

Fall Into Thinking

A 30-Minute Adventure Activity Kit

A Free Sample from Autumn Adventures in AI



Lead one complete, hands-on session in your library, childcare setting, classroom, home, or community program.

NOTICE • TRY • CHECK • EXPLAIN

Inside your free kit

A host quick start, poster prompt, and 30-minute schedule

A welcome script and The Curiosity Trail

Harvest Sorting Station and a closing reflection

Illustrated supplies and room setup

A reproducible family take-home activity page

Start with thinking

Children notice a change, complete a repeating pattern, make and check a prediction, and sort the same collection in different ways. Adults guide the questions; children make choices and explain their thinking.

No AI account, coding, or child screen use is needed. Preparation happens before the 30-minute session.

A sample you can use before purchasing

This kit contains selected activities adapted from the full Autumn Adventures in AI guide. It is a free mini event kit, not an additional full activity book. No purchase is required.

Created by Quen Adams

Thinking Creatures™ • Published by New Mind IQ

Where curiosity leads, discovery begins.

PREPARE BEFORE CHILDREN ARRIVE

Your host quick start

The schedule covers 30 minutes with children. Complete all preparation before the 30-minute session begins: draw the cards, copy the take-home page on page 9, and arrange the room. Plan for one small group of about 4–8 children; duplicate materials and add adult help for larger groups.

Use pages 3–4 to prepare. Pages 5–8 contain the session, and page 9 is the family take-home page.

Learning goals

Children will practice noticing a change; identifying what repeats; making a prediction and checking it; and sorting a collection using two different rules. Invite children to explain by speaking, pointing, drawing, or showing.

Big Idea Poster

Use this lesson: [paste or describe it]. Create a learning poster for [grade or age range] that explains [skill]. Use one big title, three short steps, and a simple picture example. Use large, easy-to-read text and open space. Make it a finished image the child can use. Describe the setting.

For this kit: Use Notice, Try, Check, Explain for ages 4–8. Show noticing a change, completing a repeating pattern, making a prediction, and checking it. Describe an indoor library, childcare setting, home, or community program. Mittens and gloves or tennis shoes and loafers make useful picture examples.

Optional adult preparation: Use this prompt to create a poster before the session. No child needs an AI account or screen. The poster is not required to run either activity.

Your 30-minute schedule

Minutes	Session
0–3	Welcome and introduce the thinking questions
3–13	Activity One: The Curiosity Trail
13–23	Activity Two: Harvest Sorting Station
23–28	Share discoveries and reflect
28–30	Introduce the family take-home page

PREPARE BEFORE THE SESSION

Supply checklist

Use paper pictures for all food and clothing examples. The illustration shows the kinds of materials to gather; the checklist gives the quantities to prepare.

Activity One picture cards

- ☐ Two matching shirt pictures: one plain shirt and one with an added scarf.
- ☐ Six footwear cards: 3 tennis shoes and 3 loafers. Keep the pictures the same size.
- ☐ Three sheets labeled Stop 1, Stop 2, and Stop 3.

Activity Two picture cards

- ☐ 12 harvest cards: 4 corn, 4 broccoli, and 4 carrots.
- ☐ For each vegetable: 2 large and 2 small pictures. Make the size difference easy to see.
- ☐ Two large sorting mats or sheets; leave room for a third group later.

Other materials

- ☐ One shallow tray and one large, loosely crumpled paper ball.
- ☐ Plain paper or cardstock, crayons, and a timer.
- ☐ One copy of page 9 per family.
- ☐ Adult scissors for preparing cards. Keep them with adults.

Make the cards easy to use

Draw one clear object on each card. Add spoken or written labels so color is not the only clue. Make the two shirt pictures identical except for the added scarf. Cut cards large enough for children to see and handle comfortably.

Use what you have

Hand-drawn cards work well; you do not need a printer for the activity cards. For a different theme, use mittens and gloves or squirrels and acorns as PICTURES. Choose one pair for the repeating pattern and name the objects consistently. Use the same 12 harvest cards throughout Activity Two.

Preparation takes place before children arrive. The 30-minute schedule begins with the welcome, not with drawing, cutting, copying, or arranging materials.



BEFORE CHILDREN ARRIVE

Prepare and arrange the room

Create a small, welcoming activity area in your library, childcare setting, home, or community program. You can use nearby tables, floor mats, or one accessible tabletop. Children do not need to move between rooms.

Numbered setup steps

1. Prepare all picture cards listed on page 3. Check that the shirt pictures differ only by the scarf and that each vegetable has both large and small versions.
2. At Stop 1, place the two shirt pictures face down. Reveal the plain shirt first and the scarf picture second so children can notice the change.
3. At Stop 2, lay out tennis shoe-loafer-tennis shoe-loafer, followed by a blank space. Set one tennis shoe and one loafer card nearby as choices.
4. At Stop 3, place the tray and large paper ball on a stable surface within your reach. Test a small tilt beforehand and practice catching the ball before it leaves the tray.
5. Prepare the sorting table with the 12 vegetable picture cards in a mixed pile and two mats. Leave a clear space for three picture groups in the second round.
6. Put copies of page 9 and crayons near the closing area. Set a timer where you can see it. Keep adult scissors out of the activity area.

Make the room work for everyone

Keep paths wide and clear. Let children sit, stand, point, speak, draw, or direct an adult. For seated participation, bring each stop to the group. Arrange chairs so everyone can see and reach the cards. Offer a quiet place to pause.

Adapt the setting

Library: Use a low table near the reading area. Childcare: Use familiar small-group tables. Home: Use a kitchen table or clear floor mat. Community program: Use adjacent stations and a shared gathering spot. The thinking questions stay the same in every setting.



Welcome to the adventure

Read aloud to welcome the group

“Welcome, Thinking Creatures! Today we will explore autumn with our eyes, our ideas, and our questions. We will notice something, try an idea, and check what happens. You can talk, point, draw, or show us. Different guesses are welcome. We can change our minds when we find a new clue.”

Ask: “What is one thing you notice in autumn?” Accept a few answers, then say: “Let’s follow our Curiosity Trail!”

Invite every child to join

Make room for different ways to respond: speaking, pointing, drawing, or showing. Listen to children’s ideas before giving an answer. Invite children to notice clues and check their thinking together.

Introduce the trail

Say: “We have three stops. First we will notice a change. Next we will look for what repeats. Then we will make a prediction and check what happens.”

Let children know they may change their minds when they find a new clue. An adult can bring the materials to a seated child or group.

Keep it flexible

For seated participation, move the materials rather than the children. Use picture shapes and spoken labels alongside colors. Offer extra thinking time and model a step when needed. The 30-minute plan is a suggested pace, not a requirement to rush.

Move into Activity One

At minute 3, move to the first stop. Keep the three trail stops together within the next 10 minutes. The following page contains the complete activity instructions.



ACTIVITY ONE / 3-13 MINUTES

The Curiosity Trail

You will need

Two shirt pictures (without and with a scarf), six footwear cards, the three stop labels, a tray, and the large paper ball. Keep the demonstration on a stable table within the adult's reach.

Lead the trail in three stops

1. NOTICE A CHANGE · About 3 minutes. Show the plain-shirt picture, then the same shirt with an added scarf. Invite children to point to a change and something that stayed the same.

Ask: "What changed? What stayed the same? How can we check?" Compare the pictures side by side. Name the added scarf; the shirt itself stays the same.

2. FIND WHAT REPEATS · About 3 minutes. Show tennis shoe-loafer-tennis shoe-loafer-blank. Offer a tennis shoe card and a loafer card. Let children choose what belongs next and test it by naming the sequence aloud.

Ask: "Which part repeats? What would come next? Can you show how you checked?" Name the repeating unit: tennis shoe-loafer.

3. PREDICT AND CHECK · About 4 minutes. Place the paper ball on a flat tray. Ask what might happen if one end is gently raised. Hear guesses, then tilt the tray slightly and catch the ball before it leaves.

Ask: "What clue helped your guess? What happened? Did we need to change our idea?" Repeat once if time allows. Keep the tilt and ball under adult control.

Adjust the challenge

Ages 4-5: Offer two choices, name the pictures together, and accept pointing. Ages 6-8: Ask for the repeating unit, more than one possible prediction, and evidence for a changed answer.

Thinking connection

Some computer tools use examples and patterns to make predictions. A prediction can be wrong, so people still need to check. These hands-on activities practice that habit; the cards and tray are not AI.



ACTIVITY TWO / 13-23 MINUTES

Harvest Sorting Station

In a childcare setting, library, home, or community program, children organize the same cards twice and discover that a useful grouping depends on the rule they choose.

You will need

All 12 corn, broccoli, and carrot picture cards from page 3, plus two sorting mats or sheets. Put the footwear cards aside and gather the group at the sorting table.

Say this

“Our harvest collection is mixed up! Can you help organize it? First we will choose a rule. Then we will try a different rule using the very same cards.”

Lead the activity

1. NOTICE THE COLLECTION • 1 minute. Spread out the cards. Invite children to describe a shape, size, or picture they notice. Make sure everyone can see and reach, or invite them to direct an adult.

2. SORT BY SIZE • 3 minutes. Label the two mats “large” and “small.” Let children place cards or tell you where they belong. Compare cards side by side if there is uncertainty.

Ask: “What rule are we using? Does every card fit our rule? How can we check?”

3. CHANGE THE RULE • 3 minutes. Mix the cards again. Put the two mats together and use three spaces on the table: corn, broccoli, and carrots. Sort by the picture instead of size.

Ask: “Where did the large broccoli go this time? Did the card change, or did our rule change?”

4. CHECK AND EXPLAIN • 3 minutes. Invite children to check the three groups. Ask a volunteer to place one card in a different group on purpose; have the group explain whether it follows the current rule and move it if needed.

Ask: “What rule did you use? Could we sort another way? Was anything hard to place? What would a computer need to know to help sort these?”

Adjust the challenge

Ages 4–5: Start with six cards, including large and small examples of each picture. Model one placement; let children match or point. Ages 6–8: Use all 12 cards. Invite a child to invent a rule and explain how to handle a card that is hard to place.

Thinking connection

Organized information can help people and computers compare groups. The examples and sorting rule matter. Two different groupings can both be useful when their rules are clear.



Share and reflect

Invite children to share

Bring the group together. Choose two or three prompts and invite short answers. Children may speak, point to a card, draw, or demonstrate. Give everyone a chance to contribute without requiring a turn.

1. NOTICE · “What changed on our trail? What helped you notice?”
2. TRY · “Which pattern or sorting rule did you try?”
3. CHECK · “How did you check? Did a clue make you change your mind?”
4. EXPLAIN · “Can you show someone else why your answer makes sense?”

Close with this script

“Today you noticed clues, tried ideas, and checked what happened. Sometimes our first guess needed a change. That is part of learning! Computer tools can help with patterns and information, but people still ask questions, check answers, and decide what to do.”

Celebrate a specific action: “I noticed you checked the pattern again,” or “You explained why that card belonged in the group.” Avoid rewarding only fast or correct answers.

Introduce the family take-home page

Give each family a copy of page 9. Say: “At home, look for something that repeats in an order. Draw it, tell someone what repeats, and invite them to check with you. You can do it without a screen.”

Show the drawing space and the “Our check” line. Explain that adults can write a child’s spoken words. This is an invitation to explore, not a timed assignment.

A quick host check after the session

- ☐ Children had an opportunity to notice, try, and check.
- ☐ Children tried two sorting rules or explained one with support.
- ☐ Each family received the take-home page.
- ☐ I noted one adjustment to make next time.

This is a reflection tool for the adult, not a test or a claim that a child has mastered AI literacy. Repeat or simplify an activity when children need more time.



REPRODUCIBLE ACTIVITY PAGE

Our family pattern adventure

Find a pattern. Draw it. Tell what repeats. Ask someone to check!

Look for a repeating pattern at home, or make one with drawings. You can point, draw, speak, or write.

I found or made my pattern here:

1 DRAW YOUR PATTERN

Show enough for someone to see what repeats.

2 The repeating part is:

I think the next part would be:

3 We checked our pattern by:

Our check: ☐ Our idea fits. ☐ We changed it. ☐ We want to try again.

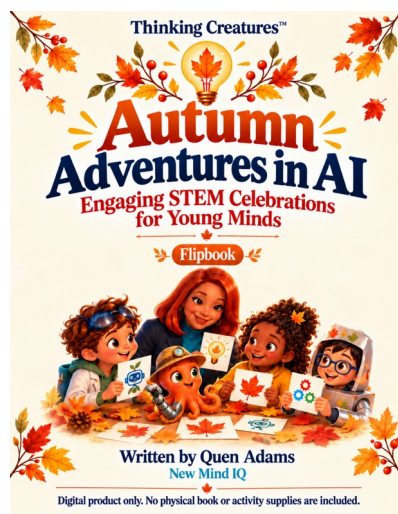
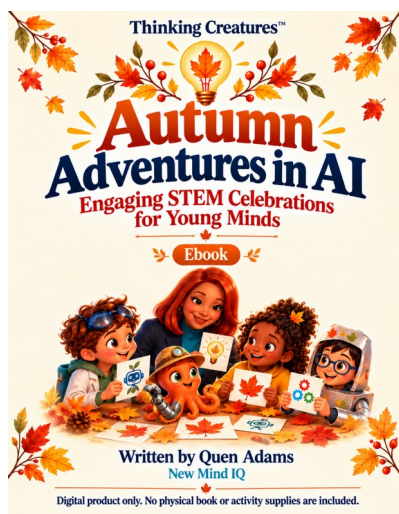
Grown-up prompt: "What repeats? What comes next? How can we check?" Write your child's words if helpful. Praise noticing and checking.

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