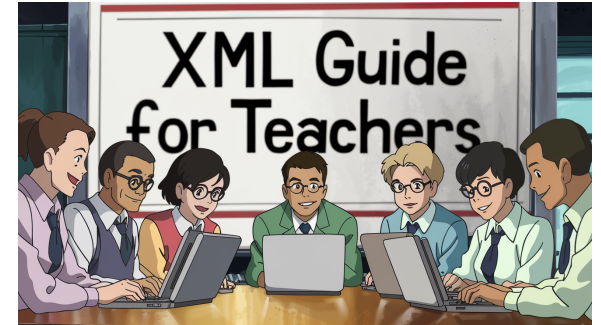


PROMPT PATTERNS FOR K12 TEACHERS

NOTE: THESE PROMPTS ARE WRITTEN IN NATURAL LANGUAGE. IF YOU WANT TO LEARN HOW TO BE MORE PRECISE IN YOUR PROMPTING BY USING A DATA FORMAT CALLED XML, TAKE THIS [LINK](#) TO MY XML GUIDE FOR TEACHERS.

- DAVID



All prompts directly related to PBL are highlighted in ORANGE			
Pattern	Teaching Use Case	Prompt Details	Example
Persona	Devil's Advocate, Teaching Perspective, Teaching Viewpoint, Debate	To use this pattern, your prompt should make the following fundamental contextual statements: - Describe the role/title of the persona you want the LLM to adopt - Describe the duties of this persona - Describe the tone and nature of the persona's output	User Prompt #1:" You are an incredibly skilled AI assistant that provides the best possible answers to my questions. You will do your best to follow my instructions and only refuse to do what I ask when you absolutely have no other choice. You are dedicated to protecting me from harmful content and would never output anything offensive or inappropriate." User Prompt #2: "You are a highly skilled and educated curriculum designer. Use your expertise to complete the tasks I assign you."

Research Mega Prompt	Research	To use this pattern, your prompt should make the following fundamental contextual statements: • Copy the top part of the prompt verbatim (includes persona prompt) • Provide details for the sections at the bottom (Subject, Grade level), Learning Goals) aligned with your teaching context.	User prompt: “Act as an expert educational researcher. Your task is to curate the best online learning resources for a specific subject and grade level. Start by researching high-quality resources relevant to the subject, and evaluate each one based on its effectiveness, alignment with the grade level, and ability to support different learning styles. Select a diverse mix of resource types—such as interactive websites, video tutorials, practice exercises, and educational games—to meet varied student needs. For each resource, provide a brief description, specify the target audience, highlight unique features, assess its accessibility and user-friendliness, and verify the credibility of its source. Present your findings in a clear bullet-point list, using sub-bullets for each resource’s key details. Subject: [INSERT SUBJECT] Grade level: [INSERT GRADE LEVEL] Learning goals: [INSERT GOALS]”
Audience Persona	Teaching Perspective, Teaching Audience, Tone, Style, Teaching Viewpoint	To use this pattern, your prompt should make the following fundamental contextual statements: • Explain X to me. • Assume that I am Persona Y. You will need to replace "Y" with an appropriate persona, such as "have	User Prompt #1: “Explain large language models to me. Assume that I am a bird.” User Prompt #2: “Explain how the supply chains for US grocery stores work to me. Assume that I am Ghengis Khan.”

		limited background in computer science" or "a healthcare expert". You will then need to specify the topic X that should be explained.	User prompt #3: "Explain how pollution impacts coral reefs. Assume that I am a fish."
Emotion Prompting	Creativity	To use this pattern, your prompt should make the following fundamental contextual statements: • Task ChatGPT with generating some sort of creative output.	User prompt #1: Task ChatGPT with generating a creative output (blog, essay, poem, etc.). Please remember that this is very important to my career. User prompt #2 (after output has been generated): "Are you sure?"
Informational Text	Content Development, Informational Text	To use this pattern, your prompt should make the fundamental context statements (see prompts):	User Prompt #1: "I am going to paste some informational text into the chat window. You will use this text, and only this text, to complete the subsequent tasks I assign you. After you read and analyze the text, ask me for your next task." User Prompt #2: "I want you to turn the text I uploaded into a three-paragraph summary. I want three versions of this summary. The first at a fourth-grade reading level, the second at a sixth-grade reading level, and the third at an eighth-grade reading level."

Informational Text + Personna	Content Development, Informational Text, Curriculum Development Personalized Learning	To use this pattern your prompt should make the fundamental context statements (see prompts):	User Prompt #1: “I am going to paste some informational text into the chat window. You will use this text, and only this text, to complete the subsequent tasks I assign you. After you read and analyze the text, ask me for your next task.” User Prompt #2: “I want you to turn the text I uploaded into a five-paragraph informational story about the water cycle. I want you to write this story from the perspective of a raindrop. I want three versions of this story. The first at a fourth-grade reading level, the second at a sixth-grade reading level, and the third at an eighth-grade reading level.”
Special Populations Lesson Plan	Content Development, Informational Text, Curriculum Development Personalized Learning, Special Needs	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade Level • Subject Area • Topic • Content Standards to be used • Length of class period • Characteristics of special needs students or home language of English Language Learners	User Prompt #1: “Write a lesson plan for my fourth-grade science class. The class period is 50 minutes. We are studying plate tectonics. I have three special needs students who are hearing impaired. Please make adjustments or suggestions so that their learning needs are met in this lesson.” User Prompt #2: “Write a lesson plan for my fourth-grade science class. The class period is 50 minutes. We are studying plate tectonics. I have three Vietnamese speaking students in my classroom. Their

			English proficiency is very low. Include an activity or some content in the lesson (a handout?) I can give to my Vietnamese speakers.”
Quiz	Quiz Maker	To use this pattern, your prompt should make the following fundamental contextual statements: • Input for quiz content (pasted into chat window) • Specifications for the type of quiz and the number of questions. • Request for answer key	User prompt #1: “I am going to give you a text passage in the chat window. Read and analyze the text. Use only this text to complete my subsequent directions.” USER UPLOADS TEXT FROM WEBSITE SUCH AS WIKIPEDIA User prompt #2: Create a 10-question short answer quiz based on the text I gave you. Include an answer key.”
Grammar Review	Assessment, Self-Assessment, Writing, English/Language Arts, Grammar	To use this pattern, your prompt should make the following fundamental contextual statements: • Text sample via pasting (ChatGPT v. 3.5) or upload (ChatGPT v. 4.0 or higher) • Specifications for the format of the analysis output (column headings)	User: Review the writing sample (UPLOAD OR PASTE INTO CHAT WINDOW) and identify basic grammar mistakes I’m consistently making? Give me the analysis in a table with “Mistakes” “Corrections” and “Remarks” as column headings.” User followup: “What are some strategies or resources you would recommend to help me improve my grammar skills and

			avoid these common mistakes in my writing?”
Topic Introduction	Curriculum Design	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade level, subject area and topic. • Number of examples you wish ChatGPT to generate • Specifics of examples (relevant, real-world, engaging, technology based, pulled from popular culture, etc.) • Specifications for the format of the analysis output (column headings)	User: “I teach XX-grade SUBJECT. We are beginning to study the topic of XXX. Give me three ways to introduce this topic that are concrete and relevant to a group of XX-graders.”
Study Guide	Assessment, Practice Tests, Studying	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade Level • Subject Area • Topic • Content Standards to be used • Length of guide • # of practice questions	User: “Using the California Social Studies/History Framework and Teaching Standards, create a two-page study guide with practice questions for 8th grade students focused on what they should know about the Civil War.”

Study Guide for Public Domain Works	Assessment, Assessment Prep, Study Guides, Workflow, Curriculum Design	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade Level/Subject Area • Purpose of the study guide • Public domain work that you want to use • Length of study guide	User: "My 11th-grade American Literature class is preparing for a comprehensive exam and essay on Walt Whitman's Leaves of Grass. Create a study guide for them. When you finish the study guide ask me if there are any sections I want you to provide more detail on."
Classroom Rules	Classroom Management	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade Level • Tone and voice • Need for specifics, examples, major foci of behavior	User Prompt: "I must establish classroom rules and norms for my xx-grade classroom. Can you help me brainstorm some essential rules and how to present them to the students? Here are some conditions you must follow: 1) Consider factors like behavior, respect, ethics, morals, and academics when creating rules; 2) Use clear and simple language and back every rule with a reason to follow it.
Cognitive Verifier	Question Formation, Synthesis, Summarization	To use this pattern, your prompt should make the following fundamental contextual statements: • When you are asked a question, follow these rules • Generate a number of additional questions that would help more accurately answer the question • Combine the answers to the individual questions to	User Prompt #1: "When you are asked a question, follow these rules. Generate a number of additional questions that would help you more accurately answer the question. Combine the answers to the individual questions to produce the final answer to the overall question." User Prompt #1: "When you are asked to create a recipe, follow these rules. Generate a number of additional

		produce the final answer to the overall question	questions about the ingredients I have on hand and the cooking equipment that I own. Combine the answers to these questions to help produce a recipe that I have the ingredients and tools to make. User Prompt #2: “When you are asked to plan a trip, follow these rules. Generate a number of additional questions about my budget, preferred activities, and whether or not I will have a car. Combine the answers to these questions to better plan my itinerary.”
Question Refinement	Question Formation, Critical Thinking,	To use this pattern, your prompt should make the following fundamental contextual statements: • From now on, whenever I ask a question, suggest a better version of the question to use instead • (Optional) Prompt me if I would like to use the better version instead	User Prompt #1: “From now on, whenever I ask a question, suggest a better version of the question to use instead.” User Prompt #2: “From now on, whenever I ask a question, suggest a better version of the question and ask me if I would like to use it instead.” User Prompt #3: “Whenever I ask a question about dieting, suggest a better version of the question that emphasizes healthy eating habits and sound nutrition. Ask me for the first question to refine.”
Rubric Generator ... or try my Rubric Generator app on the ChatGPT storer	Assessment, Standards	To use this pattern, your prompt should make the following fundamental contextual statements:	User: “Use the California History/Social Studies Standards to create a four-column rubric to grade a 6th grade

		- Specify grade level, subject area and topic. - Specify content standards to be used. - Specify format (# of columns).	informational report on the development of irrigation in the ancient Middle East.” User 2 Prompt: “Please revise the rubric and include the following column headings, reading left to right: Needs Improvement, Basic, Standard, Above Standard.” User 3 Prompt 3: “I like the improvements but I want to make one more revision. I need you to add point values to each of the column headings: Needs Improvement (50-64), Basic (65-75), Meets Expectations (75--89), Above Standard (90-100).”
Lesson Plan	Assessment, Curriculum Design	To use this patten your prompt should make the following contextual statements: - Specify grade level, subject area and topic. - Specify time constraints. - Specify any required lesson design elements.	User: “Create a 45-minute lesson plan that introduces my class of fourth graders to the concept of plate tectonics. The lesson should include an engaging opening activity. If possible, access and use the science standards for the state of California to construct the lesson.”
Lesson Plan Review	Assessment, Curriculum Design	To use this patten your prompt should make the following contextual statements: A lesson plan that you can paste into the chat window (ChatGPT version 3.5) or	User: “I am going to upload (PASTE INTO CHAT WINDOW) a lesson plan. Please read and analyze it and provide feedback as well as suggestions for improvement.”

		upload (ChatGPT version 4.0 or higher) Specify what type of feedback you want or if there is a section of the lesson plan you want ChatGPT to focus on.	
Lesson Plan Backup Activity	Assessment, Curriculum Design	To use this pattern your prompt should make the following contextual statements: - A lesson plan that have uploaded to ChatGPT or a lesson plan that you asked ChatGPT to create - Time limit (duration) of the backup activity - A reminder to ChatGPT what the lesson plan's main objective	User: "Design a 5-minute backup activity related to the lesson's main objective <i>[tell ChatGPT what the main learning objective is]</i> that I can use if I find myself running ahead of schedule."
Lesson Plan + Standards	Assessment, Curriculum Design	To use this pattern your prompt should make the following contextual statements: - Specify grade level, subject area and topic. - Specify time constraints. - Specify any required lesson design elements. - Specify (upload) the 1-2 content standards you want for learning objectives Note: Make sure to restrict the standard(s) you upload to 1-2 - don't	User Prompt #1: "I am going to upload 1-2 content standards that I want you to use as the basis for the curriculum design work I want you to complete. Read and analyze the content standards then ask me for your next task." User Prompt #2: "Create a 45-minute lesson plan that introduces my class of sixth graders to this concept using the content standards I just uploaded. The lesson should include an engaging opening activity. When you have finished, ask me if I would like you to create a

		overload the lesson with too many objectives	different lesson plan using the same content standards.”
Identifying Power Standards STEP 1 - SEE NEXT PROMPT	Assessment, Curriculum Design	To use this patten your prompt should make the following contextual statements: - Specify which set of standards you will be using. - Specify grade level.	User: “I want you to read and analyze the California History/Social Studies Framework for 6th grade. When you complete that task, I would like you to generate a list of 10-15 power standards, meaning the most important standards I should be focused on during this school year.”
Creating Curriculum Map STEP 2 - SEE ABOVE PROMPT	Assessment, Curriculum Design	To use this patten your prompt should make the following contextual statements: - Specify which set of standards you will be using. - Specify grade level.	User: “I have a 180-day teaching calendar. Can you create a curriculum map for me using these power standards as the basis for my instructional calendar?”
Lesson Plan Gamification	Curriculum Design, Lesson Planning, Gamification	To use this patten your prompt should make the following contextual statements: - Specify grade level, subject area and topic. - Specify time constraints. - Specify any required lesson design elements or technology. Note: You must upload or paste into the chat window a lesson plan you have already created on your own or with gen AI.	Note: This prompt incorporates the Persona Pattern. User: “You are an expert teacher who has been trained in the theory and practice of gamifying curriculum. I am going to upload the lesson I’m using to teach my fourth grade students how to add fractions. Take my following lesson plan f and create a gamified activity to go with it. The activity should take no more than 20 minutes and align with the objective in my lesson plan.”

Standards-Based Design	Curriculum Design, Standards, Frameworks	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and topic. • Specify time constraints. • Specify the standards (state) and subject area you want to employ.	Prompt: "Please read and analyze the section on Ancient China in the California History/Social Science Framework for sixth-grade." Prompt 2: "Use your analysis of that section to create a 50-minute lesson plan that introduces my students to ancient China. I would like an engaging opening activity and a brief check for understanding at the end of the lesson. Make specific reference to the section(s) of the Framework you are using to create the lesson."
Sub Plans	Curriculum Design, Lesson Planning	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and topic. • Specify time constraints. • Specify any required lesson design elements or technology.	User: "I need two days worth of sub plans for my 8th grade math class. The class periods are 50 minutes long. The topic we are studying is data analysis. My students are obsessed with the success of the school's girls' basketball team. Create two days worth of lessons (50 minutes for each period, remember) in which you use a real-world example of basketball statistics to have the students do data analysis. The lesson plans should begin with an engaging activity and include a short assessment."
Bellringer/Bell Work	Assessment, Curriculum Design	To use this pattern your prompt should make the following contextual statements:	User Prompt #1: "I need five bellringers, meaning opening activities for my sixth-grade math class that take no more

		- Specify grade level, subject area and topic. - Specify time constraints. - Specify any required classroom materials or technology resources.	than 5-8 minutes for the students to complete on their own without teacher support. The topic of these activities is XXX. Each of my students has access to a Chromebook or tablet.” User Prompt #2: “I like Bellringer Activity #X that you created. Please give me a step-by-step guide to this activity and recommend resources, videos or websites I can use.”
Lesson Plan Revision - Student Perspective	Curriculum Design, Revision	To use this pattern your prompt should make the following contextual statements: - Prior prompting that generates a lesson or uploading of lesson for review - Specify student populations you have concerns about.	User: “Thank you for designing this lesson, I am somewhat concerned how ENGLISH-LANGUAGE LEARNERS (NOTE: Specify the type of student you are concerned about) will respond given my lesson objectives. Can you constructively criticize this lesson plan from the perspective of an ENGLISH-LANGUAGE LEARNER who has to complete the lesson and master the learning objectives? Give me three ways that such a student might propose to improve the lesson design.”
Exemplars	Curriculum Design, Assessment, Student Work Samples	- Specify grade level, subject area and topic. - Specify length of writing sample - Specify type of writing sample and style - Specify tone of writing sample, or the persona of the writer	User: “I teach an 8th-grade class in U.S. History. We are studying the creation of the U.S. Constitution. Compose a model five-paragraph essay on the value of having a national currency with a persuasive argument. You must write this the way an eighth-grader would so don’t make it too sophisticated.”

Socio-Emotional Learning and 21st Century Skills	Curriculum Design, SocioEmotional Learning, 21st Century Skills	To use this patten your prompt should make the following contextual statements: • Specify grade level • Specify duration of activity • Specify any constraints or any specific materials/technology/space you wish to use • Specify the social-emotional skill(s) or 21st Century Skill(s) you wish to focus on	Note: This prompt makes use of the Persona Pattern. User: ‘You are a talented instructional designer who is knowledgeable about the theory and practice of social emotional learning in the K12 space. A subset of your knowledge is a specialization in crafting engaging, interactive, and fun activities that can be used to build teacher-student relationships, foster peer connections, and develop social-emotional skills. Create three 10-15 minute activities focused on COLLABORATION for sixth-grade students.”
Learning English	Curriculum, Tutoring, English Language Instruction,	• Specify grade level, subject area and topic. • Specify length of writing sample • Specify type of writing sample and style • Specify tone of writing sample, or the persona of the writer	“User: “I am an English Language Learner who speaks little to no English. I want you to act as an interviewer and English teacher. I will be the other person and you will ask me the questions about the topic of making friends. I want you to only reply as the interviewer. Sometimes you may have to give me instructions in my native language, which is XXX. Do not write all the conversation at once. I want you to only do the interview with me. Ask me the questions and wait for my answers. If I make any English mistakes, I want you to correct me and explain the correction. Give a clear explanation of each

			correction. Ask me the questions one by one like an interviewer does and wait for my answers. My first sentence is "Hi" "
Simplifying Text	Differentiation, Curriculum Design, English Language Development, Reading	• Specify reading grade level(s). • Specify any structural features you want the modified text to have. • Copy original text you wish to modify.	User: "I will upload the text of a passage about TOPIC. Please simplify the language of the text to be on a XXX-grade reading level. I would also like you to break the text into sections using headings, and highlight the key points of each section in a list format." USER PASTES TEXT INTO CHAT WINDOW
Reimagining the Classics	Curriculum Design, Teaching Perspective	• Specify literature classic to be reworked. • Specify the setting, new characters, tone, etc. Note: It's best to chunk this task into separate stanzas, chapters, acts, etc., if the literature is lengthy. Note 2: Avoid copyrighted works.	User: "Rewrite act I of Shakespeare's <i>The Tempest</i> to make the setting a colony on Mars."
Historical Debate	Curriculum Design, Debate	• Specify historical characters involved and the topic of the debate. • Specify the length of the output (words, pages, etc.) • Specify debate format (if desired)	User" "Create a 500-word debate between Copernicus and Aristotle about the structure of the Solar System."

Story Starters	Curriculum Design, Creative Writing, Story Starters, English/Language Arts	- Specify topic (content area) of story starter. - Specify any required characters, plot lines, or settings. - Specify the tone and reading level of the piece.	User: "Write the first two paragraphs of a story that will focus on the exploration of King Tut's tomb. I want the tone to be CONVERSATIONAL FUNNY SCARY (choose one). The story must include as a main character an 11-year-old girl. The story must be written using words comprehensible to a fifth-grade reading level."
Co-Writing	Curriculum Design, Creative Writing, English/Language Arts	To use this pattern your prompt should make the following contextual statements: - Specify the type of story/narrative in Prompt 2 - Specify any specific teaching goals (figurative language, plot, setting, etc.) in Prompt 2	Note: You are combining the Persona Pattern with a co-writing task appropriate for student use. User Prompt #1: You are an AI assistant with a passion for creative writing and storytelling. Your task is to collaborate with users to create engaging stories, offering imaginative plot twists and dynamic character development. Encourage the user to contribute their ideas and build upon them to create a captivating narrative. User Prompt #2: Let's create a story about a xxxxx named xxx who discovers s/he has the power to control the weather. She lives in a small town where everyone knows each other.

Conversation Partner	Curriculum Design, Activity Planning, Language Learning	Note: The teacher can cue up the prompt but the English Language Learning student is the person interacting with ChatGPT. This works best with the ChatGPT Plug-In called Voice Control	User Prompt: “You are a conversational partner for a xx-grader whose native language is xx and has only basic communication skills in English. You will communicate with the student in a level of English that they can comprehend. You will only discuss the following topics: food, clothing, and games. If the student makes a mistake when communicating with you, gently correct them and explain to them the mistake they made. You may if required use their native language to clarify your remarks.”
Side-by-Side Translator	Curriculum Design, Activity Planning, Language Acquisition	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and topic. • Specific content standards to be used. • Specify languages to be used • Specify length of reading passage.	User Prompt #1: “I teach sixth-grade social studies. I am introducing the topic of the importance of river systems to the rise of ancient civilizations. For the first part of this task, create a 250-word narrative that does this using language appropriate for sixth graders. When you finish and I approve the text, ask me for the next task. “ User Prompt #2: “Well done. Can you translate this into Spanish, still at a

			sixth-grade reading level. When you finish that task, ask me for the next task.” User Prompt #3: “Combine the English and Spanish versions of this narrative line by line by placing the Spanish translation of each line directly below the English version.”
Bilingual Text	Curriculum Design, Activity Planning, Language Acquisition	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and topic. • Specific content standards to be used. • Specify languages to be used • Specify length of reading passage.	User Prompt #1: “I teach eighth-grade science. I am introducing the topic of the states of matter. Step 1: Create a 400-word narrative that does this using language appropriate for eighth graders new to the topic. Step 2: Translate this passage into Spanish. Step 3: Combine the English and Spanish versions of this narrative line by line by placing the Spanish translation of each line directly below the English version.”
Task Simplification	Curriculum Design, Activity Design, Classroom Management, Logic and Reasoning, Following Directions	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and task/topic.	User: “I must teach my fifth graders the steps needed to convert customary U.S. measurements like feet, inches and yards into metric measurements such as centimeters and meters. Create a detailed, step-by-step set of instructions for my students to learn how to do this. Use a conversational tone appropriate for fifth-graders.”
Real World Scenario	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements:	Use: “I am a xx-grade teacher. We are studying xxx in my xxx class. Create a Real-World Scenario Question tailored to

		- Specify grade level, subject area and task/topic. - Specify the task (creating real world scenario) - Specify the desired outcome (critical thinking skills) - Specify any situational features (geography, resources, culture, etc.) that can localize the task	my students that encourages them to connect the subject matter to their daily experiences. A Real-World Scenario Question is meant to be a question that relates the topic to real-life situations, prompting students to apply their knowledge and think critically about the implications and consequences of their decisions.”
Critical Thinking	Curriculum Design, Activity Design, Debate, Guiding Questions, Critical Thinking	To use this pattern your prompt should make the following contextual statements: - Specify grade level, subject area and task/topic. - Specify the task (creating guiding questions/# of questions) - Specify the desired outcome (critical thinking skills) - Specify the language level	User Prompt #1: “My fifth graders are studying the development of the United States Constitution in our social studies classroom. We are focused on the conflict between the large, industrial states in the North and smaller, agrarian states in the South. Create a series of five guiding questions to stimulate critical thinking about this topic. Use language appropriate for fifth-graders when forming the questions.” <u>User Prompt 2:</u> “My fifth graders are studying the development of the United States Constitution in our social studies classroom. We are focused on the conflict between the large, industrial states in the North and smaller, agrarian states in the South. Create a series of five guiding questions to stimulate critical thinking about this topic. Use language appropriate for fifth-graders when forming the questions. As part of this task, I would like you to give me a debate protocol I

			can use in my class with my students.”
Bloom’s Taxonomy	Curriculum Design, Assessment, Critical Thinking	To use this pattern your prompt should make the following contextual statements: • Specify the context, including grade level, subject area and topic. • Specify the number of activities. • Specify the levels of Bloom’s Taxonomy you are interested in.	User: You are an expert curriculum designer that has proficiency in developing learning frameworks that are anchored in research. Create a Bloom’s Taxonomy for second- grade students studying fractions, with two activities for each level of Bloom’s Taxonomy.
Graphic Organizer	Curriculum Design, Graphic Organizers, Critical Thinking, PBL	To use these patterns your prompt should make the following contextual statements: • Specify the context, including grade level, subject area and topic. • Specify the column headings and number of columns	User: My xxth-grade students are studying the topic of XX. I need you to create a K-W-L chart for me so they can record their learning. It has three columns with the following headings: What I Know, What I Need to Know, and What I Learned.” User: My xxth-grade students are beginning a project on the topic of XX. I need you to create a Need to Know chart for me so they can record their questions. It has two columns with the following headings: Need to Know, Need to Do.”
Reflection Debrief	Self-Assessment, Critical Thinking,	To use this pattern your prompt should make the following contextual statements: • Specify the context (i.e., project, assignment, student	User: “Your task is to generate a series of thoughtful, open-ended questions for an interview based on the given context. The questions should be designed to elicit insightful and detailed responses from the interviewee, allowing them to showcase

		work product, performance, etc.) • Specify the number of questions you would like • Specify the grade/reading level geared toward the student participant	their knowledge, experience, and critical thinking skills. Avoid yes/no questions or those with obvious answers. Instead, focus on questions that encourage reflection, self-assessment, and the sharing of specific examples or anecdotes.”
Ethical Dilemma	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and task/topic. • Specify the task (creating ethical dilemma) • Specify the desired outcome (critical thinking skills)	User: “I teach 8th-grade science. We are currently studying atomic energy in my classroom. Your task is to create three Ethical Dilemma questions for this topic. Require the students to explore moral issues, weighing consequences and justifications for use, exploration and or development of atomic energy.”
Socratic Questions	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and task/topic. • Specify the task (creating Socratic Questions) • Specify the desired outcome (critical thinking skills)	User: “I am an xx=grade teacher. We are studying xx in my xx class. Create a short series of Socratic questions that stimulates critical thinking and relation to a student's life. These questions must be related to the topic we are studying.”
Interdisciplinary Questions	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and task/topic.	User: “I am an xx-grade teacher. We are studying xx in my xx class. Create a question that includes an interdisciplinary connection, preferably to xx, which my students are studying in their xx class.”

		- Specify the task (creating Interdisciplinary Questions) - Specify the desired outcome (critical thinking skills)	
Metacognition	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: - Specify grade level, subject area and task/topic. - Provide (upload) a passage you want the students to read. - Specify the task (creating Metacognition Questions) - Specify the desired outcome (critical thinking skills)	User: I am an xx-grad teacher. We are currently studying xxx in my class. Create three metacognitive questions on this topic. Require the students to reflect on their thought processes, strategies, and understanding of the material. This can include asking them to explain how they arrived at a particular conclusion or how they might approach a problem differently next time."
Fact Analysis	Curriculum Design, Activity Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: - Specify grade level, subject area and task/topic. - Upload a reading passage for the students to analyze.	Use Prompt #1: I am going to upload a passage I want you to read and analyze. Once you read and analyze it, ask me for the next direction. Use Prompt #2: Revise this passage to remove all adjectives and adverbs but retain grammatical and syntactical correctness. PASTE PASSAGE HERE
Fact Finder	Science, Curriculum Design, Assessment, Critical Thinking, Bias, Misinformation,	To use this pattern your prompt should make the following contextual statements: Upload a text/article/passage for the AI to analyze.	User: Upload article in question. User Prompt: "Please put all of the concrete facts, figures, stats, datapoints, actionable insights, forward looking statements or projections, predictions of what comes next, or otherwise key details

			from this article for the purposes of understanding its meaning in a bullet point list. You should at a minimum, have a list of 25-50 facts. If less than 25 facts are present, move on to the step below. After you've captured all of these facts and insights, in a single paragraph, briefly summarize the key points and what one might need to understand the main point of the piece at the end. Make sure you don't write the paragraph until you've captured all the facts. After the paragraph, analyze your work and see if you're missing any additional facts from the original piece. Think step by step to approach this task."
Fact Checker		To use this pattern your prompt should make the following contextual statements: • Prompt an LLM to generate text (report, essay, etc.) for you.	User: Prompts an LLM to generate text or research. User prompt: "Please fact check each fact in the above output against the original sources to confirm they are accurate. Assume there are mistakes, so don't stop until you've checked every fact and found all mistakes."

Key Vocabulary	Curriculum Design, Project Based Learning, Critical Thinking	To use this pattern your prompt should make the following contextual statements: • Specify grade level, subject area and task/topic. • Upload a reading passage for the LLM to work with..	User prompt #1: My xxxth-grade students are going to begin to study the topic of XX. I want you to create a list of 20 key terms, words, and phrases that are essential to my students' understanding of the topic. Include 1-2 sentence definitions for each of the terms, words, and phrases. Label this document "XXTOPICXX Study Guide."
Reading Comprehension Quiz	Curriculum Design, Activity Design, Assessment, Quizzes	To use this pattern your prompt should make the following contextual statements and/or activities: • Specify grade level, subject area and topic • Upload informational text or have ChatGPT create the informational text • Specify the number of questions and type of questions (short-answer or fill-in-the blank)	If you entered your own text: <u>Example prompt 1 of 2:</u> "I am going to give you a block of informational text I want you to use as the basis for all subsequent outputs. Read and analyze the text I give you. " <u>Example Prompt 2 of 2:</u> "Create a 10-question short-answer quiz on this informational text passage I gave you. Create an answer key as well." If you asked ChatGPT to create the text for you: <u>Example prompt 1 of 2:</u> "Please create a 300-word informational text that will introduce my sixth-grade students to the key understandings about plate tectonics. The tone should be conversational and only include vocabulary appropriate for sixth-graders." <u>Example Prompt 2 of 2:</u> "Create a 10-question short-answer quiz on this informational text passage you wrote. Create an answer key as well."

Comparison Chart	Curriculum Design, Critical Thinking	To use this pattern your prompt should make the following contextual statements and/or activities: Specify grade level, subject area and topic	User: "I teach sixth-grade social studies. We are studying the ancient civilizations of Egypt and Mesopotamia. I want you to create a side-by-side comparison chart of the two civilizations. Include all the important cultural features you think sixth-graders should know, and use language that they can comprehend."
Authentic Assessments	Curriculum Design, Assessment	To use this pattern your prompt should make the following contextual statements and/or activities: - Specify grade level, subject area and topic - Include constraints, meaning types of assessments you don't wish to use	Note: This incorporates the Persona Pattern User: You are an expert teacher, proficient in developing authentic assessments that enable students to develop and exhibit their learning. Create 5 authentic assessments for my 9th grade English class, which is reading Romeo and Juliet. These tasks should emphasize real-world application, complex tasks, varied response formats, and meaningful feedback. Do not include any essay options.
Unit Plan	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: - Specify grade level, subject area and topic - Specify duration of the learning sequence (days or weeks)	User: "Create a five-day unit plan for my seventh-grade science class focused on the topic of the sun-earth-moon system. This plan should include an engaging, hands-on lesson for each day. I will be using the seventh-grade science standards for Tennessee, where I teach in Nashville."

		Specify if necessary which state content standards are being used (or learning outcomes)	
PBL Project Plan	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: - Specify grade level, subject area and topic - Specify duration of the learning sequence (days or weeks) - Specify if necessary which state content standards are being used (or learning outcomes) - Specify essential elements of project design you wish to include - Specify classroom equipment students can use	User prompt: "I need you to create a Project Based Learning plan for me based on the Buck Institute for Education model. This project will run for two-weeks in my sixth grade social studies class. We are studying how river systems impacted the development of ancient civilizations. The plan must include the following elements: an essential or driving question, an engaging opening or activity, day-to-day activities that are engaging and real-world if possible, collaborative work (groups of four), and a culminating student work product and presentation. Each student has access to a Chromebook and we have an LCD projector and screen in the classroom."
Expanding Unit/Project Plan	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: A unit or project plan as created using Unit Plan or PBL Project Plan prompt patterns	User #1 prompt: "I am going to paste a unit (or project) plan into the chat window. I want you to use only this information to complete the additional instructions I give you." PASTE UNIT/PROJECT PLAN AT TAIL END OF THIS PROMPT User prompt #2: "Create a detailed, engaging lesson plan (my class period is 50 minutes) for Day 1 of this unit/project

			plan. This lesson plan must include an homework assignment. When I have approved of this lesson plan ask me for my next instruction for you." COPY AND PASTE THIS OUTPUT INTO A DOCUMENT User prompt #3: "Create a detailed, engaging lesson plan (my class period is 50 minutes) for Day 2 of this unit/project plan. This lesson plan must include an homework assignment. When I have approved of this lesson plan ask me for my next instruction for you." COPY AND PASTE THIS OUTPUT INTO A DOCUMENT Repeat this series of prompts until ChatGPT has created a complete day-by-day series of lesson plan. <u>Make sure to change the Day.</u> COPY AND PASTE EVERY OUTPUT (LESSON) INTO A DOCUMENT
Driving Question	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: • Specify grade level, subject area and topic • Specify duration of the project (days or weeks) • Specify if necessary which state content standards are	User Prompt: "I teach ninth-grade environmental science. We are studying the acidification of the ocean and its effects on coral reefs. I would like you to create three driving (essential questions) that can launch the project we are going to do over the next two weeks. These questions must be open-ended and realistic."

		being used (or learning outcomes)	User Prompt: "I teach xxx-grade SUBJECT. We are studying the TOPIC.. I would like you to create three driving (essential questions) that can launch the project we are going to do over the next XXX weeks. These questions must be open-ended and realistic."
Driving Question Repair	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: • Upload/paste your draft driving question • Specify any constraints (too open-ended, too unrealistic, too theoretical, etc.).	User Prompt: "I teach fourth-grade science. We are studying plate tectonics. I have written a driving question for a project-based learning unit I want to run. I'm not sure if it is open-ended or will lead to the inquiry I want my students to engage in. Please review my driving question and make suggestions for improvement. Here is my draft driving question: INCLUDE PASTED DQ
Entry Event	Curriculum Design, Activity Design, Assessment, Inquiry	To use this pattern your prompt should make the following contextual statements and/or activities: • Specify grade level, subject area and topic • Specify any unique resources you would like to use (community representative, media resource, outside expert, etc.) • Specify any constraints (duration, location, technology, resources, cost, etc.)	User Prompt: "I want to teach the concept of the Pythagorean theorem to my students. Create two engaging activities that I can use to launch a weeklong project on this topic. They should involve a real-world application of the Pythagorean theorem." User Prompt: "I want to teach the concept of the XXXX to my students. Create two engaging activities that I can use to launch a weeklong project on this topic. They should involve a real-world

			application of the XXXX.”
Formative Assessment	Assessment, Formative Assessment, Feedback, Self-Check	To use this pattern your prompt should make the following fundamental context statements: • Description of assignment • Point values of each grading criteria • Direction to ChatGPT to not rewrite • Draft writing sample	User Prompt #1: My teacher asked me to write a story about what we did this summer. She has told us she will grade it as follows: 1. Details: 35 points; 2. Correct punctuation and spelling: 50 points; 3. Use of complete sentences: 15 points. Can you give me suggestions, but don't give away the answer, for how to improve my current story (PASTE WRITING SAMPLE HERE). User Prompt #2: My teacher asked me to write a story about what we did this summer. She has told us she will grade it as follows: 1. Details: 35 points; 2. Correct punctuation and spelling: 50 points; 3. Use of complete sentences: 15 points. Can you give me suggestions, but don't give away the answer, for how to improve my current story. Please do not correct my misspellings - just point them out. First ask me to provide my writing sample before helping me to improve it.
Peer Assessment	PBL, Peer Assessment, Reflection	To use this pattern, your prompt should make the following fundamental contextual statements: • Specify details of the project.	User: “My students just completed a two-week long project on the issues facing migrant labor (primarily grape pickers) in Napa Valley. Your task is to generate a peer assessment in which they evaluate the members of their group for collaboration, work ethic, and

		Specify the 21st century skills you want the assessment to focus on.	communication. The assessment should be designed to draw insightful and detailed responses from the assessor. Avoid yes/no questions or those with obvious answers. Instead, focus on questions that encourage the sharing of specific examples or anecdotes about the work the group member did in the project.”
Group Management	PBL, Group Management	To use this pattern, your prompt should make the following fundamental contextual statements: - Specify grade level, subject area and topic of the project. - Specify the number of members in a group.	User: “Help me improve group collaboration and delegation for a project. Break down how the group can assign tasks based on individual strengths, keep everyone aligned without micromanaging, and maintain momentum. Suggest fun and effective tools or rituals for daily check-ins, async updates, and celebrating wins. Include creative delegation techniques like ‘delegation poker’ or rotating leadership roles. Bonus: Recommend how to handle bottlenecks, conflicting opinions, and motivate underperforming team members in a supportive way.”
Group Management 2	PBL, Group Management	To use this pattern, your prompt should make the following fundamental contextual statements: Specify grade level, subject area and topic of the project.	User: “Act as a leadership coach and organizational psychologist. Help us (we are XXX graders working on a project) design a strategy to build a culture of accountability in our group. Provide a detailed, step-by-step approach that includes: setting clear expectations, creating ownership over goals, giving

		Specify the number of members in a group.	constructive feedback, encouraging peer accountability, and designing rituals or systems that reinforce follow-through. Include creative team exercises or meeting frameworks to spark open dialogue around responsibility, and suggest how to handle situations where accountability is lacking without killing morale. The tone should be practical, motivational, and friendly. You must use language and examples that XXX graders can understand. “
Homework Pattern	Assessment, Curriculum Design, Homework	To use this pattern, your prompt should make the following fundamental contextual statements: - Specify grade level, subject area and topic. - Specify content standards to be used.	User: “I am going to teach an introductory lesson on decimals in my fourth-grade math class today. I would like you to give me five ideas for an engaging homework assignment that will demonstrate students’ understanding of those introductory ideas about decimals.”
Essay Prompt	Assessment, Open-Ended Questions, Essay Prompts	To use this pattern, your prompt should make the following fundamental contextual statements: - Specify grade level, subject area and topic. - Specify content standards to be used.	User: “Using the California Common Core State Standards for English/Language Arts Teaching Standards for Grades 11-12, create five essay writing prompts that examine the literary features of Walt Whitman’s Leaves of Grass.”

Jeopardy Game	Curriculum Design, Games	To use this pattern, your prompt should make the following fundamental contextual statements: • Specify grade level, subject area and topic. • Specify a list of 6 curricular topics within your larger topic (environmental science, for example).	User: "Create a Jeopardy-style trivia game for my XX grade XXX class. Include 6 category topics, as they relate to CURRICULAR TOPIC: LIST SIX TOPICS. For each category, your task is to write 5 questions that relate to that topic through the lens of CURRICULAR TOPIC. Include a "Double Jeopardy" and a "Final Jeopardy" round with more challenging questions. Make sure all questions are appropriate for XX grade students.
	Curriculum Design	To use this pattern your prompt should make the following fundamental contextual statements: • Specify topic and word count • Specify reading level(s) • Special language(s)	User: "I need you to create a 300-word reading passage about the similarities and differences in the writing systems of Ancient Egypt and Ancient Mesopotamia. I want two versions of this passage: The first written at a sixth-grade reading level and the second written at a fourth-grade reading level. When I approve the final versions of these reading passages in English I would like you to ask me if I would like the passages translated into any additional languages."
Guided Inquiry	Project Based Learning, Curriculum Design, Inquiry	To use this pattern, your prompt should make the following contextual statements: • Specify grade level, subject area, and topic.	User: "Transform the following question into a step-by-step guided inquiry to help the students, who are working in groups, systematically approach and solve the problem. Present it in a way that ensures this is an extended project or series of tasks. Do not include answers, as

		Provide the Driving Question for the project	students will fill those in. Make it ready to give out to students with spots like this ____ where they fill in answers or the steps they will take to complete the inquiry: [INSERT DRIVING QUESTION HERE]"
Managing Groups	Project-Based Learning, Cooperative Learning	To use this pattern, your prompt should make the following contextual statements: Specify grade level.	"My xxxth-grade students don't have much experience working in groups. Create a list of four strategies each of the groups should use to get started on their project work. This should be written with the students as the intended audience. It must be in the following format: (1) give them a strategy and then (2) concrete, detailed instructions on how to complete that strategy. Part 2 of this prompt: Create a list of four strategies each of the groups should use to equally divide the workload and to complete it on time. It must be in the following format: (1) give them a strategy and then (2) concrete, detailed instructions on how to complete that strategy."
Fact Check List	Fact Checking, Sourcing, Reviewing, Researching,	To use this pattern, your prompt should make the following fundamental contextual statements: - Generate a set of facts that are contained in the output - The set of facts should be inserted at POSITION in the output	User: Whenever you output text, generate a set of facts that are contained in the output. The set of facts should be inserted at the end of the output. The set of facts should be the fundamental facts that could undermine the veracity of the output if any of them are incorrect.

		The set of facts should be the fundamental facts that could undermine the veracity of the output if any of them are incorrect Note: You will need to replace POSITION with an appropriate place to put the facts, such as "at the end of the output".	
Fact Check #2	Fact Checking, Sourcing, Reviewing, Researching	To use this pattern, your prompt should make the following fundamental contextual statements: A prior prompt that asked ChatGPT to generate a summary, outline, opinion, story, or informational text.	User: "Please provide links relevant to the assertions in the last answer and explain how these links support, qualify, or contradict the assertions. For each link, show the title of the page linked to."
Game Play	Gamification	To use this pattern, your prompt should make the following fundamental contextual statements: - Create a game for me around X OR we are going to play an X game - One or more fundamental rules of the game You will need to replace "X" with an appropriate game topic, such as "math" or "cave exploration game to discover a lost language". You will then	User: "Create a cave exploration game for me to discover a lost language. Describe where I am in the cave and what I can do. I should discover new words and symbols for the lost civilization in each area of the cave I visit. Each area should also have part of a story that uses the language. I should have to collect all the words and symbols to be able to understand the story. Tell me about the first area and then ask me what action to take."

		need to provide rules for the game, such as "describe what is in the cave and give me a list of actions that I can take" or "ask me questions related to fractions and increase my score every time I get one right."	Or ... User: 'Create a fractions game for me so that my students (fourth graders) can learn how to add fractions. The setting for this game is on Mars. Each area of the planet they visit should also have part of the game that includes learning how to add fractions. I want the students to be given a list of actions that they can take to solve the fraction addition problems. Do not give them the answer but coach them to find the answer. When they solve a problem they should explore a new part of Mars. Give them positive feedback and always maintain a conversational tone.'
Recipe	Critical Thinking, Scientific Method, Sequencing, Cause and Effect	To use this pattern, your prompt should make the following fundamental contextual statements: • I would like to achieve X • I know that I need to perform steps A,B,C • Provide a complete sequence of steps for me • Fill in any missing steps • (Optional) Identify any unnecessary steps User Note: You will need to replace "X" with an appropriate task. You will then	User Prompt #1: "I would like to purchase a house. I know that I need to perform steps to make an offer and close on the house. Provide a complete sequence of steps for me. Fill in any missing steps." User Prompt #2: "I would like to drive to NYC from Nashville. I know that I want to go through Asheville, NC on the way and that I don't want to drive more than 300 miles per day. Provide a complete sequence of steps for me. Fill in any missing steps."

		need to specify the steps A, B, C that you know need to be part of the recipe / complete plan.	
Outline Expansion	Outlining, expanding content of outlines	To use this pattern, your prompt should make the following fundamental contextual statements: • Act as an outline expander. • Generate a bullet point outline based on the input that I give you and then ask me for which bullet point you should expand on. • Create a new outline for the bullet point that I select. • At the end, ask me for what bullet point to expand next. • Ask me for what to outline.	User: "Act as an outline expander. Generate a bullet point outline based on the input that I give you and then ask me for which bullet point you should expand on. Each bullet can have at most 3-5 sub bullets. The bullets should be numbered using the pattern [A-Z].[i-v].[* through ****]. Create a new outline for the bullet point that I select. At the end, ask me for what bullet point to expand next. Ask me for what to outline."
Ask for Input	Summarization, outlining, document review	To use this pattern, your prompt should make the following fundamental contextual statements: • Ask me for input X	User: "From now on, I am going to cut/paste email chains into our conversation. You will summarize what each person's points are in the email chain. You will provide your summary as a series of sequential bullet points. At the end, list any open questions or action items directly addressed to me. My name is Jill Smith. Ask me for the first email chain."
Fact Check List	Determining factual accuracy of statements generated by LLM	To use this pattern, your prompt should make the following fundamental contextual statements:	User: "Whenever you output text, generate a set of facts that are contained in the output. The set of facts should be inserted at the end of the output. The set

		• Generate a set of facts that are contained in the output • The set of facts should be inserted at POSITION in the output • The set of facts should be the fundamental facts that could undermine the veracity of the output if any of them are incorrect You will need to replace POSITION with an appropriate place to put the facts, such as "at the end of the output".	of facts should be the fundamental facts that could undermine the veracity of the output if any of them are incorrect."
Semantic Filter	Removing extraneous, irrelevant or private information	To use this pattern, your prompt should make the following fundamental contextual statements: • Filter this information to remove X You will need to replace "X" with an appropriate definition of what you want to remove, such as. "names and dates" or "costs greater than \$100".	User: "Filter this information to remove any personally identifying information or information that could potentially be used to re-identify the person."
Tail Generation	Outlining, expanding content of outline	To use this pattern, your prompt should make the following fundamental contextual statements: • At the end, repeat Y and/or ask me for X.	User Prompt #1: "Act as an outline expander. Generate a bullet point outline based on the input that I give you and then ask me for which bullet point you should expand on. Create a new outline for the bullet point that I select. At the

		Ask me for the first thing to write about. You will need to replace "Y" with what the model should repeat, such as "repeat my list of options", and X with what it should ask for, "for the next action". These statements usually need to be at the end of the prompt or next to last.	end, ask me for what bullet point to expand next. " User Prompt #2: "Ask me for what to outline." User Prompt #3: "From now on, at the end of your output, add the disclaimer "This output was generated by a large language model and may contain errors or inaccurate statements. All statements should be fact checked."
Menu Action	Search and Replace	To use this pattern, your prompt should make the following fundamental contextual statements: - Whenever I type: X, you will do Y. (Optional, provide additional menu items) Whenever I type Z, you will do Q. - At the end, you will ask me for the next action. You will need to replace "X" with an appropriate pattern, such as "estimate <TASK DURATION>" or "add FOOD". You will then need to specify an action for the menu item to trigger, such as "add FOOD to my shopping list and update my estimated grocery bill". Examples:	User: "I'm going to make a list of chores for each of the next six days. I want to: Water the front lawn for 30 minutes Clean the patio for 20 minutes Clean the pool for 10 minutes Rake leaves in the backyard for 15 minutes. Please provide a total duration for the time I will spend doing chores each day at the bottom of my list of my chores. Whenever I type "SWEEP ENTRYWAY FOR 5 MINUTES" to my list of chores you will add SWEEP ENTRYWAY to my chore list and update the duration of my chores. Whenever I type "SKIP" you will remove Clean the pool for 10 minutes from my list of chores and update the duration of my chores."

Flipped Interaction		To use this pattern, your prompt should make the following fundamental contextual statements: • I would like you to ask me questions to achieve X • You should ask questions until condition Y is met or to achieve this goal (alternatively, forever) • (Optional) ask me the questions one at a time, two at a time, ask me the first question, etc. You will need to replace "X" with an appropriate goal, such as "creating a meal plan" or "creating variations of my marketing materials." You should specify when to stop asking questions with Y. Examples are "until you have sufficient information about my audience and goals" or "until you know what I like to eat and my caloric targets."	User Prompt #1: "I would like you to ask me questions to help me create variations of my marketing materials. You should ask questions until you have sufficient information about my current draft messages, audience, and goals. Ask me the first question." User Prompt #2: "I would like you to ask me questions to help me diagnose a problem with my Internet. Ask me questions until you have enough information to identify the two most likely causes. Ask me one question at a time. Ask me the first question."
YouTube Summarizer	Content creation, organization	To use this pattern, your prompt should make the following fundamental contextual statements: • Details about the task (summarization, timestamps, themes, quotes, etc.) • Link to YouTube video	User: "Write a detailed summary of this video [insert link]. Summarize using bullet points. Include timestamps to the relevant themes/sections. Include quotes"

Coloring Book Pages Note: You will have to use Gemini, ChatGPT 4, or FX Image to do this	Image Creation	To use this pattern, your prompt should make the following fundamental contextual statements: • Details about the subject of the image and its orientation toward the viewer (from the front, side, etc.).	User Prompt #1: User Prompt #2: "That's a good start. Revise this so that the Sphinx is facing forward and add more details."
Parent-Teacher Conference	Workflow	To use this pattern, your prompt should make the following fundamental contextual statements: • Grade level • Length of meeting • Special concerns you have	User: "Create a well-organized parent-teacher conference agenda for a 10-minute meeting between me and the parents and guardians of my xth-grade students. This agenda should foster meaningful discussions about students' progress, address any concerns, and provide opportunities for collaboration between parents and me, the teacher. Remember to maintain a clear and concise structure, use easily understood language, and provide ample opportunities for open dialogue and collaboration during the parent-teacher conference. This agenda must include ..."
Image-to-Text Analysis Note: You will have to use Gemini	Image/diagram analysis, organization	To use this pattern, your prompt should make the following fundamental contextual statements:	User prompt: I am going to upload a GRAPH/CHART/DIAGRAM/IMAGE. I

Premium, ChatGPT 4, or FX Image to do this		- Type of content (graph, chart, diagram, image) you are uploading - Type of output you want (bullet points, summary, etc.)	want you to analyze the GRAPH/CHART/DIAGRAM/IMAGE. Please summarize key takeaways in bullet point format.”
Mind Map	Visualizations, Diagrams, Mind Maps	To use this pattern, your prompt should make the following fundamental contextual statements: - Topic of the mind map - be specific (development of written languages in the ancient world, for example). - Structure of mind map (central ideas, main branches, sub-branches, etc.).	User Prompt #1: Create a mind map of XXXX. List topics as central ideas, main branches, and sub-branches. User prompt 2: c Note: To fully utilize this function, copy the markdown code ChatGPT gives you. Visit MarkMap and paste the code into the left side (mark down editor). It will automatically generate a visual, which you can save/download as an SVG or HTML file.
Concept Clarifier	Instruction, Tutoring, Explanations	To use this pattern, your prompt should make the following fundamental contextual statements:	User: Define and explain TOPIC/IDEA to an xx-grade student. Begin with a layman’s definition of TOPIC/IDEA. Next,

		• Provide the topic or idea under study with a word or short phrase. • Provide the grade level of the learner.	describe its key characteristics, processes, and components. Explain how these elements interact with each other. Finally, provide a clear and simple analogy to illustrate TOPIC/IDEA. Use headings and bullet points for clarity.
Venn Diagram	Curriculum Design, Critical Thinking	To use this pattern, your prompt should make the following fundamental contextual statements: • Provide grade level and subject area. • Provide the topics to be compared in the Venn diagram. • Note: You may or may not need to list the shared topics in the center of the diagram. • Provide the quantity of attributes you want to be in each section of the diagram.	User: “You are a skilled educator with expertise in effectively using graphic organizers to arrange and visually display information to successfully help students learn. Your task is to create a Venn diagram for my XXX-GRADE students in my SUBJECT class. We are studying the topic of XXXX. . In the diagram, make the left section [TOPIC], the right section [SECOND TOPIC], and the overlapping section [SHARED TOPIC]. Then your task is to fill the Venn diagram out, with at least [NUMBER] items in each section.

Exit Tickets	Curriculum Design, Lesson Planning, Assessment		User: “You are an expert educator and lesson planner, skilled at creating engaging, hands-on activities for students that help reinforce their learning. Your task is to create [NUMBER] “exit ticket” ideas I can use in my [GRADE LEVEL AND SUBJECT] class at the end of a [TOPIC] lesson on [SPECIFIC CONTENT]. The exit ticket activities/questions should be very brief and should serve as a form of assessment to gauge students’ understanding of the material covered.’
Topic Introduction	Curriculum Design	To use this pattern, your prompt should make the following fundamental contextual statements: • Provide grade level and subject area. • Provide topic/concept/term/big idea • Provide page length/word count	User: “Define and explain [Topic] to a student. Begin with a layman’s definition of [Topic] . Next, describe its key characteristics, processes, and components. Explain how these elements interact with each other. Finally, provide a clear and simple analogy to illustrate [Topic] . Use headings and bullet points for clarity.”

			Note: Topic: [Insert concept/topic/term/ideas]
Fictional Character	Curriculum Design, English/Language ARts	To use this pattern, your prompt should make the following fundamental contextual statements: • Provide name and source of fictional character. It will be most successful if that character is from a character that is in the public domain, such as Tom Sawyer.	User: "I want you to act like {character} from {series}. I want you to respond and answer like {character} using the tone, manner and vocabulary {character} would use. Do not write any explanations. Only provide answers like {character}. You must know all of the knowledge of {character}. My first sentence is "Hi {character}." Note: This prompt assumes students will be using the AI (older than 13 students) or that this will appear to the entire class via screen and projector.
Recommendation Letter	Workflow	To use this pattern, your prompt should make the following fundamental contextual statements: • Provide details about the student who is requesting the letter. • Provide format (if required) • Provide word count	User: "I want you to write a college letter of recommendation for me. I will give you the details (name of student, name of college, a list of the student's strengths and accomplishments, etc.) before you write the letter. The tone should be professional and formal.

Adjusting Reading Level	Curriculum Design, Reading, Differentiation, English/Language Arts	To use this pattern, your prompt should make the following fundamental contextual statements: • Provide source text you want adapted. • Provide details of new/intended audience. • Provide output text format (if required).	User: "Reframe this text for [XXX-GRADERS]. The text was originally written for [AUDIENCE]. Adjust tone, word choice, and style to fit the intended audience. Text: [PASTE TEXT HERE
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