

AI Prompt Pack for Teachers

10 copy-paste prompts for everyday teaching jobs, with privacy built in.

This free pack gives you 10 copy-paste prompts for everyday teaching jobs that are not covered in our task guides: explaining tricky ideas, opening a lesson, spotting misconceptions, running discussions, teaching vocabulary, writing sub plans, setting up routines, organizing group work, reflecting on a lesson, and planning team meetings.

Every prompt is written for teacher-facing work that needs no student personal information. Fill in the [BRACKETS], paste the prompt into the AI tool your school allows, and treat the answer as a first draft. AI chatbots can make mistakes or invent facts, so check everything before it reaches students.

How to use these prompts

1. Replace every [BRACKET] with your own details. The more specific you are about grade, subject and time, the better the draft.
2. Describe your class in general terms only (for example, "several English learners"), never by name.
3. Ask follow-ups: "make it shorter", "simpler language", "give me two more options".
4. Read, fact-check and edit the result. You stay in charge of what you use.

What's inside

- | | |
|--|--|
| → 1. Explain it three ways | → 2. Lesson hook or opener |
| → 3. Misconception spotter | → 4. Discussion questions that go deeper |
| → 5. Student-friendly vocabulary builder | → 6. Substitute teacher plan |
| → 7. Classroom routine script | → 8. Group work roles and structure |
| → 9. After-lesson reflection partner | → 10. Team or PLC meeting planner |
| → Privacy checklist | |

Highlighted [BRACKETS] are the blanks you fill in. Everything else can be pasted as is.

The 10 prompts

01 Explain it three ways

When to use it: A concept keeps falling flat, or you want backup explanations ready before you teach it.

I teach [GRADE LEVEL] [SUBJECT]. Explain [CONCEPT] in three different ways for students who are seeing it for the first time:

1. A plain-language explanation in 3-4 sentences.
 2. An everyday analogy that [AGE GROUP] students would relate to.
 3. A short visual or hands-on demonstration I can do in class with [AVAILABLE MATERIALS].
- For each, note one place where the explanation could mislead students.

TIP Analogies always break down somewhere. The "where it could mislead" line helps you say so before students take it too literally.

02 Lesson hook or opener

When to use it: You need a 3-5 minute start that gets students curious before the main lesson.

Suggest five different opening hooks for a [GRADE LEVEL] lesson on [TOPIC]. Each should take no more than [NUMBER] minutes and need only [MATERIALS / "no special materials"]. Include a mix of: a surprising question, a quick prediction, a short story or scenario, an image or object to describe, and a real-world connection. For each hook, write the exact words I could say to start it.

TIP Check any "surprising fact" the AI offers against a reliable source. Openers are where invented statistics sneak in.

03 Misconception spotter

When to use it: Before teaching a unit, to anticipate where students usually get stuck.

I am about to teach [TOPIC] to [GRADE LEVEL] students. List the 5 most common misconceptions or errors students have with this topic. For each one, give:

- what the student typically thinks or does,
- why that thinking makes sense to them,
- one quick question I can ask to reveal it,
- one way to address it in class.

TIP Compare the list with what you have actually seen in your classroom. Your experience beats a generic list, so keep what rings true and drop the rest.

04 Discussion questions that go deeper

When to use it: You want a class or small-group discussion that moves beyond yes/no and recall answers.

Write [NUMBER] discussion questions about [TEXT, EVENT OR TOPIC] for [GRADE LEVEL] students. Order them from easier to harder: start with questions about what happened or what it says, then why and how, then questions that ask students to judge, compare or connect it to their own lives. Add two follow-up prompts I can use when students give short answers (for example, "What makes you say that?").

TIP If the questions are about a specific text, paste a short excerpt or summary you wrote. Otherwise the AI may describe the book incorrectly.

05 Student-friendly vocabulary builder

When to use it: Introducing key terms for a new unit, especially with English learners or younger readers.

Here are key vocabulary words for my [GRADE LEVEL] [SUBJECT] unit on [TOPIC]: [LIST OF WORDS]. For each word, give:

- a student-friendly definition in under 15 words,
- an example sentence connected to the unit,
- a non-example or common confusion,
- a simple way to show it with a gesture or sketch.

Use vocabulary suitable for a [READING LEVEL] reader.

TIP Double-check subject-specific definitions (science and math especially). A simple definition can quietly become a wrong one.

06 Substitute teacher plan

When to use it: You are out unexpectedly or planning ahead, and need clear instructions a substitute can follow.

Help me write a one-page substitute plan for a [LENGTH]-minute [GRADE LEVEL] [SUBJECT] class. The students will [ACTIVITY OR ASSIGNMENT]. Include: a short welcome note for the substitute, a minute-by-minute schedule, exactly what to say to introduce the task, what students should turn in, what early finishers can do, and where to find [MATERIALS]. Keep the language simple and assume the substitute does not know the subject.

TIP Do not add student names, medical needs or behavior notes to the prompt. Write those into the final document yourself, following your school's procedures.

07 Classroom routine script

When to use it: Setting up or resetting a routine: entering class, transitions, handing in work, using devices.

Write a short, positive script for teaching the routine of [ROUTINE] to [GRADE LEVEL] students. Include: why the routine matters (in kid-friendly words), 3-5 clear steps, what it looks like and sounds like when done well, a quick way to practice it, and a calm reminder phrase I can use when students forget. Keep it under [NUMBER] words.

TIP Ask for a version with picture or icon suggestions if you want to turn the steps into a classroom poster.

08 Group work roles and structure

When to use it: Planning a group activity where you want everyone to have a real job.

I am planning a group activity for [GRADE LEVEL] [SUBJECT] on [TOPIC]. Groups will have [NUMBER] students and [NUMBER] minutes. Suggest a structure (for example, jigsaw, think-pair-share or stations) and define a role for each group member with 2-3 specific responsibilities. Include a short checklist each group can use to know they are finished, and one way to hold each student accountable for their own part.

TIP Tell the AI if you have limited space, devices or noise tolerance. Practical constraints make the plan usable.

09 After-lesson reflection partner

When to use it: A lesson did not go as planned, or you want to improve one that went fine.

Act as a supportive instructional coach. I taught a [GRADE LEVEL] [SUBJECT] lesson on [TOPIC]. What I planned: [BRIEF PLAN]. What happened: [WHAT WENT WELL AND WHAT DID NOT, DESCRIBED WITHOUT STUDENT NAMES]. Ask me three reflective questions first, then suggest three specific, realistic changes I could try next time, with the reason behind each.

TIP Describe the class as a whole ("about half the class finished early"), not individual students. You keep useful detail without sharing private information.

10 Team or PLC meeting planner

When to use it: You are leading a grade-level, department or PLC meeting and want it focused and on time.

Create an agenda for a [LENGTH]-minute [TEAM TYPE] meeting. Our goal is to [GOAL, e.g., "agree on a common unit assessment" or "share strategies for vocabulary"]. Include timed agenda items, a short opening question, who might lead each part ([ROLES]), decision points, and a closing section for next steps with owners and deadlines. Add three questions that keep the discussion on the goal.

TIP Use it for the agenda only. Do not paste in meeting notes that include student data or confidential staff matters.

Privacy checklist

Run through this before every prompt.

- ☐ Never paste student names, grades, ID numbers, photos, or anything that could identify a student or family.
- ☐ Never share IEP, 504, health, discipline or other confidential records, even with names removed. Details alone can identify a student.
- ☐ Follow your school or district AI policy, and use approved tools for anything beyond general, teacher-facing tasks. If there is no policy, ask an administrator.
- ☐ Describe students in general terms only, such as "a mixed-ability 7th grade class".
- ☐ Always review AI output before you use it: check facts, sources, math and age-appropriateness.
- ☐ Keep your professional judgment in charge. AI drafts; you decide.

For more on what to avoid and how to check a tool, see the [Student privacy and FERPA basics guide](#) in the AI for Teachers hub.

More from the AI for Teachers hub

These prompts complement our step-by-step guides to lesson planning, quizzes and rubrics, parent emails, differentiation, grading feedback, and student privacy.

Find them all at <https://plainaiguide.netlify.app/ai-for-teachers/>

New prompts may be added over time.

Plain AI Guide is independent. This pack is not affiliated with or endorsed by any AI company, school district or education organization. AI tools change often, so check each tool's official site and your school's policy. Free to print and share for classroom and professional use.