📘 Lesson Plans: Monday, Oct 26, 2026 (🔵 Blue Day)

Grant Driver · Ferndale High School · Room 113 · 2nd lunch 12:20–12:50 · Regular bell schedule

Draft for Grant to review. Teacher key: *2026-10-26-teacher-key.md* / *.pdf*. Decks: *2026-10-26/sel-l1-goal-practice-deck.pdf* (21 slides) and *2026-10-26/transitions-l1-one-page-profile-deck.pdf* (29 slides). Printables: *2026-10-26/sel-l1-goal-practice-printables.pdf*, *2026-10-26/transitions-l1-one-page-profile-printables.pdf*, spare goal cards *2026-10-26/sel-l1-goal-card-spares.pdf*.

Time	Class
9:35–10:55	2nd: SEL Level 1 (Self-Management S7: 🎯 **Goal Practice** + weekly check-in baseline)
11:00–12:20	3rd: Transitions Level 1 (Unit 1 Self-Advocacy & Goal Setting: 📄 **My One-Page Profile**)

Lesson 1: SEL Level 1 (Access Level 1)

- **Date:** Mon Oct 26, 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 7 → 🎯 **Goal Practice** (light session; base: `ahead/sel-goal-setting/2026-10-26-to-29-sel-lineup.md`)
- 📌 **Where we are:** Thu 10/22 students made a calm-down goal card (feeling + 1 known tool + "it helped") and a pocket card. Today is the **first SEL class of the week**, so it opens with the **weekly check-in form baseline** (first data point for the goal, TPEP Criterion 6). Wed 10/28 (half day) closes the unit.
- ✅ **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 👀. **No new calming tool today.**
- **Objective:** I can show my goal tool and tell if it worked (😊 better, 😐 same, 😟 worse).
- **Transition Abilities link:** Social-Emotional Health → Self-Management (goal monitoring)
- **Materials:** deck `sel-l1-goal-practice-deck.pdf` (21 slides), Chromebooks (form + ORI), SEL Level 1 Weekly Check-In form link (posted in the Blue SEL Canvas course), Zones emoji chart, 😊/😐/😟 cue cards (1 set per student), students' goal cards + pocket cards from 10/22, toolkit folders, spare goal cards (`sel-l1-goal-card-spares.pdf`) for anyone missing one, printables `sel-l1-goal-practice-printables.pdf` (backup Did It Work? cards, 3 pretend scene cards, folder cover, "When will I use it?" strip), crayons, scissors, glue.

🖥️ Slide deck (21 slides, teal, navy and yellow) · `sel-l1-goal-practice-deck.pdf`

1. **Title** 🎯 "Practice My Goal" + picture agenda · 2. **Check-In Form** 📝 · 3. **Goal Card Week 1** 📅 · 4. **How Do I Feel?** 😊 · 5. **ORI Time** 📱 · 6. **Last Time** 🔁 (goal card recall) · 7. **Quick Check** 🙌 · 8. **Did My Tool Work?** 🩺 (Better / Same / Worse rule) · 9–14. **Did It Work? Card X of 3** + answer slide each · 15. **Recap** ✅ · 16–18. **Pretend 1–3** 🎭 (loud lunchroom, hard work, late bus) · 19. **Finish My Pocket Card** 🎨 · 20. **When Will I Use My Tool?** 🗓️ · 21. **Great Job** 👋 **Fallback (if the screen fails):** printed Did It Work? and pretend cards (printables pp. 1–4); hold them up one at a time.

1. 😊 Check-In + Weekly Form (10 min) · 9:35–9:45 (slides 1–4)

- **Script:** "Good morning! 👋 It's Monday, so we do our **check-in form**. Type your code, then tap 3 answers. I'll read them out loud."

- Form (4 min): students open the Level 1 form from Canvas, type their 2-letter code, answer 3 questions with staff reading aloud. **If the form isn't live yet:** staff ask the 3 questions aloud and note answers by code.
- Goal card Week 1 (3 min): students find their goal card and circle 👍 😐 👎 in the **Week 1** box ("Did I use my tool? Did it help?").
- Verbal check-in (3 min): point to the Zones chart or say one word. Staff note anyone in 🔴 or 🔵 for a quiet check later.

2. 📱 ORI Time (10 min) · 9:45–9:55 (slide 5)

- 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 (slides 6–7) - **Script:** "Last time we made a **goal**. 🎯 Show me your goal card. Point to your **feeling**. Point to your **tool**. Point to **'it helped.'**" - **Quick check:** every student shows their goal tool for 5 seconds (slide 7).

3b. Did My Goal Tool Work? (30 min) · 10:00–10:30

Step	Time	What happens
The rule	2 min · 10:00	Slide 8. "After my tool, I check my body. 😊 Better = back to work. 😐 Same = try another tool. 😟 Worse = ask an adult." Students practice showing each face card.
Did It Work? (3 cards)	8 min · 10:02	Slides 9–14. Read each card aloud (the 3 cards not used on 10/22). Students hold up 😊/😐/😟, then click to the answer. Ask on card 3: "What can she do now?" (try another tool). Slide 15 recap: "A tool that works for ME = my goal tool!"
Pretend scenes	13 min · 10:10	Slides 16–18 (about 4 min each). Read the scene. "Pretend! Do **your** goal tool." 10 seconds. Then each student holds up 😊/😐/😟. Staff walk around and note by two-letter code who shows their tool alone, with a prompt, or with help.
Check my goal	7 min · 10:23	Staff check in 1:1 or in small groups: "Did your tool work in the pretend?" A student who showed 😐 or 😟 twice may pick a different known tool and circle it on the goal card (staff mark the change). Everyone else shows their tool one more time to a partner.

Sentence frames: "I will ___." · "My tool helped. 😊" · "Same. I will try ___." · "I need help, please. 🙋" - **Scaffolding:** staff read every card · choice of 2 faces for students who need it · point-to and AAC answers count · model the tool alongside the student · reduced set: cards 1 and 3, scenes 1 and 2.

4. 🎨 Project: Pocket Card + Folder Cover (15 min) · 10:30–10:45 (slide 19)

- Finish the pocket card from 10/22: circle the same 3 pictures and color it (8 min). Students who already finished it start the folder cover.
- **Folder cover** (printables p. 5) for anyone who didn't do it on 10/22: glue or draw 2 best tools (5 min).
- File goal card + pocket card in the toolkit folder; folders in the SEL bin (2 min).

5. 👋 Closing (10 min) · 10:45–10:55 (slides 20–21)

- **When will I use it? (6 min):** each student points to 🏫 class, 🥪 lunch, 🚌 bus, or 🏠 home (slide 20 or printables p. 6), and says or shows: "I will use my tool at ___." Option to pass.
- **Exit check (1 min):** "Show me your tool one more time."
- **Clean-up (3 min):** Chromebooks charged, folders in bins.

- **Script:** "You practiced your goal! 🎯 On Wednesday we share our goal cards and celebrate. Push in your chair and get ready for 3rd period."

✅ Measurable Mastery Criteria

- **100% of students** complete the weekly check-in form (alone or with read-aloud/scribe) and circle a Week 1 face.
- **80% of students** show the correct 😊/😐/😟 on at least **2 of 3** Did It Work? cards.
- **80% of students** show their own goal tool for 10 seconds in at least **2 of 3** pretend scenes (alone or with 1 prompt).
- **Mastered:** shows tool alone + correct self-check face. **Approaching:** 1 prompt or a choice of 2. **Not yet:** hand-over-hand or staff model; recheck Wed 10/28.

🔗 Criterion 6 tie

Today's form is the **baseline** (question 3, "I used a tool this week and it helped," is the goal measure). Week 1 face on the goal card today; next form + Week 2 box Tue 11/3 (first Blue class next week). Goal window through Fri 12/18.

🧰 Accommodations

Picture and emoji supports · 😊/😐/😟 cue cards · read-aloud form and cards · AAC / point-to · scribe · choice of 2 · spare goal cards · picture tool cards · hand-over-hand cutting/gluing · fidgets · headphones · quiet space / 3-minute reset pass · extra time · option to pass during share. Scenes stay low-key and school-based.

📋 Materials Checklist

☐ Deck (or printed cards) ☐ Chromebooks + form link in Canvas ☐ Zones chart ☐ 😊/😐/😟 cue cards ☐ Goal cards + pocket cards from 10/22 ☐ Spare goal cards ☐ Printables (folder covers, "When" strip) ☐ Toolkit folders ☐ Crayons, scissors, glue

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Lesson 2: Transitions Level 1

- **Date:** Mon Oct 26, 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 6 Goal Setting & Showcase
- **Topic: My One-Page Profile** ("All About Me & How to Support Me"): 4 picture boxes, 😀 I like · ⭐ I am good at · 🤝 Help me by · 💬 How I talk.
- **Objective:** I can make a page about me and show an adult one way to help me.
- **Core Skill Area:** Self-Advocacy → Knowing my strengths and supports · Communication → Telling others what helps me. Builds on 10/22 Personal Space Boundaries (asking for space is one way to tell people what I need). Sets up Wed 10/28 Goal Board.
- 🎬 **Video:** What is my IEP Meeting? Social Narrative (Transition Abilities, 2:04), captions on, after the Last Time review (slide 5 has the QR code and link).
- **Materials:** deck `transitions-l1-one-page-profile-deck.pdf` (29 slides, sort cards built in), printables `transitions-l1-one-page-profile-printables.pdf` (p1 profile template, pp2–3 cut-and-glue picture strips, pp4–6 backup sort cards, pp7–8 ⭐/🤝 headers), ⭐/🤝 cue cards or thumbs, scissors (pre-cut strips for students who need it), glue sticks, crayons, transition binders, buffer bins (🎨 🧩 🎧).

🖥️ Slide deck (29 slides, navy and gold) · `transitions-l1-one-page-profile-deck.pdf`

1. **Title** 📄 "All About Me" + agenda · 2. **Hello** 👋 · 3. **Last Time** 🫧 (space bubble) · 4. **Check** ✅ · 5. 🎬 **Video** (title, 2:04, QR, link) · 6. **My One-Page Profile** 📄 · 7. **4 Boxes** · 8–11. **I Like** 😀 **· Good At** ⭐ **· Help Me By** 🤝 **· How I Talk** 💬 (picture choices) · 12. **Good At or Help Me?** 🃏 · 13–24. **Card X of 6** + answer slide each · 25. **Recap** ✅ · 26. **Watch Me** 👀 · 27. **Make My Profile** ✏️ · 28. **Show an Adult** 🗣️ · 29. **Goodbye** 🥪 **Fallback (if the screen fails):** tape the ⭐/🤝 headers on the board and hold up the printed sort cards; play the video later or skip it.

1. ☀️ Opener (10 min) · 11:00–11:10 (slides 1–2)

- **Script:** "Hi everyone! 👋 Point to how you feel. ... Today we make a page **all about you** 📄, so adults know how to help you."
- **Steps:** point/say check-in (slide 2). Preview the agenda with icons (slide 1).

2. 🔁 Last Time review (5 min) · 11:10–11:15 (slides 3–4)

- **Script:** "Last time we learned about our **space bubble**. 🫧 How big is it? Show me!" (one arm). "What do we say if someone is too close?" (✋ "Please give me space.")
- **Steps:** slide 3: students stretch one arm, show ✋. Picture: 😬 nose to nose, students show 🟢 or 🔴. Slide 4 shows the answers.
- **Quick check:** each student shows ✋ and says, signs, or uses AAC "Please give me space."

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

- 🎬 **Video (3 min) · 11:15–11:18** (slide 5): What is my IEP Meeting? (2:04), captions on. Before: "Listen for: my voice matters." After: "At my meeting, people talk about what I'm good at and what helps me. My page today tells them!"
- **Learn the 4 boxes (12 min) · 11:18–11:30** (slides 6–11)
- **Script:** "A **one-page profile** is a page all about me. It has 4 boxes. 😀 **I like**: things I enjoy. ⭐ **I am good at**: my strengths. 🤝 **Help me by**: what helps me learn. 💬 **How I talk**: words, pointing, my talker, signs, or pictures."
- **Steps:** for each box slide, staff read the picture choices; students point to or say 1 that fits them (staff jot quick notes to help with the build later).
- **Quick check:** "Show me the ⭐ box. Show me the 🤝 box." Students point on slide 7.

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

Step	Time	What happens
Good At or Help Me? (deck)	10 min · 11:30	Slides 12–24, one card at a time. Read aloud. Students show ⭐ (Good At) or 🤝 (Help Me) with cue cards or thumbs. Click to the answer. Slide 25 recap: read both columns together.
Watch me	5 min · 11:40	Slide 26. Grant/staff model on a big template: "😀 I like 🎵 music. ⭐ I am good at 🤝 helping. 🤝 Help me by 🖼️ showing a picture. 💬 I talk with 🗣️ words." Glue one picture per box.
Make my profile	15 min · 11:45	Slide 27. Students get the template (p1) and picture strips (pp2–3). Pick 1 picture per box (choice of 2 if needed), glue or circle, then trace, write, or dictate the sentence line. Students may add a drawing or photo. Staff scribe for anyone who needs it. (3 min trimmed for the video.)

Sentence starters: "I like ___." · "I am good at ___." · "Help me by ___." · "I talk with ___." · "This is me." · "Please ___." - **Scaffolding:** choice of 2 pictures per box · pre-cut strips · errorless option (match the

picture to the same picture on the slide) · staff scribe · AAC and point-to answers count · student may fill 2 boxes today and finish the rest Wednesday.

5. 🗂️ Wrap-Up: Show an Adult (15 min) · 12:00–12:15 (slide 28)

- **Finish (5 min):** last pictures glued; name code and date on the top.
- **Show an adult (8 min):** each student points to one box (ideally 🤝) and says, signs, or uses AAC: "Help me by ___." The adult says "Thank you for telling me!" 🙌 Option to show only, no speaking.
- **Clean-up (2 min):** profile goes in the transition binder (it's used Wednesday for the Goal Board).
- **Script:** "Great work! 🌟 Now adults know how to help you. On Wednesday we use this page to make our **Goal Board**. 🎯"

6. ⏳ Buffer / Choice Time (5 min) · 12:15–12:20 (slide 29)

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

✅ Measurable Mastery Criteria

- **100% of students** fill all 4 boxes with a picture or word (any mode: glue, circle, point, scribe).
- **80% of students** sort at least **4 of 6** cards correctly as ⭐ Good At or 🤝 Help Me (with read-aloud).
- **80% of students** show one box to an adult and communicate "Help me by ___" (spoken, signed, AAC, or pointing).
- **Mastered:** 4 boxes + shares a support alone. **Approaching:** choice of 2 or 1 prompt. **Not yet:** staff fill from pointing; finish Wednesday.

🧰 Accommodations

Picture and symbol strips · ⭐/🤝 cue cards · AAC / point-to · read-aloud · captions on the video · pre-cut pictures · scribe · reduced set (cards 1, 2, 3, 4) · errorless matching · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to show instead of speak. Keep "help me" examples about learning supports, not diagnoses.

📋 Materials Checklist

☐ Deck (or printed cards + headers) ☐ Video ready (captions on) ☐ Profile templates (1 per student + 1 big model) ☐ Picture strips (cut or uncut) ☐ ⭐/🤝 cue cards ☐ Glue sticks, scissors, crayons ☐ 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: Wed 10/28 is a half day (early-release bells).
2. **Both Last Time reviews assume Thursday 10/22 went as planned** (SEL goal card, Transitions space bubble). If the SEL goal lesson didn't happen, teach the 10/22 goal deck (`2026-10-22-sel-l1-goal-deck.pdf`) today instead.
3. **Weekly form baseline is today.** The link is the one you posted in the Blue SEL Canvas course; if the form isn't set up yet, staff ask the 3 questions aloud and note answers by code.
4. **Transitions "Good At or Help Me?" sort is my design** (the roadmap only names the One-Page Profile topic). Swap or drop it if you'd rather spend that time building.