📙 Lesson Plans: Wednesday, Oct 21, 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: `2026-10-21-teacher-key.md` / `.pdf`.

Time	Class
11:00–12:20	7th: Transitions Level 2 (Unit 1, Week 5 "Rights & Choice-Making": Respecting Others' Boundaries)
12:55–2:16	8th: SEL Level 2 (Self-Management: "My Calm-Down Toolkit," Session 5 of 8: Build My Toolkit Binder + comic color and title)

Lesson 1: Transitions Level 2

- **Date:** Wed Oct 21, 2026 · 🟡 Gold 7th period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 2 (~5th-grade reading level; reads short scenarios and writes one-sentence responses)
- **Roadmap Focus:** Unit 1 Self-Advocacy & Goal Setting · Week 5 Personal Rights & Choice-Making
- **Topic: Respecting Others' Boundaries**: what a boundary is, asking first before touching, borrowing, or joining, and accepting a "no" calmly. This is the flip side of Monday's rights lesson: I have rights, and so does everyone else.
- **Objective:** I can sort situations into "Okay," "Ask First," or "Stop," use an "ask first" script, and respond politely when someone tells me "no."
- **Core Skill Area:** Self-Advocacy → Respecting Others · Communication → Asking Permission. Builds on 10/19 "Understanding My Rights" (card 12: "Their 'no' counts too") and the assertive phrases from 10/5–10/7. Sets up Tue 10/27 Student-Led IEP Prep.
- **Materials:** Canva deck (cards built in, one per slide), printable backup set of 10 scenario cards (2 sets), 🟢 Okay / 🟡 Ask First / 🔴 Stop sort headers, "Ask First" and "Hearing No" script strips, 4 role-play cards, exit tickets, transition binders

🖥️ Canva slide deck (17 slides, navy and gold) + printable fallback

Style: bold and clean like the 10/19 "Understanding My Rights" deck, one icon on every slide, short verb-first text. File in the Transitions Level 2 (Gold 7th) Canva folder. 1. **Title:** "Respect Their Boundaries 🙋" · agenda: Recall → Learn → Sort → Practice → Wrap-Up. 2. **Recall Monday ⚖️:** "Name 1 of your rights." Icons 🤝 🛑 ❓ 🧰. 3. **Learn the word 🧱:** "A boundary is a line a person sets to feel safe and comfortable." Examples: my body, my stuff, my space, my time. 4. **Know the 3 signals 🚦:** 🟢 Okay = go ahead · 🟡 Ask First = check before you do it · 🔴 Stop = they said no, or it's not safe. 5. **Ask first 🗣️:** "Can I ___?" → wait → listen to the answer. 6. **Accept the no ✋:** "Okay, no problem." → give space → find another choice. 7–16. **Sort the cards (one card per slide):** scenario text + a 🟢/🟡/🔴 bar at the bottom. Class votes, then reveal on click (answers in the teacher key). 17. **Exit ticket 🎟️:** "How I ask first: ___. What I do when someone says no: ___."

Fallback (if Canva fails or is blocked): read the printed scenario cards aloud, tape the 🟢 / 🟡 / 🔴 headers on the whiteboard, and hand out the script strips. Don't retry Canva.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Connect Monday's rights to other people's rights.

- **Teacher Script:** "On Monday we learned our rights. Who can name one? ... Great. Here's the big idea for today: **everyone** in this room has those same rights. When someone says 'no' or 'please stop,' they are using their rights. Today we practice respecting that."
- **Steps:** 1. Show slide 2. Take 3–4 quick answers. 2. Quick poll: "Has someone ever touched your stuff without asking?" 👍 / 👎 (no explaining needed). 3. Ask: "How did that feel?" Take 1–2 answers (annoyed, frustrated, upset).

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

- **Teacher Script:** "A **boundary** is a line a person sets so they feel safe and comfortable. People have boundaries about their **body** (hugs, high-fives, standing close), their **stuff** (phones, backpacks, food), their **space** (desk, locker), and their **time** (busy, working, on a break). We can't see boundaries, so we have to **ask first** and **listen**."
- Show slides 3–4. Walk through the 3 signals with one quick example each:
- 🟢 "My partner hands me a pencil and says, 'Here, use this.' That's okay."
- 🟡 "I want to sit at a table where someone is already sitting. I ask first: 'Can I sit here?'"
- 🔴 "I asked for a fist bump and they said, 'No thanks.' I stop. Their no counts."
- **Think-aloud (slides 5–6):** "Watch me. 'Hey, can I borrow your charger?' ... They said 'No, I need it.' I say, 'Okay, no problem,' and I go ask Mr. Driver instead. My voice stays calm. I don't argue, beg, or take it anyway."
- **Quick check:** "Thumbs up if this is respecting a boundary: I keep asking until they say yes." Talk through why asking over and over is not respecting a no.

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

Step	Time	What happens
Whole-Class Sort (deck)	15 min	Show slides 7–16, one card at a time. Read each aloud. Students hold up a 🟢 / 🟡 / 🔴 card (or point), then one student explains why. Reveal the answer. Small-group option: groups sort the printed set first, then check against the deck.
Ask First / Hearing No Role-Play	15 min	Pairs take 2 of the 4 role-play cards. Partner A asks first using the script strip. Partner B answers "yes" the first time and "no" the second time. Partner A practices accepting the no. Switch roles.
Transition	5 min	Cards and strips back in bins, headers down, return to seats.

Scenario cards (answers in the teacher key): 1. Your classmate's earbuds are on the table. You want to try them. 2. Your teacher says, "Everyone grab a calculator from the bin." 3. You want to give a friend a hug when you see them in the hall. 4. You asked a classmate to work together. They said, "No thanks, I want to work alone." 5. A coworker at your job site is on their break. You want to ask them a work question. 6. Your partner hands you a marker and says, "You can use this one." 7. You want to read a text that just popped up on your friend's phone. 8. You want to join a group at lunch that is already sitting together. 9. Someone said "Please stop" after you poked them as a joke. 10. You and your partner agreed to take turns on the Chromebook. It's your turn.

Role-play cards: - 🔌 A. Borrow a classmate's phone charger. - 🪑 B. Sit at a lunch table with people you don't know well. - 🤷‍♀️ C. Ask a coworker to help you carry a box. - 🖐️ D. Give a high-five to a teammate after a game.

Sentence starters: "This is 🟢 / 🟡 / 🔴 because ___." · "Can I please ___?" · "Is it okay if I ___?" · "Okay, no problem." · "That's okay, I'll ___ instead." · "Thanks for telling me."

- **Scaffolding:** Picture icons on every card. Color signal cards (🟢 🟡 🔴) for students who answer by pointing. Reduced set (5 cards: 1, 2, 4, 6, 9) for students who need it. Script strips stay on the table. Staff can play Partner B. Keep the tone matter-of-fact; no student is singled out.

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

- **Share-Out (7 min):** 2–3 pairs act out one role-play where they heard "no" and accepted it (option to pass).
- **Exit Ticket (5 min):** Students write **one sentence for how I ask first** and **one sentence for what I do when someone says no**.
- **Clean-Up (3 min):** Exit tickets into **transition binders**, cards in bins.
- **Teacher Script:** "Nice work! 🌟 Monday was about your rights. Today was about respecting everyone else's. Next Tuesday you'll use both to get ready for your own IEP meeting. Binders away, chairs in, line up for lunch. 🥪"

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

Pairs write one new 🟡 Ask First situation from their job site or home for the class to sort next time. (Time math: 10 + 15 + 35 + 15 + 5 = 80 min.)

✅ Measurable Mastery Criteria

- **80% of students** sort at least **8 of 10** scenarios correctly (with or without picture icons).
- **100% of students** use an "ask first" script and an "accept the no" response during the role-play (spoken, AAC, or read from the strip).
- **100% of students** complete both exit-ticket sentences (written, spoken, or AAC).

🧰 Accommodations

Picture icons on cards · color signal cards for pointing · sentence-starter strips · staff scribing for spoken answers · reduced card set (5 cards, 1 role-play) · staff as role-play partner · 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 headers) ☐ 10 scenario cards (2 backup sets, cut) ☐ 🟢 / 🟡 / 🔴 headers and student signal cards ☐ Ask First / Hearing No script strips ☐ 4 role-play cards ☐ Exit tickets ☐ Timer ☐ Transition binders

---

Lesson 2: SEL Level 2 (Access Level 2)

- **Date:** Wed Oct 21, 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 5 of 8
- 📌 **Where we are:** Monday (10/19) students wrote their **My Reset Plan** card and started comic Panel 4. Today they put everything into one **Calm-Down Toolkit binder** they can use on their own.
- ✅ **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) · My Reset Plan (10/19). See `taught-log.md`.
- **Today's Focus:** 📒 **Build My Toolkit Binder**: one page per tool I already know, rated for how well it works for me, with my Reset Plan card in front · 🟡 Comic: color + title (small weekly activity, ~12 min)
- **Objective:** I can make a toolkit page for at least 4 calm-down tools I already know, rate how well each one works for me, and put my Reset Plan in the front of my binder.

- **Materials:** Self-Reflection Mood Logs, Chromebooks / ORI Learning logins, Calm-Down Toolkit binders, "My Tool Page" template (6 per student), page protectors, picture tool cards, Reset Plan cards from 10/19, comic strip folders, colored pencils / markers

🖥️ Canva slide deck (6 slides, teal, navy and yellow) + printable fallback

Style: like the 10/19 "My Reset Plan" deck, one icon per slide, short verb-first text. File in the SEL Level 2 (Gold 8th) Canva folder. 1. **Title:** "Build My Toolkit 📒" · agenda + mood-log prompt: "Which tool did you use this week?" 2. **Name your tools 🧰 (1-minute recall):** 🌬️ box breathing · 💪 squeeze and release · 💧 cold water · 👀 5-4-3-2-1 · 🧊 cool thoughts · ⏸️ reset pass. No re-teaching. 3. **Fill a tool page 📝:** Tool name + picture · 3 quick steps · Use it when ___ · Where I can use it (class, hallway, home, work) · ⭐ rating 1–3 for me. 4. **Rate it honestly ⭐:** ⭐ "Not really for me" · ⭐⭐ "Sometimes helps" · ⭐⭐⭐ "Works for me." 5. **Put it in order 📂:** Reset Plan card first → ⭐⭐⭐ tools → ⭐⭐ → ⭐. 6. **Finish your comic 🎨:** "Add color. Add a title. Pick 1 panel to share Friday."

Fallback: print slides 3–5 as a desk handout and write the binder order 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 answer: **"Did I use a calm-down tool since Monday? Which one? Did it help?"**
- **Script:** "Good afternoon! Check in with your energy. Then think: did you use a tool this week? Write which one and whether it helped. That's real data for your binder today."

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: Build My Toolkit Binder (35 min) · 1:15–1:50

Step	Time	What happens
1-Minute Recall	1 min	Show slide 2. Students call out or point to each tool. Say each name once. **No re-teaching or practicing.**
Model a Tool Page	6 min	Think-aloud (slide 3) with cold water: "Name: cold water. Steps: ask for a pass, go to the sink, splash or hold cold water for 30 seconds. Use it when: my face feels hot and I'm about to yell. Where: school, home. My rating: ⭐⭐⭐, because it works fast for me." Point out: "Your rating is about **you**. A tool can be ⭐ for me and ⭐⭐⭐ for someone else."
Make Tool Pages	18 min	Students fill in a tool page for **at least 4** tools they know (6 is the stretch). Use picture tool cards for the picture box. Use mood-log notes to help with ratings.
Order & File	6 min	Slide 5. Reset Plan card in front, then pages in ⭐⭐⭐ → ⭐ order, into page protectors. Quick partner flip-through: "Show me your ⭐⭐⭐ tool."
Buffer	4 min	Finish a page or add a tab label ("My Calm-Down Toolkit," name initials).

Sentence starters: "I use ___ when ___." · "The steps are: first ___, then ___, last ___." · "I rate it ___ stars because ___." · "My best tool is ___ because ___."

- **Scaffolding:** Tool pages with the name and picture pre-filled for students who need it · steps word bank · staff scribing for spoken answers · minimum of 2 pages for students with reduced workload · pointing to star ratings. Use initials only on any shared pages.

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

(Small weekly activity, not a big project.) - **Setup (1 min):** Hand out comic folders. Script: "Your 4 panels are done. Today you make it look finished." - **Color (8 min):** Color the 4 panels. Keep the panel colors from the worksheet (or pick your own). - **Title (3 min):** Write a title at the top, for example "Cold Water to the Rescue" or "How Jay Got Calm." - **Pick & File (3 min):** Put a ⭐ sticky note on the one panel you'll share Friday. Comics back in bins. - **If a student didn't finish Panel 4:** finish Panel 4 first; color can wait.

5. Closing (11 min) · 2:05–2:16

- Exit ticket: each student **writes or says**, "My ⭐⭐⭐ tool is ___. I'll use it when ___."
- **Script:** "Great work! You now have a whole toolkit binder you can use without me. On Friday we'll reflect on it and share one comic panel. Binders on the shelf, comics in your bin. Have a great afternoon!"

Mastery Criteria

- **80%** of students complete at least **4 tool pages** with steps, a "use it when," and a rating.
- **100%** of students file their Reset Plan card in front of their binder.
- **100%** of students name their ⭐⭐⭐ tool on the exit ticket (written, spoken, or pointed).
- **100%** of students add a title to the comic (or finish Panel 4).

Accommodations

- Pre-filled tool pages (name + picture) and steps word bank.
- Staff scribing for spoken answers; pointing to star ratings.
- Reduced minimum (2 pages) where needed.
- Sentence starters on the board or as a desk strip.
- Fidgets, noise-canceling headphones, quiet space / 3-minute reset pass, extra time, option to pass on the partner flip-through.

📋 Materials Checklist

☐ Canva deck (or printed handout) ☐ Mood logs ☐ Chromebooks / ORI logins ☐ Toolkit binders ☐ "My Tool Page" templates (6 per student) ☐ Page protectors ☐ Picture tool cards ☐ Reset Plan cards (from 10/19) ☐ Comic folders ☐ Colored pencils / markers ☐ ⭐ sticky notes

---

⚠️ Notes for Grant to check

1. **Gold Day** per the corrected curriculum calendar built from the FHS calendar image (full day, regular bells). **Heads-up:** Leadership students visit 9th-grade Eagle Time today (9:05–9:30). That shouldn't change your bells or your classes. Fri 10/23 is a Club Day.
2. **Transitions L2 topic is from your Unit 1 calendar** ("Respecting Others' Boundaries"). The 🟢 / 🟡 / 🔴 sort and the ask-first / hearing-no role-play follow the weekly preview; the cards are my design, with school and job-site scenarios. It assumes Monday's rights lesson was taught.
3. **SEL L2 Session 5 (toolkit binder with a page per known tool and a personal star rating) is my design**, following the weekly preview. No new calming method. The comic is a short ~12-minute color-and-title piece. It assumes Reset Plan cards and Panel 4 got done Monday.
4. **taught-log.md:** today's SEL L2 content is logged as the S5 planned slot (not yet confirmed taught).