Sub Plan: Thursday, Oct 22, 2026

Blue Day · Regular bells · Room 113 · Mr. Driver

Time	What
7:40–9:00	1st: (see Grant's schedule)
9:05–9:30	Eagle Time
9:35–10:55	**2nd: SEL**
11:00–12:20	**3rd: Transitions**
12:20–12:50	Lunch (2nd lunch)
12:55–2:16	4th: (see Grant's schedule)

2nd Period: SEL (9:35–10:55)

Today: Students make a simple **calm-down goal**: they pick 1 calming tool they already know and fill in a goal card. **Do not teach new tools.** The slides are on the screen (`2026-10-22-sel-l1-goal-deck.pdf`); click through them in order.

Have out: feelings (Zones) chart · Chromebooks · 😊 / 😐 / 😟 face cards (1 set per student) · goal cards (page 1) and pocket cards (page 2), 1 of each per student · toolkit folders · stress comics from Tuesday · picture tool cards · crayons · scissors · glue or tape

1. **Check-in (10 min, 9:35).** Students point to the feelings chart or say one word for how they feel. No form today.
2. **ORI Time (10 min, 9:45).** Students log in at app.orilearning.com and keep working. Help with logins.
3. **Review (5 min, 9:55).** Ask: "Last time we made a stress comic. Where does stress show up in your body?" Students point (tight fists, fast heart, shaky). Then: "Show me your tool."
4. **What is a goal? (3 min, 10:00).** Say: "A goal is something I will try to do."
5. **Did it work? (8 min, 10:03).** Teach the rule: 😊 Better = back to work. 😐 Same = try another tool. 😟 Worse = ask an adult. Show the 3 cards on the slides. Students hold up a face card. Answers: 1 = Better · 2 = Same · 3 = Worse.
6. **Goal card (19 min, 10:11).** Read the example: "When I feel worried, I will smell the flower. It helped when I feel calm." Each student circles 1 feeling, 1 tool, and 1 "it helped" picture. Staff help them trace or write the sentence, or write what they say. Then everyone practices their tool for 10 seconds, two times.
7. **Pocket card (15 min, 10:30).** Students cut out 1 pocket card, circle the same 3 pictures, and color it. Glue the big goal card inside the folder. Students who finish early can glue 2 favorite tool pictures on the folder cover.
8. **Share and clean-up (10 min, 10:45).** Each student shares their goal (say it, point, or use their device). Students may pass. Ask: "Show me your goal tool." Folders in the SEL bin, Chromebooks charged.

3rd Period: Transitions (11:00–12:20)

Today: Personal space. Everyone has a "space bubble" about one arm away. Students practice the "I need space" signal: hand up and "Please give me space."

Have out: 8 printed picture cards · Green "Just Right" and Red "Too Close" signs · green/red cue cards (1 set per student) · 2 hula hoops · "I need space" strips · "My Space Bubble" sheets · crayons and glue · transition binders · 3 choice bins

1. **Hello (10 min, 11:00).** Students point to how they feel. Say: "Today we learn about your space bubble."
2. **Review (5 min, 11:10).** Show 3 choices: pick a song, leave school, pick a snack. Students show "my choice" or "ask an adult." (Song and snack = my choice. Leave school = ask an adult.)
3. **Learn (15 min, 11:15).** Everyone stretches one arm out: "That's your bubble." Staff show "too close" and "just right." Everyone practices hand up + "Please give me space" two times.
4. **Card sort (12 min, 11:30).** Hold up each card. Students show green (Just Right) or red (Too Close). Answers: 1 G · 2 R · 3 G · 4 R · 5 G · 6 R · 7 G · 8 R.
5. **Hoop practice (18 min, 11:42).** One student stands in a hoop. A partner walks closer slowly. Student shows the hand signal and says "Please give me space." Partner says "Okay" and steps back. Switch. **No touching.** Students may watch instead. Clean up hoops at 11:55.
6. **Bubble sheet and choice time (20 min, 12:00).** Students color their bubble sheet and glue on "Please give me space." Sheets go in binders. Last 5 minutes: choice bins. Line up for lunch at 12:20.

Finished early? Practice the hand signal with a staff member, or draw your bubble at home. **Tech not working?** Use the printed cards and tape the signs on the board. No screen is needed.

All day: Classroom staff know the routines; ask them if you need help. Fidgets, headphones, extra time, and a 3-minute reset pass are always okay. Students may pass on sharing.