

100 teacher prompts that make prep time more efficient



Before you start

Replace anything in [brackets] with your own information. Remove student names and personally identifiable information before uploading student work or records. You are the professional judgment in the loop — read, edit, and approve every result.

ADD TO THE END OF ALMOST ANY PROMPT

"Do not invent missing information. Ask me up to three essential questions before beginning. Format the result so I can edit and use it immediately."

01 QUICK START

"Turn this voice note into sub plans anyone could follow."

Concise, scannable sub plans

"Rewrite this task at three readiness levels; keep the goal identical."

Differentiated task in minutes

"Translate my newsletter into Spanish and Arabic. No names appear."

Family communication, multiplied

"Draft three versions of this parent email: warm, direct, brief."

You choose the tone, not the tool

"Build a choice board for this standard with 6 options."

Ready-to-edit choice board

"Write station directions a 3rd grader could follow without me."

Self-running centers

"Make a review game from section 2 of this unit."

Content-true review game (Notebook)

"Draft a family letter for this unit."

Unit letter from your sources (Notebook)

"Create an exit ticket at 3 levels for today's target."

Formative check, differentiated

"Build an interactive seating chart with numbered seats only — never names."

Drag-and-drop chart via Canvas

02 DAILY LESSON DESIGN

"Create a [45]-minute lesson for [grade/course] on [standard]. Include an opening, modeling, guided practice, independent practice, and exit ticket."

Complete lesson structure

"Turn this learning standard into a student-friendly target and three success criteria."

Clear learning expectations

"I have [30] minutes to teach [topic].

Identify what is essential, what can be shortened, and what can wait."

Prioritized lesson plan

"Create three engaging lesson openings for this objective. Each must take fewer than five minutes and require no special materials."

Fast instructional hooks

"Turn these notes into a lesson agenda I can project for students."

Student-facing agenda

"Review this lesson plan for pacing.

Estimate the time needed for each section and flag anything unlikely to fit."

Realistic pacing check

03 DIFFERENTIATION AND SCAFFOLDING

"Keep this assignment's learning target and rigor intact, but add scaffolds for students who need help getting started."

Support without lowering expectations

"Create a must-do, should-do, and could-do version of this lesson."

Flexible pacing options

"Identify the five background concepts students need before beginning this lesson. Write a five-minute refresher for each."

Just-in-time prerequisite support

"Create three versions of these directions: standard, simplified language, and chunked with checkpoints."

Accessible directions

"Add sentence stems, guiding questions, and a worked example to this task without completing the thinking for students."

Productive scaffolding

"Create an extension task that deepens the same learning goal rather than simply giving advanced students more work."

Meaningful enrichment

04 DIRECTIONS AND INDEPENDENT LEARNING

"Rewrite these directions so a student who was absent could complete the activity independently."

Self-contained instructions

"Write directions for this activity in fewer than 100 words. Include what to do, what to submit, and what success looks like."

Concise task directions

"Turn this procedure into a numbered checklist with one action per step."

Scannable student checklist

"Create a student-facing progress tracker for this multi-day assignment."

Independent progress monitoring

"Create a 'Before You Ask the Teacher' troubleshooting guide for this assignment."

Fewer repeated questions

"Anticipate the six questions students are most likely to ask about this task and answer them in an FAQ."

Ready-made clarification sheet

05 FORMATIVE ASSESSMENT

"Create five ways to check understanding during this lesson without collecting papers."

Fast in-the-moment checks

"Turn this learning target into a four-question pre-assessment that takes no more than five minutes."

Quick readiness check

"Write four hinge questions for this concept. Include answer choices based on common misconceptions."

Instructional decision points

"Create a mid-lesson checkpoint with one recall question, one application question, and one explanation question."

Balanced formative check

"Create a one-minute exit ticket that tells me whether students are ready to move forward tomorrow."

Actionable evidence

"Give me three ways students can demonstrate this learning without writing a paragraph."

Alternative evidence options

06 QUIZZES, TESTS, AND RUBRICS

"Create a 10-question quiz from these materials. Include an answer key and identify the source supporting each answer."

Source-grounded quiz

"Turn these success criteria into a four-level rubric using observable, student-friendly language."

Ready-to-use rubric

"Create two equivalent versions of this assessment by changing contexts and numbers, not difficulty."

Parallel assessment forms

"Create an assessment blueprint showing the standard, skill, depth of knowledge, item type, and point value."

Balanced test plan

"Review these questions for ambiguity, unintended clues, reading load, and alignment to the target."

Cleaner assessment items

"Write three performance-task options that assess the same standard through different products."

Student choice with consistency

07 FEEDBACK AND GRADING

"Turn these rough notes into concise feedback using: strength, next step, and question."

Consistent student feedback

"Write a two-minute conference script for a student who is struggling with [skill]."

Focused student conversation

"Create a bank of 15 feedback comments aligned to this rubric. Make each specific and actionable."

Reusable comment bank

"Rewrite this feedback so it is direct but encouraging and tells the student exactly what to revise."

Revision-ready feedback

"Analyze these anonymous student responses and identify three patterns I should address with the whole class."

Classwide feedback priorities

"Create a grading checklist from this rubric so I can score work more consistently and quickly."

Faster scoring workflow

08 SUBSTITUTE PLANS AND CONTINUITY

"Turn this lesson into substitute plans with times, materials, scripts, transitions, and what to collect."

Complete sub plan

"Adapt this lesson so it can be facilitated by someone without content-area expertise."

Sub-friendly instruction

"Create an emergency lesson for [grade/subject] that practices [skill], requires no technology, and uses ordinary classroom materials."

Backup lesson

"Create a student checklist for today's substitute lesson so students can monitor their own progress."

Greater student independence

"Write a one-page substitute overview covering attendance, routines, student helpers, safety procedures, and dismissal."

Sub quick-reference sheet

"Draft a short return-to-class plan that helps me review what students completed and address unfinished work."

Easier re-entry

09 REVIEW AND RETRIEVAL PRACTICE

"Create a 10-minute retrieval warm-up using content from this week and last month." Spaced review	"Turn these notes into 20 flashcards. Put the question and answer in separate columns." Import-ready study set	"Create a review game that requires every student to answer, not just the fastest students." Inclusive participation
"Write six practice questions that progress from recall to transfer." Graduated practice	"Create a 'find the mistake' activity using three plausible incorrect solutions." Misconception analysis	"Build a review guide that organizes this unit into vocabulary, concepts, processes, and common errors." Structured study guide

10 FAMILY COMMUNICATION

"Draft a weekly family update with sections for what we learned, what is next, important dates, and how families can help." Reusable newsletter	"Turn this assignment description into a short family-facing explanation without educational jargon." Clear home communication	"Draft a positive message recognizing a student's improvement in [skill or behavior]. Do not exaggerate." Specific positive outreach
"Write a calm, factual message about this missing assignment. Include the next step and an invitation to contact me." Solution-focused notification	"Turn these bullet points into a phone-call outline for a difficult family conversation." Organized conversation guide	"Shorten this announcement for email, text message, and learning-management-system post." Multi-channel communication

11 MULTILINGUAL LEARNING AND ACCESSIBILITY

"Translate this family message into [language]. Preserve the meaning, dates, links, and respectful tone. Flag phrases that may not translate cleanly." More reliable translation	"Rewrite this passage at a lower reading level while preserving the essential vocabulary and ideas." Accessible text	"Create a bilingual glossary for this lesson with student-friendly definitions and examples." Language support
"Describe the images and diagrams in this document so I can add meaningful alternative text." Accessibility-ready descriptions	"Reformat these instructions using short headings, numbered steps, white space, and plain language." Easier-to-process directions	"Identify idioms, cultural references, and unnecessarily complex phrases that may confuse multilingual learners." Language-barrier check

12 SOURCE-GROUNDED WORK WITH UPLOADED MATERIALS

"Using only the uploaded sources, create a one-page overview of this unit for students. Cite the source for every major claim." Grounded unit overview	"Compare these three readings. Identify agreements, disagreements, missing perspectives, and evidence used." Source comparison	"Generate eight discussion questions from these sources. Include the passage or section that supports each question." Text-dependent discussion
"Create a vocabulary list using only terms that appear in the sources. Include context sentences and student-friendly definitions." Content-accurate vocabulary	"Build a review guide from the uploaded materials. Do not introduce facts that are not in the sources." Reliable review resource	"Identify the most important claims, examples, statistics, and misconceptions in these materials." Fast source synthesis

FOUR MOVES THAT IMPROVE ANY PROMPT

Name the audience Say who reads the result: a 3rd grader, a substitute, a family, a colleague.	Give it your material Paste the standard, the text, or the rubric instead of describing it.	Set the shape Ask for a length, a format, and how many options you want back.
Ask for the thinking Request the reasoning or the source line so you can check the work.	Keep the rigor State the learning target and say it must not change.	Iterate once Reply with one correction rather than starting a new prompt.

13 ROUTINES, MANAGEMENT, AND ORGANIZATION

"Create a five-minute opening routine for [grade/course] that students can begin without teacher directions." Faster class startup	"Write a transition routine for moving from whole-group instruction to [stations/labs/groups] in under two minutes." Smoother transitions	"Turn these classroom expectations into positively worded, observable behaviors." Teachable expectations
"Create a reset script I can use when the class becomes distracted. Keep it calm, brief, and non-shaming." Consistent redirection	"Generate six seating arrangements for [number] numbered seats: rows, pods, triads, horseshoe, tennis court, and testing." Flexible seating options	"Create a materials-management system for this activity. Specify distribution, storage, collection, and student roles." Less logistical friction

14 STUDENT DATA AND INSTRUCTIONAL DECISIONS

"Analyze this anonymous assessment table. Group students by the skill they need next — not by overall score." Skill-based groups	"Identify the three most common misconceptions in these anonymous responses and propose a short reteaching move for each." Targeted reteaching	"Turn these results into three groups: ready to extend, ready to practice, and needing direct support. Explain the criteria." Flexible grouping plan
"Compare the pre- and post-assessment results. Identify growth, persistent gaps, and students whose results need a closer look." Growth summary	"Create tomorrow's 15-minute mini-lesson based on the most important pattern in these results." Data-responsive instruction	"Draft a concise team-meeting summary of these anonymous results: evidence, interpretation, next action, and question." Decision-ready data brief

15 PROJECTS, ENRICHMENT, AND STUDENT CHOICE

"Design a three-day mini-project for this standard with a real audience and a manageable final product." Short authentic project	"Create six product options that assess the same success criteria without favoring artistic or technical skill." Equitable student choice	"Turn this topic into an inquiry sequence: notice, question, investigate, create, and reflect." Inquiry-based lesson arc
"Create project checkpoints that prevent students from waiting until the last day to begin." Built-in accountability	"Write a project launch scenario connected to a realistic problem students might care about." Engaging project entry	"Create an extension menu with options for deeper research, application, critique, and creation." Meaningful enrichment menu

16 TEACHER WORKFLOW, MEETINGS, AND REFLECTION

"Turn these scattered notes into tomorrow's prioritized prep list. Separate must do, should do, and could do." Focused task list	"Convert this meeting transcript into decisions, action items, owners, deadlines, and unresolved questions." Usable meeting summary	"Compare these three lesson ideas by preparation time, student engagement, accessibility, and evidence of learning." Faster instructional choice
"Create a reusable planning template based on this lesson so I can adapt it for future units." Repeatable workflow	"Help me conduct a five-minute reflection: what worked, what did not, what evidence I have, and what I should change tomorrow." Action-oriented reflection	"Review everything I need to accomplish this week and build a realistic prep schedule using my available planning periods." Manageable weekly plan

BEFORE YOU PASTE ANYTHING FROM A STUDENT RECORD

Remove names Use initials, seat numbers, or Student A. Strip IDs, birthdates, and addresses.	Check the setting Use a district-approved tool and confirm your data stays out of training.	Read before you send You own every word that reaches a student, a family, or a file.
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