Sub Plan: Tuesday, Nov 3, 2026

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

Time	What
7:40–9:00	1st: (see Grant's schedule)
9:05–9:30	Eagle Time
9:35–10:55	**2nd: SEL**
11:00–12:20	**3rd: Transitions**
12:20–12:50	Lunch (2nd lunch)
12:55–2:16	4th: (see Grant's schedule)

2nd Period: SEL (9:35–10:55)

Today: Reading others: body clues (head down = sad, arms crossed and stomping = mad, jumping = excited, shaking = scared). Students pick from 3 choices and say what clue told them. **Do not teach new calm-down tools.** Slides: `sel-l1-body-clues-deck.pdf`.

Have out: Chromebooks · goal cards · Page 2s + backup body cards (printables) · glue · scissors · pencils · notebooks · Clue Sort mats + cut cards (printables p2, 1 set per pair)

1. **Check-in + form (10 min, 9:35).** Students open the weekly check-in form from Canvas, type their 2-letter code, and answer 3 questions (staff read aloud as needed). Then students color the Week 2 box on their goal card. Energy check 1 to 5 on fingers. No written mood log.
2. **Review (5 min, 9:45).** Ask the review questions on the Last Time slide, then show the next slide.
3. **Learn + card game (20 min, 9:50).** Slides 7–9: act out each body clue; students copy it and say the clue. Slide 9: one clue can trick you (crossed arms can mean mad or cold). Then show each card: students vote, then say the clue. Click to the answer. Answers: 1 sad · 2 excited · 3 mad · 4 scared. After the recap, slide 20 (Your Turn): ask “How might they feel? What clue told you? What else could you check?”.
4. 🗂️ **Clue Sort (10 min, 10:10).** Slides 21–23. Read each card on slide 22; students show fingers for the box, then one says why. Slide 23 shows the answers. Then pairs sort the paper cards on the mat (printables p2). Answers: 1 😢 Sad · 2 😠 Mad · 3 🤩 Excited · 4 😢 Sad · 5 😠 Mad · 6 🤩 Excited.
5. 🎮 **Game (10 min, 10:20).** Open https://grantdriver.github.io/games/sel-social-awareness-body-clues-L1.html on the big screen (QR on the game slide). Students vote first, then one taps. Tap 🔈 Read for each card.
6. **Notebook (15 min, 10:30).** Students glue a body picture and a feeling face, circle the body clue, and write or trace “I think they feel ___ because ___.” Staff help. Then each student tells a partner the clue (they can pass).

7. **Closing (10 min, 10:45).** Each student says one body clue they will look for. Chromebooks charged. Dismiss 10:55.

Tech not working? Read the printed backup cards aloud (printables p3), do the Clue Sort on paper, and skip the game.

3rd Period: Transitions (11:00–12:20)

Today: First Unit 2 lesson: 5 jobs at home (sort, wash, wipe, sweep, fold). Job or not a job? Students show “I can” or “I need help.” Click through the slides in order (`transitions-l1-jobs-at-home-deck.pdf`).

Have out: 5 big job cards · 8 Home Job? cards (cut) · ✅ / ❌ headers · My Jobs sheets + 👍 / 🤝 stickers · binder covers · crayons · binders

1. **Check in + review (15 min, 11:00).** Pick 1 to 5. Slide 3: point to the Goal Board goals.
2. **Learn 5 jobs (15 min, 11:15).** Slides 4–10: show each job, say the word, act it out together.
3. **Video + sort + show (35 min, 11:30).** Slide 11 video (captions on; skip if it won't load). Slides 13–20: thumbs up or down for “home job?” Then table sort with paper cards, then 👍 / 🤝 stickers on the My Jobs sheet, then color the cover.
4. 🎮 **Game + wrap-up (15 min, 12:05).** Open https://grantdriver.github.io/games/transitions-unit2-jobs-at-home-L1.html on the big screen (QR on slide 22). Students vote, then one taps (5 min). Then a short share, the exit ticket or check, and clean-up. Line up for lunch at 12:20.

Tech not working? Use the printed cards; no screen is needed. Skip the video and game.

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.