📘 Lesson Plans: Thursday, Oct 22, 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: `2026-10-22-teacher-key.md` / `.pdf`. Printable backup cards: `2026-10-22-cards.pdf`. SEL deck: `2026-10-22-sel-l1-goal-deck.pdf`. SEL goal card: `2026-10-22-sel-l1-goal-card.pdf`.

🔄 Revised 10/22 ~8:50 AM: SEL L1 changed to the goal lesson (Grant). Old version saved as `2026-10-22-plans-v1`. Transitions unchanged.

Time	Class
9:35–10:55	2nd: SEL Level 1 (Self-Management: 🎯 **My Calm-Down Goal**, moved up from 10/26)
11:00–12:20	3rd: Transitions Level 1 (Unit 1, Week 5 "Rights & Choice-Making": Personal Space Boundaries)

Lesson 1: SEL Level 1 (Access Level 1)

- **Date:** Thu Oct 22, 2026 · 🔵 Blue 2nd period · 9:35–10:55 (80 min)
- **Audience:** Access Level 1 (~2nd-grade reading level, picture and emoji supports, predictable routine, AAC)
- **Unit / Theme:** Self-Management: "My Calm-Down Toolkit," Session 6 → 🎯 **My Calm-Down Goal** (moved up from Mon 10/26 at Grant's request 10/22: the toolkit content is done and feels redundant).
- 📌 **Where we are:** Tue 10/20 = stress talk + 4-panel stress comic + toolkit review. Today the goal lesson is the main block. A **short** "Did It Work?" (3 cards, not 6) stays because it helps students pick a tool that works for their goal. The folder cover is now optional (early finishers). **No check-in form today:** the baseline form stays on Mon 10/26 (first Blue class next week). Verbal check-in only.
- ✅ **Already taught (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 / Quiet Space cards ⏸️ · 5-4-3-2-1 look for 5 👀.
- **Objective:** I can pick 1 tool and make a goal to use it. Each student finishes a goal card: When I feel ___, I will ___. I will know it helped when ___. (circled, traced, written, or scribed)
- **Transition Abilities link:** Social-Emotional Health → Self-Management (goal setting)
- **Materials:** box deck `2026-10-22-sel-l1-goal-deck.pdf` (20 slides), Zones emoji chart, Chromebooks / ORI logins, 😊/😐/😟 cue cards (1 set per student), stress comics from 10/20, Calm-Down Toolkit folders (tool badges from 10/16), **goal cards** `2026-10-22-sel-l1-goal-card.pdf` (p1 goal card, p2 two pocket cards; 1 copy each per student + 1 big model copy), picture tool cards, crayons, scissors, glue/tape. Optional: folder cover sheets + pre-cut tool pictures for early finishers.

🖥️ Slide deck (20 slides, teal, navy and yellow) · `2026-10-22-sel-l1-goal-deck.pdf`

1. **Title** 🎯 "Make My Goal" + picture schedule · 2. **Check In** 😊 · 3. **ORI Time** 📱 · 4. **Last Time** 🔁 (stress comic: stress → body feels → tool → calmer) · 5. **Learn: Goal** 🎯 · 6. **Check My Body** 🩺 (Better / Same / Worse rule) · 7–12. **Did It Work? Card X of 3** + answer slide for each · 13. **Recap** ✅ · 14. **Watch Me** 👀 (model goal) · 15. **Pick My Tool** 🧰 (8 known tools) · 16. **Fill My Card** ✏️ · 17. **Practice My Goal** 🏃 · 18. **Make My Pocket Card** 🎨 · 19. **Share My Goal** 🎤 · 20. **Bye** 👋
Fallback (if the screen fails): print slides 6 and 16; use printed scene cards 1, 2, 4 (`2026-10-22-cards.pdf`, pages 1–2) and the big model goal card.

1. 😊 Opening & Emotional Check-In (10 min) · 9:35–9:45 (slides 1–2)

- **Script:** "Good morning! 👋 Point to how you feel today, or tell me one word. ... Thank you! Today we make a **goal**. 🎯"
- Verbal / point check-in only on the Zones chart. Staff note anyone in 🔴 or 🔵 for a quiet check later. No form today (baseline form is Monday).

2. 📱 ORI Time (10 min) · 9:45–9:55 (slide 3)

- Usual ORI routine at app.orilearning.com. 1:1 login and read-aloud help.

3. 🎯 Main Block (35 min) · 9:55–10:30

3a. 🔁 Last Time review (5 min) · 9:55–10:00 (slide 4) - **Script:** "Last time we made a **stress comic**. 😟 Where does stress show up in your body? Point!" (tight fists 💪, fast heart 💓, shaky 😵, tummy ache). "What tool did you use to feel calmer? Show me your tool." - **Quick check:** each student points to or acts out their comic tool for 5 seconds.

3b. My Calm-Down Goal (30 min) · 10:00–10:30

Step	Time	What happens
What is a goal?	3 min · 10:00	Slide 5. "A goal is something I **will try** to do. Like: I will make 5 baskets. 🏀 Today: I will use my tool." Thumbs up if you have tried something hard.
Did It Work? (3 cards)	8 min · 10:03	Slide 6: teach the rule (😊 back to work · 😐 try another tool · 😟 ask an adult). Slides 7–12: read each card, students hold up 😊/😐/😟, click to the answer. Slide 13 recap. Say: "A tool that works for you = a good goal tool!"
Watch me	3 min · 10:11	Slide 14. Think-aloud on the big card: "When I feel 😟 **worried**, I will 🌸 **smell the flower**. I will know it helped when 😌 **I feel calm**." Circle each picture.
Pick my tool + fill my card	12 min · 10:14	Slides 15–16. Students open their toolkit folder (or use picture tool cards). "Which tool helps you most?" Offer a choice of 2 if needed. Goal card p1: circle 1 feeling, 1 tool, 1 "it helped" picture. Trace or write the sentence strip, or staff scribe what the student says. Leave the weekly box blank.
Practice my goal	4 min · 10:26	Slide 17. "Pretend you feel ___ (your feeling). Do your tool." 10 seconds, two rounds.

Sentence frames: "When I feel ___, I will ___." · "It helped when ___." · "I feel better. 😊" · "I need help, please." - **Scaffolding:** choice of 2 for feeling and tool · pre-circled model card to copy · staff read every card aloud · point-to and AAC answers count · errorless option: match the after-picture face to a face card. If short on time, do cards 1 and 3 only.

4. 🎨 Project: My Pocket Goal Card (15 min) · 10:30–10:45 (slide 18)

- Cut out one pocket card (goal card p2), circle the same 3 pictures, color it (10 min).
- Glue the big goal card inside the front of the toolkit folder. Tape the pocket card to the desk/binder or keep it in the folder (student picks) (3 min).
- File the stress comic in the folder. Folders in the SEL bin (2 min).
- **Early finishers (optional, only if it fits):** quick folder cover: glue 2 best tool pictures on the cover, or draw "me using my tool" on the pocket card.

5. 👋 Closing (10 min) · 10:45–10:55 (slides 19–20)

- **Share (6 min):** each student shares the goal: says it, points to the 3 pictures, or uses AAC. Silent cheer 🙌. Option to pass.

- **Exit check (1 min):** "Show me your goal tool." Every student does it for 3 seconds.
- **Clean-up (3 min):** Chromebooks charged, folders in bins.
- **Script:** "You made a goal! 🎯 On Monday you tap 3 answers on the Chromebook, and every week we check: Did I use my tool? Did it help? 👍 😐 👎. Push in your chair and get ready for 3rd period."

✅ Measurable Mastery Criteria

- **100% of students** point to or name 1 body clue and 1 tool during the Last Time review.
- **80% of students** show the correct 😊/😐/😟 on at least **2 of 3** Did It Work? cards.
- **100% of students** finish a goal card (any response mode: circle, trace, point, scribe).
- **80% of students** show their goal tool for 10 seconds (alone or with 1 prompt).
- **Mastered:** all 3 circles + says/points/traces the goal sentence + shows the tool. **Approaching:** choice of 2 or staff help. **Not yet:** hand-over-hand; staff fill the card from pointing; recheck Mon 10/26.

🔗 Criterion 6 tie

Goal is set today, **before** the baseline form. The Mon 10/26 form is still the baseline (first weekly data point; question 3 "✅ I used a tool this week and it helped" is the goal measure). Students mark the 👍 😐 👎 week box on their card after the form each week, starting Mon 10/26 (Week 1). Goal window through Fri 12/18.

🧰 Accommodations

Picture and emoji supports · choice of 2 · 😊/😐/😟 cue cards · AAC / point-to · read-aloud · scribe or trace · large-print card · picture tool cards for students without a folder · hand-over-hand cutting/gluing · fidgets · headphones · quiet space / 3-minute reset pass · extra time · option to pass during share. Keep feeling examples low-key and school-based; no personal or upsetting events.

📋 Materials Checklist

☐ Deck (or printed slides 6 and 16) ☐ Zones chart ☐ Chromebooks / ORI ☐ 😊/😐/😟 cue cards ☐ Goal cards p1 + p2 (1 each per student) + big model copy ☐ Toolkit folders + stress comics ☐ Picture tool cards ☐ Crayons, scissors, glue, tape ☐ (Optional) folder cover sheets + tool pictures

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Lesson 2: Transitions Level 1

- **Date:** Thu Oct 22, 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: Personal Space Boundaries**: my space bubble (about one arm away), the "I need space" signal (hand up + "Please give me space"), and stepping back when someone else needs space.
- **Objective:** I can show my space bubble, tell if a picture is 🔴 Too Close or 🟢 Just Right, and use the "I need space" signal with a calm voice.
- **Core Skill Area:** Self-Advocacy → Personal Boundaries · Communication → Asking for Space. Builds on 10/20 "Making Independent Choices" (my choice vs. ask an adult) and parallels the L2 boundaries lesson (10/21). Sets up Mon 10/26 "My One-Page Profile."
- **Materials:** Canva deck (cards built in), printable backup set of 8 cards + 🟢/🔴 headers (`2026-10-22-cards.pdf`, pages 4–9), 🟢/🔴 cue cards (1 set per student), 2 hula hoops (or yarn circles), "I need space" sentence strips with a ✋ picture, "My Space Bubble" sheet, crayons, transition binders, buffer bins (🎨 🧩 🎧)

🖥️ Canva slide deck (26 slides, navy and gold) + printable fallback

Style: bold and clean like the 10/19 decks, one icon on every slide, short verb-first text. File in Canva folder **Transitions Level 1 (Blue 3rd)**. 1. **Title:** "🫧 My Space Bubble" + agenda: Hello → Last Time → Learn → Practice → Wrap-Up. 2. **Hello 👋:** "Point to how you feel." 3. **Last Time 🔁 (review):** 3 picture cards: 🎵 pick a song · 🚪 leave school · 🍎 pick a snack. "My choice 🙋 or ask an adult 🧑‍🏫?" Quick check: "Say 'I choose ___.'" 4. **Learn: My Space Bubble 🫧:** person inside a bubble. "My bubble = 1 arm away." 5. **Everyone Has a Bubble 👫:** two people, two bubbles, a gap between. 6. **Too Close 🔴 / Just Right 🟢:** two pictures side by side. 7. **Say "I Need Space" ✋:** hand up, palm out. "Please give me space." 8. **Someone Needs Space? Step Back 🔙:** "Okay." + step back. 9–24. **Sort cards (Card X of 8, each followed by an answer slide):** picture + one short sentence + 🔴 Too Close / 🟢 Just Right vote buttons; answer slide shows the color and a 1-line why. (Answers in the teacher key.) 25. **Recap ✅:** all 8 cards in two columns (🟢 / 🔴). 26. **Goodbye 🥪:** "Show me ✋. Say 'Please give me space.'" + line-up icons.

Fallback (if Canva fails): tape the 🟢 / 🔴 headers on the board and hold up the printed cards one at a time. Don't retry Canva.

1. ☀️ Opener (10 min) · 11:00–11:10

- **Teacher Script:** "Hi everyone! 👋 Point to how you feel. ... Today we learn about **your space bubble** 🫧."
- **Steps:** Point/say check-in (slide 2). Preview the agenda with icons (slide 1).

2. 🔁 Last Time review (5 min) · 11:10–11:15

- **Teacher Script:** "Last time we made **choices**. Some choices are **mine** 🙋. Big or unsafe choices, I **ask an adult** 🧑‍🏫."
- **Steps:** Slide 3. Show 3 pictures one at a time; students hold up 🙋 or 🧑‍🏫 (song 🙋 · leave school 🧑‍🏫 · snack 🙋).
- **Quick check:** Each student says, signs, or points to "I choose ___." for one thing in the room.

3. 📣 Direct Instruction (15 min) · 11:15–11:30

- **Teacher Script:** "Everyone has a **space bubble**. 🫧 It goes around your body, about **one arm** away. Stretch your arm out. ... That's your bubble! When someone is inside my bubble and I don't like it, I can say **'I need space.'** I put my hand up ✋, I use a calm voice, and I say, **'Please give me space.'** When someone shows me ✋, I say **'Okay'** and **step back**. 🔙"
- **Steps:** 1. Slides 4–5. Every student stretches one arm out (staff help). Put a hula hoop on the floor around 1 volunteer: "This is a bubble." 2. Slide 6. Staff model 🟢 Just Right (one arm away, talking) and 🔴 Too Close (staff walks too close to another staff member, who looks uncomfortable). Students hold up 🟢 or 🔴. 3. Slides 7–8. Staff model the ✋ signal and the step back. Whole class practices the ✋ + "Please give me space" together 2 times (choral or AAC).
- **Quick check:** "Show me ✋." Every student shows the hand signal.

4. 🃏 Guided Practice (30 min) · 11:30–12:00

Step	Time	What happens
Too Close or Just Right? (deck)	12 min	Slides 9–24, one card at a time. Read the card aloud. Students hold up 🟢 or 🔴. Click to the answer slide. For each 🔴, ask: "What can we say?" (✋ "Please give me space" or "Can I ___?").
Bubble Practice (hula hoops)	12 min	Pairs (or student + staff). Student stands in the hoop. Partner walks closer slowly. Student shows ✋ + "Please give me space" (or AAC / card). Partner says "Okay" and steps back. Switch. Staff partner for any student who needs it. Students may watch instead.

Step	Time	What happens
Recap + Transition	6 min	Slide 25. Read both columns together. Cue cards and hoops back in bins, return to seats.

Sentence starters: "Please give me space." · "I need space." · "Okay." (step back) · "Can I sit here?" · "That is too close. 🔴" · "That is just right. 🟢"

- **Scaffolding:** No-touch practice only. Students choose their partner or a staff partner. Students may watch the hoop practice and show ✋ from their seat. Errorless sort option (match the card to an identical picture). Read-aloud for every card. Point-to and AAC answers count. Reduced set: 4 cards (1, 2, 5, 7).

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

- **My Space Bubble sheet (8 min):** Students draw or glue themselves in a circle, color the bubble, and trace or glue "Please give me space." Students who are ready circle 🟢 or 🔴 on 2 small pictures at the bottom.
- **Exit Check (4 min):** Each student shows ✋ and says, signs, or uses AAC: "Please give me space."
- **Clean-Up (3 min):** Sheets into transition binders.
- **Teacher Script:** "Great work! 🌟 Everyone has a bubble. If you need space, show ✋ and say 'Please give me space.' If someone else needs space, say 'Okay' and step back. On Monday we make a page all about **you**. Enjoy choice time!"

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

Students pick from 3 bins (🎨 🧩 🎧) and say "I choose ___." Line up for lunch at 12:20 with "one arm" spacing. 🥪 (Time math: 10 + 5 + 15 + 30 + 15 + 5 = 80 min.)

✅ Measurable Mastery Criteria

- **100% of students** show the ✋ "I need space" signal with a spoken, signed, or AAC "Please give me space."
- **80% of students** sort at least **6 of 8** cards correctly as 🟢 Just Right or 🔴 Too Close (with or without read-aloud).
- **80% of students** respond to a partner's ✋ by stepping back or saying "Okay" during practice (or show it on the staff model).

🧰 Accommodations

Picture and symbol cards · 🟢/🔴 cue cards · "I need space" sentence strips · AAC / point-to · read-aloud · reduced set (4 cards) · errorless matching · no-touch practice · staff partner · option to watch instead of role-play · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Canva deck (or printed cards and headers) ☐ 🟢/🔴 cue card sets ☐ 2 hula hoops or yarn circles ☐ "I need space" sentence strips ☐ "My Space Bubble" sheets ☐ Crayons, glue ☐ Transition binders ☐ 3 choice bins

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⚠️ Notes for Grant to check

1. **Blue Day, full day, regular bells** (calendar image). Nothing on the events list today. Heads-up: tomorrow (Fri 10/23) is a Club Day, which may change Eagle Time.

2. **SEL L1 is now the goal lesson** (moved up from 10/26). "Did It Work?" is cut to 3 cards to help students choose a goal tool; the folder cover is optional for early finishers. The baseline form stays Mon 10/26, so the goal is set before the baseline (the weekly data still starts Monday).
3. **Transitions L1 "Personal Space Boundaries" is planned as new.** It's still unknown whether personal space or saying "no" was taught to L1 on Oct 8. If it was, treat today as a review and spend more of the time on the hoop practice.
4. **Did 10/20 go as planned?** I based both Last Time reviews on the 10/20 plans (the stress comic and Making Independent Choices). If something changed, tell me and I'll update the log.