📙 Lesson Plans: Tuesday, Oct 27, 2026 (🟡 Gold Day)

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

Draft for Grant to review. Teacher key: `2026-10-27-teacher-key.md` / `.pdf`. Decks: `2026-10-27/transitions-l2-student-led-iep-prep-deck.pdf` (29 slides) and `2026-10-27/sel-l2-goal-in-action-deck.pdf` (22 slides). Printables: `2026-10-27/transitions-l2-iep-prep-printables.pdf` (8 pp), `2026-10-27/sel-l2-goal-in-action-printables.pdf` (3 pp). Sub-ready plan: `2026-10-27-simple-plan.pdf`.

Time	Class
7:40–9:00	5th: Prep
9:05–9:30	Eagle Time
9:35–10:55	6th: In-class support
11:00–12:20	7th: Transitions Level 2 (Unit 1 Self-Advocacy & Goal Setting: 🎤 **Student-Led IEP Prep**)
12:20–12:50	2nd lunch
12:55–2:16	8th: SEL Level 2 (Self-Management S7: 🎯 **Goal in Action** + weekly check-in baseline + comic Author's Chair)

Lesson 1: Transitions Level 2

- **Date:** Tue Oct 27, 2026 · 🟡 Gold 7th period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 2 (~5th-grade reading level; reads short sentences and writes one-sentence answers with a word bank)
- **Roadmap Focus:** Unit 1 Self-Advocacy & Goal Setting · Week 6 Goal Setting & Showcase
- **Topic: Student-Led IEP Prep**: what an IEP is, who is on the team, and how I can take part. Students build a one-page **IEP Prep Page** (⭐ strengths · 🎯 goal · 🧰 what helps me · 🗣️ how I'll take part) and a **30-second intro** they practice out loud.
- **Objective:** I can tell the difference between a strength, a goal, and a support, write 2 strengths, 1 goal, and 2 supports on my IEP Prep Page, and read my 30-second intro to a partner.
- **Core Skill Area:** Self-Advocacy → Knowing my strengths and supports · Communication → Speaking up for myself. Builds on 10/19 "Understanding My Rights" and 10/21 "Respecting Others' Boundaries." Sets up Thu 10/29 **Self-Advocacy Role-Play Assessment** (students reuse the "It helps me when ___" line).
- **Portfolio tie:** the finished IEP Prep Page goes in the Transitions Portfolio, **Tab 3 Personal Life → 3A All About Me**, so it travels with the student and is ready for their next IEP meeting.
- 🎬 **Video:** What is my IEP Meeting? Social Narrative (for students in Special Education) (Transition Abilities, 2:04), captions on. Slide 9 has the QR code and link. Link checked 10/27.
- **Materials:** deck `2026-10-27/transitions-l2-student-led-iep-prep-deck.pdf` (29 slides, sort cards built in), printables `2026-10-27/transitions-l2-iep-prep-printables.pdf` (p1 IEP Prep Page, p2 My 30-Second Intro + partner check, pp3–5 backup sort cards, pp6–8 ⭐ / 🎯 / 🧰 headers), pencils, transition binders / portfolios, page protectors, timer.

🖥️ Slide deck (29 slides, navy and gold) · `transitions-l2-student-led-iep-prep-deck.pdf`

1. **Title** 🎤 "Lead My IEP" + agenda · 2. **Check In** 👋 · 3. **Last Time: Boundaries** 🔁 (explain / apply) · 4. **Check: Last Time** ✅ · 5. **What Is an IEP?** 📋 · 6. **Who Is on My Team?** 👥 · 7. **My IEP Prep Page: 4 Parts** 🗂️ · 8. **Words to Know** 🧰 · 9. 🎬 **Video** (title, 2:04, QR, link) · 10. **Strength, Goal, or Support?** 🃏 · 11–22. **Card X of 6** + answer slide each · 23. **Recap** ✅ · 24. **Watch Me: A Sample Page** 👀 · 25. **Build My Prep Page** ✏️ · 26. **My 30-Second Intro** 🎤 · 27. **Practice With a Partner** 🤝 · 28. **File It in My Portfolio** 📁 · 29. **Great Work** 🥪 **Fallback (if the screen fails):** tape the ⭐ / 🎯 / 🧰 headers (printables pp6–8) on the board and read the printed sort cards (pp3–5); skip the video and add its 3 minutes to building the page.

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

- **Script:** "Welcome back! 👋 Show me your energy, 1 to 5. Now tell your partner one thing you're good at. ... Today is about **you leading your own IEP meeting**. You know yourself best, so your voice matters at that table."
- **Steps:** energy check on fingers; partner share (1 min); preview the agenda (slide 1). Hand out IEP Prep Pages face down so they're ready.

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

- **Last time (Wed 10/21):** Respecting Others' Boundaries (🟢 Okay / 🟡 Ask First / 🔴 Stop; "Okay, no problem"). Fri 10/23 was cooking lab. ⚠️ Planned, not yet confirmed taught.
- **Script:** "Partners, 2 minutes for three questions. Then I'll call on a few people." 1. **Explain:** What is a boundary? Give one example (body, stuff, space, or time). 2. **Apply:** You ask a coworker a work question. They say, "I'm on my break." What do you say and do? 3. **Apply:** A text pops up on your friend's phone. 🟢, 🟡, or 🔴? Why?
- **Quick check:** cold-call 2–3 students; slide 4 shows the answers. Bridge: "Saying what you need is a kind of boundary too. That's what your IEP meeting is for."

3. 📣 Direct Instruction (12 min) · 11:15–11:27 (slides 5–8)

- **Script (slide 5):** "**IEP** stands for Individualized Education Program. It's **your plan for school**. It lists your **goals** and the **supports** that help you learn. Every year your team meets to check it."
- **Script (slide 6):** "Who's on the team? **You**, your family, your teachers, your case manager, and sometimes a speech teacher or job coach. You are not a visitor at that meeting. You are a team member."
- **Script (slide 7):** "Today you'll make an **IEP Prep Page** with 4 parts: what you're good at, one goal, what helps you, and how you'll take part. 'Student-led' doesn't mean you run the whole meeting. It means you do at least one part, like introducing your team or reading your goal."
- **Script (slide 8):** "Three words to know. A **strength** is something you already do well. A **goal** is something you want to learn or do. A **support**, also called an **accommodation**, is a change that helps you learn or work, like extra time or directions shown step by step."
- **Quick check:** "Thumbs up if this is a support: headphones during work time." (👍) "Thumbs up if this is a goal: I'm good at math." (👎, that's a strength.)

4. 🃏 Guided Practice (33 min) · 11:27–12:00

Step	Time	What happens
🎬 **Video**	3 min · 11:27	Slide 9. What is my IEP Meeting? (2:04), captions on. Before: "Listen for 3 things the team talks about." After (L2 question): "What 3 things does the team talk about? How will **you** take part?" Stop before any end screen. (3 min trimmed from building the page.)
Strength, Goal, or Support? (deck)	10 min · 11:30	Slides 10–22, one card at a time. Read aloud. Students hold up 1 (⭐ Strength), 2 (🎯 Goal), or 3 (🧰 Support) fingers, then one student explains why before you click to the answer. Slide 23 recap: read the three columns together.
Watch me	3 min · 11:40	Slide 24. Think aloud with a made-up sample: "⭐ I'm good at sorting, and I'm on time. 🎯 I want to stock shelves at a store. 🧰 It helps when someone shows me the steps. 🗣️ I'll introduce myself and read my goal."
Build my IEP Prep Page	17 min · 11:43	Slide 25. Printables p1. Write 2 strengths, 1 goal (add "by when" if they can), 2 supports, and circle how you'll take part. Word bank on the page. Staff conference with 2–3 students, checking that the supports are real ones the student uses in class.

Sentence starters: "I'm good at ___." · "My goal is to ___ by ___." · "It helps me when ___." · "At my meeting, I will ___." · "This is a strength / goal / support because ___." · "One question I have is ___?" - **Scaffolding:** word bank on the page · choice of 2 for each part · staff scribe or speech-to-text · minimum = 1 strength, 1 goal, 1 support · reduced sort (cards 1, 2, 3) · students may dictate instead of write.

5. 🗂️ Wrap-Up: My 30-Second Intro (15 min) · 12:00–12:15 (slides 26–28)

- **Fill in the intro (5 min, slide 26):** printables p2. Copy one strength, the goal, and one support into the script. Add one question for the team.
- **Partner practice (7 min, slide 27):** read the intro twice; the partner ticks the checklist (strength, goal, support, looked up, clear voice) and says one thing that went well. Option: practice with a staff member instead of a peer.
- **File it (3 min, slide 28):** both pages in a page protector in **Portfolio Tab 3A All About Me**. "This page is private. You share it with your IEP team, not the whole class."
- **Script:** "Great work! 🌟 You can now tell your team what you're good at, what you want, and what helps you. On Thursday you'll use those words in a role-play to show you can ask for what you need."

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

- **Exit:** each student says one support that helps them ("It helps me when ___"). Option to whisper it to staff.
- Early finishers add a second goal (home or job) or turn the page into a 3-slide Google Slides version. Binders away; line up for lunch at 12:20. 🥪 (Time math: 10 + 5 + 12 + 33 + 15 + 5 = 80 min.)

✅ Measurable Mastery Criteria

- **80% of students** sort at least **5 of 6** cards correctly as Strength, Goal, or Support.
- **90% of students** complete the IEP Prep Page with at least 2 strengths, 1 goal, and 2 supports (written, typed, or scribed).
- **80% of students** read their 30-second intro to a partner or staff member and include all 3 parts (⭐ 🎯 🧰).
- **Mastered:** all 4 parts on their own + intro with all 3 parts. **Approaching:** used the word bank / 1 prompt, or 2 of 3 parts in the intro. **Not yet:** staff scribed most of it; recheck Thu 10/29 before the role-play.

🧰 Accommodations

Word bank and sentence starters · read-aloud of cards · 1/2/3 finger or point-to voting · staff scribe or speech-to-text · reduced minimum (1 of each) · reduced card set · practice with staff instead of a peer · option to pass on sharing · captions on the video · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time. **Privacy:** nobody reads another student's supports aloud; disability labels are not part of the page.

📋 Materials Checklist

☐ Deck (or printed sort cards + headers) ☐ Video ready (captions on, previewed) ☐ IEP Prep Pages (p1) and 30-Second Intro sheets (p2), 1 each per student ☐ Pencils ☐ Page protectors ☐ Transition binders / portfolios ☐ Timer

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Lesson 2: SEL Level 2 (Interpersonal Skills)

- **Date:** Tue Oct 27, 2026 · 🟡 Gold 8th period · 12:55–2:16 (80 min)
- **Audience:** Level 2 (~5th-grade reading level; reads short sentences and writes one-sentence answers with a word bank)
- **Unit / Theme:** Self-Management: "My Calm-Down Toolkit," Session 7 → 🎯 **Goal in Action** (light, goal-focused session; base: `ahead/sel-goal-setting/2026-10-26-to-29-sel-lineup.md`)
- 📌 **Where we are:** Fri 10/23 students set a calm-down goal (one known tool, a weekly target, how I'll know it helped, Plan B) and made a pocket card. Today is the **first SEL L2 class of the week**, so it opens with the **weekly check-in form baseline** (first data point, TPEP Criterion 6), then **row 1** of the goal card's weekly self-check. Comic **Author's Chair** (moved from 10/23) is the project. Thu 10/29 closes the unit.
- ✅ **Already taught (recall only, do NOT re-teach):** box breathing (4-4-4-4) · squeeze and release · cold water · 5-4-3-2-1 grounding · cool thoughts / reframing / self-talk · reset pass / asking for a break. **No new calming method today.** See `taught-log.md`.
- **Focus:** Using the goal in real situations: when Plan A works and when to switch to Plan B.
- **Objective:** I can explain my calm-down goal, decide when my Plan A will work or when to switch to Plan B, and act out my goal tool in a school or work scene.
- **Transition Abilities link:** Social-Emotional Health → Self-Management (goal monitoring)
- **Materials:** deck `2026-10-27/sel-l2-goal-in-action-deck.pdf` (22 slides), Chromebooks, **SEL Level 2 Weekly Check-In form** (student link posted in the Gold SEL Canvas course), students' goal cards + pocket cards from 10/23 (spares with a Name line: `ahead/sel-goal-setting/sel-l2-goal-card.pdf`), Toolkit Binders, finished comics, printables `2026-10-27/sel-l2-goal-in-action-printables.pdf` (pp1–2 backup Plan A/B cards, p3 exit-line strips), pencils.

🖥️ Slide deck (22 slides, teal, navy and yellow) · `sel-l2-goal-in-action-deck.pdf`

1. **Title** 🎯 "Goal in Action" + agenda · 2. **Weekly Check-In Form** 📝 · 3. **Goal Card: Row 1** 📈 · 4. **Energy Check** 🔋 · 5. **ORI Time** 💻 · 6. **Last Time: My Goal** 🔁 (explain / apply) · 7. **Plan A or Plan B?** 🅰️🅱️ · 8–15. **Card X of 4** + answer slide each · 16. **Recap** ✅ · 17. **Act It Out** 🎭 · 18. **Fix My Goal Card** 🔧 · 19. **Author's Chair** 📖 · 20. **File It** 📁 · 21. **Exit Line** ✍️ · 22. **Great Work** 👋
Fallback (if the screen fails): hold up the printed Plan A/B cards (pp1–2); if the form won't load, staff ask the 3 questions aloud and note answers by two-letter code.

1. 💬 Check-In + Weekly Form (10 min) · 12:55–1:05 (slides 1–4)

- **Script:** "Welcome! 👋 It's the first SEL class of the week, so we start with the **2-minute check-in form**. This is your **starting point** for your goal, so be honest. There are no wrong answers."

- **Form (4 min, slide 2):** students open the Level 2 form from Canvas, type their 2-letter code, rate the 3 questions 1–5, and type their goal tool in the optional "Which tool?" box. **If the form isn't live:** staff read the 3 questions aloud and note answers by code.
- **Goal card row 1 (4 min, slide 3):** Week of 10/26 · times I used it (0, 1, 2, 3+; since Friday counts) · did it help (1–5) · "Next week I will ___." Students without a card from Friday get a spare and fill it in with staff during ORI.
- **Verbal energy (2 min, slide 4):** fingers 1–5. Staff note anyone at 1–2 for a quiet check later. No written mood logs.

2. 💻 ORI Time (10 min) · 1:05–1:15 (slide 5)

- Usual ORI routine at app.orilearning.com. Help with logins.

3. 🎯 Main Block (35 min) · 1:15–1:50

3a. 🔁 Last Time review: explain or apply (5 min) · 1:15–1:20 (slide 6) - **Last time (Fri 10/23, S6):** Set My Calm-Down Goal (Strong or Weak? sort, goal card, partner check, pocket card). ⚠️ Planned, not yet confirmed taught. - **Script:** "Partners, 2 minutes. Then I'll call on a few people." 1. **Explain:** Say your goal in one sentence. 2. **Apply:** It's Friday at lunch and your trigger happens. Walk us through exactly what you do, step by step. 3. **Apply:** What if it doesn't help? - **Quick check:** cold-call 2–3. Listen for a real situation and a Plan B, not just a tool name.

3b. Plan A / Plan B (30 min) · 1:20–1:50

Step	Time	What happens
The rule	2 min · 1:20	Slide 7. **Script:** "Plan A is your goal tool. You switch to Plan B when you **can't** do Plan A where you are, or you **tried it and it didn't help**. Plan B can be a backup tool or asking an adult."
Plan A or Plan B? (4 cards)	10 min · 1:22	Slides 8–15. Read each card. Students vote ☝ Plan A works / ✌ Switch to Plan B, then one student says why (and names a Plan B if they switch). Click to the answer. Slide 16 recap: "Always have a Plan B. Asking an adult counts."
Act it out	12 min · 1:32	Slide 17. Partners pick one card each (or a school/work scene of their own). Partner A acts it out using **their own** goal tool, then says their Plan B out loud. Switch. Staff circulate and note by two-letter code who can name a fitting Plan B.
Fix my goal card	6 min · 1:44	Slide 18. "Is your Plan B written down? Does it work at school **and** at work?" Students fix one thing on the card if the act-out showed a gap. Staff check 2–3 cards.

Sentence starters: "My goal is: when I feel ___, I will ___." · "Plan A works here because ___." · "I'd switch to Plan B because ___." · "My Plan B is ___." · "If it still doesn't help, I'll ask ___." - **Scaffolding:** read-aloud cards · finger or point-to voting · goal card on the desk during the act-out · staff as the act-out partner · reduced set (cards 1 and 2) · students can act out with a sentence strip instead of improvising.

4. 📖 Project: Comic Author's Chair (15 min) · 1:50–2:05 (slides 19–20)

- **Author's Chair (11 min):** volunteers share **one panel** from their reset comic (from the 10/9–10/21 panels): "What's happening? What's the reset?" The audience claps and names one thing they liked. Option to pass, or have staff read it.
- **File it (4 min):** comic goes in the Toolkit Binder; the goal card stays in its page protector behind the Reset Plan card.

5. 👋 Closing (10 min) · 2:05–2:15 (slides 21–22) → dismiss 2:16

- **Exit line (6 min, slide 21):** each student says or writes on the strip (printables p3): "**This week I'll use ___ when ___.**" Option to pass.

- **Preview + clean-up (4 min, slide 22):** "Thursday we close the unit. Keep your pocket card on you." Chromebooks charged, binders on the shelf. (Time math: 10 + 10 + 5 + 30 + 15 + 10 = 80 min.)

🔗 Criterion 6 tie

Today's form is the **baseline** (question 3, "This week, I used a calm-down tool and it helped me," is the goal measure). Row 1 of the goal card is filled today. Next form + row 2: **Mon 11/2** (first Gold class next week). Goal window through Fri 12/18.

✅ Measurable Mastery Criteria

- **100% of students** complete the weekly check-in form (alone or with read-aloud/scribe) and fill row 1 of the goal card.
- **80% of students** give a real situation and a Plan B (not just a tool name) in the Last Time review.
- **80% of students** vote correctly and give a reason on at least **3 of 4** Plan A/B cards.
- **80% of students** act out their own goal tool and name a fitting Plan B during the act-out.
- **Mastered:** correct on 3–4 cards + names a fitting Plan B on their own. **Approaching:** 1 prompt or the sentence starter. **Not yet:** needs a staff model; recheck Thu 10/29.

🧰 Accommodations

Read-aloud form and cards · scribe or speech-to-text · finger / point-to voting · sentence starters · spare goal cards · staff as act-out partner · reduced card set · option to pass on sharing (comic and exit line) · keep scenes school or work based; nobody shares a personal trigger · fidgets · headphones · quiet space / reset pass · extra time per IEPs.

📋 Materials Checklist

☐ Deck (or printed Plan A/B cards) ☐ Chromebooks + Level 2 form link in Canvas ☐ Goal cards + pocket cards from 10/23 ☐ Spare goal cards ☐ Toolkit Binders ☐ Finished comics ☐ Exit-line strips ☐ Pencils

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⚠️ Notes for Grant to check

1. **Gold Day, full day, regular bells** (calendar image shows 10/27 in yellow). Nothing on the events list today; it is not a Club Day. Heads-up: Wed 10/28 is a half day (early release).
2. **Transitions daily lesson isn't spelled out** in the roadmap (only "Student-Led IEP Prep: 3-slide deck or binder page"), so the IEP Prep Page, the Strength/Goal/Support sort, and the 30-second intro are my design. Swap or trim as you like.
3. **Both Last Time reviews assume the last session went as planned** (Transitions 10/21 Boundaries; SEL 10/23 goal card). If the SEL goal cards weren't made Friday, teach the 10/23 deck (`2026-10-23/sel-l2-calm-down-goal-deck.pdf`) today and do the form + row 1 at the end of check-in.
4. **Form link:** I don't have the live URL on file; the plan uses the student link you posted in the Gold SEL Canvas course. If it's not set up yet, staff ask the 3 questions aloud.
5. **SEL timing** follows the 10/23 and 10/26 plans (main block 35 = 5 review + 30), so the period adds up to 80.
6. **IEP Prep Page privacy:** supports are kept in the binder and shared with the student's team, not read aloud in class. Consider giving case managers a heads-up that students have these pages for upcoming meetings.