📘 Lesson Plans: Friday, Oct 16, 2026 (🔵 Blue 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: *`2026-10-16-teacher-key.md`* / *`.pdf`*.

Time	Class
9:35–10:55	2nd: SEL Level 1 (Self-Management: "My Calm-Down Toolkit," Session 4)
11:00–12:20	3rd: Transitions Level 1 (Friday Cooking Lab: Yogurt Parfait Bar & Workstation Sanitation)

Lesson 1: SEL Level 1 (Access Level 1)

- **Date:** Fri Oct 16, 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 4 of 8
- ✅ **Already taught (1-minute recall ONLY — do NOT re-teach):** sensory breathing / Five-Finger Breathing · desk movement (chair push-ups, shoulder rolls) · grounding / tactile squeeze · cool-down words · Break / Extra Time / Quiet Space cards. See `taught-log.md`.
- **Today's Focus:** 🧰 **Pick My Tool** (picture match: trigger → a tool I already know) + 🟢 Comic Panel 3: The Toolkit Pause
- **Assumption flagged:** Session 4 main topic is designed from the unit pacing (parallel to L2's "From Pause to Reset," but Level-1 sorting/matching, not a matrix). No new calming method. Confirm with Grant if a different S4 topic was planned.
- **Core Objective:** I can look at a picture of a hard moment, pick a calm-down tool I already know, and show my character using that tool in Comic Panel 3.
- **Transition Abilities link:** Social-Emotional Health → Self-Management
- **Materials:** Zones emoji chart, Chromebooks / ORI logins, Level 1 "Pick My Tool" match sheet + picture cards, tool picture strip, Calm-Down Toolkit folders, comic strip worksheets (bins), crayons/ markers, highlighters, body-clue picture strip (for unfinished Panel 2)

🖥️ Canva slide deck (6 slides) + printable fallback

1. **Title:** "🧰 Pick My Tool" on a soft green background, with today's visual schedule (😊 → 📱 → 🃏 → 🎨 → 👋).
2. **Check-In:** Zones emoji chart (🔵 sad/tired · 🟢 calm/good · 🟡 worried/silly · 🔴 mad).
3. **My Tools So Far (1-minute recall):** picture strip of tools we already know — 🌸🕯️ smell flower / blow candle · 🖐️ Five-Finger Breathing · 🪑 desk push-ups · ✊ tactile squeeze · 🧊 cool-down words · ⏸️ Break / Extra Time / Quiet Space cards. Students point. No re-teaching.
4. **Pick My Tool Match:** 4 trigger pictures on the left, tool pictures on the right. Example: 📢 loud room → ⏸️ Quiet Space card · ✏️ hard work → 🧊 "I can try my best" · 😤 mad body → ✊ squeeze · 😵 busy head → 🖐️ Five-Finger Breathing.
5. **Comic Panel 3 (green):** "🟢 The Toolkit Pause: What tool did my character use?" with picture examples of a character breathing, squeezing, saying a cool-down word, or holding a break card.

6. **Goodbye:** "Show me 1 tool 👆" plus exit routine icons (🗂️ file → 🪑 push in chair → 🎒 pack up).

Fallback (if Canva fails or is blocked): print slides 3–5 as one-page anchor charts (large font, one picture per row), or draw the match columns on the whiteboard with emoji. Don't retry Canva.

1. 😊 Opening & Emotional Check-In (10 min) · 9:35–9:45

- **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! Last Blue Day we learned **cool-down words**. Today we **pick a tool** we already know. No new tool — we use the ones in our toolkit!"
- **Steps:** Students point, say, or use AAC to pick a zone/emoji. Quick 1-sentence recall: "Who can show me a cool-down word from last time?" (point or say once).
- **Materials:** Zones emoji chart (slide 2 or printed poster), AAC devices.

2. 📱 ORI Time (10 min) · 9:45–9:55

- **Task:** Students log in to **app.orilearning.com** and open the assigned Self-Management module (choosing a strategy / calming tools).
- **Teacher Script:** "Get your Chromebook. 💻 Log in to ORI. Raise your hand ✋ if you need help."
- **Support:** 1:1 login and read-aloud help. Early finishers do the matching ORI workbook page with picture supports.

3. 🃏 Main Activity: "Pick My Tool" Match (35 min) · 9:55–10:30

- **Goal:** Match a hard-moment picture to a calm-down tool already in the toolkit. **No new calming method.**
- **Step-by-Step:**

Step	Time	What happens
1-Minute Recall	1 min	Show slide 3. Students point to or name tools they already know. Say each name once. **No practice drills.**
I Do	8 min	Think-aloud with slide 4. "The picture shows a loud room. 🎣 My body feels tight. I pick a tool I already know: Quiet Space card. ⏸️ Because it helps me get away from the noise." Model drawing a line from trigger → tool.
We Do	10 min	Class matches 3 more triggers together. Students hold up the matching tool picture card (👍/👎 check). Use the sentence strip: "When ___, I can use ___."
You Do	12 min	Students get the **Level 1 Pick My Tool Match Sheet** (4 trigger pictures + 4 tool pictures). They draw lines or cut-and-glue matches, then **circle ⭕ one favorite tool** for their comic character.
Toolkit Badge	4 min	Glue the circled tool picture onto a "🧰 My Tool Today" badge and file it in the Calm-Down Toolkit folder.

Trigger → tool examples (any already-taught tool is OK): - 🎣 Loud / crowded → Quiet Space or Break card - ✏️ Hard work / "I can't" → cool-down word ("I can try my best") - 😤 Mad / tight fists → tactile squeeze or desk push-ups - 😵 Busy / worried head → Five-Finger Breathing or smell flower / blow candle

Sentence starters: "When ___, I can use ___." · "I pick ___ because ___." · "My favorite tool is ___." · "My character will use ___."

- **Scaffolding:** Pre-cut cards. Use 2 matches instead of 4. Errorless option (match identical tool pictures). Hand-over-hand gluing. Point-to choose; staff draw the line. Tool picture strip taped to the desk.
- **Materials:** Level 1 Pick My Tool Match Sheets, pre-cut trigger/tool cards, glue sticks, scissors (pre-cut sets ready), badge templates, Calm-Down Toolkit folders, sentence strips.

4. 🎨 Project Time: "My Reset Comic Strip," Panel 3 (15 min) · 10:30–10:45

- **Setup (2 min):** Hand out each student's in-progress **My Reset Comic Strip Worksheet** from their project bin. Script: "Find Panel 3. It is the 🟢 **green** box. The Toolkit Pause!"
- **Work (10 min): Panel 3 = The Toolkit Pause: what tool did my character use?** Students draw their character using the tool they circled on the match sheet (breathing, squeeze, cool-down word bubble, break card).
- **Caption:** Students dictate or trace 1 sentence, such as "They took slow breaths." or "They used a squeeze." Staff write the sentence in highlighter for tracing as needed.
- Script: "Look at Panel 1 and Panel 2. Your character got upset and their body gave a clue. Now they **pause** and use a tool. Show me!"
- **Clean-up / Collect & File (3 min):** Worksheet goes back into the bin. Supplies go away.
- **Supports:** Tool picture strip to cut and glue into the panel. Larger frame copy. Stencils.
- **If Panel 2 is unfinished:** finish Panel 2 (🟣 The Body Clue) first with the body-clue picture strip, then start Panel 3 if time remains.
- **Early finishers:** color Panel 3 carefully, or point to a plan for Panel 4 ("How will we know it worked?").

5. 👋 Closing & Wrap-Up (10 min) · 10:45–10:55

- **Share (6 min):** Volunteers hold up Panel 3 or their tool badge (option to pass, or come back later).
- **Teacher Script:** "Great job today! 🌟 Show me **one tool** you already know. Point to it or say it. … When something feels hard, you can **pick a tool** from your toolkit. 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 already-taught tool** before exiting.
- At least **80%** of students correctly match **3 of 4** trigger→tool pairs (with or without picture support).
- **100%** of students have **Panel 3 started** (drawing or caption), or finished an unfinished Panel 2 and filed it; work 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 · reduced card set (2 matches).

📋 Materials Checklist

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

Lesson 2: Transitions Level 1 — Friday Cooking Lab

- **Date:** Fri Oct 16, 2026 · 🔵 Blue 3rd period · 11:00–12:20 (80 min) → 2nd lunch after
- **Roadmap Focus:** Household Skills (Food Prep & Cooking · Chores) · Friday Cooking Lab / CBI day
- **Topic: Yogurt Parfait Bar & Workstation Sanitation** (advances past 9/25 Fruit Salad & Sanitation and 10/2 fruit/safety lab)
- **Objective:** I can wash my hands for 20 seconds, build a yogurt parfait using a picture recipe (yogurt → fruit → granola), practice polite snack manners, and help clean my workstation (wash/dry, S-pattern wipe, sweep, trash).
- **Core Skill Area:** Household Skills → Food Prep & Cooking + Chores · Social skills during Snack & Social
- ⚠️ **Before serving:** Grant must check the **Student Food Interest Inventory** (and any IEP/medical notes) for allergies and preferences. Do **not** assume ingredients are on hand — confirm yogurt cups, fruit cups or soft pre-cut fruit, and granola packets before class.
- **Materials:** yogurt cups · fruit cups or soft pre-cut fruit (e.g., banana, soft berries) · granola packets · clear cups or bowls · spoons · napkins · visual recipe cards (3-step) · nylon safety knives (only if soft fruit needs cutting) · cutting boards · dish soap · sponges/cloths · surface spray · paper towels · broom/dustpan · trash bags · hand soap · timer · aprons or disposable bibs if used · choice board (🟢 I like / 🔴 I do not like / 🟡 I need help)

🖥️ Canva slide deck (6 slides) + printable fallback

1. **Title:** "🥄 Yogurt Parfait Bar" with today's lab schedule (🧼 Safety → 🥄 Build → 🗣️ Snack → 🧹 Clean).
2. **Safety:** big icons for **20-second handwash** (sing ABCs / timer) and **Claw Grip** 🐾 (fingers curled, only if cutting soft fruit).
3. **Picture Recipe (3 steps):** 1️⃣ Spoon yogurt into cup · 2️⃣ Add fruit · 3️⃣ Sprinkle granola. Arrows and numbers; no long text.
4. **Snack & Social manners:** "Please" · "Thank you" · napkin in lap or on table · chew with mouth closed · "May I have ___?" picture strip.
5. **Sanitation Reset:** 4 picture jobs — 🧽 wash/dry tools · 〰️ S-pattern wipe · 🧹 sweep · 🗑️ trash.
6. **Exit:** "I washed · I built · I cleaned" checklist with checkboxes.

Fallback: print slides 2–5 as laminated station cards / posters, or tape the 3-step recipe on the counter. Don't retry Canva.

1. 🧼 Safety Briefing (10 min) · 11:00–11:10

- **Teacher Script:** "Today is Cooking Lab! 🥄 We will build a **yogurt parfait** and then clean our station. First rule: **wash hands**. Scrub with soap for **20 seconds**. Let's do it together!"
- **Steps:**
- Model 20-second handwash at the sink (timer or sing ABCs once). Every student washes before touching food.
- If soft fruit will be cut: quick Claw Grip demo 🐾 — "Fingers curl like a claw. The knife is slow. Nylon knives only for Level 1."

- Show allergy / preference check: staff privately confirm each student's OK foods from the inventory before they start. Students who cannot have an item get an alternate (plain yogurt, fruit only, or granola-free) without calling attention to why.
- **Materials:** Hand soap, timer, visual "Wash 20 seconds" card, Claw Grip poster (if cutting).

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

- **Teacher Script:** "Watch me build one parfait. Step 1: yogurt goes in first. 🥛 Step 2: fruit on top. 🍓 Step 3: granola sprinkle. 🌾 Then we eat politely and clean up."
- Show slide 3. Model one parfait at a demo station, naming each step with the picture card.
- **Pass-out roles (2 min):** Assign simple jobs with picture badges if helpful: **Scoopers** (yogurt), **Fruit helpers**, **Granola helpers**, **Setters** (cups/spoons/napkins). Rotate if the group is small so everyone builds their own.
- **Sentence starters:** "First I ___." · "Next I ___." · "Last I ___." · "I need help with ___." · "May I have ___, please?"

3. 🥄 Lab Prep & Cooking (35 min) · 11:25–12:00

Step	Time	What happens
Station set-up	5 min	Staff set out pre-portioned yogurt cups, fruit cups or soft fruit, granola packets, cups/bowls, spoons, napkins. Visual recipe card at each seat.
Build parfaits	15 min	Each student follows the 3-step picture recipe to build their own parfait. Staff model, prompt, or hand-over-hand as needed. Nylon knives only if soft fruit must be sliced; otherwise use pre-cut / cup fruit (Grant's boxed/premixed preference).
Snack & Social	12 min	Sit at the table. Practice manners: napkin, "please/thank you," one conversation prompt ("I like ___ on my parfait"). Use 🟢/🔴/🟡 choice board for likes.
Transition to clean	3 min	Leftovers sealed or trashed per Grant's kitchen rules. Dirty tools to the wash bin.

- **Scaffolding:** Fully pre-portioned ingredients (open-and-spoon only). 2-step recipe (yogurt + fruit) if granola is too hard to manage. Hand-over-hand scooping. Picture sequence strip taped to the table. Peer buddy for one step.
- **Differentiation note:** This is a Level 1 class — keep knives optional and nylon-only; prefer fruit cups / soft pre-cut so most students scoop and layer only.

4. 🧹 Sanitation Reset & Wrap-Up (15 min) · 12:00–12:15

- **Teacher Script:** "Great cooking! Now we **reset** our kitchen. Everyone gets a clean-up job."
- **Jobs (picture cards):**
- 🧽 **Wash & dry** utensils, boards, and cups in warm soapy water (or load a bin for staff to finish).
- 〰️ **S-pattern wipe:** spray table, wipe in big S shapes until dry.
- 🧹 **Sweep** under the workstation.
- 🗑️ **Trash & recycling:** food scraps and empty packets.
- **Exit check (3 min):** Students point to or check off "I washed · I built · I cleaned" on slide 6 / a paper strip.
- **Teacher Script:** "You washed, you built a parfait, and you cleaned. 🌟 That is Household Skills. Push in chairs, line up for lunch. 🥪"

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

Choice: re-sort the sanitation job cards in order, or draw "My parfait" (3 layers) for the transition binder. (Time math: 10 + 15 + 35 + 15 + 5 = 80 min, extended from the shorter Gemini lab blocks to fill the full period the same way as 10/14–10/15 Transitions plans.)

✅ Measurable Mastery Criteria

- **100%** of students complete a **20-second handwash** before touching food (with prompts OK).
- **80%** of students complete at least **2 of 3** parfait steps using the picture recipe (with or without hand-over-hand).
- **100%** of students participate in **at least 1** sanitation job (wash/dry, wipe, sweep, or trash), with prompts OK.
- **100%** of students use or point to **1** polite snack phrase ("please," "thank you," or "May I have ___?").

🧰 Accommodations

Visual recipe and job cards · AAC / point-to · hand-over-hand scooping · pre-portioned / open-and-spoon only · allergy-safe alternate without spotlighting · fidgets away from food stations · noise-canceling headphones during snack if needed · quiet space / 3-minute reset pass · extra time · option to pass during share · disposable gloves if preferred for sensory needs.

📋 Materials Checklist

☐ Yogurt cups ☐ Fruit cups or soft pre-cut fruit ☐ Granola packets ☐ Cups/bowls, spoons, napkins ☐ Visual 3-step recipe cards ☐ Nylon safety knives + boards (only if cutting) ☐ Hand soap + timer ☐ Dish soap, sponges, surface spray, paper towels ☐ Broom/dustpan, trash bags ☐ Sanitation job cards ☐ Choice board (🟢/🔴/🟡) ☐ "I washed · I built · I cleaned" exit strips ☐ Student Food Interest Inventory (staff copy) - Optional purchase (needs Grant's approval, do not buy): Transition Abilities or TPT visual recipe / kitchen task-analysis packs, if available.

⚠️ Notes for Grant to check

1. **Blue Day confirmed** from parent brief (Fri Oct 16, 2026 · full day · regular bells). Classes: SEL L1 2nd · Transitions L1 3rd.
2. **SEL L1 Session 4 topic is an assumption.** Pacing names the unit and comic panels, not a Session 4 main title. I designed **"Pick My Tool"** as a Level-1 picture match (trigger → already-known tool), parallel to yesterday's L2 "From Pause to Reset," with **no new calming method**. Comic Panel 3 (🟢) is in the project block; unfinished Panel 2 gets finished first.
3. **Cooking lab ingredients are not confirmed.** Please verify yogurt cups, fruit cups or soft pre-cut fruit, and granola packets are on hand. Check the **Student Food Interest Inventory** and IEP/ medical notes for allergies before serving. Offer silent alternates as needed.
4. **Nylon knives are optional today.** Prefer fruit cups / premixed soft fruit so most students scoop and layer only (matches your boxed/premixed preference). Use Claw Grip + nylon knives only if something must be cut.
5. **Prior labs:** 9/25 Fruit Salad & Sanitation · 10/2 fruit/safety (Gemini). Today's parfait advances the sequence with a new food and the same sanitation routine.
6. **Taught-log:** today's SEL L1 content is logged as the **S4 planned** slot (not yet confirmed taught). L2 section left as-is.