HOW TO AI

# ChatGPT Prompts for Teachers

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Every prompt from the guide, ready to print. Replace anything in [BRACKETS] with your own details before you send it. These work in ChatGPT, Claude and Gemini.

## Lesson planning prompts

**1. Build a lesson from a standard. Use it when you're starting a lesson from scratch and have a standard or objective to hit.**

> You are an experienced [GRADE] [SUBJECT] teacher. Plan a [LENGTH, e.g. 50-minute] lesson on this standard: [PASTE STANDARD OR OBJECTIVE].
>
> My class: [NUMBER] students, [CONTEXT, e.g. mixed reading levels, 6 multilingual learners, no 1:1 devices].
>
> Give me:
> 1. A student-friendly learning target ("I can...")
> 2. A 5-minute warm-up that activates prior knowledge
> 3. Direct instruction in under 12 minutes, with 2 checks for understanding
> 4. Guided practice, then independent practice
> 5. An exit ticket with 3 questions and an answer key
>
> Format it as a table with columns: Time, What I do, What students do, Materials. Keep it realistic for one class period.

**2. Hooks that aren't cheesy. Use it when the lesson is solid but the first five minutes fall flat.**

> Give me 6 opening hooks for a [GRADE] lesson on [TOPIC]. Mix the types: a surprising question, a short scenario, a quick poll, an object or image I could bring in, a "what's wrong with this?" example, and a real-world connection to [STUDENT INTERESTS, e.g. sports, gaming, our town].
>
> For each hook, give one sentence on how to run it and how long it takes. Nothing that needs more than 5 minutes or special technology.

**3. Turn a textbook section into a lesson. Use it when the textbook covers the content but not the teaching.**

> Here is a section from our [SUBJECT] textbook:
> [PASTE TEXT]
>
> Turn it into a lesson for [GRADE] students. Identify:
> - The 3 most important ideas
> - The vocabulary students will stumble on
> - One misconception they're likely to bring with them
>
> Then suggest one activity that makes students use the ideas instead of just reading about them. Keep the reading load the same or lighter.

**4. Map a unit backward. Use it when you're planning a whole unit and want the end goal settled before the first lesson.**

> Help me plan a [NUMBER]-week unit on [TOPIC] for [GRADE] [SUBJECT]. Work backward:
> 1. What students should know and be able to do by the end (3 to 5 goals)
> 2. A final assessment that shows those goals (describe it; don't write it yet)
> 3. A week-by-week sequence of lessons that builds toward it
> 4. Two quick formative checks per week
>
> Our schedule: [DAYS PER WEEK, PERIOD LENGTH, DAYS LOST TO TESTING OR EVENTS]. Present it as a table by week.

## Differentiation prompts

**5. One text, three reading levels. Use it when the same passage has to reach readers at very different levels.**

> Rewrite this passage at three reading levels: about grade [LOWER LEVEL], grade [ON LEVEL], and grade [HIGHER LEVEL]. Keep the same key facts, and keep these vocabulary words in every version: [MUST-KEEP WORDS]. Make the three versions about the same length so no one feels singled out.
>
> After the three versions, write 4 comprehension questions that work for all of them.
>
> Passage:
> [PASTE PASSAGE]

**6. Scaffolds for multilingual learners. Use it when you have English learners and want supports, not a watered-down task.**

> I teach [GRADE] [SUBJECT]. Some students are multilingual learners at a [BEGINNING / INTERMEDIATE / ADVANCED] English level. The task is: [DESCRIBE TASK].
>
> Suggest scaffolds that keep the thinking level the same:
> - Sentence frames for speaking and writing
> - A word bank with simple definitions
> - A graphic organizer I can sketch on the board
> - One way students can show understanding without long writing
>
> Don't change the learning goal.

**7. Chunk a big assignment. Use it when a multi-step project overwhelms some of your students.**

> Break this assignment into small, checkable steps for students who struggle with multi-step tasks:
> [PASTE ASSIGNMENT]
>
> For each step, give: what to do, what "done" looks like, and about how long it should take. Add a simple checklist students can tick off. Write it directly to students, in plain language for grade [GRADE].

**8. Real challenge for early finishers. Use it when the same students finish first every time and then drift.**

> Some of my [GRADE] students finish [TASK OR TOPIC] early. Give me 5 extension activities that go deeper, not just "more of the same." Each should:
> - Take 10 to 20 minutes
> - Need no extra prep from me
> - Connect to [SKILL OR STANDARD]
>
> Label each one as analyze, create, or evaluate.

## Assessment and feedback prompts

**9. Quiz with a key and wrong-answer logic. Use it when you need a quick check that shows who actually understands.**

> Write a [NUMBER]-question quiz on [TOPIC] for [GRADE] students, based only on this content:
> [PASTE NOTES OR TEXT]
>
> Mix question types: [e.g. 6 multiple choice, 2 short answer]. For every multiple-choice question, make the wrong answers reflect real misconceptions, and tell me which misconception each wrong answer reveals. Put the answer key at the end, separate from the questions.

**10. A rubric students can understand. Use it when you want grading to feel fair and students to know what good work looks like.**

> Create a 4-level rubric for this assignment: [DESCRIBE ASSIGNMENT]. Criteria: [LIST 3 TO 5 CRITERIA].
>
> Describe each level as something you could observe in the work, not vague words like "good" or "excellent." Then write a student-friendly version of the same rubric in "I can" language for grade [GRADE]. Format both as tables.

**11. A feedback comment bank. Use it when you have 120 essays to grade and want feedback that's specific without writing every comment from zero.**

> I'm grading [ASSIGNMENT] for grade [GRADE]. Create a bank of feedback comments organized by these criteria: [LIST CRITERIA].
>
> For each criterion, write 3 comments for strong work, 3 for work that's close, and 3 for work that needs a lot more. Each comment should name what the student did and give one next step. Warm but direct, under 30 words each.

**12. Check my test for problems. Use it before you print copies of a test you wrote late at night.**

> Review this test as if you were a careful student and a picky department head. Flag:
> - Questions with more than one defensible answer
> - Confusing or ambiguous wording
> - Questions that give away the answer to another question
> - Trick questions
> - Anything that tests reading speed more than the skill
>
> Suggest a fix for each issue. Leave questions that are fine alone.
>
> [PASTE TEST]

**13. Misconceptions to watch for. Use it when you're about to teach a topic students usually get wrong in predictable ways.**

> What are the 5 most common misconceptions [GRADE] students have about [TOPIC]? For each one, give:
> - What students typically say or write
> - Why it makes sense to them
> - A quick question that exposes it
> - A short example or activity that fixes it

## Parent and family communication prompts

**14. The concern email. Use it when you need to raise a problem with a family without it reading like an accusation.**

> Draft an email to a parent about a concern. Don't use any names; I'll add them.
>
> The concern: [DESCRIBE WITHOUT IDENTIFYING DETAILS, e.g. 4 of the last 6 homework assignments missing]
> What I've tried: [WHAT YOU'VE DONE]
> What I'm asking for: [e.g. a 15-minute call this week]
>
> Tone: warm, factual, on the same team as the family. Open with something genuine and positive: [ONE REAL STRENGTH]. Under 150 words. No education jargon.

**15. Reply to an upset parent. Use it when a parent's email made your stomach drop and you want to answer calmly.**

> A parent sent me an upset email. Here is the gist, with all names removed: [SUMMARY OR TEXT WITH NAMES REMOVED]
>
> Help me reply. Acknowledge their concern without admitting fault I don't have, lay out the facts: [YOUR SIDE IN 2 TO 3 BULLETS], and offer a next step: [e.g. a meeting]. Keep it short, calm and professional. Then list anything in my reply I should run past my principal before sending.

**16. Weekly family newsletter. Use it when you want families in the loop without writing a newsletter from scratch every Friday.**

> Turn these notes into a short weekly newsletter for families of my [GRADE] class:
> [BULLET NOTES: what we learned, upcoming dates, reminders]
>
> Friendly, skimmable, under 200 words. End with one "Ask your child..." question that starts a real conversation at home. Use simple sentences that are easy to read and easy to run through a translation tool.

**17. Conference talking points. Use it when you have a dozen conferences in one evening and need each one to stay focused.**

> Help me prepare for a parent-teacher conference. Student details (no name): grade [GRADE], strengths: [LIST], areas to grow: [LIST], evidence I'll bring: [LIST].
>
> Give me:
> - A one-sentence opening
> - 3 talking points in order
> - 2 questions to ask the family about what they see at home
> - One concrete next step we can agree on
>
> It should fit on half a page.

## Classroom management and routine prompts

**18. Script a routine. Use it when a transition (lining up, starting work, cleaning up) keeps eating teaching time.**

> My [GRADE] class struggles with [ROUTINE, e.g. the first 5 minutes after lunch]. Here's what happens now: [DESCRIBE].
>
> Write a step-by-step routine I can teach explicitly: the exact words I'll say, what students do at each step, how I'll practice it during the first week, and what I'll do when a student doesn't follow it. Keep the language positive and short.

**19. Reset after a rough week. Use it when the class has drifted and you want a fresh start without a lecture.**

> My class has had a rough stretch: [DESCRIBE WHAT'S HAPPENING, NO NAMES]. I want to reset expectations on Monday without lecturing or punishing everyone.
>
> Plan a 20-minute reset for [GRADE]: how I'll open it, one short activity where students help revise our class agreements, and how I'll follow up over the next two weeks. Include a short list of what NOT to do.

**20. Groups that actually work. Use it when you're planning group work and want fewer groups where one kid does everything.**

> I'm planning group work on [TASK] for [NUMBER] students. Suggest 3 ways to form groups (for example by skill, by interest, or random with assigned roles) and when each works best.
>
> Then write role cards for groups of [3 OR 4]: what each role does, and one sentence starter that role might use. No student names needed.

## Prompts for your own workload

**21. Sub plans in 10 minutes. Use it when you wake up sick and need sub plans before first bell.**

> I'm out tomorrow. Write sub plans for my [GRADE] [SUBJECT] class.
>
> Schedule: [PERIODS AND TIMES]
> Where we are: [CURRENT TOPIC AND WHAT WE DID TODAY]
> Materials in my room: [LIST]
> Routines the class already knows: [LIST]
>
> Make it a plan a non-specialist can run: minute-by-minute steps, an independent review activity that needs no new teaching, what to collect, and an early-finisher task. Format it as a one-page checklist.

**22. Meeting notes to action items. Use it after a department or PLC meeting where the decisions got lost in the conversation.**

> Here are my messy notes from a [DEPARTMENT / PLC / STAFF] meeting (no student names):
> [PASTE NOTES]
>
> Turn them into: decisions made, action items (who, what, by when), open questions, and a 3-sentence summary I can email to the team. If an action item has no owner or date, flag it.

**23. Recommendation letter first draft. Use it when you're writing your fifth recommendation letter of the season.**

> Draft a recommendation letter for a student applying to [PROGRAM / COLLEGE / JOB]. I've known them for [TIME] as their [ROLE]. Specific examples of what they did: [2 TO 3 CONCRETE EXAMPLES]. Qualities to highlight: [LIST].
>
> Use "[STUDENT]" as a placeholder for the name. Every claim must come from my examples; don't invent achievements. About 300 words, sincere, not flowery.

**24. Plan your week. Use it on Sunday when everything feels urgent.**

> Here's everything on my plate this week: [BRAIN DUMP: grading, planning, meetings, emails, deadlines].
> My time outside class: [e.g. a 45-minute planning period daily, 1 hour after school Tuesday and Thursday].
>
> Sort it into must-do, should-do, and can-wait. Then build a realistic schedule for my free blocks. If it doesn't all fit, tell me honestly what to drop or shorten.

**25. Fix a lesson that flopped. Use it after a lesson that didn't land, so next period (or next year) goes better.**

> A lesson didn't go well. What I planned: [SUMMARY]. What happened: [WHAT WENT WRONG].
>
> Ask me 3 questions first to understand what happened. Then suggest the 2 most likely causes and specific changes for next time. Skip generic advice like "increase engagement."


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