Unit 2: Independent Living Skills 🏠 Week-by-Week Plan (Year A)

Transitions Level 1 (Blue 3rd, about 2nd-grade reading, emoji and pictures) and Level 2 (Gold 7th, about 5th-grade reading). Drafted Sun Oct 18, 2026 for Grant Driver, Room 113. Student codes are two letters only; no student names. Answer keys, scoring sheets, and prep lists are in the separate file `unit-2-teacher-key.md`.

> **Dates are GRANT-CONFIRMED** (Grant accepted the pacing in `curriculum-summary-2026-10-18.md` on 10/18; day colors are read from the official Blue/Gold image). **Lesson content below is a DRAFT design for Grant to edit.** Content focus (hand dishwashing, utensil sorting, sweeping boundaries, surface wiping, laundry sorting/folding) comes from Gemini's Year A focus list for Unit 2, which Grant told us to use. **Fridays are NOT planned here:** Grant handles every cooking lab / outing himself, so Fridays appear only as "cooking lab / outing (Grant handles)".

1. Unit at a glance

Wk	Focus	L1 Blue 3rd sessions	L2 Gold 7th sessions
1	Launch + **utensil sorting** 🍴	Fri 10/30 launch day (Grant handles). **Tue 11/3, Thu 11/5**	**Mon 11/2, Wed 11/4**. Fri 11/6 Grant handles
2	**Hand dishwashing** 🧼	**Mon 11/9, Thu 11/12** (Wed 11/11 no school)	**Tue 11/10** (1 session). Fri 11/13 Grant handles
3	**Surface wiping** 🧽	**Mon 11/16, Wed 11/18**. Fri 11/20 Grant handles (half day)	**Tue 11/17, Thu 11/19**
4	Station review (conference half days, Thanksgiving)	**Tue 11/24** (half day, 9:22-10:08)	**Mon 11/23, Wed 11/25** (half days, 9:22-10:08)
5	**Sweeping boundaries** 🧹	**Mon 11/30, Wed 12/2**. Fri 12/4 Grant handles	**Tue 12/1, Thu 12/3**
6	**Laundry sorting and folding** 👕	**Tue 12/8, Thu 12/10**	**Mon 12/7**, **Wed 12/9** (half day, 9:22-10:08). Fri 12/11 Grant handles
7	Skills check + "My Clean-Up Routine" showcase 🏆	**Mon 12/14, Wed 12/16**. Fri 12/18 Grant handles	**Tue 12/15, Thu 12/17**

Counts (verified against the calendar image): L1 = 12 full lessons + 1 half-day review (Tue 11/24). L2 = 10 full lessons + 3 half-day sessions (11/23, 11/25, 12/9). **Unit length:** about 6.6 school weeks, down from Gemini's 10-12; Grant accepted this. What was trimmed: repeat practice weeks for laundry and sweeping and any extra review time. **Tight spot:** L2 has only one session in Week 2 (dishwashing), so that session is a full-task lesson (see Week 2) and Week 3 opens with a 5-minute dishwashing recall.

2. Unit-wide design

Big idea: "I can do my home jobs by myself or ask for help the right way." 🙋

Daily routine (predictable; same order every day, shown on a picture schedule 📋). Follows the format in Grant's accepted plans (Warm-Up 10, Direct Instruction 15, Application 25, Wrap-Up 10). A regular 80-minute period leaves about 20 minutes. *PROPOSED use:* a second practice round ("Try It Again") placed after Application. Half-day sessions (46 minutes) keep Warm-Up 5, Model 10, Practice 20, Wrap-Up 10. 1. **Check-in (part of Warm-Up):** 1-5 emoji scale on Grant's Student Check-In Page, then "Today's Job" picture card. 2. **I do** (teacher models, thinks aloud, steps on the card). 3. **We do** (group or partner practice, prompts faded). 4. **You do** (independent practice; staff record prompt levels). 5. **Reset and reflect** (clean-up is part of the lesson; students tick "I did it" on the Skill Card).

Teaching method: task analysis (steps taught one at a time with picture or text cards, then chained). Task analysis is a recognized evidence-based practice for teaching self-care and daily-living skills to learners with autism and intellectual disability. Sources (all loaded 10/18): AFIRM Task Analysis Brief Packet https://afirm.fpg.unc.edu/task-analysis and NPDC "Task Analysis: Steps for Implementation" https://autisminternetmodules.org/up_doc/TaskAnalyisSteps.pdf (its example target skill is "washing dishes").

Reusable visual system (Skill Cards, from team idea #1): every card has 4 slots: 🖼️ picture, 🔤 one key word, 🗣️ one script line, ✅ "I did it". L1 = picture plus traced word. L2 = same card plus a sentence stem and a blank line. Each week has one **Canva 3-slide set** ("Today's Job"): Slide 1 = I-can goal plus the picture steps; Slide 2 = 4-6 vocabulary cards; Slide 3 = check-out

question. **Printable fallback** for every set: one page with the step strip (cut into cards), one page of vocabulary cards, and a black-and-white "I did it" checklist. Grant prefers Canva first with a printable fallback. Nothing has been built in Canva yet.

Unit project: "My Clean-Up Routine" 📒 (confirmed Week 7 showcase). Each week students add one binder page for the skill they practiced: hands-only step photos (no faces) or picture cards in order, with a caption. L1 sequences 4-5 picture cards and adds a one-word caption (dictate or trace). L2 writes verb-first steps and adds one "if something goes wrong" step using the Unit 1 four-step problem-solving model (what is the problem, two options, pick one, try it). Pages are filed in the transition binder; the Week 7 showcase is a gallery walk.

Supports and accommodations named in Grant's plans: visual schedules, written checklists, extra time, quiet space or 3-minute reset pass, noise-canceling headphones, hand-over-hand when written in the IEP, the option to pass, 1:1 reading help, fidgets. Use the same "I need help" visual card from Unit 1 (🟨) for asking help.

Safety and setup (apply to every week). - Warm, not hot, water. The adult sets and tests the temperature. - Check skin sensitivities and allergies (soap, gloves, fragrance) first. Offer nitrile gloves. - Use plastic or blunt utensils and plastic dishes for practice. Teacher handles any knife. - Grant has cleaning products available in Room 113. Use them only as the label directs, and keep to plain soap and water for skills practice until district rules on cleaning products are confirmed (**district rules: Unknown**). No bleach or spray chemicals by students without that confirmation. - Keep floors dry; wipe up spills right away. - Laundry practice uses clean items only; no detergent is needed. - **Room 113 has a sink, a washer, and a dryer** (confirmed by Grant). Practice can use the sink or a plastic tub of water on a table with a towel underneath. **Unknown:** how many staff are present and district rules on cleaning products.

Data (two-letter codes only): record each step I (independent), G (gesture or point), V (verbal), P (physical). Weekly criteria below are class defaults; **a student's IEP goal criteria override them (IEP goals Unknown).** Graph results on Grant's IEP Goal % Graphing sheet.

3. Resource map (verified real; nothing purchased)

Resource	What is verified	Use in Unit 2
Transition Abilities (Laine Shields) https://transitionabilities.com	Roadmap pillar **Household Skills**: Food Prep & Cooking, **Laundry & Clothing**, **Household Chores** (routines, tidying vs. deep cleaning, organization, kitchen chores, bathroom chores, garbage/recycling), Independent Living. Paid store items (Grant's rule: optional purchases only, never buy): **Household Chores Independent Living UNIT** https://shop.transitionabilities.com/b/household-chores-unit (topics include Kitchen Chores and basic cleaning how-tos: sweep, wipe, dust, scrub, mop; printable visuals with sequencing activity; task cards) and **Laundry Chores Special Ed Life Skill BUNDLE** (laundry vocabulary, sorting and doing laundry task cards, sequence steps, care tags, folding) https://www.teacherspayteachers.com/Product/Laundry-Chores-Special-Ed-Life-Skill-BUNDLE-SPED-Vocab-Reading-Life-Skills-10253204	Weeks 3, 5, 6 (wiping, sweeping, laundry). Grant's own copy of the Roadmap is the free planning guide.
T-Folio (CCTS Seattle U + WA DVR, free) https://www.seattleu.edu/ccts/resources/t-folio-curriculum/	**Unit 5, Lesson 3: Independent Living Goals**, with the **Independent Living Assessment** and **Independent Living Goals Worksheet**. T-Folio says it is designed for ages 16-25 and mostly high-incidence disabilities and can be modified. Grant's Drive also has the Student Check-In Page and IEP Goal % Graphing sheet.	Weeks 1 and 7 (adapted before-and-after self-rating; L1 uses pictures, 👍 and 🤝). Check-In Page every day.
ORI Learning https://orilearning.com	Scope and sequence lists lesson titles such as "Getting Organized" (Grade 6 Self-Management) and "Building Habits" (Grade 8 Self-Management) https://orilearning.com/middle-school-sel-curriculum/.	Kept as a resource for SEL ties (habits and routines). No ORI title is assigned to a Unit 2 week.
Everyday Speech https://everydayspeech.com	The Social Communication scope and sequence (2022 sample PDF) lists **Following Directions**, **Asking for Help**, and **Working with a Group** under School Rules https://pages.everydayspeech.com/hubfs/SCC%20Samples/Scope_and_Sequence_SC.pdf ; a Following Directions preview page loads at https://everydayspeech.com/scc/school-rules/following-directions/ .	Week 2 (Following Directions), Week 4 (Working with a Group), Week 6 (Asking for Help).

Resource	What is verified	Use in Unit 2
Optional third-party (paid, not purchased)	Attainment Company, *Living on Your Own Lesson Plans* (Bastian and Kinney, 2015; sample loads at https://www.attainmentcompany.com/mwdownloads/download/link/id/1462): lesson titles include Sweeping and Dusting, Setting and Clearing Table, Doing Dishes, Cleaning Up the Kitchen After Meals, Doing the Laundry (Washing Clothes). Susan Traugh "Washing Dishes" workbook (listed as 3rd/4th-grade reading level) https://www.tes.com/teaching-resource/washing-dishes-2-workbooks-12730173	Teacher reference for step order. Grant decides on any purchase.

4. Week-by-week lessons

Week 1: Launch + utensil sorting 🍴 (L1 Tue 11/3, Thu 11/5; L2 Mon 11/2, Wed 11/4)

(L1 Fri 10/30 is the launch day; Grant handles that Friday. L2 Fri 11/6: Grant handles.)

	Level 1 (about 2nd grade)	Level 2 (about 5th grade)
I-can goal	🏠 "I can sort 🍴 forks, 🥄 spoons, and 🔪 knives."	"I can explain what independent living means and sort utensils into the right categories."
Key vocab	home 🏠 · job 💪 · fork 🍴 · spoon 🥄 · knife 🔪 · sort	independent · chore · utensil · category · organize · routine
Session A (L1 Tue 11/3, L2 Mon 11/2)	**Warm-Up:** check-in; picture board "Jobs at home" (dishes, wipe, sweep, laundry). **Direct:** teacher shows the 4 skill pictures and the unit picture path. **Application:** each student puts a 👍 or 🤝 sticker on every job card ("I can" or "I need help"). Starts "My Clean-Up Routine" binder cover.	**Warm-Up:** check-in; "What do adults do at home every week?" quick-write or talk. **Direct:** define independent living; preview the 5 skills and the binder project. **Application:** self-rating on a 4-skill list (1-3 scale, adapted from the T-Folio Independent Living Assessment idea; Grant to review the fit). Binder cover.
Session B (L1 Thu 11/5, L2 Wed 11/4)	**Direct:** model the sort with the picture drawer map and outline stickers. **Application:** sort 10 plastic utensils into a 3-slot organizer. **Mastery check** (see below). Binder page 1.	**Direct:** model sorting by category (forks, spoons, knives, serving utensils, cooking tools) and by use. **Application:** sort 12 mixed utensils into labeled slots; partner check; name each tool's job. **Mastery check.** Binder page 1 with 5-6 written steps.
Task-analysis support	1 👀 Look at the picture map. 2 ✋ Pick up 1 utensil. 3 🔗 Match it to the picture. 4 📥 Put it in the slot. 5 ✅ Check: all slots are full.	1 Read the category labels. 2 Pick up one utensil at a time. 3 Name it and its use. 4 Place it in its slot, handles pointing the same way. 5 Check for any utensil in the wrong slot. 6 Ask for help if you cannot tell what it is.
Mastery check	Sorts 9 of 10 utensils correctly, with at most 1 gesture prompt, on 2 of 3 tries.	Sorts 11 of 12 correctly and names the use of 3 tools, on 1 independent trial. Class default; IEP criteria override.
Resources	Skill Card "Sort Utensils 🍴"; Check-In Page; Transition Abilities Household Chores (organization) as teacher reference.	Same, plus T-Folio Independent Living Assessment as a model for the self-rating; Everyday Speech none this week.

Week 2: Hand dishwashing 🧼 (L1 Mon 11/9, Thu 11/12; L2 Tue 11/10)

(Wed 11/11 no school. Fri 11/13: Grant handles.)

	Level 1	Level 2
I-can goal	🧼 "I can wash, rinse, and dry a dish."	"I can hand-wash, rinse, and dry dishes in the correct order and explain why each step matters."
Key vocab	wash 🧼 · rinse 🚿 · dry 🌬️ · soap · sponge 🧽 · warm	scrub · rinse · sanitize · residue · rack · detergent
Sessions	**L1 Mon 11/9:** Warm-Up: check-in + sequencing cards (wash, rinse, dry, put away). Direct: model with 2 plastic bowls in a tub (I do). Application: "we do" with hand-over-hand only if the IEP says so. **L1 Thu 11/12:** Warm-Up recall (point to step 1-6). Application: full task on 3 plastic items; staff record I/G/V/P. Binder page 2.	**L2 Tue 11/10 (only session this week, full-task lesson):** Warm-Up: check-in + Everyday Speech "Following Directions" idea (listen for key words, repeat steps, check each step). Direct (15): model the 8 steps and why each matters. Application: partners wash 6 items and score each other with the step checklist; independent trial with staff data. Wrap-Up: binder page 2 with written steps. Recall at the start of Tue 11/17.

	Level 1	Level 2
Task-analysis support	1 🧤 Gloves on (if I want). 2 🚰 Fill tub: warm water + 1 squirt of soap. 3 🧽 Scrub the dish. 4 🚿 Rinse in clear water. 5 🌬️ Dry or put on the rack. 6 🗄️ Put it away.	1 Gather tub, soap, sponge, rack, towel. 2 Scrape food into the trash. 3 Fill basin with warm soapy water (adult checks the temperature). 4 Wash cleanest items first (cups), then plates and bowls, then utensils. 5 Scrub every surface. 6 Rinse in clear water. 7 Dry or place on the rack. 8 Empty the basin, wipe it, hang the towel.
Mastery check	Does 5 of 6 steps with at most 1 gesture prompt on 2 of 3 tries.	Does all 8 steps in order with the card, with at most 1 verbal prompt, on 1 trial; orally states why we rinse and why we start with cups.
Resources	Skill Card "Wash 🧼 Rinse 🚿 Dry 🌬️". Teacher reference: Attainment "Doing Dishes" and Transition Abilities Household Chores unit (Kitchen Chores). Everyday Speech "Following Directions" for the class intro.	Same, plus optional Traugh "Washing Dishes" workbook (3rd/4th-grade level) for reading practice.

Week 3: Surface wiping 🧽 (L1 Mon 11/16, Wed 11/18; L2 Tue 11/17, Thu 11/19)

(Fri 11/20: Grant handles, half day.)

	Level 1	Level 2
I-can goal	🧽 "I can wipe a table with an S shape."	"I can clean a table and counter with an S-pattern and tell clean from messy."
Key vocab	wipe · cloth · wet 💦 · sticky · clean ✨ · table	surface · S-pattern · crumbs · sticky · sanitize · wring
Sessions	**L1 Mon 11/16:** Warm-Up check-in; 2-min dishwashing recall (point to steps). Direct: model S-wipe on a taped-off table with a wet cloth. Application: students wipe a "messy" mat (dry beans or paper "crumbs" and a water-based stain) while a partner points to the card. **L1 Wed 11/18:** counter and desk wipe, then a "clean or messy?" 👍/👎 check by a partner. Binder page 3.	**L2 Tue 11/17:** Warm-Up check-in and 5-min dishwashing recall (carry-over from Week 2). Direct: model S-pattern, why far-to-near order keeps crumbs from spreading, and cloth care. Application: wipe 2 surfaces; partner scores. **L2 Thu 11/19:** wipe a table and a counter with a checklist, then explain "clean vs. sanitize" using the product label if a wipe is used. Binder page 3.
Task-analysis support	1 🧽 Get a cloth. 2 💦 Wet it and squeeze it. 3 〰️ Wipe in an S shape, far side to me. 4 👀 Look for sticky spots. 5 🔁 Wipe the spots again. 6 🧺 Hang or drop the cloth where it goes. 7 🧼 Wash hands.	1 Clear the surface. 2 Wet and wring the cloth (or take one wipe). 3 Wipe in an S-pattern from the far side to your side. 4 Check for sticky spots and re-wipe. 5 Wipe edges and legs if needed. 6 Rinse the cloth and hang it. 7 Wash hands.
Mastery check	Wipes the whole table with an S shape and 5 of 7 steps, at most 1 gesture prompt, on 2 of 3 tries.	Completes all 7 steps, surface passes a partner "no sticky spots" check, on 1 trial.
Resources	Skill Card "S-Wipe 〰️". Transition Abilities Household Chores (basic cleaning how-tos: wipe) as teacher reference; optional Attainment titles are Sweeping and Dusting and Cleaning Up the Kitchen After Meals.	Same.

Week 4: Station review 🔄 (L1 Tue 11/24 half day; L2 Mon 11/23 and Wed 11/25, both half days)

(Conference week, then Thanksgiving Thu-Fri. No new skill. Half-day bells: 9:22-10:08 for both Transitions classes.)

	Level 1	Level 2
I-can goal	⭐ "I can show a job I know."	"I can do three home jobs in a row and tell a partner the steps."
Key vocab	station · my turn · done ✅	rotate · partner · review
Sessions	**L1 Tue 11/24 (46 min):** Warm-Up 5 (check-in); 3 stations, 10 minutes each, with an adult at each: 🍴 sort, 🧼 wash, 🧽 wipe. Wrap-Up 5: stamp the Skill Card for each station finished.	**L2 Mon 11/23 (46 min):** same three stations, partners rotate, partner scores with the step cards; binder check. **L2 Wed 11/25 (46 min):** peer teaching: each student teaches one skill to a partner from their binder page (Everyday Speech "Working with a Group" can frame partner work); quick data on prompt levels.
Visual support	"Station rotation" picture map with arrows; one Skill Card per station.	Rotation chart and a partner score card.

	Level 1	Level 2
Mastery check	Finishes 2 of 3 stations with at most 1 gesture prompt each.	Completes all 3 stations (or teaches one skill) and states 3 steps for one skill.
Resources	Check-In Page; student binder pages 1-3.	Same, plus Everyday Speech "Working with a Group".

Week 5: Sweeping boundaries 🧹 (L1 Mon 11/30, Wed 12/2; L2 Tue 12/1, Thu 12/3)

(Fri 12/4: Grant handles.) "Boundaries" means taped lines that show the zone to sweep (and where the dirt goes).

	Level 1	Level 2
I-can goal	🧹 "I can sweep to the tape line and use a dustpan."	"I can sweep a marked area, collect the pile, and dispose of it, checking the corners."
Key vocab	broom 🧹 · dustpan · sweep · pile · tape line · trash 🗑️	boundary · debris · dustpan · edge · corner · dispose
Sessions	**L1 Mon 11/30:** Warm-Up check-in + recall (wash, wipe). Direct: tape a square on the floor; model sweeping from the edges into the middle. Application: sweep "paper dirt" inside the tape; practice the dustpan with a partner holding it flat. **L1 Wed 12/2:** full task: sweep, pile, dustpan, trash; staff record I/G/V/P. Binder page 4.	**L2 Tue 12/1:** Warm-Up check-in + recall. Direct: model boundary taping and sweep patterns (edges to the middle or straight lines). Application: sweep two taped zones with debris; partner checks corners. **L2 Thu 12/3:** full task plus "what if" cards (broom too big, dustpan won't pick up) solved with the 4-step problem-solving model. Binder page 4.
Task-analysis support	1 📏 Find the tape line. 2 🧹 Get broom and dustpan. 3 ➡️ Sweep from the wall to the middle, small strokes. 4 ⛰️ Make one pile. 5 🥄 Hold the dustpan flat and sweep the pile in. 6 🗑️ Dump it in the trash. 7 🗄️ Put the tools away.	1 Mark or find the boundary. 2 Get broom and dustpan. 3 Sweep from the edges toward the middle in small strokes. 4 Check corners and under table legs. 5 Gather one pile. 6 Dustpan the pile and empty it in the trash. 7 Return tools; wash hands.
Mastery check	Sweeps the taped area with 5 of 7 steps, at most 1 gesture prompt, on 2 of 3 tries.	All 7 steps independently with the card; area passes a "no visible debris" partner check on 1 trial.
Resources	Skill Card "Sweep to the Line 📏". Transition Abilities Household Chores unit (basic cleaning how-to: sweep) and Attainment "Sweeping and Dusting" as teacher reference.	Same. Everyday Speech none this week.

Week 6: Laundry sorting and folding 👕 (L1 Tue 12/8, Thu 12/10; L2 Mon 12/7, Wed 12/9 half day)

(Fri 12/11: Grant handles. Wed 12/9 half day, 9:22-10:08.) Uses clean practice clothes and towels. Sorting and folding are the targets. Room 113's washer and dryer are available if Grant wants to show the full cycle (not a mastery target).

	Level 1	Level 2
I-can goal	👕 "I can sort ☀️ lights and 🌙 darks and fold a towel."	"I can sort laundry by color, read a care tag, and fold a towel and a t-shirt."
Key vocab	laundry · lights ☀️ · darks 🌙 · fold · towel · shirt 👕	sort · care tag · fabric · lights/darks · fold · store
Sessions	**L1 Tue 12/8:** Warm-Up check-in + recall of 2 earlier skills. Direct: model the light/dark sort with two baskets and picture labels. Application: sort 10 items; check with a partner. **L1 Thu 12/10:** model and practice towel folding (one step at a time, backward chaining if an IEP calls for it); fold 2 towels; binder page 5.	**L2 Mon 12/7:** Warm-Up check-in + Everyday Speech "Asking for Help", then practice the Unit 1 "I need help" script for a step you do not know. Direct: sort and read care tags on 4 sample tags (concept only: washing and drying instructions). Application: sort 12 items; fold a towel. **L2 Wed 12/9 (46 min):** fold a t-shirt and a towel; mastery check; binder page 5.
Task-analysis support	**Sort:** 1 🧺 Dump the basket. 2 ☀️🌙 Make two piles. 3 👀 Check each pile. 4 📥 Put each pile in its basket. **Towel:** 1 Lay it flat. 2 Fold in half. 3 Fold in half again. 4 Smooth with hands. 5 Stack it.	**Sort:** 1 Check pockets. 2 Read the care tag. 3 Make a lights pile and a darks pile. 4 Re-check each pile for strays. **T-shirt:** 1 Lay flat, face down. 2 Fold each sleeve in. 3 Fold the bottom up to the collar. 4 Flip and smooth. 5 Stack. **Towel:** same as L1.
Mastery check	Sorts 9 of 10 items correctly and folds a towel with 4 of 5 steps, at most 1 gesture prompt.	Sorts 11 of 12 correctly, reads one care tag aloud, and folds a towel and a shirt with all steps.
Resources	Skill Card "Lights ☀️ Darks 🌙". Transition Abilities Laundry bundle (sorting and doing laundry task cards, sequence steps, care tags): paid, optional. Attainment "Doing the Laundry" reference.	Same, plus the Laundry bundle's care-tag reading page (optional). Everyday Speech "Asking for Help".

Week 7: Skills check + "My Clean-Up Routine" showcase 🏆 (L1 Mon 12/14, Wed 12/16; L2 Tue 12/15, Thu 12/17)

(Fri 12/18 L1: Grant handles. Last class before winter break: L1 Fri 12/18, L2 Thu 12/17.)

	Level 1	Level 2
I-can goal	🏆 "I can show my clean-up jobs and tell what I can do."	"I can complete a skills circuit and present my Clean-Up Routine binder."
Key vocab	my jobs · show · I can ✅ · I need help 🤝	circuit · routine · independent · prompt
Sessions	**L1 Mon 12/14:** Skills circuit: 5 short stations (sort utensils, wash, wipe, sweep, fold) with staff data. **L1 Wed 12/16:** Showcase: each student shows 1-2 binder pages to a small group; repeat the T-Folio-style 👍/🤝 self-rating from Week 1 and compare.	**L2 Tue 12/15:** Skills circuit with 5 stations scored I/G/V/P. **L2 Thu 12/17:** presentation: 3 binder pages with steps; repeat the Week 1 self-rating and write one "I can now ... and I still need ..." sentence.
Task-analysis support	"My Clean-Up Routine" page with 5 picture steps per skill.	One-page routine chart: skill, steps, my prompt level, my goal.
Mastery check	Completes 3 of 5 circuit stations with at most 1 gesture prompt each and shows 1 binder page.	Completes 4 of 5 stations at class criteria and presents 2 pages with steps and one next goal.
Resources	Check-In Page; T-Folio Independent Living goal-setting idea (picture version); IEP Goal % Graphing sheet.	Same, plus T-Folio Independent Living Goals Worksheet adapted for 1 goal.

5. Unit assessment summary

Skill	L1 criterion (class default)	L2 criterion (class default)	Weeks
Utensil sorting	9 of 10, at most 1 gesture prompt, 2 of 3 tries	11 of 12 plus names 3 uses	1
Hand dishwashing	5 of 6 steps, at most 1 gesture prompt	8 of 8 steps, at most 1 verbal prompt	2
Surface wiping	5 of 7 steps, whole table in S shape	7 of 7 steps, passes partner check	3
Sweeping	5 of 7 steps	7 of 7 steps, area debris-free	5
Laundry	sorts 9 of 10; towel 4 of 5 steps	sorts 11 of 12; towel and shirt complete	6
Unit check	3 of 5 stations plus 1 page	4 of 5 stations plus 2 pages	7
Criteria are defaults for Grant to adjust. IEP goals (Unknown) override them.			

6. Unknowns and open questions

- **Cleaning products:** Grant has products available in Room 113; district rules on cleaning products are Unknown. The plan uses plain soap and water for student practice until confirmed.
- **Staffing:** how many adults are in each period is Unknown; the station weeks assume at least two adults (or reduce to two stations).
- **Purchases:** buying Transition Abilities or other paid items is Grant's decision.
- **Friday labs and outings:** Grant handles them; nothing here depends on them.
- **Dates:** Unit 2 dates are Grant-confirmed. Unit 2 ends before winter break, so finals days do not affect it.
- **Spiral (no extra dates):** Unit 2 skills reappear as 3-minute warm-up recalls in Units 3-6 (Year B adds dishwasher operation, small appliances, mopping, bed making, space organizing).

7. Sources

Gemini Year A focus list and Grant's schedule (`grant-master-guide.md`, `gemini-original-plan-reference.md`), `curriculum-calendar.md`, Staff Handbook half-day bells, `team-ideas/curriculum.md` (Skill Card and project ideas), links in section 3 and the

task-analysis sources in section 2 (all loaded 10/18; the Transition Abilities shop page returns a 403 to plain curl but loaded through the web fetch tool).