet



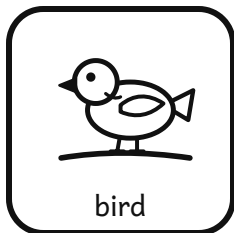
grew from a seed



hatched from an egg



people made it



bird



grew from a seed



hatched from an egg



people made it

How did I do? Color a face.



I can do it!



Almost!



I need help.

Did you know?

People who design and build machines are called engineers. You can be one too!

Private or OK to Share?

Name _____

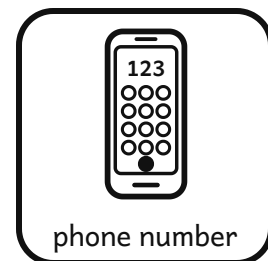
 I can tell which things about me are OK to share and which are private.

READ ALOUD

Some things about you are OK to share, like your favorite color or your favorite animal. Some things are **private**, like where you live, your phone number and your passwords. Keep private things just for you and the grown-ups who keep you safe. If a game, an app or a person asks for them, ask a grown-up first!

1 OK to share or private?

Circle OK to share or Private for each one. Then count each kind.

☒ OK to share☐ Private☒ OK to share☐ Private☒ OK to share☐ Private☒ OK to share☐ Private☒ OK to share☐ Private☒ OK to share☐ Private

☒ How many are OK to share?

☐ How many are private?

Private or OK to Share?

page 2

Name _____

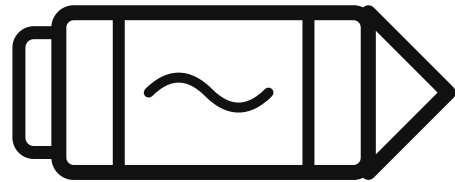
2 My OK-to-share card

Draw your favorite animal. Color the crayon your favorite color. Then share them with a friend!

ALL ABOUT ME

My favorite animal

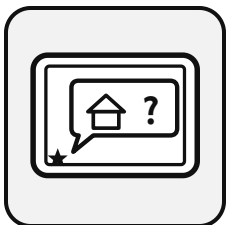
My favorite color



3 Show what you know

Circle one in each box.

A game asks for your home address. What should you do?



type it in



ask a grown-up first

Which one is OK to share?



favorite song



your address



Private? Stop and ask a grown-up first.

How did I do? Color a face.



I can do it!



Almost!



I need help.

Did you know?

A password is like a key for a computer. It keeps your things safe, so keep it private!

Kind and Careful with Tech

Name _____

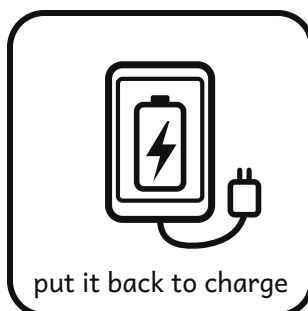
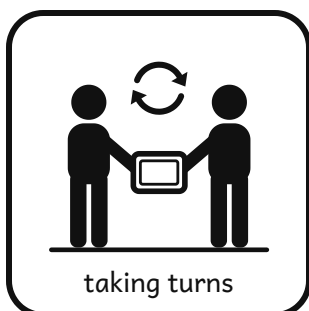
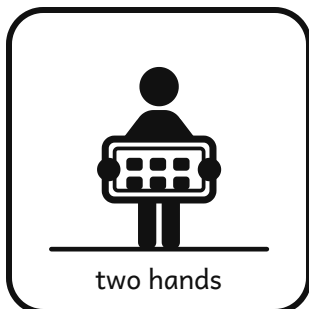
 I can show kind and careful ways to use tech.

READ ALOUD

Tablets, laptops and phones are helpful tools, and we can look after them! We use gentle hands and carry them with two hands. We keep drinks away. We take turns and use kind words. When a grown-up says it's time to stop, we put the tech away. If something on a screen makes us worried, we tell a grown-up.

1 Thumbs up or thumbs down?

Circle the thumbs up if it is kind and careful. If not, circle the thumbs down.



Talk with a partner: What can you say when you want a turn? Try, "Can I have a turn next, please?"

Kind and Careful with Tech

page 2

Name _____

2 My tech promise

Color a star for each promise you can keep. Then sign your name.

MY PROMISE



I use gentle hands.



I take turns.



I stop when a grown-up says it's time.



I tell a grown-up if something worries me.



Signed _____

3 Show what you know

Circle one in each box.

A grown-up says it's time to stop. What should you do?



keep playing

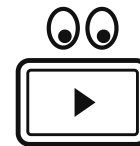


put it away

Something on a screen makes you feel worried. What should you do?



tell a grown-up



keep watching

How did I do? Color a face.



I can do it!



Almost!



I need help.

Did you know?

Tablets and laptops don't like water. Keeping drinks away helps them last a long time!

Teacher Notes

Sort It Out! Clue Detectives · Pre-K and Kindergarten (ages 4–6)

Standard	2026 CSTA PK–12 Computer Science Standards, EK-ALG-ML-02 (Algorithms & Design: Machine Learning), tagged AI-related by CSTA
Also practices	Common Core Math K.MD.B.3 (sort, count and compare groups) · SL.K.1 (explain a choice to a partner)
Time and materials	About 15–20 minutes (our estimate, not yet tested in class). Student pages per child, scissors, glue stick, crayons.
Printing	US Letter at 100% (“Actual size”). On A4, choose “Fit to page”. Answer keys are at the back.

The standard in plain words

Children notice what things look like (their features, or attributes), see what some things have in common (a pattern), and use that pattern to decide where something new belongs.

What it asks at this age

- Name a clue they can see: stripes, spots, round.
- Sort things into two groups using one clue.
- Decide where a new thing goes and say why: “It has stripes.”

What it doesn’t ask yet

- Knowing what AI is, or using an AI tool. That starts in 1st grade (E1-ALG-ML-02).
- Reading. Read every direction aloud.
- Sorting by two clues at once.

Standard code © CSTA, csteachers.org/pk12standards (CC BY-NC-SA 4.0). The plain-words version and the two lists are our reading of the standard; CSTA’s own clarification is on its site.

How to teach it

1. **Warm up (3 minutes).** Hold up something striped and something spotted. Ask, “What do you notice?”
2. **Read aloud** the box on page 1 and point to the stripes and the spots.
3. **Sort and count.** Children cut out the 7 pictures, glue them in their groups, count each group and circle the group with more.
4. **Where does it go?** Ask, “How did you decide?” Listen for the clue word.
5. **Show what you know.** Children work on their own. This is your quick check.
6. Children color a face to show how they feel.

Talk prompts

- “What clue did you look for?”
- “Can we sort these pictures a new way?” (Animals: bee, ladybug, fish. Other things: shirt, ball, umbrella, sock.)
- “A sock went with Stripes on page 1. Why doesn’t the sock on page 2 belong?” The clue decides the group, not the kind of thing.
- “What if something has stripes and spots?”

Support and stretch

Support: Sort real objects first, cut the pictures out ahead of time, or hand out two or three at a time.

Stretch: Sort by a new clue (round or not round), draw one more thing for each group, or hunt for stripes and spots around the room.

Why this is AI learning

Computers that sort pictures learn to look for clues too, called features. Grouping things by their features is the first step toward how AI learns from examples, which children meet in 1st grade (E1-ALG-ML-02) and 2nd grade (E2-ALG-ML-02).

For teachers in England

“Which group has more?” fits the Reception early learning goal on comparing quantities up to 10 (Numerical Patterns). KS1 computing has no AI content yet; AI literacy is planned for the new national curriculum from September 2028. Check the exact wording on gov.uk.

Teacher Notes

Then and Now: Time Travelers · Pre-K and Kindergarten (ages 4–6)

Standard	2026 CSTA PK–12 Computer Science Standards, EK-SOC-HI-14 (Computing & Society: History of Computing), tagged AI-related by CSTA
Also practices	C3 Framework D2.His.2.K-2 (compare life in the past to life today) · Common Core W.K.2 (draw and tell about a topic) · SL.K.1 (talk with a partner)
Time and materials	About 15–20 minutes (our estimate, not yet tested in class). Student pages per child, a pencil and crayons. No scissors needed.
Printing	US Letter at 100% (“Actual size”). On A4, choose “Fit to page”. Answer keys are at the back.

The standard in plain words

Children name computing tools they use in daily life (phones, tablets, computers, smart speakers) and notice that the tools for the same jobs have changed over time.

What it asks at this age

- Name tech tools they use at home, at school and around town.
- Match an older and a newer tool that do the same job.
- Say one way a tool changed: smaller, no cord, a screen.

What it doesn't ask yet

- Dates, or putting inventions in order.
- How one activity changed after a new technology arrived (1st grade, E1-SOC-HI-14).
- How people in different places and times designed technology (2nd grade, E2-SOC-HI-14).

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How to teach it

1. **Warm up (3 minutes).** “How do you talk to someone far away? How do you think people did it long ago?”
2. **Read aloud** the box on page 1, then **match the jobs**. Name each job first: talking, music, shows, computers.
3. **My tech.** Children draw a tool and tell you its job. Write their words on the line if they like.
4. **Long ago or today?** Look for clues: cords, knobs and dials, or screens.
5. **Show what you know** is your quick check. Then children color a face.

Talk prompts

- “What’s the same? What’s different?” Both phones let you talk; the new one has no cord and has a screen.
- “Which tools do you have at home?” Some families still use record players or paper maps. “Long ago” means first made long ago, not that nobody uses it now.
- “What will tools look like when you’re grown up?”

Support and stretch

Support: Show real objects or photos. Start Part 1 with two pairs, naming each job first.

Stretch: Draw a tool from the future, or line up three phones from oldest to newest.

Why this is AI learning

CSTA tags this standard AI-related. Noticing that tools keep changing helps children see AI as one of the newest changes, like smart speakers that answer questions. In 1st grade they compare how an everyday activity changed after a specific technology arrived (E1-SOC-HI-14).

For teachers in England

Fits Reception’s Past and Present early learning goal, KS1 history’s “changes within living memory” and KS1 computing’s “recognise common uses of information technology beyond school”. Check the exact wording on gov.uk.

Teacher Notes

People Make Machines: Machine Makers · Pre-K and Kindergarten (ages 4–6)

Standard	2026 CSTA PK–12 Computer Science Standards, EK-SOC-HU-15 (Computing & Society: Humans & Computing), tagged AI-related by CSTA
Also practices	NGSS K-2-ETS1-2 (sketch an object that solves a problem) · Common Core K.CC.A.3 (write numbers) · W.K.2 (draw and tell about a topic)
Time and materials	About 15–20 minutes (our estimate, not yet tested in class). Student pages per child, a pencil and crayons. No scissors needed.
Printing	US Letter at 100% (“Actual size”). On A4, choose “Fit to page”. Answer keys are at the back.

The standard in plain words

Children explain that people design and build computers, robots and other machines: someone has an idea, plans it, builds it and tests it. Machines do not grow or appear on their own.

What it asks at this age

- Say that people design and build machines and computers.
- Tell things people made from things in nature.
- Put simple making steps in order: idea, plan, build, test.

What it doesn't ask yet

- Comparing what people and computers each do well (1st grade, E1-SOC-HU-15).
- Investigating how people made a technology to solve a problem (2nd grade, E2-SOC-HU-15).
- Building or programming a real machine.

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How to teach it

1. **Warm up (3 minutes).** Hold up a classroom machine, such as a tablet or a timer. Ask, “Who made this? How?”
2. **Read aloud** the box on page 1. Act out each step: tap your head (idea), draw in the air (plan), hammer (build), thumbs up (test).
3. **Put the steps in order.** Children write 1, 2, 3 and 4 in the boxes.
4. **Be a designer.** Children draw a machine and tell you its job. Write their words on the line if they like.
5. **Made by people?** Children circle the things people made.
6. **Show what you know** is your quick check. Then children color a face.

Talk prompts

- “Who made your favorite toy? Who made the tree outside?”
- “What happens if the test doesn't work?” People fix it and test again.
- “Who would your machine help?”

Support and stretch

Support: Act out the four steps, or build something from blocks together: plan, build, test.

Stretch: Make a paper airplane, test it, change one thing and test again. Pick a classroom tool and guess what problem it solves.

Why this is AI learning

CSTA tags this standard AI-related. AI tools are machines people make too: people design them, choose the examples they learn from, test them and fix their mistakes.

For teachers in England

Fits KS1 design and technology (design, make and evaluate products) and Reception's Creating with Materials early learning goal. Check the exact wording on gov.uk.

Teacher Notes

Private or OK to Share? Safe and Smart · Pre-K and Kindergarten (ages 4–6)

Standard	2026 CSTA PK–12 Computer Science Standards, EK-SYS-SE-12 (Systems & Security: Security). CSTA does not tag it as AI-related.
Also practices	Common Core K.MD.B.3 (sort into groups and count them) · SL.K.1 (talk with a partner)
Time and materials	About 15–20 minutes (our estimate, not yet tested in class). Student pages per child, a pencil and crayons. No scissors needed.
Printing	US Letter at 100% (“Actual size”). On A4, choose “Fit to page”. Answer keys are at the back.

The standard in plain words

Children tell the difference between information that is OK to share, like a favorite color, and private information, like a home address, phone number or password, which stays with them and the grown-ups who keep them safe.

What it asks at this age

- Sort information into OK to share and private.
- Name private information: home address, phone number, passwords.
- Ask a grown-up before sharing private information with a person, game or app.

What it doesn't ask yet

- Keeping devices and accounts safe, such as with passwords (1st grade, E1-SYS-SE-12).
- How online actions have real-world results (2nd grade, E2-SYS-SE-12).
- Using apps or the internet on their own.

Good to know: private is not the same as secret. Tell children they can always tell a trusted grown-up if someone asks for private information or anything online makes them worried. That is never a secret to keep.

Standard code © CSTA, csteachers.org/pk12standards (CC BY-NC-SA 4.0). The plain-words version and the two lists are our reading of the standard; CSTA's own clarification is on its site.

How to teach it

1. **Warm up (3 minutes).** “What’s something fun to share about you?” Then, “Some things about us are private. Can you think of one?”
2. **Read aloud** the box on page 1.
3. **OK to share or private?** Children circle one chip for each picture, then count each kind.
4. **My OK-to-share card.** Children draw and color, then share with a partner.
5. **Show what you know** is your quick check. Then children color a face.

Talk prompts

- “Why is a home address private?” So only people we know and trust can find our home.
- “What about your name?” First names are fine to share at school. Online, ask a grown-up first.
- “Who are the grown-ups who keep you safe?” Name them together.

Support and stretch

Support: Do Part 1 together, one picture at a time, using a real example for each.

Stretch: Make a class “OK to share” poster. Role-play a pretend game that asks for a password.

Why it matters for AI

CSTA doesn't tag this standard as AI-related, but it matters for AI. Smart speakers, apps and AI chat tools can ask questions and remember answers. Knowing what is private, and asking a grown-up first, keeps children safe with them.

For teachers in England

Fits KS1 computing: “use technology safely and respectfully, keeping personal information private” and knowing where to go for help and support. Also supports the online safety parts of RSHE. Check the exact wording on gov.uk.

Teacher Notes

Kind and Careful with Tech: Care Crew · Pre-K and Kindergarten (ages 4–6)

Standard	2026 CSTA PK–12 Computer Science Standards, EK-SYS-IM-13 (Systems & Security: Impacts of Computing Systems). CSTA does not tag it as AI-related.
Also practices	Common Core SL.K.1 (take turns speaking) · CASEL relationship skills, responsible decision-making
Time and materials	About 15–20 minutes (our estimate, not yet tested in class). Student pages per child, a pencil and crayons. No scissors needed.
Printing	US Letter at 100% (“Actual size”). On A4, choose “Fit to page”. Answer keys are at the back.

The standard in plain words

Children recognize kind and careful ways to use tech: looking after devices, sharing fairly, stopping when a grown-up says and telling a trusted grown-up when something on a screen worries them.

What it asks at this age

- Careful ways: gentle hands, two hands, drinks away, putting tech back.
- Kind ways: taking turns and kind words.
- Stopping when asked; telling a grown-up about worrying screens.

What it doesn't ask yet

- Describing their own role with tech (1st grade, E1-SYS-IM-13).
- Weighing how tech can help or harm (2nd grade, E2-SYS-IM-13).
- Screen-time limits: a family and school choice.

Good to know: keep it shame-free. Accidents happen; aim for good habits, not blame. If a child tells you about something worrying they saw on a screen, thank them, stay calm and follow your school's child-protection steps.

Standard code © CSTA, csteachers.org/pk12standards (CC BY-NC-SA 4.0). The plain-words version and the two lists are our reading of the standard; CSTA's own clarification is on its site.

How to teach it

1. **Warm up (3 minutes).** “How do we look after our toys? Tablets need looking after too.”
2. **Read aloud** the box on page 1.
3. **Thumbs up or thumbs down?** Children circle one thumb per picture, then practice asking a partner for a turn.
4. **My tech promise.** Children color the stars and sign.
5. **Show what you know** is your quick check. Then children color a face.

Talk prompts

- “Why do we carry tablets with two hands?” So they don't fall.
- “What can we say when we want a turn?”
- “What if something on a screen worries you?” Tell a grown-up. You won't be in trouble.

Support and stretch

Support: Practice with a switched-off or cardboard tablet: carry it, pass it, put it away.

Stretch: Turn the promises into a class tech-rules poster. Role-play asking for a turn.

Why it matters for AI

CSTA doesn't tag this standard as AI-related, but it matters for AI. AI tools run on the same tablets, phones and computers, so the same habits apply, including telling a grown-up if an app or AI tool shows or says something worrying.

For teachers in England

Fits KS1 computing: “use technology safely and respectfully” and knowing where to go for help. Also Reception's Building Relationships goal: “Work and play cooperatively and take turns with others.” Check the exact wording on gov.uk.

Answer Key

Sort It Out! Clue Detectives · Pre-K and Kindergarten

Computer science · AI
Standard EK-ALG-ML-02

Page 1: Sort and count

Stripes (4)



bee



shirt



fish



sock

Spots (3)



ladybug



ball



umbrella

How many?

Stripes: 4 · Spots: 3

Which has more?

Stripes. 4 is more than 3.

Page 2: Where does it go?



snake



Stripes



mug



Spots



bow tie



Spots

Page 2: Show what you know



kite

The kite. It has stripes, like the group. The sock has spots, so it does not belong.



button

The button. It is round, like the group. The book is not round.

How did I do?

Any face is fine. The faces show you who may want another try, perhaps sorting real objects first.

Answer Key

Then and Now: Time Travelers · Pre-K and Kindergarten

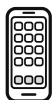
Computer science · AI
Standard EK-SOC-HI-14

Page 1: Match the jobs

Talk to people far away



dial phone



smartphone

Listen to music



record player



smart speaker

Watch shows

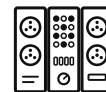


old TV



flat TV

Use a computer



big computer



laptop

Page 2: Long ago or today?



tablet



typewriter



film camera



smart watch



Page 2: Show what you know

FIND THE WAY



map on a phone



paper map

The map on a phone. It is newer than the paper map.

COUNT



abacus



calculator

The calculator. It is newer than the abacus.

Page 1: My tech

Any tech tool the child uses, such as a tablet, phone, computer, TV, smart speaker, game console or smart watch. Ask, “What job does it do?”

How did I do?

Any face is fine. The faces show you who may want another try, perhaps with real objects or photos first.

Answer Key

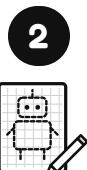
People Make Machines: Machine Makers · Pre-K and Kindergarten

Computer science · AI
Standard EK-SOC-HU-15

Page 1: How people make a machine



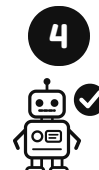
idea



plan



build



test

As the boxes appear on the page, left to right: build 3, idea 1, test 4, plan 2.

Page 2: Made by people?

CIRCLE THESE (PEOPLE MADE THEM)



computer



traffic light



game controller

NOT THESE (FROM NATURE)



tree



flower



butterfly

Page 2: Show what you know



tablet



people made it



bird



hatched from an egg

The tablet: people made it. The bird: it hatched from an egg.

Page 1: Be a designer

Any machine is fine. Ask, “What job does it do? Who does it help?” and write their words on the line if they like.

How did I do?

Any face is fine. The faces show you who may want another try, perhaps acting out the steps first.

Answer Key

Private or OK to Share? Safe and Smart · Pre-K and Kindergarten

Page 1: OK to share or private?

OK TO SHARE (3)

favorite
colorfavorite
animalfavorite
game

PRIVATE (3)

home
address

password

phone
number

How many? OK to share: 3 · Private: 3. The groups are the same size.

Page 2: Show what you know

A GAME ASKS FOR YOUR ADDRESS



the game

ask a
grown-up
first

Ask a grown-up first. A home address is private.

WHICH ONE IS OK TO SHARE?

favorite
songyour
address

The favorite song. Favorite things are OK to share. An address is private.

Page 2: My OK-to-share card

Any animal and any color. Invite children to share them with a partner: favorite things are OK to share.

How did I do?

Any face is fine. The faces show you who may want another try, perhaps sorting real examples together first.

Answer Key

Page 1: Thumbs up or thumbs down?

THUMBS UP (3)



two hands



taking turns

put it back to
charge

THUMBS DOWN (3)

drink by the
laptop

dropping it



grabbing

Talk with a partner: any kind words, such as “Can I have a turn next, please?” or “Can I have it when you’re done?”

Page 2: Show what you know

TIME TO STOP



time to stop



put it away

Put it away. When a grown-up says it’s time to stop, we stop.

SOMETHING WORRYING

something
worryingtell a
grown-up

Tell a grown-up. They can help, and you are not in trouble.

Page 2: My tech promise

Any stars. Read each promise together and invite children to show it with a partner. The promise can go home or on a class display.

How did I do?

Any face is fine. The faces show you who may want another try, perhaps acting out each picture together first.