📙 Lesson Plans: Thursday, Oct 29, 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: *2026-10-29-teacher-key.md* / *.pdf*. Decks: *2026-10-29/transitions-l2-self-advocacy-role-play-deck.pdf* (21 slides) and *2026-10-29/sel-l2-toolkit-wrap-up-deck.pdf* (22 slides). Printables: *2026-10-29/transitions-l2-role-play-printables.pdf* (7 pp), *2026-10-29/sel-l2-toolkit-wrap-up-printables.pdf* (3 pp). Sub-ready plan: *2026-10-29-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 final lesson: 🎭 **Self-Advocacy Role-Play Assessment**)
12:20–12:50	2nd lunch
12:55–2:16	8th: SEL Level 2 (Self-Management S8, unit close: 🏁 **Toolkit Wrap-Up**: 3-2-1 reflection + goal showcase)

Lesson 1: Transitions Level 2

- **Date:** Thu Oct 29, 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 · **Unit 1 assessment**
- **Topic: Self-Advocacy Role-Play Assessment.** Students learn a 3-step "speak up" script (👋 start politely · 🧰 say what I need + why · 🙏 thank + check), then act out 2 real school, job, or community scenes while staff score a 4-part rubric. Unit 1 closes with a short reflection filed in the portfolio.
- **Objective:** I can ask for what I need in a school, job, or community scene by starting politely, saying my need and a reason, and saying thank you in a calm voice.
- **Core Skill Area:** Self-Advocacy → Asking for help and accommodations · Communication → Speaking up for myself. Uses the "It helps me when ___" line from the 10/27 IEP Prep Page.
- **Portfolio tie:** the Unit 1 Reflection goes in **Tab 3 Personal Life → 3A All About Me**, behind the IEP Prep Page.
- 🎬 **Video:** Self Advocacy (Transition Abilities, 3:27), captions on. Slide 9 has the QR code and link. Link checked 10/29.
- **Materials:** deck `transitions-l2-self-advocacy-role-play-deck.pdf` (21 slides, "Which Ask Is Best?" cards built in), printables `transitions-l2-role-play-printables.pdf` (p1 My Role-Play Plan, p2 Unit 1 Reflection, pp3–5 six scene cards, pp6–7 backup Which Ask cards), staff scoring sheet (in the teacher key), students' IEP Prep Pages from 10/27, pencils, portfolios, timer.

🖥️ Slide deck (21 slides, Ferndale cream style) · `transitions-l2-self-advocacy-role-play-deck.pdf`

1. **Title** 🎭 "Speak Up for Me" + agenda · 2. **Check In** 👋 · 3. **Last Time: My IEP Prep Page** 🔁 (explain / apply) · 4. **Check: Last Time** ✅ · 5. **What Is Self-Advocacy?** 📣 · 6. **Speak Up in 3 Steps** 🗣️ · 7. **How I'll Be Scored Today** 📋 · 8. 🎬 **Video** (title, 3:27, QR, link) · 9. **Which Ask Is Best?** 🃏 · 10–15. **Card X of 3** + answer slide each · 16. **Recap: Strong Asks** ✅ · 17. **Plan My Role-Play** ✏️ · 18. **Role-Play Time!** 🎭 · 19. **Scene Ideas** 🃏 · 20. **Unit 1 Reflection** 📁 · 21. **Great Work** 🏆 (Slide numbers: the video is slide 8, right before the first practice slide.) **Fallback (if the screen fails):** read the printed Which Ask cards (pp6–7) and write the 3 steps on the board; skip the video and add its 4 minutes to role-play prep.

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

- **Script:** "Welcome back! 👋 Show me your energy, 1 to 5. Tell your partner about one time you asked someone for help. ... Today is the last day of Unit 1, and it's your chance to **show** what you've learned: speaking up for what you need."
- **Steps:** energy check; partner share (1 min); preview the agenda. Students take out their IEP Prep Page from 10/27 (portfolio Tab 3A).

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

- **Last time (Tue 10/27):** Student-Led IEP Prep (Strength, Goal, or Support? sort; IEP Prep Page; 30-second intro). ⚠️ Planned, not yet confirmed taught.
- **Script:** "Partners, 2 minutes for three questions. Then I'll call on a few people." 1. **Explain:** What's the difference between a strength, a goal, and a support? 2. **Apply:** Say your intro line: "It helps me when ___." 3. **Apply:** "Directions work best when someone shows me first." Strength, goal, or support? Why?
- **Quick check:** cold-call 2–3; slide 4 shows answers. Bridge: "Your support is what you'll ask for today."

3. 📣 Direct Instruction (10 min) · 11:15–11:25 (slides 5–7)

- **Script (slide 5):** "**Self-advocacy** means speaking up for what you need. You'll do it at school, at work, at the doctor, and on the bus. The trick is to stay calm and polite so people want to help."
- **Script (slide 6):** "Three steps. **1. Start politely:** 'Excuse me' or the person's name. **2. Say what you need, and why:** 'I need ___' or 'It helps me when ___.' **3. Say thanks and check:** 'Thank you. So I should ___?'" Model one with a staff member: "Excuse me, Ms. ___. The directions went fast. Can you show me the first step? It helps me when I see it. Thank you. So I start with the sorting?"
- **Script (slide 7):** "Today staff will look for 4 things: a polite start, a clear need, a reason, and a calm voice with a thank-you."
- **Quick check:** "Thumbs up if this is a polite start: 'Hey! Fix this!'" (👎) "'Excuse me, can I ask a question?'" (👍)

4. 🎭 Guided Practice + Role-Play Assessment (45 min) · 11:25–12:10

Step	Time	What happens
🎬 **Video**	4 min · 11:25	Slide 8. Self Advocacy (3:27), captions on. Before: "Listen for one way a person says what they need." After (L2 question): "What words did they use to say what they need? Which of our 3 steps did you hear?" Stop before any end screen. (4 min trimmed from role-play prep, per the video map.)

Step	Time	What happens
Which Ask Is Best? (deck)	8 min · 11:29	Slides 9–16, one card at a time. Read both asks aloud. Students hold up ☝ (A) or ✌ (B), then one student explains which step makes it strong. Click to the answer. Slide 16 recap: read the three columns together.
Plan my role-play	8 min · 11:37	Slide 17. Printables p1. Each student picks 2 of the 6 scene cards (pp3–5) and writes or dictates what they'll say for each step. Encourage using a real support from their IEP Prep Page. Whisper-practice once.
Role-play assessment	25 min · 11:45	Slides 18–19. Pairs act out scenes (partner plays the teacher, boss, cashier, or driver), or the student role-plays with staff. Each student does 2 scenes. Staff score each on the 4-part rubric (scoring sheet in the teacher key, by two-letter code). Audience gives one 👍. Grant takes 2–3 students at a time at the side table if pairs need support.

Sentence starters: "Excuse me, ___." · "I need ___." · "Can you please ___?" · "It helps me when ___." · "Could you show me / write it down?" · "Thank you. So I should ___?" · "Ask ___ is better because ___." - **Scaffolding:** script on the planning page · word bank · staff as role-play partner · read from the plan page during the role-play (still counts) · AAC or a typed script counts · minimum = 1 scene · reduced Which Ask set (cards 1 and 2).

5. 📁 Wrap-Up: Unit 1 Reflection (7 min) · 12:10–12:17 (slide 20)

- Printables p2. Check the "I can" boxes, write the skill you're proudest of and one place you'll speak up this month. File behind the IEP Prep Page in **Portfolio Tab 3A**.
- **Script:** "You finished Unit 1! 🎉 You know your rights, you respect other people's boundaries, you know your strengths and supports, and now you can ask for what you need."

6. ⏳ Exit (3 min) · 12:17–12:20 (slide 21)

- **Exit:** each student says "One thing I can speak up for is ___." Option to whisper it to staff. Preview: "Monday we start Unit 2, Independent Living." Line up for lunch at 12:20. 🥪 (Time math: 10 + 5 + 10 + 45 + 7 + 3 = 80 min.)

✅ Measurable Mastery Criteria (Unit 1 assessment)

- **80% of students** score at least **3 of 4** rubric parts on **both** role-play scenes (spoken, read from the plan page, AAC, or typed).
- **80% of students** choose the stronger ask on at least **2 of 3** Which Ask cards and name the step that makes it strong.
- **90% of students** complete the Unit 1 Reflection (written or scribed) and file it in Tab 3A.
- **Mastered:** 4/4 on both scenes on their own. **Approaching:** 3/4, or needed the plan page / 1 prompt. **Not yet:** 2/4 or fewer, or staff modeled most of it; reteach the 3 steps in an Eagle Time check-in and re-score one scene next week.

🧰 Accommodations

Script and word bank on the plan page · read-aloud of cards · ☝/✌ or point-to voting · staff scribe or speech-to-text · staff as the role-play partner · role-play at the side table instead of in front of the class · reading the script counts · AAC counts · reduced to 1 scene · option to pass on audience feedback · captions on the video · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time. **Privacy:** students choose which support to name; nobody shares disability labels.

📋 Materials Checklist

☐ Deck (or printed Which Ask cards) ☐ Video ready (captions on, previewed) ☐ Role-Play Plan pages (p1) and Unit 1 Reflections (p2), 1 each per student ☐ Scene cards cut (pp3–5) ☐ Staff scoring sheet (teacher key) on a clipboard ☐ IEP Prep Pages from 10/27 ☐ Pencils ☐ Portfolios ☐ Timer

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Lesson 2: SEL Level 2 (Interpersonal Skills)

- **Date:** Thu Oct 29, 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 8 (unit close) → 🏁 **Toolkit Wrap-Up** (default option from `ahead/sel-goal-setting/2026-10-26-to-29-sel-lineup.md`)
- 📌 **Where we are:** Tue 10/27 students did the weekly form baseline, row 1 of the goal card, Plan A / Plan B scenario cards and act-outs, and comic Author's Chair. Today closes the unit. **No weekly form today** (Tuesday was this week's first SEL class). Next form + goal card row 2: **Mon 11/2**, which is also Social Awareness S1.
- ✅ **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.** No comic panel (Author's Chair was Tuesday).
- **Focus:** Looking back on the toolkit: choosing the tool that fits a situation, reflecting on use, and sharing the goal.
- **Objective:** I can choose a calm-down tool that fits a situation and explain why, and share my goal tool and Plan B.
- **Transition Abilities link:** Social-Emotional Health → Self-Management (self-reflection, goal monitoring)
- **Materials:** deck `sel-l2-toolkit-wrap-up-deck.pdf` (22 slides), Chromebooks (ORI), students' pocket cards + goal cards, Toolkit Binders, printables `sel-l2-toolkit-wrap-up-printables.pdf` (p1 3-2-1 Reflection + goal showcase line, pp2–3 backup Which Tool Fits? cards), pencils.

🖥️ Slide deck (22 slides, teal, navy and yellow) · `sel-l2-toolkit-wrap-up-deck.pdf`

1. **Title** 🏁 "Toolkit Wrap-Up" + agenda · 2. **Energy Check** 🔋 · 3. **Pocket Card Check** 🎯 · 4. **ORI Time** 💻 · 5. **Last Time: Plan A / Plan B** 🔁 · 6. **Check: Last Time** ✅ · 7. **Which Tool Fits?** 🧰 · 8–15. **Card X of 4** + answer slide each · 16. **Recap: My Toolkit** ✅ · 17. **My 3-2-1 Reflection** ✍️ · 18. **Partner Share** 🤝 · 19. **Goal Showcase** 🎯 · 20. **Binder Check** 📁 · 21. **Self-Management: Complete!** 🏆 · 22. **Great Work** 👋 **Fallback (if the screen fails):** hold up the printed Which Tool Fits? cards (pp2–3) and read the 3 choices.

1. 💬 Check-In (10 min) · 12:55–1:05 (slides 1–3)

- **Script:** "Welcome! 👋 Today we finish our Calm-Down Toolkit unit. Show me your energy, 1 to 5, and say one word for how you feel."
- **Verbal check-in only** (no form today, no written mood log). Staff note anyone at 1–2 for a quiet check later.
- **Pocket card check (slide 3):** "Is your pocket card with you? Thumbs up if you used your tool since Tuesday." Spares from `ahead/sel-goal-setting/sel-l2-goal-card.pdf` for anyone missing one.

2. 💻 ORI Time (10 min) · 1:05–1:15 (slide 4)

- 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 (slides 5–6) - **Last time (Tue 10/27, S7):** Goal in Action (Plan A / Plan B cards, act-outs, fix my goal card). ⚠️ Planned, not yet confirmed taught. - **Script:** "Partners, 2 minutes. Then I'll call on a few people." 1. **Explain:** When do you switch from Plan A to Plan B? 2. **Apply:** You're at the register, a long line forms, and you can't leave. What do you do? 3. **Apply:** Say your Plan A and your Plan B. - **Quick check:** cold-call 2–3; slide 6 shows answers. Listen for a reason, not just a tool name.

3b. Which Tool Fits? + 3-2-1 Reflection (30 min) · 1:20–1:50

Step	Time	What happens
Which Tool Fits? (4 cards)	10 min · 1:20	Slides 7–15. Read each scene. Students vote 1, 2, or 3 on fingers, then one student explains why. Click to the answer ("other tools can work too, say why").
Recap	2 min · 1:30	Slide 16. Read the 3 groups together: quiet tools, thinking tools, step-away tools. "Pick the tool that fits **where you are**."
3-2-1 Reflection	12 min · 1:32	Slide 17. Printables p1: 3 tools I know, 2 times I used one (or could), 1 thing I'd tell a new student. Word bank on the page. Staff scribe as needed.
Partner share	6 min · 1:44	Slide 18. Read your "1 thing" to a partner; partner says one 👍. Option to pass.

Sentence starters: "___ fits because ___." · "I'd use ___ when ___." · "When ___ happened, I used ___." · "I'd tell a new student to ___." · "My Plan B is ___." - **Scaffolding:** read-aloud cards · finger or point-to voting · word bank · scribe or speech-to-text · minimum = 1 tool, 1 time, 1 tip · reduced set (cards 1 and 3).

4. 🎯 Project: Goal Showcase + Binder Check (15 min) · 1:50–2:05 (slides 19–20)

- **Goal showcase (9 min):** in a circle, each student holds up their pocket card and says: "My goal tool is ___. I use it when ___. My Plan B is ___." Audience claps. Option to pass or have staff read it.
- **Binder check (6 min):** students tick the checklist on slide 20 (Reset Plan card, goal card with row 1, tool pages, reset comic, 3-2-1 reflection). The 3-2-1 goes in the binder; 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

- **Celebrate (3 min, slide 21):** "You built a toolkit, you set a goal, and you have a Plan B. Self-Management: complete! 🏆"
- **Exit (5 min, slide 22):** each student says one tool they'll use this weekend. Option to pass.
- **Preview + clean-up (2 min):** "Monday: the check-in form and goal card row 2, then we start Social Awareness." Chromebooks charged, binders on the shelf. (Time math: 10 + 10 + 5 + 30 + 15 + 10 = 80 min.)

🔗 Criterion 6 tie

No form today. Goal tracking continues **Mon 11/2** (form + goal card row 2, first Gold class of the week). The 3-2-1 reflection is a qualitative work sample for the goal window (through Fri 12/18).

✅ Measurable Mastery Criteria

- **80% of students** explain when to switch to Plan B in the Last Time review (a reason, not just a tool name).
- **80% of students** pick a fitting tool and give a reason on at least **3 of 4** Which Tool Fits? cards.
- **90% of students** complete the 3-2-1 reflection (written or scribed) with at least 1 item in each part.
- **80% of students** share their goal tool, when they use it, and a Plan B in the showcase.

- **Mastered:** 3–4 cards with reasons + all 3 showcase parts on their own. **Approaching:** 1 prompt or the sentence starter. **Not yet:** needs a staff model; check in during Monday's goal card row 2.

🧰 Accommodations

Read-aloud cards and reflection · scribe or speech-to-text · finger / point-to voting · sentence starters and word bank · spare goal cards · reduced card set · option to pass on sharing (partner share and showcase) · scenes stay school or work based; nobody shares a personal trigger · fidgets · headphones · quiet space / reset pass · extra time per IEPs.

📋 Materials Checklist

☐ Deck (or printed Which Tool Fits? cards) ☐ Chromebooks (ORI) ☐ Pocket cards + goal cards ☐ Spare goal cards ☐ Toolkit Binders ☐ 3-2-1 Reflection sheets (p1), 1 per student ☐ Pencils

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⚠️ Notes for Grant to check

1. **Gold Day, full day, regular bells** (curriculum calendar from the Blue/Gold image shows 10/29 as Gold). Nothing on the events list today; it isn't a Club Day. Tomorrow (Fri 10/30) is Blue, with Transitions cooking lab / outing (yours).
2. **Transitions role-play assessment design is mine.** The roadmap names only "Self-Advocacy Role-Play Assessment," so the 3-step script, 4-part rubric, 6 scenes, and Unit 1 reflection are my design. Swap scenes or rubric parts as you like.
3. **SEL took the default option** (3-2-1 reflection + goal showcase) because I don't have a record of you choosing to start Social Awareness early. If you'd rather start Social Awareness today, say so and I'll swap it.
4. **Both Last Time reviews assume Tuesday went as planned** (Transitions IEP Prep; SEL Plan A / Plan B). If IEP Prep Pages weren't finished, give 8 minutes at the start of role-play prep to finish the 🧰 part first.
5. **Unit 2 starts Mon 11/2** for L2 from the pre-built plan (`ahead/unit2/2026-11-02-transitions-l2.md`).