📙 Lesson Plans: Wednesday, Nov 4, 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; finalized Mon 11/2 with ORI Time removed from SEL). Teacher key: `2026-11-04-teacher-key.md` / `.pdf`. Deck: `2026-11-04/transitions-l2-utensil-sorting-deck.pdf` (22 slides), printables `2026-11-04/transitions-l2-utensil-sorting-printables.pdf` (7 pp), game `games/transitions-unit2-utensil-sort-L2.html`. Deck: `2026-11-04/sel-l2-body-clues-deck.pdf` (25 slides), printables `2026-11-04/sel-l2-body-clues-printables.pdf` (3 pp), game `games/sel-social-awareness-body-clues-L2.html`. Sub-ready plan: `2026-11-04-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: **Utensil Sorting by Category**)
12:20–12:50	2nd lunch
12:55–2:16	8th: SEL Level 2 (Social Awareness S2: 🧍 **Body Clues**)

Lesson 1: Transitions Level 2

- **Date:** Wed Nov 4, 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 verb-first steps)
- **Roadmap Focus:** Unit 2 Independent Living Skills · Week 1 Launch + utensil sorting (Session B of 2)
- **Topic: Utensil Sorting by Category**: eating utensils, serving utensils, and cooking tools; naming each tool's job; writing the sorting routine as steps
- **Objective:** I can sort 12 mixed utensils into the right category slots, name the use of 3 tools, and write my sorting routine as 5–6 verb-first steps.
- **Core Skill Area:** Independent Living → Kitchen Chores (organizing). Builds on Mon 11/2 "What Is Independent Living?" (vocab: utensil, category, organize, routine). Sets up Week 2 hand dishwashing (Tue 11/10), where "put it away" is the last step.
- **Materials:** 2 practice sets of 12 clean utensils (3 forks, 3 spoons, 2 blunt or plastic table knives, 1 serving spoon, 1 ladle, 1 spatula, 1 tongs; adjust to what Room 113 has), 2 labeled organizers or trays with 3 category labels (Eating · Serving · Cooking), 12 utensil picture cards (print and cut, backup set), Level 2 sorting checklist (6 steps), "My Clean-Up Routine" binder page 1, Check-In Page, transition binders; **deck** `2026-11-04/transitions-l2-utensil-sorting-deck.pdf` (22 slides); **printables** `2026-11-04/transitions-l2-utensil-sorting-printables.pdf` (7 pp: pp1–3 twelve utensil picture cards, p4 three category labels (Eating · Serving · Cooking), p5 6-step desk checklists, p6 binder page 1, p7 exit tickets)
- 🎮 **Game:** Sort the Drawer · 3 Categories (sort, 4) · What Is Its Job? (3) · The Steps (order) · slide 21 has the QR code and link · Wrap-Up step, 5 min (taken from Share-Out and Exit, so the total is unchanged).

🖥️ Slide deck (22 slides, Ferndale cream style) · `2026-11-04/transitions-l2-utensil-sorting-deck.pdf`

1. **Title** 🍴 "Sort Utensils by Category" + agenda · 2. **Check In** 📋 · 3. **Last Time: Independent Living** 🔁 (explain / apply) · 4. **Learn the 3 Categories** 🗂️ · 5. **Follow the 6 Steps** 🔢 · 6. **Stay Safe** 🦺 · 7. **Sort Each Card** 👀 (3 category buttons) · 8–19. **Card 1–12 of 12** (one utensil per slide) · 20. **Write Your Routine** ✍️ · 21. 🎮 **Game: Sort the Drawer** (QR + link) · 22. **Exit Ticket** 🎟️

Fallback (if the screen fails): write the 3 category labels on the whiteboard and hold up each printed utensil picture card (or the real utensil) for the whole-class review. The printable card set (12 cards) is the backup for slides 8–19; print slide 5 as a desk checklist.

1. ☀️ Warm-Up (10 min) · 11:00–11:10

- **Goal:** Recall Monday's vocab and connect to a real kitchen drawer.
- **Teacher Script:** "Welcome back! On Monday you learned the 5 skills for this unit. Today is skill 1: **sorting utensils**. Check in first, then name one utensil you used today."
- **Steps:** 1. Check-In Page (1–5) and one utensil name (slide 2). 2. Quick recall: "What does **category** mean? What does **organize** mean?" Take 2 answers. 3. Ask: "What happens at home if the drawer is a mess?" (Takes longer to find things, things get lost.) Take 2–3 answers.

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

- **Last time (L2):** Mon 11/2: **What Is Independent Living?** ("Which Skill?" chore sort, self-rating on the 5 skills, binder cover).
- **Goal:** Explain or apply (not just name) what this class did last session. No re-teaching.
- **Teacher Script:** "Last time we started Unit 2: independent living. Let's see if you can use the idea, not just name it."
- **Recall (pairs, then cold-call 2–3; slide 3):** 1. **Explain:** What does independent living mean, in your own words? 2. **Apply:** "Check pockets before washing clothes." Which of the 5 skills is it, and why? 3. **Explain:** Can an independent person still ask for help? Why?
- **Quick check: Sort 2 fast (thumbs to the skill header):** "Rinse a cup and put it on the rack" · "Sweep dirt into the dustpan."
- Answers are in the teacher key ("Last Time review").

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

- **Teacher Script:** "Kitchen tools sort into **3 categories**. **Eating utensils** are what you eat with: fork, spoon, table knife. **Serving utensils** move food from a pot to a plate: serving spoon, ladle. **Cooking tools** are used on the stove or the pan: spatula, tongs. When I sort, I pick up **one at a time**, name it, say its job, and place it with the handles pointing the same way."
- Show slides 4–6. Read the 6 steps together.
- **Think-aloud with real utensils:** "Watch me. I pick up this one. It has a big round scoop and a long handle. It's a **ladle**. Its job is scooping soup into a bowl. That's **serving**. I place it handle-out. Now step 5: I check the slot. Is anything in the wrong place? A spatula is in Eating. That's wrong; it flips food in a pan. I move it to Cooking."
- **Knife safety:** "Hold the knife by the handle, blade down, and put it in the slot handle-out. Today's knives are blunt or plastic."
- **Quick check:** "Thumbs up if a spatula is a cooking tool … Thumbs up if a ladle is an eating utensil." Talk through the second one.

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

Step	Time	What happens
Wash Hands	3 min	Students wash hands at the Room 113 sink before handling the practice utensils. ⚠️ Hand soap use: District product rules unknown, Grant to confirm.
Whole-Class Card Review	7 min	Slides 8–19, one card per slide. Students hold up 1 (Eating), 2 (Serving), or 3 (Cooking); one student names the tool's use.
Partner Sort + Check	10 min	Pairs sort a full set of 12 real utensils into the labeled organizer, following the 6 steps. The partner checks each slot with the slide 5 checklist and points out any stray. Switch: second partner re-sorts a re-mixed set.
Independent Trial (mastery check)	8 min	Each student sorts the 12-piece set alone and names the use of 3 tools staff point to. Staff record steps on the data sheet (I / G / V / P) by two-letter code. Students waiting write binder steps (next row).
Binder Page 1	5 min	Students write their sorting routine as 5–6 verb-first steps on "My Clean-Up Routine" page 1, plus one "if something goes wrong" step (Unit 1 problem-solving: "If I can't tell what a tool is, I will ___.").
Transition	2 min	Utensils back in the bin, organizers stacked, binder pages filed, return to seats.

Utensil picture cards (category answers are in the teacher key): 1. Fork 2. Ladle 3. Spoon 4. Spatula 5. Table knife (blunt) 6. Tongs 7. Serving spoon 8. Fork 9. Spoon 10. Table knife (blunt) 11. Fork 12. Spoon

Sentence starters: "This is a ___. Its job is ___." · "It goes in ___ because ___." · "Step ___: ___ (verb first)." · "If I can't tell what it is, I will ___." · "Excuse me, can you help me name this tool?"

- **Scaffolding:** Picture labels on each organizer slot. Desk checklist of the 6 steps. Reduced set (6 utensils, 2 categories: Eating and Cooking). Word bank for uses (eat, scoop, serve, flip, grab, cut). Staff scribe spoken steps. Students who finish early add a 4th category label of their own choice for 3 extra tools.
- ⚠️ **Product use today:** hand soap at the sink only. District product rules unknown, Grant to confirm. Utensils are already clean; no dish soap or cleaners are used.

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

Step	Time	What happens
🎮 **Review game: Sort the Drawer**	5 min · 12:05	Slide 21 (QR + link): https://grantdriver.github.io/games/transitions-unit2-utensil-sort-L2.html. Big screen, F11. Rounds: 3 Categories (sort), What Is Its Job?, The Steps (order). Students vote 1–3 on fingers, then a volunteer taps. 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 tricky tool, the category they chose, and why (option to pass).
Exit Ticket	4 min · 12:13	Slide 22, printables p7: "Name 1 serving utensil and 1 cooking tool. Write what each one does."
Clean-Up	3 min · 12:17	Exit tickets and binder page 1 into **transition binders**; utensil sets counted (12 each) and back in bins.

Step	Time	What happens
- **Teacher Script:** "Great sorting! 🌟 You can now organize a kitchen drawer by category. Next week we learn to **hand-wash dishes**, and putting things away is the last step. Binders away, push in your chairs, and line up for lunch. 🥪"		

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

Timed challenge: pairs sort a re-mixed set and check it in under 2 minutes, or write a "drawer map" label for a home kitchen drawer. (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 **11 of 12** utensils correctly and name the use of **3 tools** on 1 independent trial (class default; IEP criteria override).
- **100% of students** write or dictate at least **5 verb-first steps** on binder page 1.
- **100% of students** name 1 serving utensil and 1 cooking tool on the exit ticket (written, spoken, or AAC).

🧰 Accommodations

Picture labels on slots · 6-step desk checklist · word bank for uses · staff scribing for spoken answers · reduced set (6 utensils, 2 categories) · gloves on request (nitrile) · fidgets · noise-canceling headphones · quiet space / 3-minute reset pass · extra time · option to pass during share.

📋 Materials Checklist

☐ Deck (or whiteboard labels) ☐ 2 sets of 12 clean utensils (blunt or plastic knives) ☐ 2 organizers with Eating / Serving / Cooking labels ☐ 12 utensil picture cards (backup) ☐ 6-step desk checklists ☐ Word bank ☐ Data sheet (I / G / V / P, two-letter codes) ☐ Binder page 1 ☐ Exit tickets ☐ Hand soap at the sink (⚠️ district rules unknown) ☐ Timer ☐ Transition binders ☐ 🎮 Game link tested on the big screen - Optional purchase (needs Grant's approval, do not buy): Transition Abilities Household Chores Independent Living Unit (Kitchen Chores visuals).

Lesson 2: SEL Level 2 (Interpersonal Skills)

- **Date:** Wed Nov 4, 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 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:** Reading **body language** (shoulders and head, arms, hands, feet), and checking more than one clue.
- **Objective:** I can name a feeling from body clues and explain why one clue is not enough.
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)

- **Materials:** deck `2026-11-04/sel-l2-body-clues-deck.pdf` (25 slides), pocket cards, printables `2026-11-04/sel-l2-body-clues-printables.pdf` (3 pp: p1 Page 2, p2 Clue Sort mat + 6 cut-apart cards, p3 backup Which Feeling? cards (4)), notebooks, pencils, glue.
- 🎮 **Game:** Body Clues · Sort the Clues (4) · Match the Body (3) · Careful: One Clue Isn't Enough (1) · slide 22 has the QR code and link · Main block, 10 min. **No ORI Time** (removed 11/2 until Grant asks for it back).

🖥️ Slide deck (25 slides, SEL graphic style: cream, emoji circles, white cards) · `2026-11-04/sel-l2-body-clues-deck.pdf`

Check-in slides 1–3 · Last Time slides 4–5 · Learn slides 6–8 · Which Feeling? slides 9–17 (intro + 4 cards, each followed by its answer slide) · Recap slide 18 · 🗂️ Clue Sort slides 19–21 · 🎮 Game slide 22 · Notebook slides 23–24 · Closing slide 25 **Fallback (if the screen fails):** hold up the printed backup cards (p3 backup Which Feeling? 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 (10 min) · 12:55–1:05 (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. 🔁 Last Time Review: explain or apply (5 min) · 1:05–1:10 (slides 4–5)

- **Last time:** Mon 11/2 (S1): Face Clues (eyes, eyebrows, mouth; What's the Feeling? cards; notebook Page 1).
- **Partners, 2 minutes, then cold-call 2–3:** 1. **Explain:** Which 3 face parts give clues? 2. **Apply:** Eyes wide. Eyebrows up. Mouth open. What might they feel? Why?
- **Quick check:** the next slide shows the answers. (Answers are in the teacher key.)

3. 🔍 Main Block: 🧍 Body Clues + Clue Sort + game (40 min) · 1:10–1:50

Step	Time	What happens
Learn	8 min · 1:10	Slides 6–8. See the script below.
Which Feeling? (deck cards)	10 min · 1:18	Slides 9–17. 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 · 1:28	Slide 18. Read the recap together.
🗂️ Clue Sort: Body Clues (deck + paper sort)	10 min · 1:30	Slides 19–21. Slide 19: read the steps. Slide 20: read each card; students vote 1, 2, or 3 for the column and one student explains. Slide 21: check the sort, then ask the trick question: "Arms crossed: which column?" (It needs a second clue: mad or cold.) Then pairs do the paper sort (printables p2) and the apply task on slide 21. Short on time: do the slides only.

Step	Time	What happens
🎮 **Review game: Body Clues**	10 min · 1:40	Slide 22 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-body-clues-L2.html. Big screen, F11. Sort the Clues (4) · Match the Body (3) · Careful: One Clue Isn't Enough (1). 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 6):** "Bodies talk too! **Body language** is what a body shows without words. Look at the shoulders, arms, hands, and feet. Then look at the face."
- **Script (slide 7):** read the 4 body clues. Staff act each one out (slump, cross arms, tap fingers, bounce) and the class names a feeling.
- **Script (slide 8):** "Careful! Crossed arms can mean mad. They can also mean **cold**. 🥶 One clue can trick you. Check the face, and think about what just happened."
- **Quick check:** "Show me nervous hands. Show me excited arms." Students act it out.

Which Feeling? cards (answers): 1. Arms crossed. Foot stomps. Face is red. → **mad** 😠 (crossed arms + stomping + red face) 2. Hands tap the desk. Knee bounces. Eyes look at the door. → **nervous** 😟 (tapping + bouncing knee + looking for a way out) 3. Shoulders slump. Head is down. Walks slowly. → **sad** 😢 **(accept tired with a reason)** (slumped + head down + slow) 4. Jumps up and down. Arms wave. Big smile. → **excited** 🤩 (jumping + waving + smile)

🗂️ **Clue Sort: Body Clues (answers; also in the teacher key):** 1. ✊ Hands make tight fists. → 😠 **Mad** 2. 🦵 A knee bounces fast. → 😟 **Nervous** 3. 🙇 Shoulders slump forward. → 😢 **Sad** 4. 🦶 A foot stomps. → 😠 **Mad** 5. ✏️ Fingers tap a pencil again and again. → 😟 **Nervous** 6. 🐢 Head down. Walks slowly. → 😢 **Sad** - Trick card: arms crossed. Mad? Cold? It needs a second clue. - **Apply:** Partners: pick 2 cards from different columns. Make up a situation where both clues fit. What would you check next?

Sentence starters: "I think they feel ___ because their ___." · "One clue is ___. Another clue is ___." · "It could also mean ___, so I will check ___." **Word bank:** mad · nervous · sad · excited · tired · shoulders · arms · hands · feet · body language · clue - **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 Page 2 + charades share (15 min) · 1:50–2:05 (slides 23–24)

- Page 2 (printables p1, Name line): draw or glue a body picture, write 2 body clues, the feeling, and the evidence sentence. Then **body clue charades** (slide 24): a volunteer acts out their Page 2 with no words; the class guesses. 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 25):** each student says "One body clue I will look for is ___." Option to pass.
- **Preview:** "Friday: voice and place clues! 🗣️📍" Notebooks in binders. (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 the 3 face clues and use one to explain a feeling in the Last Time review.
- **80% of students** name the feeling **and** a body clue on at least **3 of 4** Which Feeling? cards.

- **80% of students** explain why one clue is not enough (Careful: One Clue Isn’t Enough slide or the game’s last question).
- **90% of students** finish Page 2 with 2 body clues and an evidence sentence (written or scribed).

🧰 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) ☐ 🗂️ Clue Sort mat + cards (printables p2, 1 per pair, cut ahead) ☐ 🎮 Game link tested on the big screen ☐ Pocket cards ☐ Notebook pages (sel-l2-body-clues-printables.pdf) ☐ Pencils

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⚠️ Notes for Grant to check

1. **Gold Day, full day, regular bells.** Leadership students visit 9th-grade Eagle Time today (likely no change for you).
2. **Transitions L2: utensil sorting has no Transition Abilities video** (gap noted in the video map), so there is no video slide.
3. ⚠️ **Hand soap at the sink** is the only product used (district rules unknown, from the pre-build).
4. **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/`.
5. (Transitions pre-build) **Utensil set** follows the teacher key in `unit-2-teacher-key.md`; swap in what Room 113 really has and update the answer key if so. **Blunt or plastic knives only.**
6. (Transitions pre-build) ⚠️ **Hand soap at the sink is the only product used.** District product rules unknown, Grant to confirm.
7. (Transitions pre-build) **Fri 11/6 is L2's cooking lab / outing (Grant handles); no plan here.** The next L2 Transitions lesson is Tue 11/10 (dishwashing).
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.