📙 Lesson Plans: Friday, Nov 6, 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: `2026-11-06-teacher-key.md` / `.pdf`. Deck: `2026-11-06/sel-l2-voice-place-clues-deck.pdf` (25 slides), printables `2026-11-06/sel-l2-voice-place-clues-printables.pdf` (3 pp), game `games/sel-social-awareness-voice-place-clues-L2.html`. Sub-ready plan: `2026-11-06-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: 🍳 cooking lab / outing (Grant handles, no plan)
12:20–12:50	2nd lunch
12:55–2:16	8th: SEL Level 2 (Social Awareness S3: 🗣️ **Voice + Place Clues**)

Lesson 1: SEL Level 2 (Interpersonal Skills)

- **Date:** Fri Nov 6, 2026 · 🟡 Gold 8th period · 12:55–2:16 (80 min, regular bells assumed)
- **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 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, fast) and **place clues** (what just happened, where they are), then putting 2+ clues together.
- **Objective:** I can use 2 kinds of clues to name a feeling: "I think they feel ___ because ___ and ___."
- **Transition Abilities link:** Social-Emotional Health → Social Awareness (reading others' feelings, empathy)
- **Materials:** deck `2026-11-06/sel-l2-voice-place-clues-deck.pdf` (25 slides), pocket cards, printables `2026-11-06/sel-l2-voice-place-clues-printables.pdf` (3 pp: p1 Page 3, p2 Clue Sort mat + 8 cut-apart cards, p3 backup Read the Situation cards (4)), notebooks, pencils, glue.
- 🎮 **Game:** Read the Situation · Voice Clues (memory, 3) · Read the Situation (3) · Place Clue? (2) · Read It in Order (order) · 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) · `2026-11-06/sel-l2-voice-place-clues-deck.pdf`

Check-in slides 1–3 · Last Time slides 4–5 · Learn slides 6–8 · Read the Situation 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 Read the 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) · 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:** Wed 11/4 (S2): Body Clues (4 body clues, Which Feeling? cards, One Clue Isn't Enough, notebook Page 2).
- **Partners, 2 minutes, then cold-call 2–3:** 1. **Explain:** Why is one clue not enough? 2. **Apply:** Shoulders slump. Head is down. What might they feel? What else would you check?
- **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) · 1:10–1:50

Step	Time	What happens
Learn	8 min · 1:10	Slides 6–8. See the script below.
Read the Situation (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: What Kind of Clue? (deck + paper sort)	10 min · 1:30	Slides 19–21. Slide 19: read the steps. Slide 20: read each card; students vote 1–4 for face, body, voice, or place. Slide 21: check the sort. Then pairs do the paper sort (printables p2), pick cards from 2 columns, and say "I think they feel ___ because ___ and ___." (e.g., job interview + knee bounces = nervous). Short on time: do the slides only.
🎮 Review game: Read the Situation	10 min · 1:40	Slide 22 (QR + link): https://grantdriver.github.io/games/sel-social-awareness-voice-place-clues-L2.html. Big screen, F11. Voice Clues (memory, 3) · Read the Situation (3) · Place Clue? (2) · Read It in Order (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 6):** read the 4 voice clues. Staff say "I'm fine" in a loud, quiet, shaky, and fast voice; students name a feeling for each.
- **Script (slide 7):** "Place clues: what just happened, and where are they? Losing a game and getting a good grade feel different."
- **Script (slide 8):** "We put clues together: face + body + voice + place. Two clues are better than one."
- **Quick check:** "Is 'they just won a prize' a voice clue or a place clue?" (place)

Read the Situation cards (answers): 1. 📍 The team lost the game. Voice is quiet. Head is down. → **disappointed / sad 😞 (accept mad with 2 clues)** (losing + quiet voice + head down) 2. 📍 It's test day. Voice is shaky. Hands tap the desk. → **nervous 😟** (test day + shaky voice + tapping) 3. 📍 They got picked for a job. Voice is loud and fast. Big smile. → **excited / proud 🤩** (good news + loud, fast voice + smile) 4. 📍 Someone cut in line. Voice is loud. Arms are crossed. → **mad / frustrated 😠** (unfair + loud voice + crossed arms)

🗂️ **Clue Sort: What Kind of Clue? (answers; also in the teacher key):** 1. 🤨 Eyebrows pull together. → 😀 **Face** 2. 💪 Arms are crossed. → 🧍 **Body** 3. 〰️ Voice is shaky. → 🗣️ **Voice** 4. 📄 They just got a test back. → 📍 **Place** 5. 😊 Big smile that reaches the eyes. → 😀 **Face** 6. 🦵 Knee bounces. → 🧍 **Body** 7. ⏩ Talks loud and fast. → 🗣️ **Voice** 8. 💼 They are waiting for a job interview. → 📍 **Place** - Strong guesses use 2 or more kinds of clues. - **Apply:** Partners: pick 1 card from 2 different columns. 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:** disappointed · nervous · excited · proud · mad · frustrated · loud · quiet · shaky · fast · place · 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 3 (15 min) · 1:50–2:05 (slides 23–24)

- Page 3 (printables p1, Name line): pick a situation card, write 1 voice clue and 1 place clue (plus a face or body clue if they can), the feeling, and the 2-clue evidence sentence. Partner share (slide 24): read Page 3; partner names 1 clue used. 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):** "This weekend, look for clues at home." Each student says one clue type they’ll watch for. Option to pass.
- **Preview:** "Next week: How would I feel? 💭" (S4, Tue 11/10). 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** explain why one clue is not enough in the Last Time review.
- **80% of students** name a fitting feeling with **2 clues** on at least **3 of 4** Read the Situation cards.
- **90% of students** finish Page 3 with a voice clue, a place clue, and a 2-clue 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-voice-place-clues-printables.pdf) ☐ Pencils

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⚠️ Notes for Grant to check

1. **Gold Day.** ⚠️ The FHS events list has the **Native American Heritage Month assembly on Nov 6** (“check bells”). The calendar image shows a regular full day, so this plan uses **regular bells**. If the **PM Assembly schedule** (`alt-bell-schedules.png`) is used instead: 7th (2nd lunch) runs **10:26–11:44**, lunch 11:44–12:14, and **8th SEL runs 12:19–1:37 (78 min)**, then the assembly 1:46–2:16.

SEL timing on that schedule: check-in 12:19 · Last Time 12:29 · main 12:34–1:14 · notebook 1:14–1:27 (13 min) · closing 1:27–1:37.

2. **7th period Transitions = your cooking lab / outing. Nothing is planned for it.**
3. SEL L2 is S3 (Voice + Place Clues). Next SEL L2 class: Tue 11/10 (S4).
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. **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.