📙 Lesson Plans: Monday, Oct 19, 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: `2026-10-19-teacher-key.md` / `.pdf`.

Time	Class
11:00–12:20	7th: Transitions Level 2 (Unit 1, Week 5 "Rights & Choice-Making": Understanding My Rights)
12:55–2:16	8th: SEL Level 2 (Self-Management: "My Calm-Down Toolkit," Session 4 of 8: My Reset Plan + quick Panel 4)

Lesson 1: Transitions Level 2

- **Date:** Mon Oct 19, 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 5 Personal Rights & Choice-Making
- **Topic: Understanding My Rights**: naming basic student rights (the right to be respected, the right to say "no" to unsafe situations, the right to ask questions) and the right to ask for my accommodations, plus the responsibility that goes with each right
- **Objective:** I can name 3 of my rights as a student, tell a right from something that is not a right, and use a calm script to speak up for one of my rights.
- **Core Skill Area:** Self-Advocacy → Knowing My Rights · Communication → Assertive Speaking. Builds on 10/1 "Scripting Accommodations," 10/5–10/7 assertive phrases, and 10/13–10/15 4-Step Problem Solving (Step 4 "Try it out"). Sets up Wed 10/21 "Respecting Others' Boundaries."
- **Materials:** 12 "Right or Not a Right?" statement cards (2 sets, print and cut), Rights & Responsibilities T-chart (Level 2), 4 "Speak Up" scenario cards, script strips, exit tickets, transition binders, ✅/❌ sort headers

🖥️ Canva slide deck (6 slides) + printable fallback

1. **Title:** "Understanding My Rights ⚖️" with today's agenda (Warm-Up → Learn → Sort → Speak Up → Wrap-Up).
2. **What is a right?** "A right is something every student should have. It keeps me safe and respected." Small icons: 🤝 respect · 🛑 say "no" to unsafe · ❓ ask questions · 🧰 my accommodations.
3. **My 4 Rights (with responsibilities):** two-column table. Right → Responsibility (🤝 I am respected → I respect others · 🛑 I can say "no" to unsafe things → I tell an adult · ❓ I can ask questions → I listen to the answer · 🧰 I can ask for my accommodations → I ask calmly and use them).
4. **Right or Not a Right?** ✅ / ❌ headers with 2 sample cards ("I can ask the teacher to repeat directions." ✅ · "I can skip work any time I want." ❌).
5. **Speak Up Script:** "Excuse me, ___. I have the right to ___. Can I please ___? Thank you." (links to last week's Step 4 script).
6. **Exit Ticket:** "Write 2 of your rights. Write 1 script you could use."

Fallback (if Canva fails or is blocked): draw the ✅ / ❌ sort headers and the Right → Responsibility chart on the whiteboard, print slide 5 as script strips, and read the cards aloud. Don't retry Canva.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Connect last week's problem solving to today's rights.
- **Teacher Script:** "Welcome back! Last week we used 4 steps to solve problems. Who remembers Step 4? ... Yes, Try it out, and lots of times that means using our words. Today we learn **why** we are allowed to speak up. It's because we have **rights**."
- **Steps:** 1. Quick poll on the board: "Have you ever had a question but didn't ask?" Students show 👍 / 👎 (no explaining needed). 2. Ask: "What do you think a 'right' is?" Take 2–3 answers. Write key words on the board. 3. Show slide 2 and read the definition together.

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

- **Teacher Script:** "Every student at Ferndale has rights. Here are 4 big ones. **One:** I have the right to be treated with respect. **Two:** I have the right to say 'no' to something unsafe. **Three:** I have the right to ask questions. **Four:** I have the right to ask for my accommodations, like extra time or a quiet space. Every right also comes with a **responsibility**: something I do too."
- Show slide 3. Read each row aloud. For each right, give one quick real example:
- 🤝 "If someone calls me a name, I can say 'Please stop' and tell an adult."
- 🛑 "If a friend wants me to leave campus without permission, I can say 'No, that's not safe.'"
- ❓ "If I don't understand, I can say 'Can you explain that again?'"
- 🧰 "If the room is too loud, I can ask, 'Can I please use my headphones?'"
- **Think-aloud with the script (slide 5):** "Watch me. 'Excuse me, Mr. Driver. I have the right to ask questions. Can I please get the directions one more time? Thank you.' Notice my voice is calm and clear. That's assertive, like we practiced."
- **Quick check:** "Thumbs up if this is a right: I can be treated with respect. ... Thumbs up if this is a right: I can yell at someone who bugs me." Talk through why the second one is not a right.

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

Step	Time	What happens
Right or Not a Right? Sort	12 min	Pairs sort 12 statement cards under ✅ Right or ❌ Not a Right. For each ❌ card, pairs say why it is not a right (it hurts someone, it's unsafe, or it skips a responsibility).
Rights & Responsibilities T-chart	8 min	On the Level 2 T-chart, students write each of the 4 rights on the left and a matching responsibility on the right (word bank available).
Speak Up Role-Play	12 min	Pairs pick 2 of the 4 "Speak Up" scenario cards. They decide which right fits, then act out the script: one partner is the student, the other is the teacher, staff member, or peer. Switch roles for the second card.
Transition	3 min	Cards back into sets, T-charts to the front of binders, return to seats.

Statement cards (✅ / ❌ answers are in the teacher key): 1. I can ask the teacher to explain the directions again. 2. I can say "no" if someone asks me to do something unsafe. 3. I can be treated with respect by students and staff. 4. I can skip my work any time I want. 5. I can ask for the accommodations in my plan, like extra time. 6. I can take someone's phone if they took mine first. 7. I can ask to take a break when I feel overwhelmed. 8. I can leave school without telling anyone. 9. I can ask questions about my own goals and my IEP. 10. I can yell at someone who is bugging me. 11. I can tell a trusted adult if someone is hurting me. 12. I can make someone be my partner, even if they said no.

"Speak Up" scenario cards: - 🏫 A. Your teacher talks fast and you missed the directions. - 🧰 B. Your test is starting and you need the extra time in your plan. - 🛑 C. A classmate wants you to go into the parking lot during class. - 🤝 D. Someone keeps making fun of your shoes at lunch.

Sentence starters: "This is a right because ___." · "This is not a right because ___." · "My responsibility is ___." · "Excuse me, ___. I have the right to ___. Can I please ___?" · "No, thank you. That's not safe."

- **Scaffolding:** Picture icons on each statement card (🤝 🛑 ❓ 🧰). Word bank for responsibilities (respect others, tell an adult, listen, ask calmly, do my work, stay safe). Reduced card set (6 cards) for students who need it. Partners can answer aloud while staff scribe. Script strips stay on the table during the role-play.

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

- **Share-Out (7 min):** Each pair shares one ❌ card and why it is not a right, or acts out one script (option to pass, or come back later).
- **Exit Ticket (5 min):** Students write **2 rights** they have as a student and **1 Speak Up script** they could use this week.
- **Clean-Up (3 min):** T-charts and exit tickets into **transition binders**, card sets back in bins.
- **Teacher Script:** "Great work today! 🌟 You know your rights, and you know the responsibility that goes with each one. On Wednesday we flip it around and talk about respecting other people's boundaries. Binders away, push in your chairs, and line up for lunch. 🥪"

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

Pairs write one new statement card (a right or a not-a-right) for the class to sort next time, or try a third role-play. (Time math: 10 + 15 + 35 + 15 + 5 = 80 min, same shape as the 10/15 Transitions plan.)

✅ Measurable Mastery Criteria

- **80% of students** sort at least **10 of 12** statement cards correctly (with or without picture icons).
- **100% of students** name **2 rights** on the exit ticket (written, spoken, or AAC).
- **100% of students** say or perform **one Speak Up script** during the role-play (spoken, AAC, or read from the strip).

🧰 Accommodations

Picture icons on cards · responsibility word bank · sentence-starter strips · staff scribing for spoken answers · reduced card set (6 cards, 1 scenario) · 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 chart) ☐ 12 statement cards (2 sets, cut) ☐ ✅ / ❌ sort headers ☐ Rights & Responsibilities T-charts ☐ Responsibility word bank ☐ 4 Speak Up scenario cards ☐ Script strips ☐ Exit tickets ☐ Timer ☐ Transition binders - Optional purchase (needs Grant's approval, do not buy): Transition Abilities or TPT self-advocacy / student-rights task cards, if available.

Lesson 2: SEL Level 2 (Access Level 2)

- **Date:** Mon Oct 19, 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," Session 4 of 8

- 📌 **Where we are:** "From Pause to Reset" (the Tool for the Moment matrix and Panel 3) was moved up to Thu 10/15. Today builds on it with a personal plan the student keeps in the toolkit binder.
- ✅ **Already taught (1-minute recall ONLY, do NOT re-teach):** box breathing · progressive muscle squeeze and release · cold water · 5-4-3-2-1 grounding · hot vs. cool thoughts and self-talk reframing · asking for a break / reset pass · body clues · Tool for the Moment matrix (10/15). See `taught-log.md`.
- **Today's Focus:** 🧰 **My Reset Plan**: one real trigger, a Plan A tool, a Plan B tool if Plan A doesn't work, and who I can go to · 🟡 Comic Panel 4: The Reset (small weekly activity, ~12 min)
- **Objective:** I can write a personal Reset Plan with a Plan A and a Plan B tool I already know, explain how I will know it worked, and name an adult I can go to if I'm still not calm.
- **Materials:** Self-Reflection Mood Logs, Chromebooks / ORI Learning logins, Level 2 "My Reset Plan" card (cardstock), tool word bank and picture tool cards, Calm-Down Toolkit binders, comic strip folders (My Reset Comic Strip worksheet), fine-tip dark markers

🖥️ Canva slide deck (5 slides) + printable fallback

1. **Title:** "My Reset Plan 🧰" with the agenda and today's mood-log prompt.
2. **My Toolkit So Far (1-minute recall):** 🌬️ 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. **Plan A → Check → Plan B:** 🔵 Trigger → 🟣 Body clue → 🟢 Plan A tool → 🟡 Did it work? (better / same / worse) → 🟠 If not: Plan B tool → 🧑‍🏫 Still not calm: go to a trusted adult.
4. **My Reset Plan card:** the 6 boxes (Trigger · Body Clue · Plan A · Plan B · I'll know it worked when... · My go-to adult and place).
5. **Panel 4: The Reset:** "🟡 What does my character look like when they are calm again? What changed?"

Fallback: print slides 3–4 as a desk handout and draw the Plan A → Plan B arrow 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 (1–5), and write **one situation coming up this week** that might be stressful (a test, a crowded place, a change in plans).
- **Script:** "Good afternoon! Check in with your energy, then write one thing this week that might be hard. Keep it, because today you'll build a real plan for it."

2. ORI Time (10 min) · 1:05–1:15

- Students log in at app.orilearning.com and continue their current Self-Management module.
- **Support:** help students log in one-on-one and read along as needed.

3. Main Activity: My Reset Plan (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.**

Step	Time	What happens
Model: Plan A and Plan B	7 min	Think-aloud (slide 3): "My trigger is a fire drill. My body clue is a pounding heart and covering my ears. Plan A: my headphones. I check: am I better, the same, or worse? If I'm the same or worse, Plan B: box breathing while we walk out. If I'm still not calm, I go to Mr. Driver or the para by the door." Point out: "One tool doesn't always work. Strong plans have a backup."
Build My Reset Plan	15 min	Students fill in the 6 boxes on the Reset Plan card using the situation from their mood log (or a choice card: a substitute teacher, a loud assembly, a schedule change, losing a game). Plan A and Plan B must both be tools we already know.
Partner Check	9 min	Partners swap cards (about 4 minutes each way) and check: ☐ both tools are ones we know ☐ "I'll know it worked" is something you can see or feel ☐ there is a named adult and place. Give one ⭐ and one 👣. Writer may revise one box.
File	3 min	Reset Plan cards go into the front pocket of the Calm-Down Toolkit binder.

Sentence starters: "When ___ happens, my body ___." · "My Plan A is ___ because ___." · "If Plan A doesn't work, I will ___." · "I'll know it worked when ___." · "If I'm still not calm, I will go to ___ in ___."

- **Scaffolding:** Tool word bank and picture tool cards, choice cards for students without a mood-log situation, scenarios read aloud, staff scribing for spoken answers, and a partially filled card (trigger and body clue done) for students who need it. Use initials only on peer feedback.

4. Project Time: My Reset Comic Strip, Panel 4 (15 min) · 1:50–2:05

Panel 4 (yellow box): The Reset, what my character looks like when they're calm again (small weekly activity, not a big project)

- **Setup (1 min):** Hand out comic worksheets from bins. Script: "Look at Panel 3, where your character used a tool. In Panel 4, show what changed. What would a camera see?"
- **Draw (8 min):** Show the character calm and back in control, for example relaxed shoulders, open hands, a calm face, or back to their task.
- **Caption (3 min):** 1–2 complete sentences, for example: "After three slow breaths, their hands stopped shaking and they finished the test."
- **File (3 min):** comic sheets go back into bins. Quick inking with a dark marker only if time allows. Color and title are a short piece next Gold Day (Wed 10/21).
- **If a student missed Panel 3:** they finish Panel 3 (The Toolkit Pause) first, using their 10/15 matrix row 4.

5. Closing (11 min) · 2:05–2:16

- Exit ticket: each student **writes or says**, "My Plan A is ___, my Plan B is ___, and my go-to adult is ___."
- **Script:** "Great work today. Now you have a plan and a backup plan, and your comic character found their reset. Reset Plans in your binder, comics in your bin. Pack up, and have a great afternoon!"

Mastery Criteria

- **80%** of students complete all 6 boxes on the Reset Plan card with two already-taught tools and an observable "I'll know it worked."
- **100%** of students name a Plan A, a Plan B, and a go-to adult on the exit ticket (written, spoken, or pointed).
- **100%** of students start Panel 4 (or finish a missing Panel 3) and file it in their bins.

Accommodations

- Students can say their plan out loud while staff scribe, or point to picture tool cards.
- Sentence starters on the board or as a desk strip.
- Partially filled Reset Plan card and choice cards for the trigger.
- Students can pass during partner check 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 handout) ☐ Mood logs ☐ Chromebooks / ORI logins ☐ My Reset Plan cards (cardstock) ☐ Choice cards (4 triggers) ☐ Tool word bank and picture tool cards ☐ Calm-Down Toolkit binders ☐ Comic Strip worksheets (bins) ☐ Fine-tip dark markers, pencils

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⚠️ Notes for Grant to check

1. **Gold Day confirmed** from the FHS calendar image (Oct 19 is yellow, full day, regular bells). Nothing on the Eagle Time events list falls today. (Heads-up: Leadership visits 9th-grade Eagle Time Wed 10/21, and Fri 10/23 is a Club Day.)
2. **Transitions L2 topic is from your Unit 1 calendar** ("Understanding My Rights": respect, saying "no" to unsafe situations, asking questions). I added "the right to ask for my accommodations" to tie back to your 10/1 accommodations lesson, plus a responsibility for each right. The card sort and role-play are my design. It assumes 10/15 Real-World Problem Scenarios was taught.
3. **SEL L2 Session 4 main activity ("My Reset Plan" with a Plan B and a go-to adult) is my pick**, following the weekly preview. No new calming method. Panel 4 is a short ~12-minute piece. It assumes Panel 3 was started on 10/15.
4. **taught-log.md:** today's SEL L2 content is logged as the S4 planned slot (not yet confirmed taught).