📘 Lesson Plans: Tuesday, Oct 20, 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: `2026-10-20-teacher-key.md` / `.pdf`.

Time	Class
9:35–10:55	2nd: SEL Level 1 (Self-Management: "My Calm-Down Toolkit," Session 5 of 8: Toolkit Review + "Did It Work?")
11:00–12:20	3rd: Transitions Level 1 (Unit 1, Week 5 "Rights & Choice-Making": Making Independent Choices)

Lesson 1: SEL Level 1 (Access Level 1)

- **Date:** Tue Oct 20, 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 5 of 8 (wrap-up week begins)
- 📌 **Where we are:** Fri 10/16 was "Pick My Tool" (trigger → tool match) and the "🧰 My Tool Today" badge. The L1 comic is **finished**, so there is no comic work today or for the rest of the unit.
- ✅ **Already taught (1-minute recall ONLY, do NOT re-teach):** smell the flower / blow out the candle 🌸🕯️ · Five-Finger Breathing 🖐️ · desk push-ups and shoulder rolls 🪑 · tactile squeeze ✊ · cool-down words 🧊 · Break / Extra Time / Quiet Space cards ⏸️. See `taught-log.md`.
- **Today's Focus:** 🧰 **Toolkit Review** (picture recall) + 😊😐😟 **"Did It Work?"** check: after I use a tool, I check my body. Better = back to work. Same = try another tool. Worse = ask an adult.
- **Objective:** I can point to or name 3 tools I know, look at a picture and tell if the tool worked (😊 better, 😐 same, or 😟 worse), and show what to do next.
- **Transition Abilities link:** Social-Emotional Health → Self-Management
- **Materials:** Zones emoji chart, Chromebooks / ORI logins, toolkit picture strip, 6 "Did It Work?" scene cards (in the deck, printable backup), 😊/😐/😟 cue cards (1 set per student), "Did It Work?" picture sheet, Calm-Down Toolkit folders, "My Toolkit" folder cover sheet, tool picture cut-outs, glue, crayons/markers

🖥️ Canva slide deck (12 slides, teal, navy and yellow) + printable fallback

Style: bold and clean like the 10/19 "My Reset Plan" deck, one icon or picture on every slide, short verb-first text. File in Canva folder **SEL Level 1 (Blue 2nd)**.

1. **Title:** "🧰 Did It Work?" with the visual schedule (😊 → 📱 → 🧰 → 🎨 → 👋).
2. **Check In:** Zones emoji chart. "Point to how you feel."
3. **Name My Tools (1-minute recall):** picture strip of the 6 known tools. "Point. Say it." No re-teaching.
4. **Check My Body:** 3 big faces. 😊 **Better** → "Go back to work." · 😐 **Same** → "Try another tool." · 😟 **Worse** → "Ask an adult."
5. **Scene 1** (one card per slide, slides 5–10): 🎣 Loud room → ⏸️ Quiet Space card → after picture.
6. **Scene 2:** ✏️ Hard work → 🧊 cool-down word → after picture.
7. **Scene 3:** 😤 Mad, tight fists → ✊ squeeze → after picture.
8. **Scene 4:** 😵 Busy, worried head → 🖐️ Five-Finger Breathing → after picture.

9. **Scene 5:** 😴 Tired, wiggly body → 🪑 desk push-ups → after picture.
10. **Scene 6:** 😢 Sad about a lost game → 🌸🕯️ smell the flower / blow out the candle → after picture.
11. **Make My Folder:** "Pick 2 tools. Glue. Color."
12. **Goodbye:** "Show me 1 tool 👆" plus exit icons (🗂️ file → 🪑 push in chair → 🎒 pack up).

Fallback (if Canva fails or is blocked): print slide 4 as an anchor poster and slides 5–10 as half-page scene cards; hold them up one at a time. Don't retry Canva.

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

- **Goal:** Start calm with the usual emoji check-in.
- **Teacher Script:** "Good morning! 👋 Look at our feelings chart. Point to how you feel today, or tell me one word. ... Thank you! Last time we **picked a tool** for a hard moment. Today we ask a new question: **did my tool work?** 🤔"
- **Steps:** Students point, say, or use AAC to pick a zone/emoji (slide 2). Staff note anyone in 🔴 or 🔵 for a quiet check later.

2. 📱 ORI Time (10 min) · 9:45–9:55

- **Task:** Students log in to **app.orilearning.com** and continue their Self-Management module.
- **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 get the matching ORI workbook page with picture supports.

3. 🧰 Main Activity: Toolkit Review + "Did It Work?" (35 min) · 9:55–10:30

- **Goal:** Recall known tools, then check if a tool worked and choose what to do next. **No new calming method.**

Step	Time	What happens
1-Minute Recall	1 min	Slide 3. Students point to or name tools they know. Say each name once. **No practice drills.**
My Favorite Tool	5 min	Each student holds up or points to their "🧰 My Tool Today" badge from 10/16 (or picks from the strip): "My tool is ___."
I Do: Check My Body	6 min	Slide 4. Think-aloud: "The room was loud. 🎣 I used my Quiet Space card. ⏸️ Now I check my body. My shoulders are down. My face is calm. 😊 **Better!** I go back to work." Then model 😐: "I said 'I can try my best,' but my hands are still tight. 😐 **Same.** I try another tool. I squeeze. ✊" Then 😟: "I feel worse. 😟 I ask an adult: 'I need help, please.'"
We Do: Scene Cards	13 min	Slides 5–10, one scene at a time. Read the scene aloud, point to the tool, then show the after picture. Students hold up 😊, 😐, or 😟 cue cards. Ask: "What do we do next?" Students point to slide 4's next step.
You Do: Did It Work? Sheet	8 min	Picture sheet with 3 scenes. Students circle 😊, 😐, or 😟 for each, then draw a line to the next step (🏫 back to work · 🧰 try another tool · 🧑‍🏫 ask an adult).
File	2 min	Sheets go into the Calm-Down Toolkit folder.

Sentence starters: "My tool is ___." · "I feel better. 😊" · "I feel the same. I will try ___." · "I feel worse. I need help, please." · "It worked because my body ___."

- **Scaffolding:** Cue cards with words and faces. Reduce the sheet to 2 scenes. Errorless option: match the after-picture face to an identical face. Staff read every scene aloud. Point-to and AAC answers count. Hand-over-hand for circling.

4. 🎨 Project Time: "My Toolkit" Folder Cover (15 min) · 10:30–10:45

(Replaces the finished comic. Sets up Thursday's tool-badge folder and celebration.) - **Setup (2 min):** Hand out folder cover sheets and pre-cut tool pictures. Script: "Pick your **2 best tools**. These go on the front of your toolkit folder." - **Make (10 min):** Students glue 2 tool pictures on the cover and color the title "🧰 My Calm-Down Toolkit." Students who are ready can add a 😊 next to the tool that works best for them. - **File (3 min):** Covers go on the front of the Calm-Down Toolkit folders, folders into bins.

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

- **Exit Check (5 min):** Show one new scene (slide 12 or a printed card). Each student points to or says one tool and holds up 😊, 😐, or 😟 for how they'd know it helped.
- **Clean-Up (3 min):** Chromebooks charged, folders in bins.
- **Teacher Script:** "Great checking today! 🌟 When you use a tool, check your body. Better? Back to work. Same? Try another tool. Worse? Ask an adult. Show me your favorite tool. 👆 Push in your chair, and get ready for 3rd period."

✅ Measurable Mastery Criteria

- **100% of students** point to or name **3 known tools** during recall or the exit check.
- **80% of students** show the correct 😊/😐/😟 for at least **4 of 6** scene cards (with or without read-aloud).
- **80% of students** match at least **2 of 3** scenes on the sheet to the right next step.

🧰 Accommodations

Picture and emoji supports · 😊/😐/😟 cue cards · AAC / point-to · read-aloud · reduced sheet (2 scenes) · errorless matching · hand-over-hand · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Canva deck (or printed poster and scene cards) ☐ Zones emoji chart ☐ Chromebooks / ORI logins ☐ Toolkit picture strips ☐ 😊/😐/😟 cue card sets ☐ "Did It Work?" picture sheets ☐ "My Toolkit" folder cover sheets ☐ Pre-cut tool pictures ☐ Glue, crayons/markers ☐ Calm-Down Toolkit folders

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Lesson 2: Transitions Level 1

- **Date:** Tue Oct 20, 2026 · 🔵 Blue 3rd period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 1 (~2nd-grade reading level, pictures and symbols, sentence strips, AAC)
- **Roadmap Focus:** Unit 1 Self-Advocacy & Goal Setting · Week 5 Rights & Choice-Making
- **Topic: Making Independent Choices**: picking 1 of 2, knowing which choices are mine and which I ask an adult about, and being OK with how a choice turns out
- **Objective:** I can make a choice and say "I choose ___." I can tell if a choice is 🙋 mine or if I 🧑‍🏫 ask an adult first. I can say how my choice went (👍 or 👎) and what I'd pick next time.

- **Core Skill Area:** Self-Advocacy → Choice-Making · Self-Determination. Builds on 9/24 "Expressing Preferences" (green/red/yellow choice board) and 10/14 "Problem Sorting (Big vs. Small)." Sets up Thu 10/22 "Personal Space Boundaries" and the 10/26 One-Page Profile.
- **Materials:** Choice cards and 2 "Ask First" cards (in the deck, printable backup), 🙋/🧑‍🏫 cue cards (1 set per student), green/red/yellow choice boards from 9/24, "I choose ___." sentence strips, "My Choice" exit sheet, 3 real choice bins for the buffer (drawing, puzzle, music with headphones), transition binders

🖥️ Canva slide deck (15 slides, navy and gold) + printable fallback

Style: bold and clean like the 10/19 "Understanding My Rights" deck, one icon or picture on every slide, short verb-first text. File in Canva folder **Transitions Level 1 (Blue 3rd)**.

1. **Title:** "I Can Choose 🙋" with the visual schedule (☀️ → 📣 → 🃏 → 🗂️).
2. **What is a choice?** "A choice = I pick 1." Picture of two hands, each holding an item.
3. **How to choose:** 👀 Look → 🤔 Think "What do I like?" → 👆 Pick → 🗣️ Say "I choose ___."
4. **Pick 1 of 2** (one card per slide, slides 4–9): 🍎 apple or 🍌 banana
5. 🎨 draw or 🧩 puzzle
6. 🎧 music or 🤫 quiet
7. 🖊️ pencil or 🖍️ marker
8. 🪑 chair or 🛋️ beanbag
9. 💧 water or 🥛 milk
10. **My Choice or Ask First?** 🙋 "I choose" vs. 🧑‍🏫 "I ask an adult first." Two big icons.
11. **Sort card** (one per slide, slides 11–14): ✏️ "Which color to use" · 🚪 "Leave the room"
12. 📚 "Which book to read" · 💊 "Take medicine"
13. 🧥 "Which hoodie to wear" · 🚌 "Get on a different bus"
14. 🎵 "Which song to hear on my headphones" · 🍪 "Eat a friend's snack"
15. **How did it go?** 👍 "I like my choice." · 👎 "Next time I will pick ___." · "That's OK! I can choose again."

(Slides 11–14 each show 2 cards side by side; cover one with a shape and reveal one at a time so each card gets its own moment.)

Fallback (if Canva fails or is blocked): print slides 3, 10, and 15 as anchor posters and the choice and sort cards as half-page cards; use two poster circles on the floor (🙋 / 🧑‍🏫) for the sort, like the 10/14 Big/Small sort. Don't retry Canva.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Connect "I like / I do not like" and big/small problems to today's choices.
- **Teacher Script:** "Hi everyone! 👋 Remember our choice board? 🟢 I like, 🔴 I do not like, 🟡 I need help. Today you get to **make choices**. When you choose, you are the boss of that choice! 🙋"
- **Steps:** 1. Hand out the choice boards from 9/24. Show 2 pictures (🎨 / 🧩). Students put one on 🟢 and one on 🔴, or point. 2. Ask: "Who made a choice this morning?" (clothes, breakfast, bus seat). Take 2–3 answers or points. 3. Show slide 2 and read it together: "A choice = I pick 1."

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

- **Teacher Script:** "To make a choice, I do 4 things. **Look** 👀 at both. **Think** 🤔: what do I like? **Pick** 👆 one. **Say** 🗣️ 'I choose ___.' Watch me." Show slide 3.
- **Think-aloud:** "Pencil or marker? 👀 I look. 🤔 I like bright colors. 👆 I pick the marker. 🗣️ 'I choose the marker.' Done!"

- **Some choices are mine, some I ask first (slide 10):** "Lots of choices are mine 🙋, like which color or which book. Some choices are **big** or about **safety**. Those I **ask an adult first** 🧑‍🏫, like leaving the room or taking medicine. Remember big problems last week? Big or unsafe means ask an adult."
- **Being OK with my choice (slide 15):** "Sometimes I don't like my choice. 👎 That's OK! I say, 'Next time I will pick ___.' I can choose again next time."
- **Quick check:** Students show 🙋 or 🧑‍🏫 for "which song to hear" (🙋) and "leave school" (🧑‍🏫).

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

Step	Time	What happens
Pick 1 of 2 (whole class)	12 min	Slides 4–9, one card at a time. Each student points, says, or uses AAC: "I choose ___." Staff call on every student at least twice. Quick 👍/👎: "Do you like your choice?"
My Choice or Ask First? Sort	12 min	Slides 11–14, one card revealed at a time. Students hold up 🙋 or 🧑‍🏫 cue cards. One student places the printed card in the matching floor circle. For each 🧑‍🏫 card, ask: "Who can you ask?" (point to a helper card from 10/12).
Choice Board Page	8 min	Students make their own page: glue or draw 2 things they like to choose (🟢), 1 thing they don't like (🔴), and 1 choice they need help with (🟡). Add the strip: "I choose ___."
Transition	3 min	Cards in bins, cue cards collected, choice board pages into transition binders.

Sentence starters: "I choose ___." · "I like ___." · "This is my choice. 🙋" · "I ask an adult first. 🧑‍🏫" · "I like my choice. 👍" · "Next time I will pick ___."

- **Scaffolding:** Real objects for Pick 1 of 2 (an actual pencil and marker) for students who need concrete items. Reduce to 2-item choices only. Errorless sort option (match the card to an identical icon). Read-aloud for every card. Point-to and AAC answers count. Hand-over-hand gluing. Pre-cut pictures.

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

- **Real Choice (5 min):** Each student picks a buffer activity from 3 bins (🎨 drawing, 🧩 puzzle, 🎧 music) and says "I choose ___."
- **Exit Sheet (6 min):** "My Choice" sheet: draw or circle what they chose, and circle 👍 or 👎. Students who are ready finish "Next time I will pick ___."
- **Clean-Up (4 min):** Exit sheets into transition binders.
- **Teacher Script:** "Great choosing today! 🌟 You looked, thought, picked, and said 'I choose.' Remember: lots of choices are yours 🙋. Big or unsafe choices, ask an adult first 🧑‍🏫. On Thursday we learn about personal space. Enjoy your choice time!"

5. ⏳ Buffer / Choice Time (5 min) · 12:15–12:20

Students do the activity they chose (drawing, puzzle, or music). At 12:19, a quick 👍/👎: "How did your choice go?" Then line up for lunch. 🥪 (Time math: 10 + 15 + 35 + 15 + 5 = 80 min, same shape as the 10/14 Transitions L1 plan.)

✅ Measurable Mastery Criteria

- **100% of students** make at least **4 choices** during Pick 1 of 2 (spoken, pointed, or AAC).
- **80% of students** sort at least **6 of 8** cards correctly as 🙋 My Choice or 🧑‍🏫 Ask First (with or without read-aloud).
- **100% of students** rate their real choice 👍 or 👎 on the exit sheet.

🧰 Accommodations

Picture and symbol cards · real objects · choice boards · "I choose ___." sentence strips · AAC / point-to · read-aloud · reduced choice set (2 items) · errorless matching · hand-over-hand · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Canva deck (or printed posters and cards) ☐ Choice boards from 9/24 ☐ Printed choice and sort cards (backup) ☐ 🙋/👩‍🏫 cue card sets ☐ 2 floor poster circles (🙋 / 👩‍🏫) ☐ Helper cards from 10/12 ☐ "I choose ___." sentence strips ☐ Choice Board Page template ☐ "My Choice" exit sheets ☐ 3 choice bins (drawing, puzzle, music + headphones) ☐ Glue, pre-cut pictures ☐ Transition binders - Optional purchase (needs Grant's approval, do not buy): Transition Abilities or TPT choice-making / self-determination picture packs, if available.

⚠️ Notes for Grant to check

1. **Blue Day confirmed** from the FHS calendar image (Oct 20 is blue, 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. **SEL L1 Session 5** follows the tentative wrap-up plan: toolkit review plus the "Did It Work?" check (better = back to work, same = try another tool, worse = ask an adult). No new calming method. Since the comic is done, I used the project block for a **"My Toolkit" folder cover** (2 favorite tools), which feeds Thursday's tool-badge folder and celebration. Swap it if you had something else in mind.
3. **Transitions L1 topic is from your Unit 1 calendar** ("Making Independent Choices"). The "My Choice or Ask First?" sort is my addition to connect choices to last week's Big/Small problems. The food pictures in Pick 1 of 2 are just pictures, not a lab plan.
4. **Still open before Thu 10/22:** was personal space / boundaries / saying "no" taught to L1 on Oct 8? Thursday's "Personal Space Boundaries" lesson will be planned as new unless you tell me it was covered.
5. **taught-log.md:** today's SEL L1 content is logged as the S5 planned slot (not yet confirmed taught).