📘 Lesson Plans: Wednesday, Oct 14, 2026 (🔵 Blue Day)

Grant Driver · Ferndale High School · Room 113 · 2nd lunch 12:20–12:50 Draft for Grant to review. The teacher key is in a separate file: *`2026-10-14-teacher-key.md` / `.pdf`*.

Time	Class
9:35–10:55	2nd: SEL Level 1 (Self-Management: "My Calm-Down Toolkit," Session 3)
11:00–12:20	3rd: Transitions Level 1 (Unit 1, Week 4: Problem Sorting, Big vs. Small)

Lesson 1: SEL Level 1 (Access Level 1)

- **Date:** Wed Oct 14, 2026 · 🔵 Blue 2nd period · 9:35–10:55 (80 min)
- **Audience:** Access Level 1 (~2nd-grade reading level, picture and emoji supports, predictable routine)
- **Unit / Theme:** Self-Management (Maintenance): "My Calm-Down Toolkit," Session 3
- **Today's Focus:** 🧊 Cool-Down Words (positive self-talk) + 🟣 Comic Panel 2: The Body Clue
- **Core Objective:** I can pick a cool-down word to say to myself when I feel upset. I can show how my body feels when I get upset.
- **Transition Abilities link:** Social-Emotional Health → Self-Management

🖥️ Canva slide deck (6 slides) + printable fallback

1. **Title:** "🧊 Cool-Down Words" on a soft blue background, with today's visual schedule (😊 → 📱 → 🃏 → 🎨 → 👋).
2. **Check-In:** a Zones emoji chart (🔵 sad/tired · 🟢 calm/good · 🟡 worried/silly · 🔴 mad).
3. **Hot vs. Cool:** two columns. 🔥 Hot Thoughts ("I can't do this!" · "This is too hard!" · "I give up!") and 🧊 Cool-Down Words ("I can take a break." · "I can try my best." · "I can ask for help." · "I can breathe slow." · "I am OK.") Every phrase gets an icon: ⏸️ 💪 🙋 🌬️ 👍.
4. **Practice:** "Hand on heart ❤️ + say it": one big cool-down phrase with a hand-on-chest picture.
5. **Comic Panel 2 (purple):** "🟣 The Body Clue: How did my body feel?" Picture examples: ✊ tight fists · 💓 fast heart · 😡 hot red face · 🤷 tight shoulders · 😢 tears.
6. **Goodbye:** "Show me 1 cool-down word 👆" plus the exit routine icons (🗂️ file → 🪑 push in chair → 🎒 pack up).

Fallback (if Canva fails or is blocked): print slides 3 and 5 as one-page anchor charts (large font, one phrase per line, icon at the left), or write the two-column chart on the whiteboard with emoji drawings. Don't retry Canva.

1. 😊 Opening & Emotional Check-In (10 min)

- **Goal:** Start calm and do the usual emoji check-in.
- **Teacher Script:** "Good morning! Look at our feelings chart. 👀 Find the emoji that shows how you feel today. Point to it, or tell me one word. ... Thank you! Today we learn **cool-down words**. These are words we say to ourselves to help us feel calm."
- **Steps:** Students point, say, or use AAC to pick a zone/emoji. Then quickly review the last Blue Day: "Last time we started our comic. Panel 1 shows what made our character upset."
- **Materials:** Zones emoji chart (slide 2 or printed poster), AAC devices.

2. 📱 ORI Time (10 min)

- **Task:** Students log in to **app.orilearning.com** and open the assigned Self-Management module (self-talk / cooling down frustration).
- **Teacher Script:** "Get your Chromebook. 💻 Log in to ORI. Raise your hand ✋ if you need help."
- **Support:** 1:1 login and read-aloud help. Students who finish early do the matching ORI workbook page with picture supports.

3. 🃏 Main Activity: "Cool-Down Words" Sort (35 min)

- **Goal:** Find 🔥 hot thoughts and swap them for 🧊 cool-down words.
- **Step-by-Step:**
- **I Do (8 min):** Show slide 3. Read each hot thought in a frustrated voice, then the cool-down word in a calm voice. Script: "When I think 'I can't do this!' 🔥 my body gets hot. I can switch it! I say 'I can try my best.' 🧊 Now my body cools down."
- **We Do (10 min):** Read the cards aloud as a group. Students give 👍 (cool) or 👎 (hot) for each card. Do the hand-on-heart ❤️ motion and say "I can take a break" together.
- **You Do (12 min):** Students get the **Level 1 Cool-Down Sort Sheet** (2 columns: 🔥 / 🧊) plus 10 picture-phrase cards. They cut and glue (or place) the cards in the right column, then circle ⭕ their **one favorite cool-down word**.
- **Toolkit Badge (5 min):** Students glue their favorite cool-down word onto a "🧊 My Cool-Down Word" badge and file it in their Calm-Down Toolkit folder.
- **Scaffolding:** Pre-cut cards. Use 4 cards instead of 10. Errorless option (only cool cards plus a "match the picture" sheet). Hand-over-hand gluing. Students can point to choose and staff glue.
- **Materials:** Level 1 Cool-Down Sort Sheet, 10 picture cards (5 hot, 5 cool), glue sticks, scissors (pre-cut sets ready), badge template, Calm-Down Toolkit folders.

4. 🎨 Project Time: "My Reset Comic Strip," Panel 2 (15 min)

- **Setup (2 min):** Hand out each student's in-progress **My Reset Comic Strip Worksheet** from their project bin. Script: "Find Panel 2. It is the 🟣 **purple** box."
- **Work (10 min): Panel 2 = The Body Clue: how did my body feel?** Students draw how their character's body reacted to the Panel 1 trigger (✊ fists, 💓 fast heart, 😡 red face, tight shoulders).
- **Caption:** Students dictate or trace 1 sentence on the caption lines, such as "My heart beat fast." or "My hands felt tight." Staff write the sentence in highlighter for tracing as needed.
- Script: "Look at Panel 1. Your character got upset. What did their body do? Show me with your body first! ✊"
- **Clean-up / Collect & File (3 min):** The worksheet goes back into the bin. Supplies go away.
- **Supports:** Body-clue picture strip to copy or cut and glue for students who don't want to draw. Larger frame copy. Stencils.
- **If a student missed Panel 1:** they do Panel 1 (🔵 The Trigger) today with the "What made me upset?" picture choices.

5. 👋 Closing & Wrap-Up (10 min)

- **Share (6 min):** Volunteers hold up their Panel 2 or badge (option to pass, or come back later).
- **Teacher Script:** "Great job today! 🌟 Show me your cool-down word. Point to it or say it. ... When you feel 🔥 hot, you can use your cool-down word. File your work 🗂️, push in your chair 🪑, and get ready for passing time. See you next Blue Day!"
- ✅ **Measurable Mastery Criteria:**
- 100% of students point to, say, or sign **1 cool-down word** before exiting.
- At least **80% of students** sort 4 of 5 (or more) hot/cool cards correctly, with or without picture support.
- 100% of students have **Panel 2 started** (drawing or caption) and filed in their bin.

🧰 Accommodations

Fidgets · visual schedule (slide 1 / desk strip) · extra time · quiet space / 3-minute reset pass · noise-canceling headphones · written/picture checklist · 1:1 reading and login help · hand-over-hand · AAC / point-to responses · option to pass during share.

📋 Materials Checklist

☐ Canva deck (or printed anchor charts) ☐ Zones emoji chart ☐ Chromebooks / ORI logins ☐ Cool-Down Sort Sheets + pre-cut card sets ☐ Badge templates ☐ Glue, scissors ☐ Calm-Down Toolkit folders ☐ Comic Strip worksheets (project bins) ☐ Crayons/markers, body-clue picture strips, highlighters

---

Lesson 2: Transitions Level 1

- **Date:** Wed Oct 14, 2026 · 🔵 Blue 3rd period · 11:00–12:20 (80 min) → 2nd lunch after
- **Roadmap Focus:** Unit 1 Self-Advocacy & Goal Setting · Week 4 Problem Solving & Seeking Help
- **Topic: Problem Sorting (Big vs. Small)**, as on Grant's Unit 1 calendar
- **Objective:** I can sort a problem into 🟢 **Small Problem** (I can fix it myself) or 🔴 **Big Problem** (I need help from an adult). I can name who can help with a big problem.
- **Core Skill Area:** Social-Emotional Health → Self-Management / Self-Awareness. Builds on Mon 10/12 "Who Can Help Me?" and leads into Level 2's 4-step model.

🖥️ Canva slide deck (7 slides) + printable fallback

1. **Title:** "Big Problem or Small Problem? 🤔" plus the visual schedule.
2. **Review:** "Who Can Help Me?" with photo/icon cards: 👩‍🏫 teacher · 👫 para · 👩‍⚕️ nurse · 🧑‍💼 counselor.
3. **Small Problem 🟢 (small green circle):** "I can fix it myself." Examples with pictures: ✏️ broken pencil · 🧥 forgot jacket · 🎮 lost a game · 🍎 dropped my snack.
4. **Big Problem 🔴 (big red circle):** "I need an adult." Examples: 🤕 I am hurt · 🔥 fire alarm · 😟 someone is mean to me again and again · 🚌 I missed my bus · 🤢 I feel sick.
5. **Size-of-Problem Meter:** a thermometer (🟢 small → 🟡 medium → 🔴 big) with matching reaction sizes ("small problem = small reaction").
6. **Sort Practice:** 6 picture scenarios to sort together.
7. **Exit:** "My problem plan": 🟢 Small → "I can fix it." · 🔴 Big → "I tell [adult]."

Fallback: print slides 3–5 as anchor posters, and use painter's tape on the floor or two big poster circles (🟢 / 🔴) for the sort.

1. ☀️ Warm-Up (10 min)

- **Teacher Script:** "Hi everyone! 👋 On Monday we learned **who can help us**. Point to the person who helps when you feel sick. 👩‍⚕️ ... Yes, the nurse! Today we learn: is my problem **big** or **small**?"
- **Steps:** Quick picture match: helper card to situation (nurse = sick, teacher = schoolwork). Use slide 2.

2. 📣 Direct Instruction (15 min)

- **Teacher Script:** "A **small problem** 🟢 is something **I can fix myself**. Like my pencil broke. ✏️ I can get a new pencil. A **big problem** 🔴 is when someone is **hurt, sick, or not safe**, or **I can't fix it alone**. Then I **tell an adult**."
- Show slides 3–5. Model a think-aloud with 2 examples: "I dropped my snack. Is anyone hurt? No. Can I fix it? Yes, I get a napkin. Small problem! 🟢"

- **2 Big Questions (students hold up a visual cue card):** ❓ "Is someone hurt or not safe?" ❓ "Can I fix it myself?"
- Size of reaction: practice a small reaction (deep breath, shrug 🤷) vs. calling for help ("I need help, please.").

3. 🃏 Guided Practice / Application (35 min)

- **Activity 1: Whole-Group Floor Sort (15 min):** Two poster circles on the floor (🟢 Small, 🔴 Big). Each student draws a **picture scenario card**, reads it with help, asks the 2 Big Questions, and places it in a circle. The class gives 👍/👎. For each 🔴 card, the student also points to **who can help** (helper card from 10/12).
- **Activity 2: Individual Sort Worksheet (15 min): "Big or Small?" cut-and-glue sheet** with 8 picture scenarios, plus 2 columns (🟢 small circle / 🔴 big circle). Bonus row for students who are ready: draw a line from each big problem to a helper icon.
- **Activity 3: Practice Line (5 min):** Each student says or shows one script with their AAC device or a sentence strip: "I have a **small** problem. I can fix it." / "I have a **big** problem. I need help, please. 🙋"
- **Scaffolding:** Reduce to 4 cards. Errorless matching (match the picture to an identical picture on the sheet). Read-aloud for each card. Hand-over-hand. L1 sentence strips. Point-to responses.

4. 🗂️ Wrap-Up & Reflection (15 min)

- **Share-Out (8 min):** Each student shows 1 sorted card and says or points to "big" or "small" (option to pass).
- **Exit Check (4 min):** Show 3 new picture cards. Students hold up 🟢 or 🔴 cue cards.
- **Clean-Up (3 min):** Worksheets into **transition binders**, cards and visuals back in bins.
- **Teacher Script:** "Great problem-solving! 🌟 Remember: small problem 🟢, I can fix it. Big problem 🔴, I tell an adult. Put your binder away, push in your chair, and line up for lunch. 🥪"

5. ⏳ Buffer / Extension (5 min, if time)

Choice: re-sort the floor cards in pairs, or color the size-of-problem meter for the binder. (Time math: 10 + 15 + 35 + 15 + 5 = 80 min. Grant's Transitions template adds up to 60 min, so the extra 20 min are spread across the Guided Practice, Wrap-Up, and buffer blocks.)

✅ Measurable Mastery Criteria

- **80% of students** correctly sort at least **6 of 8** scenarios on the worksheet (with or without picture/read-aloud support).
- **100% of students** show the correct 🟢/🔴 cue card for at least **2 of 3** exit-check cards.
- **100% of students** name or point to **1 helper** for a big problem.

🧰 Accommodations

Visual cards and choice boards · AAC / point-to · read-aloud · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · hand-over-hand · reduced card set · option to pass during share.

📋 Materials Checklist

☐ Canva deck (or printed posters) ☐ Helper cards from 10/12 ☐ 2 floor poster circles (🟢/🔴) ☐ Picture scenario cards (12–16) ☐ 🟢/🔴 cue cards (1 set per student) ☐ "Big or Small?" worksheets ☐ Glue, scissors (pre-cut sets) ☐ Sentence strips ☐ Transition binders - Optional purchase (needs Grant's approval, do not buy): Transition Abilities TPT problem-solving / "size of the problem" packs, if available.

⚠️ Calendar notes and conflicts for Grant to check

1. **Transitions L1 period:** Grant's sources never state which Blue period Transitions L1 meets (the master guide lists it as Unknown). These plans use **3rd period (11:00–12:20)** as assigned. Please confirm.
2. **Gemini drift on Transitions:** after 10/6, Gemini's auto-plans swapped topics, e.g., its 10/13 "Recognizing Stress & Sensory Coping" (skipped) → "Identifying My Trusted Support Network." These plans follow **Grant's own Unit 1 calendar**: Wed 10/14 Blue L1 = Problem Sorting (Big vs. Small). If Gemini's topics were taught instead of "Who Can Help Me?" on 10/12, the warm-up review should be changed.
3. **SEL L1 Session 3 content:** the "Cool-Down Words" focus comes from Gemini's 10/12 answer about the next L1 class. Grant never confirmed it. Gemini's two 10/12 L1 plans also disagree (grounding/tactile tools vs. Five-Finger Breathing). That doesn't change today's lesson, but check that Panel 1 was actually finished on 10/12.
4. **Transitions template length:** the Transitions plan format adds up to 60 min (10/15/25/10), but the period is 80 min. These plans add 20 min, as shown above.
5. **Rotation check:** recounted from Grant's corrections (9/24 Blue, 10/9 Gold), with colors alternating every school day including Fridays. Today, Tue 10/13, is Gold, so **Wed 10/14 is Blue** ✅. This matches Grant's Unit 1 calendar. Not checked against the handbook calendar image for any no-school days this week (none are listed in the sources).