Educator & Teacher Prompt Pack

32 prompts for lesson planning, assessments, differentiation, and classroom management. Copy, customize the `[BRACKETS]`, paste into any AI.

Lesson Planning (8 prompts)

Prompt 1: Standards-Aligned Lesson Plan Builder

```
Create a detailed [LENGTH]-minute lesson plan for [GRADE LEVEL] [SUBJECT] on the topic of [TOPIC].

Align to this standard: [STANDARD CODE AND DESCRIPTION].

Structure the plan with:
- Learning objective (student-facing "I can..." statement)
- Bell ringer / hook (3-5 minutes, connects to prior knowledge)
- Direct instruction with guided notes outline
- Guided practice activity (include specific questions to ask)
- Independent practice with success criteria
- Exit ticket (3 questions: 1 recall, 1 application, 1 transfer)
- Materials list and tech requirements

Student context: [DESCRIBE YOUR CLASS — e.g., "28 students, mixed readiness, 6 ELL students at WIDA level 3, 4 students with IEPs for reading comprehension"].
```

Example Output: A complete 50-minute 7th grade science lesson on cell organelles aligned to NGSS MS-LS1-2, with a microscope-to-diagram matching hook, Cornell notes template, a "cell city" analogy activity, and a 3-question exit ticket assessing recall through transfer.

Prompt 2: Differentiated Instruction Planner

```
I'm teaching [TOPIC] to my [GRADE LEVEL] [SUBJECT] class. I need the same core lesson differentiated for three tiers:

Tier 1 (Approaching): Students who [DESCRIBE GAPS — e.g., "struggle with multi-step word problems and need concrete manipulatives"].
Tier 2 (On-Level): Students who [DESCRIBE LEVEL — e.g., "can solve problems independently but need structured practice"].
Tier 3 (Advanced): Students who [DESCRIBE STRENGTHS — e.g., "are ready for real-world application and open-ended problem solving"].

For each tier, provide:
- Modified learning objective
- Adjusted activity (same concept, different entry point)
- Scaffolds or extensions (specific, not just "provide extra support")
- Grouping recommendation (solo, pairs, small group)
- Check-for-understanding prompt the teacher should ask mid-lesson

Keep all three tiers working toward the same essential understanding: [ESSENTIAL UNDERSTANDING].
```

Example Output: A 4th grade fractions lesson where Tier 1 uses fraction strips to compare unit fractions, Tier 2 solves comparison problems with number lines, and Tier 3 creates their own real-world fraction comparison scenarios and defends their reasoning, all converging on the understanding that fractions represent parts of a whole and can be compared using common denominators.

Prompt 3: Project-Based Learning Unit Designer

```
Design a [DURATION — e.g., "3-week"] project-based learning unit for [GRADE LEVEL]
[SUBJECT] centered on this driving question:

"[DRIVING QUESTION — e.g., 'How can we redesign our school cafeteria menu to be both
nutritious and appealing to students?']"

Include:
1. Entry event that hooks students (first 1-2 days)
2. "Need to Know" list students would generate (anticipate 8-10 items)
3. Weekly milestone breakdown with specific deliverables
4. Mini-lessons needed to build skills (list topics and timing)
5. Critique and revision protocol (peer feedback structure)
6. Final product description and public audience
7. Individual accountability measures within group work
8. Rubric with 4 categories: Content Mastery, Collaboration, Presentation, Reflection

Standards addressed: [LIST 2-3 STANDARDS].
```

Example Output: A 3-week 8th grade science PBL where students investigate local water quality, design a filtration prototype, and present findings to the city council. Includes a "mystery water sample" entry event, weekly lab milestones, peer critique using the TAG protocol (Tell something good, Ask a question, Give a suggestion), and a rubric covering scientific accuracy, teamwork, communication, and metacognition.

Prompt 4: Substitute Teacher Emergency Lesson Plan

```
Create a fully self-contained substitute teacher lesson plan for [GRADE LEVEL] [SUBJECT]
that requires zero prep, no special materials, and no prior context about what the class
has been studying.

Requirements:
- Runs for [LENGTH] minutes
- Uses only paper, pencils, and a whiteboard
- Includes step-by-step instructions a non-specialist sub can follow
- Has a classroom management note (seating, noise level expectations)
- Engages students beyond a worksheet (discussion, partner work, or creative task)
- Includes an early finisher extension
- Topic: [TOPIC OR "any grade-appropriate topic"]

Write it in second person ("You will...") addressed directly to the substitute.
```

Example Output: A 55-minute 6th grade ELA plan where the sub leads a "Story Spine" collaborative writing activity. Includes a 5-minute silent journal warm-up prompt, a modeled example on the whiteboard using the "Once upon a time... Every day... Until one day..." structure, 20 minutes of partner story drafting, 15 minutes of volunteer sharing, and a reflection exit slip. Early finishers illustrate a scene from their story.

Prompt 5: Cross-Curricular Connection Mapper

```
I teach [SUBJECT] to [GRADE LEVEL] students. I'm currently covering [TOPIC/UNIT].

Identify meaningful cross-curricular connections to:
- [SECOND SUBJECT — e.g., "Math"]
- [THIRD SUBJECT — e.g., "Social Studies"]
- [FOURTH SUBJECT — e.g., "Art"]

For each connection, provide:
1. The specific concept in the other subject that overlaps
2. A co-teaching or collaboration activity (something both teachers can use)
3. A student-facing explanation of why these subjects connect here
4. A combined assessment idea that could count in both classes

Avoid surface-level connections (e.g., "students could draw a picture"). Every connection
should deepen understanding of BOTH subjects.
```

Example Output: For a 7th grade ELA unit on persuasive writing: Math connection through analyzing statistical claims in advertisements (data literacy + rhetorical analysis), Social Studies connection through studying historical propaganda techniques (primary source analysis + author's purpose), Art connection through designing a PSA poster using visual rhetoric principles (design elements + argumentative structure). Each includes a co-assessment rubric.

Prompt 6: Bellringer & Warm-Up Generator (Month Pack)

```
Generate 20 unique bellringer / warm-up activities for [GRADE LEVEL] [SUBJECT], covering these upcoming units: [LIST 3-4 UNITS].

Requirements:
- Each takes 3-5 minutes maximum
- Mix of formats: 5 quick-writes, 5 visual prompts (describe what to display), 5 partner discussions, 5 review/retrieval practice
- Number them Day 1-20
- Each should either activate prior knowledge for the day's lesson OR retrieve knowledge from a previous lesson (specify which)
- Include the correct answer or discussion target for teacher reference

No bellringer should require materials beyond a notebook and pencil.
```

Example Output: Twenty bellringers for 9th grade Biology covering cell structure, mitosis, and genetics. Day 1: Quick-write retrieval — "List everything you remember about cell theory from middle school. You have 2 minutes." (Target: 3 tenets). Day 2: Visual prompt — display an unlabeled animal cell diagram, students label as many parts as they can (activating prior knowledge for organelles lesson). Day 7: Partner discussion — "If a cell were a factory, what job would the mitochondria have? Defend your analogy." (Retrieval: organelle functions).

Prompt 7: Inquiry-Based Lesson Converter

```
Here is my existing traditional/lecture-based lesson plan:

[PASTE YOUR CURRENT LESSON PLAN]

Convert this into an inquiry-based lesson that:
- Opens with a phenomenon, problem, or question students can investigate rather than a definition
- Replaces "I tell, you listen" segments with "you investigate, we discuss" segments
- Keeps the same learning objective and content coverage
- Maintains the same time frame ([LENGTH] minutes)
- Preserves any parts that already work well
- Adds at least 2 points where students generate questions or hypotheses before receiving information

Mark changes with [CHANGED] so I can see exactly what was modified vs. kept. Explain your reasoning for each change in a "Teacher Notes" section at the end.
```

Example Output: A converted 10th grade Chemistry lesson on gas laws where the original lecture on Boyle's Law becomes a hands-on syringe-and-marshmallow investigation. Students predict what happens, observe, record data, and derive the relationship before seeing the formula. Teacher Notes explain why the demonstration was moved before the equation and how the prediction step activates prior knowledge about air pressure.

Prompt 8: Culturally Responsive Lesson Audit

```
Review this lesson plan for cultural responsiveness and inclusivity:

[PASTE YOUR LESSON PLAN]

Evaluate and improve across these dimensions:
1. **Representation**: Do examples, texts, or references reflect diverse backgrounds? Suggest specific replacements or additions.
2. **Relevance**: Does the content connect to students' lived experiences and communities? Suggest a community connection point.
3. **Access**: Are there hidden barriers (assumed background knowledge, cultural idioms, economic assumptions like "ask your parents to buy...")? Flag and fix each one.
4. **Voice**: Where can student perspectives, home languages, or cultural knowledge be centered rather than sidelined?
5. **Assessment equity**: Does the assessment method disadvantage any group (e.g., timed tests for ELLs, oral presentations for introverts)? Suggest an alternative or accommodation.

My student demographics: [DESCRIBE — e.g., "60% Latino, 20% Black, 15% White, 5% Asian; 40% qualify for free/reduced lunch; 8 ELL students"].

Provide the revised lesson plan with changes integrated, not just listed separately.
```

Example Output: A revised 5th grade Social Studies lesson on westward expansion that replaces "settlers discovered new land" framing with multiple-perspective primary sources (settler diaries AND Native American oral histories), swaps the individual essay assessment for a choice board (written, visual, or oral), adds a connection to local indigenous place names, and flags an assumption that students have home internet access for the homework assignment.

Assessment & Rubrics (8 prompts)

Prompt 9: Analytic Rubric Generator

```
Create a detailed analytic rubric for this assignment:

Assignment: [DESCRIBE THE ASSIGNMENT — e.g., "Persuasive speech on a school policy, 3-5 minutes, delivered to class"]
Grade Level: [GRADE LEVEL]
Subject: [SUBJECT]
Standards: [STANDARDS BEING ASSESSED]

Rubric requirements:
- [NUMBER] criteria rows (suggest criteria if I haven't specified them)
- 4 performance levels: Exemplary (4), Proficient (3), Developing (2), Beginning (1)
- Each cell must have specific, observable, measurable descriptors (not vague language like "good" or "needs improvement")
- Include a row for each: content/accuracy, [SKILL 1 — e.g., "evidence use"], [SKILL 2 — e.g., "delivery/presentation"], and student self-assessment
- Point values and weighting for each criterion
- A "student-friendly" version of the rubric I can hand out alongside the teacher version

Total points possible: [TOTAL]
```

Example Output: A 6-criteria rubric for an 8th grade persuasive speech: Claim Clarity (15 pts), Evidence Quality (20 pts), Counterargument (15 pts), Organization (15 pts), Delivery (20 pts), Self-Assessment Reflection (15 pts). Exemplary for Evidence Quality reads: "Cites 3+ credible sources with author/date, explains how each source directly supports the claim, and addresses source reliability." Student-friendly version replaces academic language with "I did..." statements.

Prompt 10: Backward-Design Assessment Builder

```
I need to design an end-of-unit assessment using backward design (Understanding by Design framework).

Unit: [UNIT TITLE]
Grade Level: [GRADE LEVEL]
Subject: [SUBJECT]
Duration: [HOW LONG WAS THE UNIT]

Essential Questions:
1. [ESSENTIAL QUESTION 1]
2. [ESSENTIAL QUESTION 2]

Key Understandings students should demonstrate:
- [UNDERSTANDING 1]
- [UNDERSTANDING 2]
- [UNDERSTANDING 3]

Create an assessment with:
1. A performance task (authentic, real-world application) with GRASPS framework (Goal, Role, Audience, Situation, Product, Standards)
2. 10 selected-response questions (mix of DOK levels 1-3) with answer key and rationale for each distractor
3. 2 constructed-response questions (DOK 3-4) with sample proficient responses and scoring guide
4. Accommodations notes for ELL students and students with IEPs
```

Example Output: An end-of-unit assessment for a 6th grade math unit on ratios and proportional relationships. Performance task: Students play the role of a nutritionist designing a school lunch menu that meets USDA guidelines while staying within a $2.50/meal budget (using ratio reasoning to scale recipes). Includes 10 multiple-choice questions spanning DOK 1 (identify a ratio) to DOK 3 (determine which store offers the better deal given complex pricing), plus 2 open-response problems requiring students to set up and justify proportional reasoning.

Prompt 11: Formative Assessment Toolkit

```
I'm teaching a [DURATION]-day unit on [TOPIC] in [GRADE LEVEL] [SUBJECT]. Design a formative assessment plan that gives me daily insight into student understanding without eating into instruction time.

Provide:
- Day-by-day formative assessment strategy (one per day, each taking 5 minutes or less)
- Mix of formats: exit tickets, thumbs-up/down checks, whiteboard responses, think-pair-share prompts, one-sentence summaries, four corners, sketch notes
- For each assessment: the exact question/prompt, what a correct response looks like, and what a common misconception response reveals
- A simple tracking template I can print (student names in rows, days in columns, simple +/check/- coding)
- Decision rules: "If more than 30% score -, then [specific reteaching action]"

My constraints: [LIST ANY — e.g., "no tech available in classroom" or "block schedule, 90-minute periods"].
```

Example Output: A 10-day formative plan for 3rd grade multiplication. Day 1: Draw-it check (sketch 3 groups of 4, checks for understanding of multiplication as equal groups). Day 4: Whiteboard flash (show a word problem, students hold up just the equation, not the answer; checks for translation from words to math). Day 7: Error analysis exit ticket (find the mistake in a worked example; common misconception: confusing 6×7 with 6+7). Includes a printable tracking grid and the rule: "If 30%+ miss the exit ticket, open tomorrow with a number talk using the same concept."

Prompt 12: Quiz and Test Question Generator

```
Generate a [NUMBER]-question assessment for [GRADE LEVEL] [SUBJECT] on [TOPIC/CHAPTER].

Question distribution:
- [N] multiple choice (4 options each, one correct, three plausible distractors)
- [N] true/false with "correct the false statement" requirement
- [N] short answer (2-3 sentence response expected)
- [N] extended response (paragraph-length)

Cognitive rigor distribution:
- 40% DOK 1 (recall and reproduction)
- 35% DOK 2 (skills and concepts / application)
- 25% DOK 3 (strategic thinking / analysis)

For each question provide:
- The question
- Correct answer
- For MC: why each distractor is wrong (common misconception it targets)
- DOK level label
- Which specific learning objective it assesses: [LIST YOUR LEARNING OBJECTIVES]

Also generate a student answer sheet template and a scoring guide with partial credit
rules for short/extended response.
```

Example Output: A 20-question 10th grade Biology assessment on DNA and protein synthesis: 10 MC (e.g., "Which RNA molecule carries amino acids to the ribosome?" with distractors targeting confusion between mRNA, tRNA, and rRNA), 4 true/false with corrections, 4 short answer (e.g., "Explain why a single nucleotide deletion is more harmful than a substitution"), 2 extended response (e.g., "Trace the path from a gene on chromosome 11 to a functional hemoglobin protein"). Each labeled DOK 1-3 with full answer key.

Prompt 13: Student Self-Assessment & Reflection Builder

```
Create a student self-assessment tool for [GRADE LEVEL] students completing
[ASSIGNMENT/UNIT NAME] in [SUBJECT].

The tool should:
1. Use age-appropriate language for [GRADE LEVEL]
2. Include a skills checklist tied to these learning targets: [LIST 3-5 TARGETS]
3. Use a rating scale students can understand: [SUGGEST APPROPRIATE SCALE — e.g., for
elementary: "Got it / Almost / Not yet"; for secondary: a 1-4 proficiency scale with
descriptors]
4. Include 3 metacognitive reflection prompts (not just "what did you learn" but deeper:
strategy awareness, effort calibration, transfer thinking)
5. Include a goal-setting section for next steps
6. Fit on one printed page (front and back)

Format as a clean, printable document with clear sections and enough white space for
handwriting.
```

Example Output: A one-page self-assessment for 4th graders finishing a narrative writing unit. Skills checklist: "My story has a clear beginning, middle, and end" / "I used dialogue to show what characters are like" / "I used at least 3 sensory details" — each rated with a Got It / Almost / Not Yet checkbox. Metacognitive prompts: "What was the hardest part of writing this story, and what did you do when you got stuck?" / "Look at your rough draft and your final draft side by side. What is the biggest improvement you made?" / "If you had to teach a younger student how to write a good story, what is the #1 tip you would give them?" Goal-setting: "One thing I want to do better in my next piece of writing is _____ and my plan to improve is _____."

Prompt 14: Standards-Based Grading Conversion Tool

```
I'm transitioning from traditional percentage grading to standards-based grading for
[GRADE LEVEL] [SUBJECT]. Help me convert my existing grading system.

Current setup:
- Gradebook categories: [LIST — e.g., "Tests 40%, Homework 20%, Classwork 25%,
Participation 15%"]
- Current unit: [UNIT NAME]
- Standards for this unit: [LIST STANDARDS]

Create:
1. A standards-based gradebook structure (standards as rows, evidence as columns)
2. Proficiency scale (1-4) with detailed descriptors for EACH standard in this unit
3. A conversion guide showing how my existing assignments map to standards evidence
4. A policy for reassessment (when, how many attempts, what counts)
5. A parent communication template explaining the shift (jargon-free, emphasizes benefits)
6. A FAQ addressing the top 5 parent concerns about standards-based grading

Help me identify which of my current assignments are actually measuring learning vs.
measuring compliance (homework completion, participation points).
```

Example Output: A converted gradebook for 7th grade Math where "Tests 40%" becomes evidence collections for standards 7.RP.1, 7.RP.2, and 7.RP.3, each with its own 1-4 scale. Homework shifts from a completion grade to ungraded practice (flagged as a compliance measure). The parent letter opens with: "You might notice your child's report card looks different this quarter. Instead of a single letter grade, you'll see exactly which math skills your child has mastered and which ones they're still working on."

Prompt 15: Alternative Assessment Designer

```
I need an alternative to a traditional test for assessing [TOPIC] in [GRADE LEVEL] [SUBJECT]. The assessment must be rigorous but accessible to students who struggle with traditional test formats.

Student needs to consider: [DESCRIBE — e.g., "5 ELL students at varying proficiency levels, 3 students with testing anxiety, 2 students with IEPs specifying extended time and reduced distraction"]

Design 3 assessment options (student choice) that:
- Assess the SAME standards: [LIST STANDARDS]
- Reach the SAME depth of knowledge (DOK [LEVEL])
- Take approximately the same time to complete ([TIME])
- Can be evaluated with a single shared rubric
- Include at least one option that minimizes reading/writing demands
- Include at least one option that allows collaborative demonstration of knowledge

For each option, provide: description, step-by-step student instructions, materials needed, and how to prevent academic dishonesty without creating a surveillance atmosphere.
```

Example Output: Three assessment options for 9th grade World History on the causes of WWI: (1) Written analysis comparing two primary sources with a structured argument template, (2) Annotated visual timeline with recorded verbal explanations at each node (reduces writing load), (3) Paired Socratic seminar with a preparation document and discussion rubric (collaborative option). All assessed on the same rubric: Historical Accuracy, Cause-Effect Reasoning, Evidence Use, and Communication.

Prompt 16: Peer Review Protocol Designer

```
Design a structured peer review protocol for [GRADE LEVEL] students reviewing each other's [ASSIGNMENT TYPE — e.g., "lab reports," "argumentative essays," "math problem sets"] in [SUBJECT].

The protocol must:
- Take no more than [TIME] minutes per review
- Use a structured feedback form (not open-ended "write comments")
- Train students to give specific, actionable feedback (include 3 example "weak feedback → strong feedback" transformations)
- Include a "feedback receiver" guide (how to process peer feedback without defensiveness)
- Build in a revision requirement (students must address at least [NUMBER] pieces of peer feedback and explain what they changed and why)
- Prevent social dynamics issues (anonymous option, assigned pairings rationale, no best-friend reviewing)

Include the printable peer review form, the student instructions handout, and a teacher facilitation guide with timing cues.
```

Example Output: A 20-minute peer review protocol for 7th grade argumentative essays. Feedback form has 4 targeted questions: "Copy the writer's claim exactly as written. Is it debatable (someone could disagree)? Circle: Yes / Somewhat / No." Weak-to-strong examples: "Good job" becomes "Your second body paragraph is your strongest because the statistic about screen time directly supports your claim. Your first paragraph would be stronger with a similar specific example." Includes anonymous pairing via numbered drafts and a revision log where students write: "My reviewer said ___. I changed ___ because ___."

Student Feedback (8 prompts)

Prompt 17: Report Card Comment Generator

```
Write [NUMBER] unique, personalized report card comments for a [GRADE LEVEL] student in [SUBJECT].

Student profile:
- Academic performance: [DESCRIBE — e.g., "Consistently meets grade-level standards, strongest in reading comprehension, struggles with written expression"]
- Work habits: [DESCRIBE — e.g., "Completes homework regularly, sometimes rushes through classwork, strong collaborator in group settings"]
- Social-emotional: [DESCRIBE — e.g., "Kind to peers, occasionally off-task during independent work, has grown in self-advocacy"]
- Growth this term: [SPECIFIC GROWTH — e.g., "Moved from a 2 to a 3 on the informational writing rubric"]
- Goal for next term: [GOAL — e.g., "Use revision strategies independently"]

Requirements:
- Strengths-first framing (lead with what the student does well)
- Specific evidence, not generic praise ("Your analysis of the character's motivation in our novel study showed real depth" vs. "Good job in reading")
- Growth areas phrased as next steps, not deficits ("Next term, [STUDENT NAME] can build on this progress by..." not "[STUDENT NAME] needs to improve...")
- Warm, professional tone appropriate for parent audience
- Each comment: 3-5 sentences
- No two comments should use the same sentence structure or opening

Generate [NUMBER] versions so I can choose the best fit.
```

Example Output: Three versions for a 3rd grader in ELA: Version 1 opens with a specific reading strength ("During our Charlotte's Web unit, Maya made thoughtful predictions that showed she was reading beyond the surface of the text"), transitions to growth ("Her writing has grown noticeably this term — her informational paragraphs now include topic sentences and supporting details consistently"), and closes with a forward-looking goal ("Next term, Maya can challenge herself to add more precise vocabulary to her writing, replacing general words like 'good' and 'nice' with descriptive alternatives").

Prompt 18: Parent Email Templates (Difficult Conversations)

```
Draft a professional, empathetic parent email for this situation:

Situation: [DESCRIBE — e.g., "Student has been consistently disruptive in class for the past two weeks — talking out of turn, refusing to start work, and making jokes during instruction. This is a change from their usual behavior."]

Student: [FIRST NAME], [GRADE LEVEL]
Parent/Guardian name: [NAME]
My relationship with this family so far: [DESCRIBE — e.g., "Positive — met at conference, parent was engaged and supportive"]
What I've already tried: [LIST INTERVENTIONS — e.g., "Private conversation with student, moved seat, called home once last week"]
What I want from this email: [GOAL — e.g., "Schedule a meeting to discuss what might be driving the behavior change and create a shared plan"]

Requirements:
- Open with something genuine and positive about the student (not a hollow compliment)
- State the concern with specific, observable behaviors (not labels like "disrespectful" or "lazy")
- Acknowledge this is a change and express curiosity, not judgment
- Propose a collaborative next step (meeting, phone call, shared plan)
- Keep it under 200 words
- Avoid educational jargon
- CC guidance counselor? [YES/NO — if yes, note it appropriately in the email]

Also generate: a brief follow-up email template for after the meeting, summarizing what was agreed upon.
```

Example Output: "Dear Ms. Rivera, I want to start by saying that I genuinely enjoy having Carlos in my class. His sense of humor and quick thinking make our discussions better. Over the past two weeks, I've noticed a shift in Carlos's behavior that concerns me. He's been calling out during instruction, having difficulty starting independent work, and last Thursday he walked out of a group activity mid-task. This isn't the Carlos I know from the first three months of school, and it makes me wonder if something has changed for him. I've talked with Carlos privately and tried some adjustments, but I think we'll make more progress working together. Would you be available for a 20-minute meeting this week — in person or by phone? I'm free Tuesday and Thursday after 3:15. I want to make sure Carlos finishes this year as strong as he started. Warm regards, [Teacher Name]"

Prompt 19: Individualized Progress Report Narrative

```
Write an individualized progress report narrative for [STUDENT NAME] ([GRADE LEVEL], [SUBJECT]).

Data points to incorporate:
- Assessment scores: [LIST RECENT SCORES/GRADES — e.g., "Unit 1: 78%, Unit 2: 85%, Unit 3: 91%"]
- Standards proficiency: [LIST STANDARDS WITH LEVELS — e.g., "W.5.1 (Proficient), W.5.2 (Approaching), W.5.3 (Exemplary)"]
- Specific work samples to reference: [DESCRIBE 1-2 — e.g., "Research paper on ocean pollution — strong thesis, weak source integration"]
- Behavioral/effort observations: [DESCRIBE]
- IEP/504 goals if applicable: [LIST OR "N/A"]
- Comparison to last reporting period: [GROWTH, DECLINE, OR STABLE]

Format:
1. Opening summary (2 sentences — overall trajectory)
2. Strengths with evidence (cite specific work, specific standards)
3. Growth areas with actionable next steps (what the student should practice, not just what they can't do)
4. Home support suggestions (2-3 specific things a parent can do, not "read more at home")
5. Teacher commitment (what I will do to support this student next term)

Tone: [CHOOSE — "warm and encouraging" / "direct and professional" / "celebratory with high expectations"]
Length: [WORD COUNT — e.g., "250-350 words"]
```

Example Output: A 300-word progress report for a 5th grader showing clear upward trajectory in writing (78% to 91% across three units), with specific references to her ocean pollution research paper ("Your thesis statement — 'Ocean plastic doesn't disappear, it just breaks into smaller problems' — was one of the strongest in the class"). Growth area: integrating multiple sources into a single paragraph instead of listing them one-by-one. Home support: "When reading articles together, ask 'What does this author agree with from the last thing we read?' to practice synthesizing."

Prompt 20: Positive Behavior Acknowledgment Notes

```
Generate [NUMBER] brief, specific positive notes I can send home with students or email to parents. These should celebrate effort, growth, character, and academic wins — not just high grades.

Grade level: [GRADE LEVEL]
Context: [WHAT HAPPENED — e.g., "I want to recognize students who showed growth mindset during our challenging math unit on fractions"]

Categories (generate [N] for each):
1. Academic growth (not perfection — effort and improvement)
2. Character and citizenship (kindness, leadership, integrity)
3. Perseverance (stuck with something hard, asked for help, tried again)
4. Peer support (helped a classmate, positive group member)

Requirements:
- Each note: 2-3 sentences maximum
- Name a specific behavior or moment, not a trait ("I saw you stay after the bell to help Jayden understand the assignment" not "You are such a nice person")
- Written in first person from the teacher
- Appropriate for sending home to parents (they should feel proud, not confused)
- Vary the sentence openings — no two should start the same way
```

Example Output: Academic growth: "During Friday's fraction quiz, Aiden solved problems that he told me were 'impossible' just two weeks ago. That improvement came from the extra practice he put in during lunch — I want you to know that effort is paying off." Perseverance: "Something impressive happened in class today. When Sofia got stuck on the word problem, instead of giving up, she re-read it, drew a picture, and tried a different strategy. That is exactly what mathematicians do."

Prompt 21: IEP Goal Progress Update Drafter

```
Draft a progress monitoring update for these IEP goals. This will be shared with parents
and the IEP team.

Student: [FIRST NAME], [GRADE LEVEL]
Reporting period: [DATE RANGE]
Case manager: [NAME]

Goals and current data:
1. Goal: [PASTE IEP GOAL — e.g., "By June 2025, given a grade-level narrative text,
student will identify the main idea and 2 supporting details with 80% accuracy across 3
consecutive probes."]
   Current performance: [DATA — e.g., "Currently achieving 60% accuracy; up from 45% at
last reporting period. Strongest with fiction, struggles with informational text main
idea."]
   Interventions in place: [LIST — e.g., "Graphic organizer for main idea, small group
reteaching 2x/week, highlighted text passages"]

2. Goal: [PASTE SECOND GOAL]
   Current performance: [DATA]
   Interventions in place: [LIST]

[ADD MORE GOALS AS NEEDED]

For each goal, write:
- Current status (On Track / Progressing / Limited Progress / Not Yet Addressed)
- Narrative summary of progress with specific data points
- What is working and what needs adjustment
- Recommendation for the team (continue current plan / modify intervention / schedule team
meeting)

Use professional, compliant language suitable for an IEP document. Avoid subjective
statements without data backing.
```

Example Output: "Goal 1: Progressing. During this reporting period, [Student] identified the main idea and supporting details with 60% accuracy across 5 probes, up from 45% at the previous reporting period. She demonstrates stronger performance with fictional narrative texts (75% accuracy) than with informational texts (45% accuracy). The graphic organizer intervention has been effective for fiction; we recommend adding an informational text-specific strategy (such as heading-based prediction) to address the gap. Current trajectory suggests the June target of 80% is achievable with the modified intervention. Recommendation: Modify intervention to add informational text scaffolds; continue current frequency of small group reteaching."

Prompt 22: Student Encouragement & Motivation Messages

```
Write [NUMBER] personalized encouragement messages for a student who is [SITUATION — e.g., "struggling with confidence in math after failing two quizzes in a row"].

Student: [FIRST NAME], [GRADE LEVEL]
What I know about this student: [CONTEXT — e.g., "Hard worker, compares themselves to peers, has said 'I'm just not a math person,' excels in art and writing"]
Delivery method: [HOW WILL I SHARE THIS — e.g., "written note on their desk," "private conversation after class," "comment on their paper"]

Each message should:
- Acknowledge the struggle without minimizing it (no toxic positivity like "Just stay positive!")
- Reference something specific this student has accomplished or improved on
- Reframe the narrative (from "I can't" to "I'm learning to")
- Include a concrete, small next step (not "try harder" but "tomorrow, try the first two problems and then come see me")
- Match the delivery method in tone and length
- Sound like a real teacher, not a greeting card

Also provide: 2 things I should AVOID saying to this student (common well-meaning phrases that backfire with students in this situation).
```

Example Output: Note on desk: "Priya, I looked at your last quiz more carefully. You set up the equations correctly on 4 out of 6 problems — that means you understand the thinking. The errors were in the arithmetic steps, which is a totally fixable thing. Tomorrow in class, I'm going to check in with you after problem 2. Deal?" Avoid saying: "You're so smart, you just need to try harder" (implies current effort isn't enough) and "Don't worry, some people just aren't math people" (confirms the fixed mindset she already has).

Prompt 23: Constructive Feedback on Student Work

```
I need to write detailed, constructive feedback on a student's [ASSIGNMENT TYPE — e.g., "argumentative essay"].

Student: [NAME], [GRADE LEVEL]
Assignment requirements: [BRIEF DESCRIPTION AND KEY CRITERIA]

Here is the student's work:

[PASTE STUDENT WORK OR DESCRIBE IT IN DETAIL]

Write feedback that:
1. Opens with a specific strength (quote or reference a specific part of their work)
2. Identifies 2-3 areas for improvement, ranked by impact (fix the highest-leverage issue first)
3. For each area, provides: what the issue is, why it matters, and a specific revision suggestion (show, don't just tell — model a revised sentence, suggest a restructured paragraph, etc.)
4. Closes with a prioritized revision plan ("First, do X. Then, if you have time, try Y.")
5. Uses margin-note style comments (keyed to specific paragraphs or sections) PLUS a summary comment

Feedback philosophy: [CHOOSE — "revision-oriented (they will rewrite)" / "forward-looking (apply to next assignment)" / "grade justification (explaining the score)"]

Ensure the feedback is encouraging enough that the student will actually read it and use it, not shut down.
```

Example Output: Summary comment for a 9th grader's argumentative essay on school start times: "Jaylen, your opening hook is genuinely compelling — starting with the 5:45 AM alarm statistic made me want to keep reading. Your biggest strength is voice; this essay sounds like YOU, not a template. The highest-impact revision: your second body paragraph has three strong pieces of evidence, but they're listed back-to-back without analysis. After each piece of evidence, add one sentence answering 'So what? Why does this matter for my argument?' Here's what that could look like: [modeled revision of one evidence-analysis pair]. Priority revision plan: (1) Add analysis sentences to body paragraphs 2 and 3. (2) Strengthen your counterargument — right now you mention the other side but don't explain why your position is still stronger."

Prompt 24: End-of-Year Student Letters

```
Write a personalized end-of-year letter from me to [STUDENT NAME], a [GRADE LEVEL] student in my [SUBJECT] class.

What I want to highlight:
- A specific moment I'll remember: [DESCRIBE — e.g., "The day they volunteered to read their poem aloud for the first time and the class gave them a standing ovation"]
- Their biggest growth: [DESCRIBE — e.g., "Started the year refusing to write more than 2 sentences; now writes full paragraphs voluntarily"]
- A character trait I admire: [DESCRIBE — e.g., "Quiet kindness — always the first to help a new student feel welcome"]
- My hope for them next year: [DESCRIBE — e.g., "Keep advocating for yourself the way you learned to this year"]

Requirements:
- Warm, genuine tone (this should feel handwritten, not generated)
- 150-200 words (short enough to read in one sitting, long enough to feel meaningful)
- Reference at least one shared experience or inside joke (I'll provide: [DETAIL])
- End with a forward-looking statement that shows belief in the student
- Avoid cliches like "reach for the stars" or "the sky's the limit"
- This letter should make the student feel SEEN, not just praised
```

Example Output: "Dear Marcus, I need to tell you something I don't think you know. That Thursday in February when you raised your hand and said, 'I actually wrote something I want to share' — that was one of my favorite moments in 14 years of teaching. Not because the poem was perfect (though honestly, that line about your grandmother's hands was extraordinary). Because I watched you decide to be brave. You started this year writing two sentences and telling me you were done. You're ending it with a portfolio of work that YOU chose to keep. That's not something I taught you. That's something you found in yourself. Next year, when sixth grade feels big and unfamiliar, remember: you're the kid who stood up and read his poem to 28 people. You can do hard things. You already have. Have an amazing summer. Save me a copy of whatever you write next. — Mr. Torres"

Curriculum Design (8 prompts)

Prompt 25: Unit Plan Builder (Understanding by Design)

```
Design a complete unit plan using the Understanding by Design (UbD) backward design
framework.

Unit Title: [TITLE]
Subject: [SUBJECT]
Grade Level: [GRADE LEVEL]
Duration: [NUMBER OF WEEKS/DAYS]
Standards: [LIST ALL STANDARDS THIS UNIT ADDRESSES]

Stage 1 — Desired Results:
- 2-3 Enduring Understandings (transferable big ideas)
- 2-3 Essential Questions (open-ended, thought-provoking, recurring)
- Knowledge: what students will know
- Skills: what students will be able to do

Stage 2 — Assessment Evidence:
- Performance task (GRASPS format: Goal, Role, Audience, Situation, Product, Standards)
- Other evidence (quizzes, observations, homework, self-assessments)
- Student self-assessment opportunity

Stage 3 — Learning Plan:
- Day-by-day lesson sequence with learning activities (use WHERETO: Where is it going,
Hook, Explore/experience, Rethink/revise, Exhibit, Tailor, Organize)
- Differentiation notes for each week
- Materials and resources needed
- Technology integration points

Prior knowledge required: [WHAT STUDENTS NEED TO ALREADY KNOW]
Common misconceptions to address: [LIST 2-3]
```

Example Output: A 4-week UbD unit for 8th grade ELA on "The Power of Perspective" using paired texts (fiction + nonfiction) about the same historical events. Enduring Understanding: "All narratives are told from a perspective, and what is included or excluded shapes the reader's understanding of truth." Performance task: Students take on the role of museum curators creating a "Two Sides" exhibit panel that presents a historical event through two conflicting primary sources, with a curator's note explaining how perspective shapes the narrative. Day-by-day plan progresses from single-perspective reading to paired-text comparison to original analysis.

Prompt 26: Scope & Sequence Planner

```
Create a year-long scope and sequence for [GRADE LEVEL] [SUBJECT].

Constraints:
- School calendar: [START DATE] to [END DATE]
- Breaks: [LIST MAJOR BREAKS — e.g., "2 weeks winter break mid-December, 1 week spring break late March"]
- Testing windows: [LIST — e.g., "State testing: 2 weeks in late April"]
- Total instructional days: approximately [NUMBER]
- Period length: [MINUTES] minutes

Standards to cover: [LIST ALL STANDARDS OR SAY "all grade-level standards for [STATE/FRAMEWORK]"]

For each unit, provide:
1. Unit title and essential question
2. Duration (number of weeks)
3. Standards addressed (with codes)
4. Key assessments (formative and summative)
5. Spiral review connections (how this unit builds on previous and sets up future units)
6. Suggested pacing (which weeks of the year)

Also include:
- A rationale for sequencing choices (why Unit 3 comes before Unit 4)
- Built-in flex weeks for reteaching (at least 2 per semester)
- Notes on where cross-curricular connections are strongest
- A visual timeline/calendar view (text-based table format)
```

Example Output: A 36-week scope and sequence for 5th grade Math (Common Core) with 9 units, starting with place value and operations (foundational), moving through fractions and decimals (heaviest units, given testing weight), and ending with geometry and data (lighter lift, post-testing). Each unit shows how it spirals: Unit 4 (Multiplying Fractions) explicitly revisits Unit 2 (Multiplication Strategies) and Unit 3 (Fraction Concepts). Two flex weeks built in: one before winter break, one before state testing.

Prompt 27: Cross-Curricular Unit Connector

```
I teach [SUBJECT] and I want to collaborate with the [OTHER SUBJECT] teacher on a cross-curricular unit.

My unit: [DESCRIBE YOUR UNIT, TOPIC, AND STANDARDS]
Their unit (if known): [DESCRIBE OR SAY "I don't know what they're covering — suggest timing"]
Grade level: [GRADE LEVEL]
Shared students: [YES — same students in both classes / NO — would need to coordinate]
Our planning time: [DESCRIBE — e.g., "We share a prep period on Tuesdays"]

Design a cross-curricular unit that:
1. Identifies the natural overlap (not forced connections)
2. Proposes a shared driving question both teachers can use
3. Outlines what each teacher covers in their own class
4. Includes 2-3 collaborative activities or shared assignments
5. Creates one integrated assessment that counts in both classes (with separate rubric rows for each subject's standards)
6. Provides a co-planning agenda template for our shared prep time
7. Includes a "pitch email" I can send to my colleague proposing the collaboration

Timeline: [WHEN WOULD THIS RUN]
```

Example Output: Cross-curricular unit connecting 7th grade Science (ecosystems and food webs) with 7th grade Math (ratios, proportions, and graphs). Shared driving question: "If one species disappears from our local ecosystem, what happens to everything else — and can we predict it with math?" Science class covers ecological relationships and data collection; Math class covers proportional reasoning and graphing population data. Shared assignment: students use real wildlife population data to calculate predator-prey ratios and create predictive graphs. Integrated assessment: a research poster assessed for scientific accuracy (Science rubric) and mathematical reasoning (Math rubric). Pitch email included.

Prompt 28: Standards Alignment & Gap Analyzer

```
Audit my existing curriculum for standards alignment and gap coverage.

Grade level: [GRADE LEVEL]
Subject: [SUBJECT]
Standards framework: [STATE/COMMON CORE/NGSS/OTHER]

Here are my current units and what I cover in each:

Unit 1: [TITLE] — [LIST TOPICS AND ACTIVITIES]
Unit 2: [TITLE] — [LIST TOPICS AND ACTIVITIES]
Unit 3: [TITLE] — [LIST TOPICS AND ACTIVITIES]
[CONTINUE FOR ALL UNITS]

Analyze and provide:
1. A standards coverage matrix (every standard mapped to which unit addresses it)
2. GAP REPORT: Standards that are not addressed in any unit (critical)
3. THIN COVERAGE: Standards addressed only once with no spiral review (risky)
4. OVER-COVERAGE: Standards addressed in 3+ units (possible time reclaim)
5. Recommended fixes: where to add coverage for gaps, what to trim, and how to add spiral
review
6. A priority ranking of gaps (based on testing weight and prerequisite importance)
7. Estimated time impact of recommended changes

Format the coverage matrix as a table I can share with my department or admin.
```

Example Output: An audit of a 6th grade ELA curriculum revealing that RI.6.8 (trace and evaluate an argument) is completely missing, RL.6.4 (figurative language) appears in 4 out of 7 units (over-covered), and W.6.1 (argumentative writing) is addressed once in Unit 5 with no revisit. Recommended fix: Add an argument analysis activity to Unit 3 (nonfiction unit — natural fit), reduce figurative language from Units 2 and 6 (keep it in 3 and 7 where it's most relevant), and add a short argumentative paragraph to the Unit 7 assessment for W.6.1 spiral coverage. Time impact: net zero (trims offset additions).

Prompt 29: Curriculum Pacing Guide Adjuster

```
My curriculum pacing is off and I need to adjust mid-year. Help me restructure the
remaining units.

Current situation:
- Today's date: [DATE]
- Where I should be: [UNIT/CHAPTER ACCORDING TO ORIGINAL PACING]
- Where I actually am: [WHERE YOU ARE]
- Days/weeks behind: [NUMBER]
- Reason for delay: [DESCRIBE — e.g., "Snow days, reteaching fractions took longer than
planned, new students mid-year"]
- Remaining instructional days: [NUMBER]
- Non-negotiable coverage before year-end testing: [LIST MUST-TEACH STANDARDS/TOPICS]

Remaining units in original plan:
[LIST UNITS WITH ORIGINAL DURATION]

Create a revised pacing plan that:
1. Prioritizes non-negotiable content for testing
2. Identifies what can be condensed (combined lessons, cut practice days)
3. Identifies what can be cut entirely with minimal impact
4. Identifies what can be moved to a "if time allows" appendix
5. Shows the revised week-by-week calendar
6. Includes specific strategies for condensing (e.g., "combine lesson 3.2 and 3.3 into a
single day by using 3.2 as bellwork and teaching 3.3 as the main lesson")
7. Flags any risks (standards that will get thin coverage and might need summer/next-year
attention)

Be realistic — don't suggest cramming 3 weeks into 1.
```

Example Output: A revised pacing plan for a 4th grade Math teacher who is 3 weeks behind in January. Condensation strategies: Combine measurement and data units (2 weeks saved — natural overlap), convert the geometry unit's "exploration day" into a homework pre-watch video (1 day saved), cut the review week before testing and replace with daily spiral bellringers (5 days saved). Moved to "if time allows": probability enrichment unit (not on state test, can be covered in 5th grade). Risk flag: Fraction operations unit was trimmed from 4 weeks to 3, which means division of fractions gets only 2 days — recommend a summer practice packet for this standard.

Prompt 30: Textbook-Free Resource Curriculum Builder

```
I need to teach [TOPIC/UNIT] for [GRADE LEVEL] [SUBJECT] but I don't have a textbook (or
my textbook is outdated/inadequate). Build me a resource curriculum using only free,
openly available materials.

Duration: [NUMBER OF DAYS/WEEKS]
Standards: [LIST STANDARDS]
My constraints: [DESCRIBE — e.g., "1:1 Chromebooks, no printer budget, students can't
access YouTube (school filter)"]

Provide:
1. A lesson-by-lesson plan using open educational resources (OER)
2. For each lesson, link type and source (even if you can't provide URLs, specify: "Search
[SITE] for [EXACT TITLE]" so I can find it)
3. Curated resource list organized by type:
   - Primary source documents (specify archives)
   - Videos/media (specify platforms accessible in schools)
   - Interactive tools and simulations
   - Practice worksheets/activities (specify OER repositories)
   - Read-aloud texts or articles at appropriate Lexile levels
4. A student resource packet I can compile (table of contents, readings, activity sheets)
5. How to organize this in Google Classroom or your LMS (folder structure, assignment
sequence)

Prioritize resources from: Khan Academy, CK-12, ReadWorks, Newsela, PhET Simulations,
Library of Congress, PBS LearningMedia, Desmos, GeoGebra, CommonLit.
```

Example Output: A 2-week 8th grade Earth Science unit on plate tectonics using: PhET "Plate Tectonics" simulation (Day 1-2 exploration), USGS earthquake data for a real-time mapping activity (Day 3-4), ReadWorks article "When the Earth Shakes" at 1050L (Day 5 reading), PBS LearningMedia video "Colliding Continents" (Day 6), and a CK-12 flexbook chapter for reference reading. Google Classroom structure: Week 1 folder (Explore), Week 2 folder (Explain & Apply), Assessment folder. Student resource packet includes a plate boundary diagram, vocabulary sheet, data recording tables, and a culminating "earthquake preparedness plan" assignment.

Prompt 31: Vertical Alignment Curriculum Map

```
Create a vertical alignment map showing how [CONCEPT/SKILL] develops across grade levels.

Concept: [e.g., "Argumentative Writing" or "Fraction Operations" or "Scientific Inquiry"]
Grade span: [e.g., "Grades 3-8" or "Grades 9-12"]
Subject: [SUBJECT]
Standards framework: [STATE/COMMON CORE/NGSS]

For each grade level, show:
1. The specific standard(s) related to this concept
2. What students should already know coming in (prerequisite skills)
3. What mastery looks like at this level (specific, observable)
4. Common misconceptions at this level
5. Key vocabulary introduced at this level (vs. reviewed from prior years)
6. The critical "handoff" to the next grade (what the next teacher is counting on)

Then provide:
- A visual progression chart (text-based table showing the skill building across grades)
- Red flags: where students commonly fall behind and the cascade effect
- Recommendations for vertical team discussions (3 key questions each grade-level team
should answer)
- A "What if they come to you behind?" intervention starting point for each grade level
```

Example Output: Vertical alignment for argumentative writing, Grades 6-12. Grade 6: Students learn to make a claim and support it with reasons (standard W.6.1); common misconception is that "opinion" and "argument" are the same thing. Grade 7: Students add formal style and counterargument; the critical handoff to 8th grade is that students can distinguish between relevant and irrelevant evidence. Grade 9: Shift to source-based argumentation; if students arrive unable to write a counterargument paragraph, the intervention starting point is the "They Say / I Say" framework. Red flag: The biggest drop-off happens between grades 7 and 8, where the leap from "state a counterargument" to "refute a counterargument with evidence" loses about 30% of students.

Prompt 32: Curriculum Redesign for Engagement

```
My students are disengaged during [UNIT/TOPIC] in [GRADE LEVEL] [SUBJECT]. The content is required by standards but students find it boring/irrelevant. Redesign this unit to maximize engagement without sacrificing rigor.

Current unit overview:
[DESCRIBE HOW YOU CURRENTLY TEACH THIS — activities, assessments, pacing]

What students say about it: [QUOTES OR PARAPHRASES — e.g., "When are we ever going to use this?" "This is boring." "I don't get why this matters."]
What's working (even a little): [ANYTHING STUDENTS RESPOND TO]
Constraints: [LIST — e.g., "Must cover these standards, 3-week timeline, limited tech access"]
Student interests: [WHAT YOUR STUDENTS ARE INTO — e.g., "Sports, social media, gaming, music, current events"]

Redesign the unit with:
1. A compelling entry point / hook that connects to student interests (first 10 minutes of Day 1 should make them curious)
2. A driving question that feels relevant to their lives
3. Choice built into at least 2 activities (student agency)
4. At least one "real audience" moment (share work beyond the classroom)
5. A culminating task they'd actually want to do
6. Same standards coverage, same assessment rigor
7. Day-by-day redesigned plan with engagement rationale for each change

Show me a before/after comparison for the 3 most-changed lessons.
```

Example Output: Redesign of a "boring" 7th grade Math unit on proportional relationships. Before: Textbook problems about paint mixing and recipe scaling. After: Driving question — "Is your favorite athlete actually the GOAT, or is it just hype?" Students use per-game statistics, salary-to-performance ratios, and career progression data to build a data-driven "GOAT argument" for their chosen athlete. Same standards (7.RP.1-3), same rigor (DOK 2-3 analysis), but now students are choosing their own athletes, debating with real data, and presenting their case to the class in a bracket-tournament format. Before/after for Day 1: Old opener was "turn to page 134 and copy the definition of proportional relationship." New opener is "I'm going to show you two athletes' stats. Without doing any math, who do you THINK is better? Now let's see if the numbers agree."
