Sub Plan: Thursday, Oct 29, 2026

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

Time	What
7:40–9:00	5th: Prep (no class)
9:05–9:30	Eagle Time
9:35–10:55	6th: In-class support
11:00–12:20	**7th: Transitions**
12:20–12:50	Lunch (2nd lunch)
12:55–2:16	**8th: SEL**

7th Period: Transitions (11:00–12:20)

Today: Last day of Unit 1. Students practice asking for what they need, then act out 2 short scenes while staff check off 4 parts. Click through the slides in order (`transitions-l2-self-advocacy-role-play-deck.pdf`).

Have out: Role-Play Plan pages and Unit 1 Reflection pages (1 each per student) · 6 scene cards (cut) · staff scoring sheet on a clipboard · students' IEP Prep Pages (portfolio Tab 3A) · pencils · portfolios · timer

1. **Warm-up and review (15 min, 11:00).** Energy check 1 to 5. Partners share one time they asked for help. Then ask the 3 review questions on slide 3 and show the answers on slide 4.
2. **Learn the 3 steps (10 min, 11:15).** Say: "To speak up: 1. Start politely, 'Excuse me.' 2. Say what you need and why. 3. Say thank you and check." Act out one example with a staff member.
3. **Video and card game (12 min, 11:25).** Play the short video on slide 8 with captions on (skip it if it won't load). Then show each "Which Ask Is Best?" card. Students hold up 1 finger for A or 2 for B and say why. Answers: 1 B · 2 A · 3 B.
4. **Plan (8 min, 11:37).** Each student picks 2 scene cards and fills in the Role-Play Plan page. Staff can write for students who say it out loud.
5. **Role-play (25 min, 11:45).** Pairs act out their 2 scenes (or with a staff member). Staff mark the scoring sheet: polite start, clear need, a reason, calm voice and thank you. Reading from the plan page is okay.
6. **Reflect and exit (10 min, 12:10).** Students fill in the Unit 1 Reflection and file it in portfolio Tab 3A. Each says: "One thing I can speak up for is ___." Line up for lunch at 12:20.

Finished early? Act out a third scene or make up a new one from home or work. **Tech not working?** Read the printed cards and write the 3 steps on the board. No screen is needed.

8th Period: SEL (12:55–2:16)

Today: Last day of the Calm-Down Toolkit unit. Students review their tools, write a short reflection, and share their goal. **Do not teach new tools. No check-in form today.** Slides: `sel-l2-toolkit-wrap-up-deck.pdf`.

Have out: Chromebooks · 3-2-1 Reflection sheets (1 per student) · students' pocket cards and goal cards · Toolkit Binders · pencils

1. **Check-in (10 min, 12:55).** Energy check 1 to 5 on fingers and one word for how they feel. Ask: "Do you have your pocket card? Did you use your tool since Tuesday?"
2. **ORI Time (10 min, 1:05).** Students log in at app.orilearning.com and keep going on their lesson. Help with logins.
3. **Review and game (17 min, 1:15).** Ask the 3 review questions on slide 5, then show slide 6. Play "Which Tool Fits?": students vote 1, 2, or 3 on their fingers and say why. Answers: 1 box breathing · 2 cool thoughts · 3 cold water · 4 5-4-3-2-1.
4. **Reflection (18 min, 1:32).** Students fill in the 3-2-1 sheet (3 tools, 2 times, 1 tip for a new student). Staff can write for students. Then partners read their tip to each other.
5. **Goal share (15 min, 1:50).** In a circle, each student shows their pocket card and says: "My tool is ___. I use it when ___. My Plan B is ___." Then students check their binders (slide 20) and file the reflection.
6. **Closing (10 min, 2:05).** Each student says one tool they'll use this weekend. Chromebooks charged, binders on the shelf. Dismiss at 2:16.

Finished early? Add a new tool page to the binder or decorate the binder cover. **Tech not working?** Skip ORI and read the printed cards aloud. 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.