🔑 Teacher Key: Fri Oct 16, 2026 (🔵 Blue Day)

Separate from the student materials. Don't hand this out.

SEL Level 1: Pick My Tool Match (sample answers)

No new calming methods. Accept any **already-taught** L1 tool: sensory breathing (smell flower / blow candle), Five-Finger Breathing, desk movement (chair push-ups / shoulder rolls), tactile squeeze / fidget, cool-down words, Break / Extra Time / Quiet Space cards.

#	Trigger picture	Tool that fits (examples)	Why it fits (Level-1 language)
1	🎶 Loud / crowded room	Quiet Space or Break card ⏸️	Gets me away from the noise
2	✏️ Hard work / "I can't"	Cool-down word 🧊 ("I can try my best" / "I can ask for help")	Helps my brain feel ready
3	😤 Mad body / tight fists	Tactile squeeze ✊ or desk push-ups 🪑	Gives my hands something safe to do
4	😵 Busy / worried head	Five-Finger Breathing 🖐️ or smell flower / blow candle 🌸🕯️	Slows my breathing

Scoring note: A match is correct if the tool is one already taught **and** it reasonably fits the trigger. Students may pick a different already-taught tool than the sample — accept it if they can point to why (even with a prompt: "Does this help your body or your brain?").

Suggested "My Tool Today" badge: whatever tool the student circled for their comic character. File in Calm-Down Toolkit folder.

Comic Panel 3 (Toolkit Pause): acceptable answers. Any already-taught tool shown in use, connected to Panel 1 (trigger) and Panel 2 (body clue) when possible. Example captions: "They took slow breaths." · "They used a squeeze." · "They said I can take a break." · "They used a Quiet Space card."

If Panel 2 unfinished: finish Panel 2 first (body clue: fists, fast heart, hot face, tight shoulders, tears). Then start Panel 3 if time remains. Filing unfinished Panel 3 is OK if Panel 2 was the priority.

Mastery check: 100% show 1 tool on exit · 80% match ≥3 of 4 · 100% start Panel 3 (or finish Panel 2) and file.

Transitions Level 1: Yogurt Parfait Bar — teaching notes

Allergen & preference check (do this before serving)

1. Open the **Student Food Interest Inventory** (Drive sheet; students by initials; allergy color-coding).
2. Cross-check IEP / medical / nurse notes for dairy, fruit, nut/seed, or gluten concerns (granola often has oats, nuts, or wheat — **read the packet label**).
3. Prepare silent alternates: dairy-free yogurt or fruit-only cup; granola-free parfait; fruit the student will eat per inventory.
4. Do **not** announce allergies to the group. Hand the alternate as "your parfait setup" the same way as others.
5. **Grant must confirm ingredients are on hand** before class. This key does not invent a pantry list.

Picture recipe — correct sequence

Step	Action	Picture cue
1	Spoon / pour yogurt into cup	🥛 yogurt first (bottom layer)
2	Add fruit	🍓 fruit middle
3	Sprinkle granola	🌾 granola on top

Acceptable variation: fruit then yogurt if motor planning is easier — praise completion of layers. Mastery is "followed a picture recipe to build a snack," not gourmet plating.

Claw Grip (only if cutting soft fruit)

- Fingers curled under like a claw 🐾; knuckles lead; nylon knife only for L1; slow cuts; flat fruit on board.
- Prefer **fruit cups / soft pre-cut** so most students scoop and layer only.

Sanitation Reset — job look-fors

Job	Done looks like
🧽 Wash & dry	Tools in soapy water, rinsed, on dry rack / towel
〰️ S-pattern wipe	Spray on table; cloth moves in big S shapes; table dry
🧹 Sweep	Floor under station clear of crumbs
🗑️ Trash	Food scraps and empty packets in correct bin

Snack & Social — polite phrases to accept

"Please" · "Thank you" · "May I have ___, please?" · pointing to the choice board (🟢 I like / 🔴 I do not like / 🟡 I need help) · AAC equivalent.

Mastery check

100% 20-sec handwash · 80% complete ≥2 of 3 parfait steps · 100% do ≥1 sanitation job · 100% use/point to 1 polite snack phrase.