📘 Lesson Plans: Friday, Oct 30, 2026 (🔵 Blue Day)

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

Teacher key: `2026-10-30-teacher-key.md` / `.pdf`. Deck: `2026-10-30/sel-l1-face-clues-deck.pdf` (21 slides), printables `2026-10-30/sel-l1-face-clues-printables.pdf` (3 pp), game `games/sel-social-awareness-face-clues-L1.html`. Sub-ready plan: `2026-10-30-simple-plan.pdf`.

Time	Class
7:40–9:00	1st: (see Grant's schedule)
9:05–9:30	Eagle Time
9:35–10:55	2nd: SEL Level 1 (Social Awareness S1: 😀 **Face Clues**)
11:00–12:20	3rd: Transitions Level 1: 🍳 cooking lab / outing (Grant handles, no plan)
12:20–12:50	2nd lunch
12:55–2:16	4th: (see Grant's schedule)

Lesson 1: SEL Level 1 (Interpersonal Skills)

- **Date:** Fri Oct 30, 2026 · 🔵 Blue 2nd period · 9:35–10:55 (80 min)
- **Audience:** Level 1 (~2nd-grade reading level, emoji and picture supports, point / AAC responses)
- **Unit / Theme:** Social Awareness: "Feelings Detective 🔍" (Block 4, 8 sessions; lineup in `plans/ahead/2026-11-02-week/sel-social-awareness-lineup.md`), **Session 1 → 😀 Feelings Detective: Face Clues**
- ✅ **Already taught (recall only, do NOT re-teach):** the Self-Management calm-down tools (see `taught-log.md`). **No new calming method.** This unit is about reading **other** people's feelings.
- **Focus:** New unit! Face clues 😀: eyes 👀, eyebrows 🤨, mouth 👄. Happy 😊, sad 😢, mad 😠, surprised 😮.
- **Objective:** I can look at a face 😀 and pick the feeling 😊😢😠😮.
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)
- **Materials:** deck `2026-10-30/sel-l1-face-clues-deck.pdf` (21 slides), Chromebooks (ORI), pocket cards, printables `2026-10-30/sel-l1-face-clues-printables.pdf` (3 pp: p1 casebook cover, p2 Case 1 page with cut-out feeling faces, p3 backup face cards (4)), casebooks, pencils, glue and scissors.
- 🎮 **Game:** Face Clues · Match the Face (open, 4) · How Do They Feel? (3) · Face Clue? (2) · slide 19 has the QR code and link · Main block, 10 min.

🖥️ Slide deck (21 slides, SEL graphic style: cream, emoji circles, white cards) · `2026-10-30/sel-l1-face-clues-deck.pdf`

Check-in slides 1–3 · ORI slide 4 · Last Time slides 5–6 · Learn slides 7–8 · How Do They Feel? slides 9–17 (intro + 4 cards, each followed by its answer slide) · Recap slide 18 · 🎮 Game slide 19 · Casebook slide 20 · Closing slide 21 **Fallback (if the screen fails):** hold up the printed backup cards (p3 backup face cards (4)) and read them aloud; skip the game and add its time to the casebook.

1. 📝 Check-In (10 min) · 9:35–9:45 (slides 1–3)

- **Energy check (slide 2):** fingers 1–5 and one word. Verbal only (no form today; the form was this week's first class). Staff note anyone at 1–2.

- **Pocket card check (slide 3):** "Is your pocket card with you? Thumbs up if you used your goal tool this week."

2. 💻 ORI Time (10 min) · 9:45–9:55 (slide 4)

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

3. 🔍 Main Block (35 min) · 9:55–10:30

3a. 🔁 Last Time review: picture recall (5 min) · 9:55–10:00 (slides 5–6) - **Last time:** Wed 10/28 (Self-Management S8, half day): 🏆 Goal Share + Toolkit Celebration ("My tool is ___", Name That Tool, Toolkit Champion). ⚠️ Planned, not yet confirmed taught; if 10/28 changed, swap in what was taught. - **Point, sign, AAC, or say:** 1. 🧰 "Show me your tool." 2. 🗣️ "My tool is _." - **Quiccheck:* the next slide shows the answer. (Answers are in the teacher key.)

3b. 😀 Face Clues + game (30 min) · 10:00–10:30

Step	Time	What happens
Learn	8 min · 10:00	Slides 7–8. See the script below.
How Do They Feel? (deck cards)	10 min · 10:08	Slides 9–17. Read each card. Students vote with ☝️ or ✌️, or point, then one student says the clue. Click to the answer slide.
Recap	2 min · 10:18	Slide 18. Read the recap together.
🎮 Review game: Face Clues	10 min · 10:20	Slide 19 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-face-clues-L1.html. Big screen, F11. Match the Face (open, 4) · How Do They Feel? (3) · Face Clue? (2). Students vote or point first, then a volunteer taps; staff tap 🔈 Read. If the site won't load, replay the backup cards and add the time to the casebook.

- **Script (slide 7):** "New unit! We are **feelings detectives**. 🕵️ Detectives look for clues. The face gives 3 clues: **eyes** 👀, **eyebrows** 🤨, and **mouth** 👄." Students point to their own eyes, eyebrows, and mouth.
- **Model (slide 8):** staff make each face (big smile, mouth down, eyebrows down, eyes wide + O mouth). Students copy it and say or point to the feeling.
- **Quick check:** "Show me 😊 happy!" "Show me 😮 surprised!" Students make the face or point.

How Do They Feel? cards (answers): 1. 😁 Big smile. → **happy** 😊 (smile) 2. 😭 Mouth down. Tears. → **sad** 😢 (mouth down + tears) 3. 😡 Eyebrows down. Red face. → **mad** 😠 (eyebrows down) 4. 😮 Big eyes. Mouth makes an O. → **surprised** 😮 (big eyes + O mouth)

Sentence starters: "They feel ___." 😊😢😠😮 · "Big smile. Happy." 😁 · "I think they feel ___." **Word bank:** 😊 happy · 😢 sad · 😠 mad · 😮 surprised · 👀 eyes · 🤨 eyebrows · 👄 mouth · 🕵️ detective - **Scaffolding:** read-aloud cards · point-to or AAC voting · sentence starters · word bank · staff scribe · reduced set (cards 1 and 3) · faces described in words, never photos of classmates.

4. 📒 Project: Casebook cover + Case 1 (15 min) · 10:30–10:45 (slide 20)

- Casebook cover (printables p1, Name line): write or trace your name and color or draw on the cover. Case 1 page (p2, Name line): glue a face card (backup cards p3 can be cut up), cut out and glue the feeling face, trace "I think they feel ___." Staff scribe or read. 3 min at the end: show your page to a partner (option to pass). Keep casebooks in folders; Tue 11/3 uses Case 2.
- The **Feelings Detective Casebook** is this unit's multi-week project (one case per session, shared at the end of the unit).

5. 👋 Closing (10 min) · 10:45–10:55 → dismiss 10:55

- **Exit (slide 21):** staff make a face; students point to or say the feeling. Option to pass.
- **Preview:** "Tuesday: body clues! 🧍" Chromebooks charged, casebooks in folders. (Time math: check-in 10 + ORI 10 + review 5 + main 30 + project 15 + closing 10 = 80 min.)

✅ Measurable Mastery Criteria

- **80% of students** show or name their goal tool in the Last Time review (point, say, or AAC).
- **80% of students** pick the right feeling on at least **3 of 4** How Do They Feel? cards (point, say, or AAC).
- **100% of students** finish the casebook cover and Case 1 with a face and a feeling face (with help as needed).

🧰 Accommodations

Read-aloud cards · scribe or speech-to-text · point-to / AAC voting · sentence starters and word bank · reduced card set · staff act out clues (students never have to act out a feeling about themselves) · option to pass on sharing · fidgets · headphones · quiet space / reset pass · extra time per IEPs.

📋 Materials Checklist

☐ Deck (or printed backup cards) ☐ Chromebooks (ORI) ☐ 🎮 Game link tested on the big screen ☐ Pocket cards ☐ Casebook pages (sel-l1-face-clues-printables.pdf) ☐ Pencils ☐ Glue sticks + scissors

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Lesson 2: Transitions Level 1 · 3rd period · 11:00–12:20

- 🍳 **Cooking lab / outing (Grant handles).** No lesson is planned. Tell me what you cooked or where you went and I'll log it in `cooking-log.md`.
- This is also the Unit 2 (Independent Living) launch day for L1 (GRANT-CONFIRMED 10/18). Core Unit 2 lessons start Tue 11/3 (Jobs at Home, pre-built).

⚠️ Notes for Grant to check

1. **Blue Day, full day, regular bells** (calendar: Fri 10/30 = Blue). Not a Club Day (next is Fri 11/13) and no event on the FHS list today.
2. **SEL Social Awareness starts today for L1 (S1 Face Clues).** The 8-session Feelings Detective content is my design (lineup: `plans/ahead/2026-11-02-week/sel-social-awareness-lineup.md`); change anything you like. Tue 11/3 (S2 Body Clues) is already built and follows this lesson.
3. **No weekly form today.** This week's first L1 SEL class was Mon 10/26. The form and goal card Week 2 box are on Tue 11/3.
4. **Last Time review** assumes Wed 10/28 (half day) Goal Share + Toolkit Celebration was taught. If it changed, swap in what was taught.
5. **Casebook cover is made today** (printables p1). The 11/3 Case 2 page assumes it exists.
6. **Game:** offline-safe single page, linked on slide 19 and on the SEL page under Level 1.