

Linking AI Tools to the Literacy Curriculum

Greater Christchurch Schools Network

This resource is intended to assist schools and kura to create lesson plans using generative AI (genAI), linking these activities explicitly to components of the refreshed Literacy and Numeracy curricula in 2025.

Each activity in this resource is intended to be used as an example and blueprint. We encourage kaiako to use this as a template for their own activities using genAI tools such as ChatGPT to teach ākonga to use genAI safely and effectively for learning, and to engage students in various areas of the New Zealand Curriculum.

NZC English

Phase 1, Years 0-3

AI-Powered Interactive Storytelling Circle

Curriculum Link: Oral Language – Communicating ideas and information, connecting through storytelling, and verbal reasoning.

AI Tool: ChatGPT (story generator)

Lesson Structure and AI Integration:

- 1) AI-guided story creation – Teacher-led instruction
 - The kaiako starts a story using genAI to generate story starts.
 - With kaiako leading the class, ākongā and kaiako suggest follow-up questions and discuss how such questions will advance the plot of the story.
 - Ākongā can take turns contributing questions and prompts to the story.
 - The kaiako updates the story.
 - AI adapts the responses based on ākongā contributions, making the storytelling process dynamic with ākongā contributing to an ongoing oral narrative.
- 2) Retelling and reflection
 - The kaiako reads the story back to ākongā so they can hear their contributions to a dynamic, constantly evolving story.
 - Ākongā work in groups recalling aspects of the story, adding and removing details as they please.
 - Ākongā work to create their own, unique endings to the story, considering the aspects of the narrative that stood out to them.
 - Ākongā share their endings, and they may choose to vote on their favourite endings.

AI Use

ChatGPT is used to generate story prompts, and then kaiako contributes additional prompts to ChatGPT based on ākongā suggestions for the story to continue evolving.

The story will include all suggestions in creative ways, allowing the story to evolve with each contribution. Ākongā then design their own endings to allow them to think creatively about *how* they can use the AI-generated story to tell a compelling story with a beginning, middle, and end.

AI-Generated Word Hunt

Curriculum Link: Reading – Features and structures of language, comprehending and creating texts, and reading for pleasure.

AI Tool: ChatGPT (story generator)

Lessons Structure and AI Integration:

- 1) Story creation
 - Kaiako create a short story using ChatGPT or a similar tool, specifying how long the story should be (e.g. 150-500 words).
 - Kaiako may choose a story that engages ākongā special interests or New Zealand-themed stories.
 - Kaiako should prompt AI to create a story suitable to a specified reading level.
 - Have AI use one to three words repeatedly. E.g. the word “red” or “cat” that appears throughout the story.
- 2) Word hunt
 - Ākongā read the stories and are instructed to identify the repeated words by circling or highlighting them.
 - Ākongā may recite the stories aloud and emphasise the words they were instructed to find.

AI Use

ChatGPT can find creative ways to repeat certain words throughout the story, and these can be adjusted to match the various reading levels.

Ākongā are encouraged to engage with the material while identifying key words.

Kaiako can create other resources such as word finds, crossword puzzles, or stories with missing words to emphasise other words and have ākongā think creatively.

AI allows kaiako to draft several short stories to ensure that there are multiple examples available with numerous themes.

AI Illustration and Sentence Creation Activity

Curriculum Link: Writing – Composing texts, organising ideas for writing, and communication and exploring creative ideas.

AI Tool: Canva-AI (illustration generator)

Lessons Structure and AI Integration:

1. Illustration generation
 - Kaiako use Canva AI or similar tool to generate several interesting illustrations.
 - Kaiako may create illustrations that match to words commonly known by ākongā, or that have been recently taught to them.
 - The words used will depend on the abilities of ākongā.
2. Sentence creation
 - Using the illustrations, instruct ākongā to write a sentence or two about their picture.
 - If needed, kaiako may provide scaffolded sentence starts (e.g. “The *penguin* found a ____.”).
3. Revision and retelling
 - The kaiako may then combines illustrations and asks ākongā to create sentences (or series of sentences) that meaningfully combine the two illustrations.
 - Ākongā may pass their sentence to a peer next to them who then makes an illustration based on the sentence.

AI Use

Canva AI is used to make interesting illustrations, cartoon images, comic panels etc. that encourage ākongā to then creatively think of sentences or stories based on the illustrations, using words they are learning to use/spell.

By combining images, ākongā are then encouraged to revise their sentences, change and substitute words to fit both images.

By sharing their sentences with a peer who then illustrates it, there can be ongoing iterations of the sentences and illustrations, and ākongā can then compare their sentences and illustrations with the originals. This can be a fun and silly activity that encourages creative thinking, peer interactions, and changing sentences they wrote to add/remove details.

NZC English

Phase 2, Years 4-6

AI Debate Challenge

Curriculum Link: Oral language – Communicating ideas and information, exploring and evaluating ideas, and engaging in discussions.

AI Tool: ChatGPT (for debating ākongā).

Lesson Structure and AI Integration:

1. AI-generated debate topic
 - The kaiako should generate one or more engaging debate topics that target the year levels. E.g. “Should school start later in the morning?”, “Is it better to have one best friend or lots of friends”, “Should homework be banned?”.
2. AI-assisted argument building
 - Ākongā use genAI (such as ChatGPT) to generate key points for their side of the argument.
 - Ākongā organise their ideas collaboratively and write key points that they will use to debate/discuss the topic.
3. Live AI debate
 - Ākongā take turns presenting arguments while AI acts as an interactive debate partner.
 - AI responds based on ākongā reasoning, providing real-time counterpoints.
 - Ākongā must adapt their arguments based on the responses from AI.
 - Ākongā see how they can convince AI of their side of the argument, working collaboratively to build on their discussion points.
4. Feedback and reflection
 - Use AI to summarise the ākongā arguments, highlighting strengths and areas for improvement in their discussions.
 - Ākongā self-assess their clarity in communicating their points, their confidence, and their verbal reasoning.
 - Kaiako facilitate a class discussion on effective discussion strategies and how ākongā formed their arguments.

AI Use

ChatGPT acts as an interactive discussion partner, creating engaging counterarguments to ensure that ākongā are reasoned in their responses and consider various viewpoints.

Ākongā are encouraged to plan their responses before they put them into AI to understand that the tool is interactive and assistive, and they play a role in creating inputs.

Ākongā work collaboratively, verbally communicating their ideas and arguments and how they can create a convincing discussion.

AI Reading Mystery

Curriculum Link: Reading – comprehending and creating texts, ideas across and beyond texts, features and structures of language.

AI Tool: ChatGPT (story generator).

Lesson Structure and AI Integration:

1. AI-generated mystery passage
 - Kaiako uses ChatGPT or similar to generate a short mystery passage, using prompts that will create lots of key details that ākongā can be quizzed on.
 - They may create multiple stories to encourage ākongā to read different stories more aligned to their interests and to not copy from one another.
 - The story will have numerous key details for ākongā to uncover.
2. AI-generated reading clues and questions
 - As part of the story drafting process, kaiako ask ChatGPT to generate several comprehension questions at different levels. This includes things like “Who is the main character?”, “If you were the detective, what would you do next?” etc.
 - Ākongā work in pairs or groups to read the passage then answer the questions.
 - Ākongā may also need to provide evidence from the text to justify their answers.
3. AI-generated alternative endings
 - Kaiako may prompt ChatGPT to create 3 alternative endings for each story/passage.
 - From the options, ākongā pick the most logical ending or create their own alternative, based on the evidence they found from the text.

AI Use

Kaiako can use ChatGPT to quickly generate bespoke reading passages with 5-10 pieces of evidence that ākongā need to find. ChatGPT can generate the reading comprehension questions that increase in difficulty and encourage ākongā to not only read the passage, but understand it and draw conclusions.

Alternative endings encourages ākongā to think about how the story *should* end given the other contextual information in the passages. By working in pairs or groups, ākongā are encouraged to outline their reasoning.

AI-Assisted Creative Writing Prompts

Curriculum Link: Writing – Composing texts, organising ideas for writing, and communicating and exploring ideas.

AI Tool: ChatGPT (story generator).

Lesson Structure and AI Integration:

1. AI-generated prompts
 - Kaiako use ChatGPT to create interesting and engaging story starters, a host of interesting characters, and plot twists.
 - Ākonga use the various prompts to start to brainstorm a story.
2. AI-enhancements
 - Ākonga may prompt AI to advance the story and generate new ideas.
 - Ākonga write their stories (e.g. 1-2 pages) using their brainstormed ideas and further prompts from AI if needed.
3. Reviewing and sharing
 - Ākonga identify and correct mistakes in their writing or areas for improvement.
 - Ākonga may also add illustrations to their stories.
 - The class swap stories and read each other's stories and how they used the prompts from AI. Alternatively, ākonga may opt to share their story with the class.
 - Ākonga need to summarise in writing how they used AI to create their story. E.g., what prompts they chose, how they made the stories their own, and what additional questions they asked AI to refine their stories.

AI Use

Ākonga have similar story starters and additional prompts to write their own creative writing stories. They use these to brainstorm their own ideas and think creatively.

Ākonga are encouraged to share and compare their stories with others, identify similarities and differences, and discuss how they used AI.

Finally, ākonga are encouraged to think critically about AI, how it was used, how it helped, and what parts they used and did not use. They learn to give credit to AI for different aspects of their creative writing process.