📙 Lesson Plans: Thursday, Oct 15, 2026 (🟡 Gold Day)

Grant Driver · Ferndale High School · Room 113 · 2nd lunch 12:20–12:50 · Regular bell schedule

Draft for Grant to review. The teacher key is in a separate file: *`2026-10-15-teacher-key.md`* / *`.pdf`*.

Time	Class
11:00–12:20	7th: Transitions Level 2 (Unit 1, Week 4: Real-World Problem Scenarios with the 4-Step Model)
12:55–2:16	8th: SEL Level 2 (Self-Management: "My Calm-Down Toolkit," bumped-up Monday lesson: From Pause to Reset)

Lesson 1: Transitions Level 2

- **Date:** Thu Oct 15, 2026 · 🟡 Gold 7th period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 2 (~5th-grade reading level; moving from visual cards to clear spoken self-advocacy scripts)
- **Roadmap Focus:** Unit 1 Self-Advocacy & Goal Setting · Week 4 Problem Solving & Seeking Help
- **Topic: Real-World Problem Scenarios**: working through common classroom and job-site challenges with the 4-step model (Grant's Unit 1 calendar)
- **Objective:** I can use the 4 steps (1. What is the problem? 2. What are 2 options? 3. Pick the best option. 4. Try it out.) to solve a real classroom or job-site problem, and I can say a clear script to ask for help when I need it.
- **Core Skill Area:** Social-Emotional Health → Self-Management · Vocational Skills → On the Job Skills. Builds on Tue 10/13 "The 4-Step Problem-Solving Model" and Level 1's "Big vs. Small" sort.
- **Materials:** 4-Step Problem Solver worksheet (Level 2), 8 scenario cards (4 🏫 classroom, 4 🧰 job-site), 4 numbered step cards, role-play script strips, transition binders

🖥️ Canva slide deck (6 slides) + printable fallback

1. **Title:** "Real-World Problem Solving 🧩" with today's agenda (Warm-Up → Learn → Stations → Role-Play → Wrap-Up).
2. **The 4 Steps:** four numbered boxes with icons: 1️⃣ ❓ What is the problem? · 2️⃣ ✌️ What are 2 options? · 3️⃣ ✅ Pick the best option · 4️⃣ 🚀 Try it out.
3. **Quick Check:** "Big or small? Can I fix it myself, or do I need an adult?" (links to the Level 1 meter: 🟢 small → 🔴 big).
4. **Model Scenario:** "My Chromebook is dead and the test starts in 5 minutes." Each step fills in on click.
5. **Station Directions:** 🏫 Classroom table and 🧰 Job-Site table, with "Solve 2 cards at each table" and the timer.
6. **Step 4 Script:** "Excuse me, ___. I have a problem: ___. I tried ___. Can you please help me ___? Thank you."

Fallback (if Canva fails or is blocked): write the 4 steps on the whiteboard as a numbered poster with icons, print slide 6 as script strips, and read the model scenario aloud. Don't retry Canva.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Review the 4 steps from Tuesday.
- **Teacher Script:** "Welcome back! On Tuesday we learned 4 steps to solve a problem. I'm going to mix up these cards. Who can put them back in order? ... Great. Step 1 is What is the problem? Today we use the steps on real problems you could have in class or at a job."
- **Steps:** Shuffle the 4 step cards on the board. Students take turns moving one card into order. Then the class reads all 4 steps aloud together.

2. 📣 Direct Instruction (15 min) · 11:10–11:25

- **Teacher Script:** "Here's a problem: my Chromebook is dead and the test starts in 5 minutes. Watch me use the 4 steps. **Step 1:** The problem is my Chromebook has no power. **Step 2:** Two options: I could plug it in and wait, or I could ask the teacher for a loaner. **Step 3:** The test starts soon, so the best option is to ask for a loaner. **Step 4:** I try it out. 'Excuse me, Mr. Driver. My Chromebook is dead. I tried the charger but it needs time. Can I please use a loaner? Thank you.'"
- Show slides 2–4 and do the think-aloud. Point out that **Step 4 often means using our words** (self-advocacy).
- **Quick check before Step 2:** "Is anyone hurt or unsafe? If yes, it's a 🔴 big problem: tell an adult right away."

3. 🧩 Guided Practice / Application (35 min) · 11:25–12:00

Step	Time	What happens
Station 1: 🏫 Classroom table	10 min	Pairs pick 2 classroom cards and fill in all 4 steps on the 4-Step Problem Solver worksheet.
Station 2: 🧰 Job-Site table	10 min	Pairs switch tables and solve 2 job-site cards the same way.
Role-Play: "Try It Out"	12 min	Each pair picks 1 of their 4 problems and acts out Step 4 in front of the group. One partner plays the student or worker, the other plays the teacher or supervisor. Use the script strip.
Transition	3 min	Swap materials back and return to seats.

Scenario cards: - 🏫 1. I don't understand the directions on my worksheet. - 🏫 2. My group partner isn't doing their part of the project. - 🏫 3. The classroom is too loud and I can't focus. - 🏫 4. I left my binder in my last class. - 🧰 5. At my job, we run out of cups and a customer is waiting. - 🧰 6. My supervisor gives me two jobs at the same time. - 🧰 7. I drop a box of supplies and they spill on the floor. - 🧰 8. I finish my task early and don't know what to do next.

Sentence starters: "The problem is ___." · "One option is ___. Another option is ___." · "The best option is ___ because ___." · "Excuse me, ___. I have a problem: ___. Can you please help me ___?"

- **Scaffolding:** Pre-filled Step 1 on the worksheet for students who need it. An options word bank (ask for help, try again, take a break, use a different tool, wait, tell my supervisor). Partners can say answers aloud while staff scribe. Picture icons on each card.

4. 🗂️ Wrap-Up & Reflection (15 min) · 12:00–12:15

- **Share-Out (8 min):** Each pair reads one solved problem: the problem, the 2 options, and the best option (option to pass, or come back later).
- **Exit Ticket (4 min):** One new scenario on the board: "Your bus is late and you'll miss the start of 1st period." Students write Step 2 (two options) and Step 3 (the best one).

- **Clean-Up (3 min):** Worksheets into **transition binders**, cards back into bins.
- **Teacher Script:** "Great problem solving today! 🌟 You used real steps on real problems. Remember: what's the problem, two options, pick the best, try it out. Binders away, push in your chairs, and line up for lunch. 🥪"

5. ⏳ Buffer / Extension (5 min, if time) · 12:15–12:20

Pairs write their own problem card for next week, or try a second role-play. (Time math: 10 + 15 + 35 + 15 + 5 = 80 min, extended from Grant's 60-minute Transitions template the same way as 10/14.)

✅ Measurable Mastery Criteria

- **80% of students** complete all 4 steps for at least **3 of 4** scenarios on the worksheet (with or without the word bank).
- **100% of students** name **2 options** on the exit ticket.
- **100% of students** say or perform **one Step 4 help-seeking script** during the role-play (spoken, AAC, or read from the strip).

🧰 Accommodations

Word bank and sentence-starter strips · picture icons on scenario cards · staff scribing for spoken answers · reduced set (2 scenarios instead of 4) · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share and role-play.

📋 Materials Checklist

☐ Canva deck (or whiteboard poster) ☐ 4 numbered step cards ☐ 8 scenario cards (2 sets) ☐ 4-Step Problem Solver worksheets ☐ Options word bank ☐ Script strips ☐ Timer ☐ Transition binders - Optional purchase (needs Grant's approval, do not buy): Transition Abilities TPT problem-solving or workplace-problem task cards, if available.

Lesson 2: SEL Level 2 (Access Level 2)

- **Date:** Thu Oct 15, 2026 · 🟡 Gold 8th period · 12:55–2:16 (81 min)
- **Audience:** Access Level 2 (~5th-grade reading level, writes reflections independently, needs vocabulary support)
- **Unit / Theme:** Self-Management (Maintenance): "My Calm-Down Toolkit"
- 📌 **Bumped-up Monday lesson:** This is the lesson that was next in line for **Mon Oct 19** (Gold Day, Session 4), moved up to today at Grant's request. The pacing guide doesn't name a Session 4 main topic, so I picked the next logical project-centered step after the Panel 1–2 comic work: **"From Pause to Reset."** Students plan how their character uses a tool they already know and how they will know it worked.
- ✅ **Already taught (do NOT re-teach):** box breathing · progressive muscle squeeze and release · cold water · **5-4-3-2-1 grounding (Grant: taught last week)** · hot vs. cool thoughts and self-talk reframing (10/13) · asking for a break / reset pass · body clues (Panel 2, 10/13). Today these appear only as a **1-minute recall**. See `taught-log.md`.
- **Today's Focus:** 🧰 Using the tools we already know: plan the Pause → Reset for a real situation, share with a partner, and give peer feedback · 🟢 Comic Panel 3: The Toolkit Pause
- **Objective:** I can choose a calming tool I already know for a trigger, explain why it fits and how I will know it worked, and show it in Panel 3 of my comic.

- **Materials:** Self-Reflection Mood Logs, ORI Learning logins, Level 2 "Tool for the Moment" Matrix (with "How I'll know it worked" column), Peer Feedback Checklist strips, Calm-Down Toolkit binders, comic strip folders (My Reset Comic Strip worksheet)

🖥️ Canva slide deck (5 slides) + printable fallback

1. **Title:** "From Pause to Reset 🧰" with the agenda and today's mood-log prompt.
2. **My Toolkit So Far (1-minute recall):** tools we already know: 🌬️ box breathing · 💪 squeeze and release · 💧 cold water · 👀 5-4-3-2-1 · 🧊 cool thoughts · ⏸️ reset pass / ask for a break. Students name them. No re-teaching.
3. **Pause → Reset Map:** 🔵 Trigger → 🟣 Body clue → 🟢 Tool I know → 🟡 Did it work? (re-check my body: better, same, or worse).
4. **Tool for the Moment Matrix:** 4 scenarios with columns for Body Clue · Tool I'd Choose · Why It Fits · How I'll Know It Worked.
5. **Peer Feedback + Panel 3:** the 4-item checklist and "🟢 The Toolkit Pause: What tool did my character use?"

Fallback: print slides 2 and 4 as handouts, or write the Pause → Reset map and the checklist on the whiteboard. Don't retry Canva.

1. Opening & Check-In (10 min) · 12:55–1:05

- Students open their mood logs, rate their energy from 1 to 5, write **one body clue** they notice right now, and write **one tool from our toolkit** they used or noticed someone use this week.
- **Script:** "Good afternoon! Open your mood logs. Rate your energy from 1 to 5, write one thing your body is telling you, and write one tool you've used this week. Today you're not learning a new tool. You're **using** the ones you already have to build your comic."

2. ORI Time (10 min) · 1:05–1:15

- Students log in at **app.orilearning.com** and continue the assigned Self-Management module where they left off.
- **Support:** one-on-one login help and read-along as needed. Early finishers do the matching ORI workbook page.

3. Main Activity: From Pause to Reset (35 min) · 1:15–1:50

Step	Time	What happens
1-Minute Recall	1 min	Show slide 2. Students call out or point to tools they already know. Say each name once. **No re-teaching or practicing.**
Model: Pause → Reset Map	6 min	Think-aloud with a sample character: "The trigger is a loud, crowded cafeteria. My body clue is a headache and tight shoulders. The tool I already know that fits is a reset pass, because it gets me out of the noise. How will I know it worked? My shoulders drop and I can eat." Show slide 3. Point out the 🟡 check: "Is my body better, the same, or worse?"
Tool for the Moment Matrix	14 min	Students complete 4 rows: **(1)** the cafeteria is loud and crowded, **(2)** a timed test starts and your mind goes blank, **(3)** you read a rude message about you in a group chat, **(4) my own comic character** (use Panel 1 and Panel 2). For each row, write the body clue, pick a tool they already know, explain why it fits, and write how they'll know it worked.

Step	Time	What happens
Partner Share + Peer Feedback	14 min	Partners swap matrices (7 min each way). The reader checks the **Peer Feedback Checklist** and writes one ⭐ star (something that works) and one 👣 step (something to add). The writer may revise one row.

Peer Feedback Checklist (strip for each pair):

☐ The tool is one we already know. ☐ The "because" reason matches the body clue. ☐ "How I'll know it worked" is something you can see or feel. ☐ Sentences are complete. ⭐ One star: _____ 👣 One step: _____

(Use initials only on peer feedback.)

Sentence starters: "When I notice ___, I can use ___." · "I would choose ___ because ___." · "I'll know it worked when ___." · "One ⭐ I noticed is ___." · "One 👣 you could add is ___."

- **Scaffolding:** A tool word bank (the tools we already know), picture tool cards for students who want them, scenarios read aloud, and students can say answers while staff scribe. Feedback can be given by pointing to the checklist and saying one star out loud.

4. Project Time: My Reset Comic Strip, Panel 3 (16 min) · 1:50–2:06

Panel 3 (green box): The Toolkit Pause, the calming tool my character uses

- **Setup (2 min):** Hand out comic worksheets from bins. Script: "Look at your matrix row 4 and your Panel 2. Your character's body gave warning signs. In Panel 3 they pause and use the tool you chose."
- **Draw (10 min):** Show the character using one tool they already know, for example slow breaths, squeeze and release, cold water, counting 5 things, headphones, or asking for a reset pass.
- **Caption (2 min):** 1–2 complete sentences, for example: "When the character felt their heart racing, they stopped and asked for a reset pass."
- **File (2 min):** comic sheets go back into bins for the next Gold Day.
- **Early finishers:** pencil a quick plan for Panel 4 (The Reset) using their "How I'll know it worked" answer. Panel 4 and inking are the next project session.
- **If a student missed Panel 2:** they finish Panel 2 (The Body Clue) first with the picture body-signs chart.

5. Closing (10 min) · 2:06–2:16

- Exit ticket: each student **writes or says**, "My character's tool is ___, and I'll know it worked when ___."
- **Script:** "Great work using your toolkit today. You didn't just learn tools, you used them and gave feedback. Put your matrix in your Calm-Down Toolkit binder and your comic in your bin. Pack up, and have a great afternoon!"

Mastery Criteria

- **80%** of students match a reasonable, already-taught tool to at least **3 of 4** matrix rows with a "because" reason and a "how I'll know it worked."
- **100%** of students give or receive one piece of peer feedback (checklist plus one star or one step, written, spoken, or pointed).
- **100%** of students start Panel 3 and file it in their bins.

Accommodations

- Students can say their matrix answers out loud or use the tool word bank instead of writing.
- Sentence starters on the board or as a desk strip.
- Picture tool cards and the body-signs chart for Panel 3.
- Students can pass during partner share and come back later. Feedback can be a pointed checklist item.
- Fidgets, noise-canceling headphones, quiet space / 3-minute reset pass, extra time.

📋 Materials Checklist

☐ Canva deck (or printed handouts) ☐ Mood logs ☐ Chromebooks / ORI logins ☐ Tool for the Moment Matrix (with new column) ☐ Peer Feedback Checklist strips ☐ Tool word bank and picture tool cards ☐ Calm-Down Toolkit binders ☐ Comic Strip worksheets (bins) ☐ Pencils, markers, body-signs chart

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⚠️ Notes for Grant to check

1. **Gold Day confirmed** from the FHS calendar image (Oct 15 is yellow, full day, regular bells).
2. **SEL L2 is Monday's lesson bumped up, and the topic is my pick.** Oct 19 is a 🟡 Gold Day (FHS calendar image), so Monday's SEL L2 would be Session 4 of 8 (Gold days: 10/9, 10/13, 10/15, 10/19, 10/21, 10/23, 10/27, 10/29). The pacing only names the comic sessions (Panel 3, then Panel 4 + inking), not a Session 4 main topic, so I built "From Pause to Reset." No calming method is taught as new. Panel 3 stays in today's project block, and Panel 4 + inking stay as the next project session. The Gemini 10/9 plan listed box breathing, muscle clench/release, cold water, and 5-4-3-2-1 as "tools"; I assumed those were taught.
3. **Transitions L2 assumes Tuesday's 4-Step Model lesson was taught** as on your Unit 1 calendar. If not, use the Direct Instruction block to teach the 4 steps first and cut to one station.