📙 Lesson Plans: Monday, Nov 2, 2026 (🟡 Gold Day)

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

Draft for Grant to review (built ahead on Thu 10/29). Teacher key: `2026-11-02-teacher-key.md` / `.pdf`. Deck: `2026-11-02/transitions-l2-independent-living-deck.pdf` (24 slides), printables `2026-11-02/transitions-l2-independent-living-printables.pdf` (8 pp), game `games/transitions-unit2-jobs-at-home-L2.html`. Deck: `2026-11-02/sel-l2-face-clues-deck.pdf` (24 slides), printables `2026-11-02/sel-l2-face-clues-printables.pdf` (3 pp), game `games/sel-social-awareness-face-clues-L2.html`. Sub-ready plan: `2026-11-02-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 2 Independent Living: **What Is Independent Living?**)
12:20–12:50	2nd lunch
12:55–2:16	8th: SEL Level 2 (Social Awareness S1: 🔍 **Face Clues**)

Lesson 1: Transitions Level 2

- **Date:** Mon Nov 2, 2026 · 🟡 Gold 7th period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 2 (~3rd-grade reading level (Grant, 10/29); reads short steps on their own, writes 1–2 sentence answers)
- **Roadmap Focus:** Unit 2 Independent Living Skills · Week 1 Launch + utensil sorting (Session A of 2)
- **Topic: What Is Independent Living?** Naming the home jobs adults do, sorting chores by skill, rating myself on the 5 Unit 2 skills, and starting the "My Clean-Up Routine" binder
- **Objective:** I can explain what independent living means in one sentence, sort 12 chore cards into the 5 Unit 2 skills, and rate myself on each skill.
- **Core Skill Area:** Independent Living → Household Chores. Builds on Unit 1 (Self-Advocacy & Goal Setting, ended Thu 10/29): the "I need help" script and goal setting. Sets up Wed 11/4 "Utensil Sorting."
- **Materials:** 12 "Which Skill?" chore cards (2 sets, print and cut), 5 skill headers (🍴 Sort · 🧼 Wash · 🧽 Wipe · 🧹 Sweep · 👕 Laundry), Level 2 "My Independent Living Self-Rating" sheet (5 skills, 1–3 scale), "My Clean-Up Routine" binder covers, colored pencils, Student Check-In Page, transition binders; **deck** `2026-11-02/transitions-l2-independent-living-deck.pdf` (24 slides); **printables** `2026-11-02/transitions-l2-independent-living-printables.pdf` (8 pp: pp1–3 twelve Which Skill? chore cards (print 2 sets), pp4–5 five skill headers, p6 self-rating sheet, p7 binder cover, p8 exit-ticket strips)
- 🎮 **Game:** Which Skill? · Sort the Chores (4) · Word Match (memory, 4) · Laundry Steps (order) · slide 23 has the QR code and link · Wrap-Up step, 5 min (taken from Share-Out and Exit, so the total is unchanged).
- 🎬 **Video:** What are Household Chores - Independent Living & Life Skills - Kids and Teens · Transition Abilities · 3:57 · play the whole video · **Level:** L2 · **Where:** Guided Practice, timed step "🎬 Video" (4 min, minutes trimmed from practice so the period total is unchanged) · **Why:** Room-by-room overview of household chores; launches the unit. · Captions on; preview it first.

🖥️ Slide deck (24 slides, Ferndale cream style) · `2026-11-02/transitions-l2-independent-living-deck.pdf`

1. **Title** 🏠 "Start Unit 2: Independent Living" + agenda · 2. **Check In** 📋 · 3. **Last Time: Speak Up for Me** 🔁 (explain / apply) · 4. **Learn the Word** 🗝️ · 5. **Meet the 5 Skills** 🧭 · 6. **Words to Know** 📖 (6 vocab words) · 7. 🎬 **Video:** What are Household Chores (QR + link) · 8. **Sort the Cards** 🗂️ (5 skill buttons) · 9–20. **Card 1–12 of 12** (one chore per slide, 5 skill buttons) · 21. **Rate Yourself** 📊 · 22. **Build Your Binder** 📒 · 23. 🎮 **Game: Which Skill?** (QR + link) · 24. **Exit Ticket** 🎟️

Fallback (if the screen fails): tape the 5 skill headers on the whiteboard, read each printed chore card aloud for the whole-class review, and hand out the printed self-rating sheet. The printable card set (12 cards, 2 sets) is the backup for slides 9–20.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Connect home life to the new unit and close Unit 1.
- **Teacher Script:** "Welcome to Unit 2! Last unit you set goals and learned to ask for help. This unit is about doing jobs at home, the jobs adults do every week. Check in first, then write one job you did at home this week."
- **Steps:** 1. Students rate their energy on the Check-In Page (1–5) (slide 2). 2. Quick-write or talk: "What do adults do at home every week?" Take 3–4 answers and list them on the board. 3. Circle the answers that match today's 5 skills.

2. 🔁 Last Time Review (5 min) · 11:10–11:15

- **Last time (L2):** Thu 10/29, Unit 1: **Self-Advocacy Role-Play Assessment** (end of Unit 1). ⚠️ 10/29 has a plan file but is not yet confirmed as taught in *`taught-log.md`*. If the role-play assessment moved, swap in what was actually taught.
- **Goal:** Explain or apply (not just name) what this class did last session. No re-teaching.
- **Teacher Script:** "Last time you finished Unit 1 with your self-advocacy role-plays. Before we start a new unit, show me you can still use those skills."
- **Recall (pairs, then cold-call 2–3; slide 3):** 1. **Explain:** What makes a self-advocacy request strong? Name 2 parts. 2. **Apply:** Your teacher is talking too fast to take notes. Say what you would say, using your script. 3. **Explain:** Why is "Can I have more time, please?" better than "Give me more time!"?
- **Quick check: Fix it (1 sentence, written or said):** rewrite "This is too hard. I'm not doing it." as a self-advocacy request.
- Answers are in the teacher key ("Last Time review").

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

- **Teacher Script:** "**Independent living** means doing my home jobs myself, or asking for help the right way. Nobody does everything alone. Independent people know when to ask. This unit has **5 skills**: sorting utensils, washing dishes, wiping surfaces, sweeping, and sorting and folding laundry. Each week we learn one, and you add a page to your binder called **My Clean-Up Routine**."
- Show slides 4–6. Read the definition and the 6 vocab words together. Students repeat each word.
- **Think-aloud (slide 5):** "Watch me pick a skill. 'Wipe crumbs off the table.' Am I washing? No. Sweeping the floor? No. I'm cleaning a table with a cloth. That's 🧽 **Wipe**."
- **Quick check:** "Thumbs up if this is a chore: put my clean shirts away ... Thumbs up if this is a chore: play a video game." Talk through why the second one is not a home job.
- **Link to Unit 1:** "If you don't know a step, use your Unit 1 script: 'Excuse me, can you please show me that step?'"

4. 🧩 Guided Practice / Application (35 min) · 11:30–12:05

Step	Time	What happens
🎬 **Video: What are Household Chores**	4 min	What are Household Chores - Independent Living & Life Skills - Kids and Teens (3:57; play the whole video). Watch the whole video (3:57), captions on. Then ask: "Which room has the most jobs? Which job do you already do at home?" If YouTube is blocked or the video won't load, skip it and add the 4 min to the next step.
Whole-Class Card Review	6 min	Slides 9–20, one card per slide. Students read the card (or listen), hold up fingers 1–5 for the skill, and one student says why.
Partner Sort	9 min	Pairs sort the 12 printed chore cards under the 5 skill headers. For each card, partners say "This is ___ because ___." Partner checks with the slide 5 list.
Self-Rating	10 min	Students rate themselves 1–3 on each of the 5 skills (slide 21) and write one sentence: "I want to get better at ___ because ___." (The rating idea is adapted from the T-Folio Independent Living Assessment; Grant to review the fit.)
Binder Cover	4 min	Students start the "My Clean-Up Routine" cover: title, initials, and a drawing or picture card of one home job.
Transition	2 min	Cards back into sets, self-ratings and covers into the front of binders, return to seats.

"Which Skill?" chore cards (answers are in the teacher key): 1. Put the forks in the fork slot. 2. Wash a cereal bowl after breakfast. 3. Wipe crumbs off the kitchen table. 4. Sweep the floor under the table. 5. Put the dark shirts in one pile. 6. Put the spoons away in the drawer. 7. Scrub a frying pan in soapy water. 8. Clean a sticky spot off the counter. 9. Sweep dirt into the dustpan. 10. Fold a towel and stack it. 11. Rinse a cup and put it on the rack. 12. Check pockets before washing clothes.

Sentence starters: "Independent living means ___." · "This card is ___ because ___." · "I rate myself a ___ on ___ because ___." · "I want to get better at ___." · "Excuse me, can you please show me ___?"

- **Scaffolding:** Icons on every chore card and skill header. Vocab cards on the table. Reduced set (6 cards, 3 skills) for students who need it. Staff read cards aloud and scribe spoken answers. Self-rating can be pointed or circled. Sentence-starter strips on the table.
- **No cleaning products are used today.** (Card sort and writing only.)

5. 🗂️ Wrap-Up & Reflection (15 min) · 12:05–12:20

Step	Time	What happens
🎮 **Review game: Which Skill?**	5 min · 12:05	Slide 23 (QR + link): https://grantdriver.github.io/games/transitions-unit2-jobs-at-home-L2.html. Open it on the big screen (F11). 3 rounds: Sort the Chores, Word Match, Laundry Steps. Students vote with fingers 1–3, then a volunteer taps; staff tap 🔈 Read for each card. If the site won't load, skip it and add the time to the share-out.
Share-Out	3 min · 12:10	One or two pairs share a card that was hard to sort and how they decided (option to pass).
Exit Ticket	4 min · 12:13	Slide 24, strips on printables p8: "Independent living means ___. One skill I want to get better at is ___."
Clean-Up	3 min · 12:17	Exit tickets, self-ratings, and covers into **transition binders**; card sets back in bins.

Step	Time	What happens
- **Teacher Script:** "Great start to Unit 2! 🌟 You know what independent living means, and you know the 5 skills. On Wednesday we start our first skill: sorting utensils. Binders away, push in your chairs, and line up for lunch. 🥪"		

6. ⏳ Extension (early finishers only; no set time)

Pairs write one new chore card for the class to sort on Wednesday, or add a second picture to the binder cover. (Time math: 10 + 5 + 15 + 35 + 15 = 80 min. The 5-minute Last Time review (Grant's 10/21 rule) comes from the Buffer / Extension block, the least critical section; its activity stays as an early-finisher option only.)

✅ Measurable Mastery Criteria

- **80% of students** sort at least **10 of 12** chore cards correctly (with or without icons).
- **100% of students** complete a self-rating for all **5 skills** (written, circled, or pointed).
- **100% of students** give a one-sentence meaning of independent living on the exit ticket (written, spoken, or AAC).

🧰 Accommodations

Icons on every card · vocab cards · sentence-starter strips · staff scribing for spoken answers · reduced card set (6 cards, 3 skills) · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Deck (or whiteboard headers) ☐ 12 chore cards (2 sets, cut) ☐ 5 skill headers ☐ Self-rating sheets ☐ Binder covers ☐ Colored pencils ☐ Check-In Pages ☐ Sentence-starter strips ☐ Timer ☐ Transition binders ☐ 🎬 Video link tested (Video slide with QR is in the deck) ☐ 🎮 Game link tested on the big screen - Optional purchase (needs Grant's approval, do not buy): Transition Abilities Household Chores Independent Living Unit (sequencing visuals and task cards).

Lesson 2: SEL Level 2 (Interpersonal Skills)

- **Date:** Mon Nov 2, 2026 · 🟡 Gold 8th period · 12:55–2:16 (80 min)
- **Audience:** Level 2 (~3rd-grade reading level; short sentences, sentence starters, word bank)
- **Unit / Theme:** Social Awareness: “Understanding & Reading Others 👀” (Block 4, 8 sessions; lineup in `plans/ahead/2026-11-02-week/sel-social-awareness-lineup.md`), **Session 1 → 🔍 Reading Others: 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:** Reading other people’s feelings from **face clues** (eyes, eyebrows, mouth) and saying the evidence.
- **Objective:** I can name a feeling from 3 face clues and say why: “I think they feel ___ because their ___.”
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)

- **Materials:** deck `2026-11-02/sel-l2-face-clues-deck.pdf` (24 slides), Chromebooks (ORI + weekly form), goal cards, printables `2026-11-02/sel-l2-face-clues-printables.pdf` (3 pp: p1 notebook cover, p2 Page 1, p3 backup What's the Feeling? cards (4)), notebooks, pencils, glue.
- 🎮 **Game:** Face Clues · Match the Face (memory) · Read the Situation (3) · Clue or Not? (2) · Reading Cues: Steps (order) · slide 21 has the QR code and link · Main block, 10 min.

🖥️ Slide deck (24 slides, SEL graphic style: cream, emoji circles, white cards) · `2026-11-02/sel-l2-face-clues-deck.pdf`

Check-in slides 1–4 · ORI slide 5 · Last Time slides 6–7 · Learn slides 8–10 · What's the Feeling? slides 11–19 (intro + 4 cards, each followed by its answer slide) · Recap slide 20 · 🎮 Game slide 21 · Notebook slides 22–23 · Closing slide 24 **Fallback (if the screen fails):** hold up the printed backup cards (p3 backup What's the Feeling? cards (4)) and read them aloud; skip the game and add its time to the notebook.

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

- **First SEL L2 class of the week:** students open the **SEL Level 2 Weekly Check-In form** (student link in the Gold SEL Canvas course), type their 2-letter code, rate the 3 questions 1–5, and type their goal tool (slide 2). **If the form isn't live:** staff read the 3 questions aloud and note answers by code.
- **Goal card row 2 (slide 3):** "Did I use my goal tool this week? Did it help?" Students fill row 2 (yes / some / not yet).
- **Energy check (slide 4):** fingers 1–5 and one word. Verbal only, no written mood log. Staff note anyone at 1–2 for a quiet check later.

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 (slides 6–7) - **Last time:** Thu 10/29 (Self-Management S8, unit close): Toolkit Wrap-Up (Which Tool Fits?, 3-2-1 reflection, goal showcase). ⚠️ Planned, not yet confirmed taught. - **Partners, 2 minutes, then cold-call 2–3:** 1. **Explain:** Why does a calm-down tool need to fit the place? 2. **Apply:** The hallway is loud and you feel stressed. Which tool fits? Why? 3. **Apply:** Say your goal tool and your Plan B. - **Quick check:** the next slide shows the answers. (Answers are in the teacher key.)

3b. 🔍 Face Clues + game (30 min) · 1:20–1:50

Step	Time	What happens
Learn	8 min · 1:20	Slides 8–10. See the script below.
What's the Feeling? (deck cards)	10 min · 1:28	Slides 11–19. Read each card. Students vote 1, 2, or 3 on fingers, then one student says the clue. Click to the answer slide.
Recap	2 min · 1:38	Slide 20. Read the recap together.

Step	Time	What happens
🎮 **Review game: Face Clues**	10 min · 1:40	Slide 21 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-face-clues-L2.html. Big screen, F11. Match the Face (memory) · Read the Situation (3) · Clue or Not? (2) · Reading Cues: Steps (order). 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 notebook.

- **Script (slide 8):** "New unit! **Social awareness** means noticing how other people feel. This unit we practice **reading the room**. 👀 We notice cues in faces, bodies, and voices. Cues help us respond with kindness."
- **Script (slide 9):** "Faces give 3 clues: the **eyes**, the **eyebrows**, and the **mouth**. We say the feeling **and** the clue: 'I think they feel ___ because their ___.'"
- **Model (slide 10):** "Watch me. Eyes are teary. Mouth turns down. I think they feel **sad** because their eyes are teary." Then have 2 students make a face for the class to solve (no names, just faces).
- **Quick check:** "Thumbs up if eyebrows are a face clue... Thumbs up if new shoes are a face clue." (👍 / 👎)

What's the Feeling? cards (answers): 1. Eyebrows pull down. Lips press tight. Eyes stare hard. → **mad** 😠 (eyebrows down + tight lips) 2. Eyes open wide. Eyebrows go up. Mouth makes an O. → **surprised** 😮 **(accept scared with a reason)** (wide eyes + open mouth) 3. Big smile. Eyes crinkle at the sides. → **happy** 😊 (a real smile reaches the eyes) 4. Eyes look down. Mouth turns down. No smile. → **sad** 😢 (looking down + frown)

Sentence starters: "I think they feel ___ because their ___." · "Their eyes / eyebrows / mouth ___." · "It could also be ___ because ___." **Word bank:** happy · sad · mad · surprised · scared · eyes · eyebrows · mouth · smile · frown · because - **Scaffolding:** read-aloud cards · finger voting · sentence starters · word bank · staff scribe · reduced set (cards 1 and 3) · faces described in words, never photos of classmates.

4. 📒 Project: Notebook cover + Page 1 (15 min) · 1:50–2:05 (slides 22–23)

- Make the **Reading Others Notebook** cover (printables p1, Name line). Page 1 (p2): draw a face or glue a face card, write the face clue, the feeling, and the evidence sentence. Then partner share (slide 23): show Page 1; partner says one 👍. Option to pass.
- The **Reading Others Notebook** is this unit's multi-week project (one page per session, shared at the end of the unit).

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

- **Exit (slide 24):** each student says "One face clue I will look for is ___." Option to pass.
- **Preview:** "Wednesday: body clues! 🧍" Chromebooks charged, notebooks in binders. (Time math: check-in 10 + ORI 10 + review 5 + main 30 + project 15 + closing 10 = 80 min.)

✅ Measurable Mastery Criteria

- **80% of students** explain why a tool must fit the place in the Last Time review (a reason, not just a tool name).
- **80% of students** name the feeling **and** a face clue on at least **3 of 4** What's the Feeling? cards.
- **90% of students** finish the notebook cover and Page 1 with an evidence sentence (written or scribed).
- **Mastered:** 4/4 with clues, on their own. **Approaching:** 1 prompt or the sentence starter. **Not yet:** names a feeling with no clue; re-check on Wednesday's Last Time review.

🧰 Accommodations

Read-aloud cards · scribe or speech-to-text · finger 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 + form link in Canvas) ☐ 🎮 Game link tested on the big screen ☐ Goal cards ☐ Notebook pages (sel-l2-face-clues-printables.pdf) ☐ Pencils

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⚠️ Notes for Grant to check

1. **Gold Day, full day, regular bells** (calendar image: Nov 2 = Gold). No event on the FHS list today. 3 PM reminder to revisit the spring SEL topics is separate from these plans.
2. **SEL Social Awareness starts today for L2 (S1).** The 8-session content (Reading Others: face, body, voice + place clues, then empathy and kind responses, notebook share) is **my design** from the working idea in the curriculum (“reading others’ feelings and empathy,” Reading Others Notebook). Lineup: `plans/ahead/2026-11-02-week/sel-social-awareness-lineup.md`. Change anything you like.
3. **Weekly check-in form + goal card row 2** open SEL (first Gold class of the week). Goal tracking continues through 12/18.
4. **Transitions is the pre-built Unit 2 launch** (`ahead/unit2/2026-11-02-transitions-l2.md`), now with a built deck, printables, and a 🎮 game. Level 2 student text on the new materials is written at about a 3rd-grade level.
5. (Transitions pre-build) **The chore-card sort is my design.** It previews all 5 skills from the unit plan so Wednesday can go straight to utensil sorting.
6. (Transitions pre-build) **Self-rating** is adapted from the idea in T-Folio Unit 5, Lesson 3 (Independent Living Assessment); it is not the T-Folio form itself. Grant to review the fit.
7. (Transitions pre-build) **No cleaning products** are used in this session. Staff count in 7th period is unknown.
8. **Games:** every lesson has a 🎮 review game (offline-safe single page). Links are on the game slides and on the class pages under the right level.