Sub Plan: Thursday, Nov 5, 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 (cooking lab)**
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: voice clues (loud, quiet, shaky, happy) and place clues (what happened, where they are). Students use 2 clues to pick from 3 choices. **Do not teach new calm-down tools.** Slides: `sel-l1-voice-place-clues-deck.pdf`.

Have out: Pocket cards · Page 3s + backup situation cards (printables) · glue · scissors · pencils · notebooks · Clue Sort mats + cut cards (printables p2, 1 set per pair)

1. **Check-in (10 min, 9:35).** Energy check 1 to 5 on fingers and one word. Pocket card check. No form today.
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 6–8: say “I'm OK” in 4 voices (students point to the feeling and name the voice clue), then place clues, then put 2 clues together. New word: nervous. Then show each card: students vote, then say the clue. Click to the answer. Answers: 1 happy · 2 sad · 3 scared · 4 mad. After the recap, slide 19 (Your Turn): “It is test day. A voice is quiet and shaky. How might they feel? Name 2 clues.” (nervous or scared).
4. 🗂️ **Clue Sort (10 min, 10:10).** Slides 20–22. Read each card on slide 21; students show fingers for the box, then one says why. Slide 22 shows the answers. Then pairs sort the paper cards on the mat (printables p2). Answers: 1 🗣️ Voice clue · 2 📍 Place clue · 3 🗣️ Voice clue · 4 📍 Place clue · 5 🗣️ Voice clue · 6 📍 Place clue.
5. 🎮 **Game (10 min, 10:20).** Open https://grantdriver.github.io/games/sel-social-awareness-voice-place-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 pick a situation card, glue the picture and a feeling face, circle 1 voice clue and 1 place clue, and write or trace “I think they feel ___ because ___.” Staff help. Then they tell a partner their 2 clues (they can pass).
7. **Closing (10 min, 10:45).** Staff say “Yay!” or “Oh no” in different voices; students point to the feeling and name the voice clue. 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) · 🍳 Cooking Lab

Today: Cooking lab! Students make a **hot ham and cheese sandwich** in the microwave, one picture step at a time. Click through the slides in order (`transitions-l1-hot-ham-cheese-deck.pdf`).

Have out: picture recipe cards · prep sheets · reflection sheets · bread, cheese slices, deli ham, soft butter · paper plates · butter knives · hot pad · napkins · aprons · hand soap · Chromebooks

1. **Check in + review (10 min, 11:00).** Pick 1 to 5. Slides 3–4: point to the 5 home jobs.
2. **Learn the lab + game (15 min, 11:10).** Slides 5–8: food, tools, safety (**no metal in the microwave**, hot pad). Slides 9–19: show each step; students point on their card. Then play Sandwich Steps on the big screen (QR on slide 20): https://grantdriver.github.io/games/transitions-cooking-hot-ham-cheese-steps-L1.html
3. **Wash + get ready (5 min, 11:25).** Wash hands, aprons on, check off tools and food on the prep sheet.
4. **Cook (25 min, 11:30).** Each student makes 1 sandwich and checks each box. Microwave **30 seconds**, one at a time, on a paper plate; staff help and use the hot pad. Students who are waiting play Food and Tools on a Chromebook: https://grantdriver.github.io/games/transitions-cooking-hot-ham-cheese-match-L1.html
5. **Eat + clean up (20 min, 11:55).** Eat together (let it cool). Then plate in the trash, knives to the sink, wipe tables, wash hands.
6. **My check (5 min, 12:15).** Reflection sheet with staff help. Line up for lunch at 12:20.

⚠️ Check for **food allergies** before serving. **Tech not working?** Use the printed recipe cards; skip the games.

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.