📘 Lesson Plans: Tuesday, Nov 3, 2026 (🔵 Blue 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; finalized Mon 11/2 with ORI Time removed from SEL). Teacher key: `2026-11-03-teacher-key.md` / `.pdf`. Deck: `2026-11-03/sel-l1-body-clues-deck.pdf` (26 slides), printables `2026-11-03/sel-l1-body-clues-printables.pdf` (3 pp), game `games/sel-social-awareness-body-clues-L1.html`. Deck: `2026-11-03/transitions-l1-jobs-at-home-deck.pdf` (22 slides), printables `2026-11-03/transitions-l1-jobs-at-home-printables.pdf` (7 pp), game `games/transitions-unit2-jobs-at-home-L1.html`. Sub-ready plan: `2026-11-03-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 S2: 🧍 **Body Clues**)
11:00–12:20	3rd: Transitions Level 1 (Unit 2 Independent Living: **Jobs at Home** 🏠)
12:20–12:50	2nd lunch
12:55–2:16	4th: (see Grant's schedule)

Lesson 1: SEL Level 1 (Interpersonal Skills)

- **Date:** Tue Nov 3, 2026 · 🔵 Blue 2nd period · 9:35–10:55 (80 min)
- **Audience:** Level 1 (SEL L1 raised to ~3rd-grade reading level from 11/3: fuller sentences, 3 choices, a “what clue told you?” step, one apply prompt per activity; emoji and picture supports, point / AAC responses)
- **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 2 → 🧍 Reading Others: Body 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:** Body clues 🧍 (head down 😢, arms crossed / stomping 😠, jumping 🤩, shaking / hiding 😨), saying the clue that told you, and checking more than one clue.
- **Objective:** I can look at a body 🧍, pick the feeling from 3 choices, and say the clue: “I think they feel ___ because ___.”
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)
- **Materials:** deck `2026-11-03/sel-l1-body-clues-deck.pdf` (26 slides), Chromebooks (weekly form), goal cards, printables `2026-11-03/sel-l1-body-clues-printables.pdf` (3 pp: p1 Page 2 (glue, circle the clue, because sentence, cut-out feeling faces), p2 Clue Sort mat + 6 cut-apart cards, p3 backup body cards (4)), notebooks, pencils, glue and scissors.
- 🎮 **Game:** Body Clues · Match the Body (open, 4) · How Do They Feel? (3) · What Clue Told You? (2) · Reading Cues: Steps (order) · slide 24 has the QR code and link · Main block, 10 min. **No ORI Time** (removed 11/2 until Grant asks for it back).

🖥️ Slide deck (26 slides, SEL graphic style: cream, emoji circles, white cards) · `2026-11-03/sel-l1-body-clues-deck.pdf`

Check-in slides 1–4 · Last Time slides 5–6 · Learn slides 7–9 · How Do They Feel? slides 10–18 (intro + 4 cards, each followed by its answer slide) · Recap slide 19 · 💭 Your Turn slide 20 · 🗂️ Clue Sort slides 21–23 · 🎮 Game slide 24 · Notebook slide 25 · Closing slide 26 **Fallback (if the screen fails):** hold up the printed backup cards (p3 backup body cards (4)) and read them aloud; do the Clue Sort on paper (p2); skip the game and add its time to the notebook.

1. 📝 Check-In + Weekly Form (10 min) · 9:35–9:45 (slides 1–4)

- **First SEL L1 class of the week:** students open the **SEL Level 1 Weekly Check-In form** (student link in the Blue SEL Canvas course), type their 2-letter code, rate the 3 questions 1–5, with staff reading each question aloud (slide 2). **If the form isn't live:** staff read the 3 questions aloud and note answers by code.
- **Goal card Week 2 box (slide 3):** students color 😊 yes / 😐 some / 😕 not yet for "Did I use my tool?"
- **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. 🔁 Last Time Review: picture recall (5 min) · 9:45–9:50 (slides 5–6)

- **Last time:** Fri 10/30 (S1): Face Clues 😀 (eyes, eyebrows, mouth; happy, sad, mad, surprised; notebook cover + Page 1). ⚠️ Planned, not yet confirmed taught; if 10/30 changed, swap in what was taught.
- **Point, sign, AAC, or say:** 1. 👀 "Name the 3 face clues." 2. 😮 "Eyes are wide and the mouth is open. How might they feel?" 3. 💬 "What clue told you?"
- **Quick check:** the next slide shows the answers. (Answers are in the teacher key.)

3. 🔍 Main Block: 🧍 Body Clues + Clue Sort + game (40 min) · 9:50–10:30

Step	Time	What happens
Learn	7 min · 9:50	Slides 7–9. See the script below.
How Do They Feel? (deck cards)	10 min · 9:57	Slides 10–18. Read each card. Students vote 1, 2, or 3 on fingers, or point, then one student says the clue ("The clue was ___."). Click to the answer slide.
Recap + 💭 Your Turn	3 min · 10:07	Slide 19. Read the recap together. Slide 20 (apply): 🏫 "A student sits alone at lunch. Their head is down. How might they feel? What clue told you? What else could you check?" Take 2–3 answers; push for the clue.
🗂️ Clue Sort: Body Clues (deck + paper sort)	10 min · 10:10	Slides 21–23. Slide 21: read the steps. Slide 22: read each card aloud; students show 1, 2, or 3 fingers for the column, then one student says “This clue goes with ___ because ___.” Slide 23: check the sort. Then pairs do the paper sort (printables p2) and act out one card for a partner (option to pass). Short on time: do the slides only.
🎮 Review game: Body Clues	10 min · 10:20	Slide 24 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-body-clues-L1.html. Big screen, F11. Match the Body (open, 4) · How Do They Feel? (3) · What Clue Told You? (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 (printables p3) and add the time to the notebook.

- **Script (slide 7):** "Our bodies show feelings, even when we don’t talk. 🧍 We look at the head, arms, hands, and feet. Then we say the clue that told us."

- **Model (slide 8):** act out each clue (head down + slow walk, arms crossed + stomp, jump with arms up, shake + hide). Students copy it and say or point to the feeling, then finish "The clue was ___."
- **Script (slide 9, Careful: One Clue Isn't Enough):** "Crossed arms can mean mad. They can also mean cold! 🥶 One clue can trick you, so check the face and think about what just happened."
- **Quick check:** "Show me 🙌 excited! What clue did you use?" "Show me 🙇 sad. What clue?" Students act it out and name the clue.
- **Optional Face Clues bridge (3 min, only if time):** project 3 real photos from the unlabeled face deck `plans/2026-10-30/emotion-faces/emotion-faces-slides.pdf` (good picks: Face 2 happy, Face 4 surprised, Face 8 sad; answers in `emotion-faces-key.txt`). Ask "Pick from 3: 😊, 😢, or 😮? What face clue told you?" Show from Grant's computer only (photos are CC BY-SA, not on the class site).

How Do They Feel? cards (answers): 1. 🙇 Their head is down. They walk very slowly to class. → **sad** 😢 **(accept tired with a clue)** (head down + slow walk) 2. 🙌 They jump up and down and throw their arms up high. → **excited** 🤩 (jumping + arms up) 3. 💪 Their arms are crossed, and their feet stomp on the floor. → **mad** 😠 (crossed arms + stomping) 4. 🤫 Their hands shake, and they hide their face behind a book. → **scared** 😨 (shaking hands + hiding)

🗂️ **Clue Sort: Body Clues (answers; also in the teacher key):** 1. 🙇 Their head hangs down. → 😢 **Sad** 2. 🦶 Their feet stomp hard. → 😠 **Mad** 3. 🙌 Their arms go up high. → 🤩 **Excited** 4. 🐢 They walk very slowly. → 😢 **Sad** 5. 💪 Their arms are crossed tight. → 😠 **Mad** 6. 🦘 They jump up and down. → 🤩 **Excited** - Careful! Crossed arms can also mean cold 🥶. Check one more clue. - **Apply:** 🗣️ Pick one card. Act it out with no words. Your partner says the feeling and the clue.

Sentence starters: "I think they feel ___ because ___." 😊😢😠😨 · "The clue was ___." 🔍 · "It could also be ___." 🤔 **Word bank:** 😊 happy · 😢 sad · 😠 mad · 😨 scared · 🤩 excited · 😟 nervous · 🧍 body · 🔍 clue · because - **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: Notebook Page 2 (15 min) · 10:30–10:45 (slide 25)

- Page 2 (printables p1, Name line): glue a body picture (backup cards p3 can be cut up) and a feeling face, **circle the body clue** they see, then write or trace "I think they feel ___ because ___." Staff scribe or read. **Apply:** tell a partner "The clue that told me was ___" (3 min, 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) · 10:45–10:55 → dismiss 10:55

- **Exit (slide 26):** each student finishes "One body clue I will look for is ___" (say, show, or point). Option to pass.
- **Preview:** "Thursday: voice clues and place clues! 🗣️📍" Chromebooks charged, notebooks in folders. (Time math: check-in 10 + review 5 + main 40 + project 15 + closing 10 = 80 min. ORI Time removed 11/2 at Grant's request.)

✅ Measurable Mastery Criteria

- **80% of students** name or point to the 3 face clues and give a clue for "surprised" in the Last Time review.
- **80% of students** pick the right feeling from 3 choices **and** name a body clue on at least **3 of 4** How Do They Feel? cards (say, point, or AAC).
- **80% of students** give a clue and one more thing to check on the Your Turn slide (with a sentence starter as needed).
- **90% of students** finish Page 2 with a picture, a feeling face, a circled clue, and the because sentence (written, traced, or scribed).

🧰 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 (form link in Canvas) ☐ 🗂️ Clue Sort mat + cards (printables p2, 1 per pair, cut ahead) ☐ 🎮 Game link tested on the big screen ☐ Goal cards ☐ Notebook pages (sel-l1-body-clues-printables.pdf) ☐ Pencils ☐ Glue sticks + scissors

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Lesson 2: Transitions Level 1

- **Date:** Tue Nov 3, 2026 · 🔵 Blue 3rd period · 11:00–12:20 (80 min) → 2nd lunch after
- **Audience:** Level 1 (~2nd-grade reading level, picture and emoji supports, predictable routine)
- **Roadmap Focus:** Unit 2 Independent Living Skills · Week 1 Launch + utensil sorting (Session A of 2). (Fri 10/30 was a cooking lab / outing that Grant handles; today is the first planned Unit 2 lesson.)
- **Topic: Jobs at Home** 🏠: meeting the 5 home jobs, telling a home job from "not a job," and showing "I can 👍" or "I need help 🤝" for each job
- **Objective:** I can point to 5 jobs at home 🏠. I can show 👍 "I can" or 🤝 "I need help" for each job.
- **Core Skill Area:** Independent Living → Household Chores. Builds on Unit 1's "I need help" card 🟨 and helper cards. Sets up Thu 11/5 "Sort Utensils 🍴."
- **Materials:** 5 big job picture cards (🍴 sort · 🧼 wash · 🧽 wipe · 🧹 sweep · 👕 laundry), 8 "Home Job?" picture cards (2 sets), ✅ / ❌ sort headers, 👍 and 🤝 stickers, "My Jobs" sticker sheet (5 pictures), "My Clean-Up Routine" binder covers, crayons, Student Check-In Page, "I need help" card 🟨, transition binders; **deck** `2026-11-03/transitions-l1-jobs-at-home-deck.pdf` (22 slides); **printables** `2026-11-03/transitions-l1-jobs-at-home-printables.pdf` (7 pp: pp1–2 five big job cards, pp3–4 eight Home Job? cards (print 2 sets), p5 ✅ / ❌ headers, p6 "My Jobs" sticker sheet, p7 binder cover)
- 🎮 **Game:** Home Jobs · Home Job? (✅ / ❌, 5) · Match the Jobs (open, 4) · I Need Help (1) · slide 22 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:** L1 · **Where:** Guided Practice, timed step "🎬 Video" (4 min, minutes trimmed from practice so the period total is unchanged) · **Why:** Shows the jobs in each room of a home; sets up the 5 Unit 2 jobs. · Captions on; preview it first.

🖥️ Slide deck (22 slides, Ferndale cream style) · `2026-11-03/transitions-l1-jobs-at-home-deck.pdf`

1. **Title** 🏠 "Learn Home Jobs" + picture agenda · 2. **Check In** 😊 (1–5 buttons) · 3. **Last Time: My Goal Board** 🔁 · 4. **Big Idea** 💪 · 5. **Meet 5 Jobs** 🧭 · 6–10. **Job 1–5** (one big job picture per slide: 🍴 Sort · 🧼 Wash · 🧽 Wipe · 🧹 Sweep · 👕 Fold) · 11. 🎬 **Video:** What are Household Chores (QR + link) · 12. **Sort It** 🗂️ (✅ / ❌) · 13–20. **Card 1–8 of 8** (one Home Job? card per slide) · 21. **Show Me** 👍 (👍 I can / 🤝 I need help) · 22. 🎮 **Game: Home Jobs** (QR + link)

Fallback (if the screen fails): tape the 5 big job picture cards and the ✅ / ❌ headers on the whiteboard, and hold up each printed "Home Job?" card for the whole-class review. The printable card set (8 cards, 2 sets) is the backup for slides 13–20.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Start Unit 2 with jobs students already see at home.
- **Teacher Script:** "Hi everyone! 👋 We finished our goals unit. 🎉 Now we start a new unit: **Jobs at Home** 🏠. Let's check in first. Point to your number. 😊"
- **Steps:** 1. Check-In Page: students point to or circle 1–5 (slide 2). 2. Picture board "Jobs at home": "Who helps at home? 🏠 What jobs do they do?" Students point to pictures; staff say the word. 3. Show slide 4. Read together: "I do my jobs. I ask for help."

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

- **Last time (L1):** Wed 10/28 (half day), Unit 1: **Goal Board Assembly** (1 home goal + 1 school goal). ⚠️ 10/28 has a plan file but is not yet confirmed as taught in `taught-log.md`. If 10/28 changed, swap in what was actually taught.
- **Goal:** Picture and emoji recall of what this class did last session. No re-teaching.
- **Teacher Script:** "Last time we made our **Goal Board** 🎯. Let's remember! Point with me."
- **Recall (point, sign, AAC, or say; slide 3):** 1. 🎯 "Show me your Goal Board." (boards up front, or a photo of each board) 2. 🏠 "Point to your **home** goal picture." 3. 🏫 "Point to your **school** goal picture."
- **Quick check:** Choice of 2 pictures: "Which one is a **goal** 🎯?" (🎯 "I will try to ___" card vs. 📺 TV card). Students point.
- Answers are in the teacher key ("Last Time review").

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

- **Teacher Script:** "We will learn **5 jobs**. 🍴 **Sort** the forks and spoons. 🧼 **Wash** the dishes. 🧽 **Wipe** the table. 🧹 **Sweep** the floor. 👕 **Fold** the clothes. One job each week. You will make a book 📒 called **My Clean-Up Routine**."
- Show slides 5–10. For each job: show the picture, say the word, act it out (pretend to sweep, pretend to wipe). Students copy the motion and say or sign the word.
- **Think-aloud with the 👍 / 🤝 cards:** "Watch me. 🧽 Wipe. Can I do it? Yes! 👍 🧹 Sweep. Hmm, I need help with the dustpan. 🤝 That's OK. I can say, 'I need help, please.' 🟨"
- **Quick check:** "Point to **Wash** 🧼." "Point to **Sweep** 🧹." One student at a time, with choices of 2 if needed.

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 with captions on. Pause 2–3 times: "Point to the job! 👉" Staff point to the picture cards (🍴 🧼 🧽 🧹 👕) when the video shows that job. 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	8 min	Slides 13–20, one card per slide. Read the card together. Students show ✅ (thumbs up) or ❌ (thumbs down). One student says or points to why ("It's a job" / "It's fun, not a job").
Table Sort	8 min	Pairs (with an adult) sort the 8 printed "Home Job?" cards under ✅ Yes or ❌ No. Then they place the 4 ✅ job cards in a row.

Step	Time	What happens
I Can 👍 / I Need Help 🤝	10 min	Each student gets the "My Jobs" sheet (5 pictures). For each job, they put a 👍 sticker ("I can") or a 🤝 sticker ("I need help"). Staff ask, "Do you do this at home?" No wrong answers.
Binder Cover	3 min	Students color the "My Clean-Up Routine" cover and trace the title.
Transition	2 min	Cards back in bins, sticker sheets and covers into binders, return to seats.

"Home Job?" picture cards (✅ / ❌ answers are in the teacher key): 1. 🧹 Sweep the floor. 2. 📺 Watch TV. 3. 🧼 Wash a cup. 4. 🎮 Play a game. 5. 🧽 Wipe the table. 6. 😴 Take a nap. 7. 👕 Fold a shirt. 8. 🍴 Put away forks.

Sentence starters: "This is a job. ✅" · "This is not a job. ❌" · "I can ___. 👍" · "I need help with ___. 🤝" · "I need help, please. 🟨"

- **Scaffolding:** Big pictures with one word each. Reduced set (4 cards: 1, 2, 3, 4). Errorless option: match each card to the same picture on the board. Read-aloud for every card. Hand-over-hand only if the IEP says so. Point-to or AAC responses count.
- **No cleaning products are used today.** (Pictures, pretend motions, and stickers only.)

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

Step	Time	What happens
🎮 Review game: Home Jobs	5 min · 12:05	Slide 22 (QR + link): https://grantdriver.github.io/games/transitions-unit2-jobs-at-home-L1.html. Big screen, F11. Rounds: Home Job? ✅ / ❌, Match the Jobs, I Need Help. Students show 👍 / 👎 or point, then one student taps (with help). Staff tap 🔈 Read every card. If the site won't load, skip it and add the time to the share-out.
Share-Out	4 min · 12:10	Each student shows 1 job with a 👍 and says or points, "I can ___." (Option to pass.)
Exit Check	3 min · 12:14	Show 3 pictures (🧼, 📺, 🧹). Students show ✅ or ❌ for "Home job?"
Clean-Up	3 min · 12:17	Sticker sheets and covers into **transition binders**, cards back in bins.
- **Teacher Script:** "Great work! 🌟 You know 5 home jobs. 🏠 On Thursday we do our first job: **sort the forks and spoons** 🍴. Binders away, push in your chair, and line up for lunch. 🥪"		

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

Play "Act It Out": a student acts out a job (sweep, wipe, fold) and the class points to the picture. (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 **6 of 8** "Home Job?" cards correctly (with or without picture matching).
- **100% of students** put a 👍 or 🤝 sticker on all **5 jobs**.
- **100% of students** show the correct ✅ / ❌ for at least **2 of 3** exit-check pictures.

🧰 Accommodations

Big picture cards · one word per card · AAC / point-to · read-aloud · errorless matching · reduced card set (4 cards) · hand-over-hand only if in the IEP · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Deck (or whiteboard pictures) ☐ 5 big job picture cards ☐ 8 "Home Job?" cards (2 sets, cut) ☐ ✅ / ❌ headers ☐ 👍 and 🤝 stickers ☐ "My Jobs" sheets ☐ Binder covers ☐ Crayons ☐ Check-In Pages ☐ "I need help" cards 🟨 ☐ 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 (printable visuals and task cards).

⚠️ Notes for Grant to check

1. **Blue Day, full day, regular bells** (calendar image: Nov 3 = Blue).
2. **SEL L1 is S2 (Body Clues).** It assumes **Fri 10/30 S1 = Face Clues** (built 10/30) and that the notebook cover was made then. If 10/30 changed, swap the Last Time review.
3. **SEL L1 is now about a 3rd-grade level** (your 10/30 request): fuller sentences, 3 choices per card, a “what clue told you?” step, a Your Turn apply slide, and a circle-the-clue + because sentence on the notebook page. Emoji and pictures stay. Transitions L1 stays at 2nd grade.
4. **Weekly form + goal card Week 2 box** open SEL (first Blue class of the week).
5. **Transitions L1 is the pre-built Unit 2 launch** (`ahead/unit2/2026-11-03-transitions-l1.md`). Fri 10/30 is your cooking lab / outing.
6. **ORI Time is out of SEL** (your 11/2 request, until you ask for it back). New SEL block: check-in 10 · Last Time review 5 · main 40 · notebook 15 · closing 10. The main block gains a 10-min 🗂️ **Clue Sort** (3 deck slides + a paper sort mat with cut-apart cards, printables p2). Old ORI versions: `ahead/2026-11-02-week/backups/pre-ori-removal-2026-11-02/`.
7. (Transitions pre-build) **The "Home Job?" sort and the 👍 / 🤝 sticker sheet are my design**, following Week 1 Session A in `unit-2-independent-living.md`.
8. (Transitions pre-build) **No cleaning products** are used in this session. Staff count in 3rd period is unknown; the table sort assumes an adult per pair or small group.
9. **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.