📘 Lesson Plans: Thursday, Nov 5, 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: *2026-11-05-teacher-key.md* / *.pdf*. Deck: *2026-11-05/sel-l1-voice-place-clues-deck.pdf* (25 slides), printables *2026-11-05/sel-l1-voice-place-clues-printables.pdf* (3 pp), game *games/sel-social-awareness-voice-place-clues-L1.html*. Transitions L1 cooking lab: deck *2026-11-05/transitions-l1-hot-ham-cheese-deck.pdf* (25 slides), recipe card, prep sheet, reflection, shopping list in *2026-11-05/*, games *games/transitions-cooking-hot-ham-cheese-steps-L1.html* + *-match-L1.html*. Sub-ready plan: *2026-11-05-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 S3: 🗣️ **Voice + Place Clues**)
11:00–12:20	3rd: Transitions Level 1 (🍳 **Cooking Lab: Hot Ham and Cheese Sandwich** 🥪)
12:20–12:50	2nd lunch
12:55–2:16	4th: (see Grant's schedule)

Lesson 1: SEL Level 1 (Interpersonal Skills)

- **Date:** Thu Nov 5, 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 3 → 🗣️ Reading Others: Voice + Place 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:** Voice clues 🗣️ (loud, quiet, shaky, happy voice) and place clues 📍 (what just happened, where they are), then using **2 clues** to name a feeling.
- **Objective:** I can listen 👂 and look 👀, pick the feeling from 3 choices, and name 2 clues: “I think they feel ___ because ___ and ___.”
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)
- **Materials:** deck `2026-11-05/sel-l1-voice-place-clues-deck.pdf` (25 slides), pocket cards, printables `2026-11-05/sel-l1-voice-place-clues-printables.pdf` (3 pp: p1 Page 3 (glue, circle 2 clues, because sentence, cut-out feeling faces), p2 Clue Sort mat + 6 cut-apart cards, p3 backup situation cards (4)), notebooks, pencils, glue and scissors.
- 🎮 **Game:** Voice Clues · Match the Voice (open, 3) · What Happened? (4) · Which 2 Clues? (2) · Read the Room (order) · slide 23 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) · `2026-11-05/sel-l1-voice-place-clues-deck.pdf`

Check-in slides 1–3 · Last Time slides 4–5 · Learn slides 6–8 · How Do They Feel? slides 9–17 (intro + 4 cards, each followed by its answer slide) · Recap slide 18 · 💭 Your Turn slide 19 · 🗂️ Clue Sort slides 20–22 · 🎮 Game slide 23 · Notebook slide 24 · Closing slide 25 **Fallback (if the screen fails):** hold up the printed backup cards (p3 backup situation 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) · 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. 🔁 Last Time Review: picture recall (5 min) · 9:45–9:50 (slides 4–5)

- **Last time:** Tue 11/3 (S2): Body Clues 🧍 (head down, arms crossed / stomping, jumping, shaking; Careful: One Clue Isn't Enough; notebook Page 2).
- **Point, sign, AAC, or say:** 1. 🙇 "Head down and a slow walk. How might they feel?" 2. 💬 "What clue told you?" 3. 💪 "Crossed arms can trick you. Why?"
- **Quick check:** the next slide shows the answers. (Answers are in the teacher key.)

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

Step	Time	What happens
Learn	7 min · 9:50	Slides 6–8. See the script below.
How Do They Feel? (deck cards)	10 min · 9:57	Slides 9–17. 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 18. Read the recap together. Slide 19 (apply): 📝 "It is test day. A student's voice is quiet and shaky. How might they feel? Name 2 clues that told you." Take 2–3 answers; push for the clue.
🗂️ Clue Sort: Voice or Place? (deck + paper sort)	10 min · 10:10	Slides 20–22. Slide 20: voice clue = how they sound; place clue = what happened or where. Slide 21: read each card; students show 1 finger (voice) or 2 (place), then say why. Slide 22: check the sort. Then pairs do the paper sort (printables p2), pick 1 voice card + 1 place card, and say "I think they feel ___ because ___ and ___." Short on time: do the slides only.
🎮 Review game: Voice Clues	10 min · 10:20	Slide 23 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-voice-place-clues-L1.html. Big screen, F11. Match the Voice (open, 3) · What Happened? (4) · Which 2 Clues? (2) · Read the Room (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.

- **Model (slide 6):** say "I'm OK" in a loud, quiet, shaky, and happy voice. Students point to the feeling and say the voice clue.
- **Script (slide 7):** "Place clues: what just happened, and where are they? 📍 A birthday 🎂 can make us happy. Test day 📝 can make us nervous. A long bus ride 🚌 can make us tired." (New word: **nervous** 😟.)

- **Script (slide 8):** "We put 2 clues together. A voice clue plus a place clue is a better guess than one clue."
- **Quick check:** staff say "Oh no!" in a shaky voice: "Point: 😊, 😨, or 😴? What clue told you?"

How Do They Feel? cards (answers): 1. 🎁 They just got a birthday gift. Their voice is happy and loud. → **happy** 😊 (gift + happy voice) 2. ⚽ Their team just lost the game. Their voice is very quiet. → **sad** 😢 **(accept mad with 2 clues)** (lost + quiet voice) 3. ⛈️ Loud thunder booms outside. Their voice is shaky. → **scared** 😨 (thunder + shaky voice) 4. 🧱 Their block tower fell down. They yell in a loud voice. → **mad** 😠 (tower fell + loud, yelling voice)

🗂️ **Clue Sort: Voice or Place? (answers; also in the teacher key):** 1. 🔊 They yell in a loud voice. → 🗣️ **Voice clue** 2. 📝 It is test day. → 📍 **Place clue** 3. 〰️ Their voice shakes. → 🗣️ **Voice clue** 4. ⚽ Their team just lost the game. → 📍 **Place clue** 5. 🤫 They talk very quietly. → 🗣️ **Voice clue** 6. 🎁 They just got a gift. → 📍 **Place clue** - Use 1 voice clue + 1 place clue to make a better guess. - **Apply:** 🧩 Pick 1 voice card and 1 place card. Say: “I think they feel ___ because ___ and ___.”

Sentence starters: "I think they feel ___ because ___ and ___." 😊😢😠😨😟 · "The voice clue is ___. The place clue is ___." 🗣️📍 · "It could also be ___." 🤔 **Word bank:** 😊 happy · 😢 sad · 😠 mad · 😨 scared · 😟 nervous · 😴 tired · 🗣️ voice · 🔊 loud · 🤫 quiet · 〰️ shaky · 📍 place / what happened · 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 3 (15 min) · 10:30–10:45 (slide 24)

- Page 3 (printables p1, Name line): pick a situation card (p3), glue the picture and a feeling face, **circle 1 voice clue and 1 place clue**, then write or trace "I think they feel ___ because ___." Staff scribe or read. **Apply:** tell a partner your 2 clues (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 25):** staff say "Yay!" or "Oh no..." in different voices; students point to the feeling and name the voice clue.
- **Preview:** "Next week: How would I feel? 💭" (S4, Mon 11/9). 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 the feeling and a clue for "head down, slow walk," and tell why crossed arms can trick you, in the Last Time review (say, point, or AAC).
- **80% of students** pick the right feeling from 3 choices **and** name 2 clues on at least **3 of 4** cards.
- **80% of students** name a fitting feeling and 2 clues on the Your Turn slide (with a sentence starter as needed).
- **90% of students** finish Page 3 with a picture, a feeling face, 2 circled clues, 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) ☐ 🗂️ Clue Sort mat + cards (printables p2, 1 per pair, cut ahead) ☐ 🎮 Game link tested on the big screen ☐ Pocket cards ☐ Notebook pages (sel-l1-voice-place-clues-printables.pdf) ☐ Pencils ☐ Glue sticks + scissors

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Lesson 2: Transitions Level 1 · 🍳 Cooking Lab

- **Date:** Thu Nov 5, 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)
- **Changed 10/30 (Grant):** this class is now a **cooking lab**. The planned Sort Utensils 🍴 lesson moved to **Fri 11/20** (next Blue Friday, half day; Grant swapped it into that Friday's cooking slot).
- **Topic: Hot Ham and Cheese Sandwich** 🥪 (microwave). Recipe and picture steps: Accessible Chef, by Anna Moyer (https://accessiblechef.com/recipes/hot-ham-and-cheese-sandwich/). Saved copy: `plans/2026-11-05/src/`.
- **Objective:** I can follow 11 picture steps to make a hot ham and cheese sandwich 🥪, and I can use the microwave safely 📡.
- **Core Skill Area:** Independent Living → Cooking (following a picture recipe, microwave safety, clean-up). Builds on Tue 11/3 "Jobs at Home 🏠". Sets up Mon 11/9 "Wash, Rinse, Dry 🧼".
- **Recipe (exact, 1 serving):** Food: butter, bread, cheese, ham. Tools: plate, microwave, butter knife. Steps: 1 Gather ingredients · 2 Put bread on plate · 3 Open butter · 4 Spread butter on bread · 5 Put cheese on bread · 6 Put ham on bread · 7 Put second slice of bread on top · 8 Put sandwich in microwave · 9 Cook for 30 seconds · 10 Be careful, HOT! · 11 Take out of microwave and enjoy! (The recipe gives no amounts; our cards use 2 bread, 1 cheese, 2 thin ham, a little butter. A hot pad is our safety add.)
- **Materials:** deck `2026-11-05/transitions-l1-hot-ham-cheese-deck.pdf` (25 slides); picture recipe card `2026-11-05/transitions-l1-hot-ham-cheese-recipe-card.pdf` (2 pp, 1 per student); prep sheet `2026-11-05/transitions-l1-hot-ham-cheese-prep-sheet.pdf` (2 pp: before-we-cook checklist, 5-step handwashing, tools + food check; microwave and butter-knife safety); reflection `2026-11-05/transitions-l1-hot-ham-cheese-reflection.pdf` (1 p, Name line); shopping list `2026-11-05/transitions-l1-hot-ham-cheese-shopping-list.pdf` (13 sandwiches); food (bread, cheese slices, deli ham, soft butter); microwave-safe paper plates; butter knives; hot pad; napkins; aprons; hand soap; Chromebooks for the waiting game.
- 🎮 **Games:** Sandwich Steps (order the steps, ≤4 per puzzle · What Is Next? · Safe or Not?) · slide 20 QR · and Food and Tools (match food · match tools · food or tool?) · slide 22 QR, for students waiting for the microwave.

🖥️ Slide deck (25 slides, Ferndale cream style) · `2026-11-05/transitions-l1-hot-ham-cheese-deck.pdf`

1 Title + agenda · 2 Check In · 3–4 Last Time: Jobs at Home (+ "Cooking has jobs too!") · 5 Today We Cook · 6 The Food · 7 The Tools · 8 Be Safe · 9–19 Steps 1–11, one per slide · 20 🎮 Game: Sandwich Steps (QR) · 21 Wash + Get Ready · 22 🎮 Waiting? Food and Tools (QR) · 23 Eat Together · 24 Clean Up · 25 My Check
Fallback (if the screen fails): use the printed picture recipe cards; Grant models each step at the front.

1. 😊 Check In (5 min) · 11:00–11:05 (slides 1–2)

- Pick 1 to 5. **Teacher Script:** "Today we **cook**! 🥪 We make a hot ham and cheese sandwich."

2. 🔁 Last Time Review (5 min) · 11:05–11:10 (slides 3–4)

- **Last time (L1):** Tue 11/3: **Jobs at Home** 🏠 (5 home jobs; job or not a job; 👍 I can / 🤝 I need help). (Pre-built 10/29; confirm it was taught.)
- **Point, sign, AAC, or say (slide 3):** 1. 🏠 "Point to the 5 jobs." 2. 📺 "Watch TV: job? ✅ or ❌" 3. 🧽 "Wipe the table: 👍 or 🤝?"
- **Slide 4:** "Cooking has jobs too! We clean as we go." (Answers in the teacher key.)

3. 👀 Learn the Lab + 🎮 Sandwich Steps (15 min) · 11:10–11:25 (slides 5–19)

- Slides 5–8: the food, the tools, Be Safe (wash hands, no metal in the microwave, HOT = hot pad, hold the knife handle).
- Slides 9–19: the 11 steps, one per slide. Grant models each step with real food; students point to the matching box on their recipe card.
- 🎮 **Sandwich Steps (5 min, ~11:20):** slide 20 QR + link (https://grantdriver.github.io/games/transitions-cooking-hot-ham-cheese-steps-L1.html). Big screen, F11. Students point, one student taps. If the site won't load, have students put the printed card steps in order.

4. 🧼 Wash + Get Ready (5 min) · 11:25–11:30 (slide 21)

- Wash hands (5 steps on the prep sheet), aprons on, hair back. Each student checks ☐ tools and food on the prep sheet.

5. 🥪 Cook (25 min) · 11:30–11:55 (recipe card)

- Each student makes 1 sandwich at their spot, following the card and checking ☐ each box. Staff help with opening and spreading butter.
- **Microwave:** one at a time, 30 seconds on a paper plate. Staff push the buttons or guide. Staff or student take it out with a hot pad.
- **Waiting for the microwave?** Play Food and Tools on a Chromebook (slide 22 QR).
- **Staff:** take 1 photo per student for the portfolio (no faces needed).

6. 🍽️ Eat + 🧽 Clean Up (20 min) · 11:55–12:15 (slides 23–24)

- Eat together (10 min): sit, wait for it to cool, small bites, say thank you.
- Clean up (10 min): plate in the trash, knife to the sink, wipe the table, wash hands. Staff wash knives.

7. ⭐ My Check (5 min) · 12:15–12:20 (slide 25)

- Reflection sheet (Name line): check ☐ what I did, circle faces, "Can I make it at home?", "I liked ___." Staff scribe as needed. Into transition binders. Line up for lunch at 12:20. (Time math: 5 + 5 + 15 + 5 + 25 + 20 + 5 = 80 min.)

✅ Measurable Mastery Criteria

- **80% of students** follow at least **9 of 11** steps with no more than 2 gesture prompts (staff checklist on the recipe card).
- **100% of students** use the microwave with no metal and take the plate out with a hot pad or staff help.
- **80% of students** put the 3 Sandwich Steps puzzles in order (with the class) and finish the reflection (any response mode).

🧰 Accommodations

Picture recipe card with check boxes · first-then card · hand-over-hand only if in the IEP · pre-opened butter or soft tub spread · staff push the microwave buttons · AAC / point-to · gloves on request · fidgets · headphones · reset pass · option to pass during share. **Allergies/diet:** check health plans for dairy, gluten, or pork (swaps: turkey, gluten-free bread, dairy-free cheese).

📋 Materials Checklist

☐ Deck ☐ Recipe cards (1 per student) ☐ Prep sheets ☐ Reflection sheets ☐ Food from the shopping list ☐ Paper plates ☐ Butter knives ☐ Hot pad ☐ Napkins + paper towels ☐ Aprons + hair ties ☐ Hand soap ☐ Microwave cleaned and checked ☐ 🎮 Game links tested on the big screen ☐ Chromebooks for the waiting game

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⚠️ Notes for Grant to check

1. **Blue Day, full day, regular bells.**
2. **SEL L1 (S3) is at the new ~3rd-grade level** (3 choices, name 2 clues, Your Turn apply slide, new word nervous 😟). Unchanged by the cooking swap.
3. **Transitions L1 is now a cooking lab (Grant, 10/30):** Hot Ham and Cheese Sandwich from Accessible Chef. The recipe gives no amounts; we use 2 bread, 1 cheese, 2 thin ham, a little butter per sandwich.
4. **Shopping list assumes about 8 students + 3 staff + 2 spares = 13 sandwiches.** Change it if your count differs.
5. ⚠️ **Check allergies and diets** (dairy, gluten, pork) before 11/5.
6. **Sort Utensils moved to Fri 11/20** (next Blue Friday, a half day, 9:22–10:08). Grant swapped it into that Friday's cooking slot. Because of the move, sorting now comes after dishwashing; the Mon 11/9 review now recalls this cooking lab.
7. ⚠️ **Hand soap at the sink** is the only cleaning product named (district rules 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.