🔑 Teacher Key: Monday, Nov 2, 2026 (🟡 Gold)

For Grant and staff only. Not for students or the sub plan.

Transitions L2: 🔁 Last Time review (answers)

Reviews Thu 10/29, Unit 1: **Self-Advocacy Role-Play Assessment** (end of Unit 1). ⚠️ 10/29 has a plan file but is not yet confirmed as taught in `taught-log.md`. If the role-play assessment moved, swap in what was actually taught. 1. **Explain:** What makes a self-advocacy request strong? Name 2 parts. → **Any 2: say what I need · say why · calm voice and body · polite words (please, thank you) · pick the right person and time · listen to the answer.** 2. **Apply:** Your teacher is talking too fast to take notes. Say what you would say, using your script. → **Example: "Excuse me, could you slow down or repeat that, please? I need time to write it down." Accept any calm, specific, polite request.** 3. **Explain:** Why is "Can I have more time, please?" better than "Give me more time!"? → **It is calm and respectful (assertive, not aggressive), so the other person is more likely to listen and help. Quick check: Fix it (1 sentence, written or said):** rewrite "This is too hard. I'm not doing it." as a self-advocacy request. → **Example: "This is hard for me. Can you help me with the first step, please?" Accept any calm request that names the need. Look-fors:** students explain or apply, not just name; 80% give a correct reason or example on at least 2 of 3.

Transitions L2: "Which Skill?" chore cards (answers)

#	Card	Skill	Why
1	Put the forks in the fork slot	🍴 Sort	Putting utensils into the right category
2	Wash a cereal bowl after breakfast	🧼 Wash	Hand dishwashing
3	Wipe crumbs off the kitchen table	🧽 Wipe	Cleaning a surface with a cloth
4	Sweep the floor under the table	🧹 Sweep	Floor, broom
5	Put the dark shirts in one pile	👕 Laundry	Sorting lights and darks
6	Put the spoons away in the drawer	🍴 Sort	Utensil organizing (accept 🧼 Wash only if the student explains "after washing, put away", which is the last dishwashing step)
7	Scrub a frying pan in soapy water	🧼 Wash	Hand dishwashing
8	Clean a sticky spot off the counter	🧽 Wipe	Surface
9	Sweep dirt into the dustpan	🧹 Sweep	Floor, dustpan
10	Fold a towel and stack it	👕 Laundry	Folding
11	Rinse a cup and put it on the rack	🧼 Wash	Rinse and rack are dishwashing steps
12	Check pockets before washing clothes	👕 Laundry	First laundry sorting step

Count: Sort 2 · Wash 3 · Wipe 2 · Sweep 2 · Laundry 3. Reduced set (6 cards, 3 skills): use cards 1, 2, 3, 6, 7, 8.

Transitions L2: Vocabulary (definitions to accept)

independent = doing things for yourself · chore = a regular job at home · utensil = a tool for eating or cooking · category = a group of things that go together · organize = put in order · routine = steps you do the same way each time

Transitions L2: Exit ticket

- **"Independent living means ___":** no single right answer. Accept any reasonable statement, for example "doing my home jobs myself," "taking care of my home," or "doing jobs myself and asking for help when I need it."
- **"One skill I want to get better at":** any of the 5 skills.

Transitions L2: Self-rating (no right answer)

Use it as a before-rating; Week 7 repeats it as an after-rating. Record by two-letter code only. Scale: 1 = needs a lot of help · 2 = can do some steps · 3 = can do it myself.

Student code	🍴 Sort	🧼 Wash	🧽 Wipe	🧹 Sweep	👕 Laundry	Skill to improve
(two letters)						

Mastery: 80% sort ≥10/12 correctly · 100% rate all 5 skills · 100% give a meaning of independent living.

Transitions L2: 🎬 Video question (answers)

Video: What are Household Chores - Independent Living & Life Skills - Kids and Teens (play the whole video). - **Ask:** Which room has the most jobs? Which job do you already do? - **Accept:** Any reasonable answer (kitchen is a common one). The second answer is personal, no wrong answer.

Transitions L2: 🎮 Game answers (Which Skill?)

The game shows the answer and a one-line why after every tap. Its Teacher button (top right) opens the full answer list. Answers match the cards above. Link: https://grantdriver.github.io/games/transitions-unit2-jobs-at-home-L2.html

SEL L2: 🔁 Last Time review (slides 6–7)

Reviews Thu 10/29 (Self-Management S8, unit close): Toolkit Wrap-Up (Which Tool Fits?, 3-2-1 reflection, goal showcase). ⚠️ Planned, not yet confirmed taught. 1. **Explain:** Why does a calm-down tool need to fit the place? → **A tool has to work where you are (you can't use cold water in a test; you can do box breathing anywhere).** 2. **Apply:** The hallway is loud and you feel stressed. Which tool fits? Why? → **Any fitting tool + reason: 5-4-3-2-1 grounding, box breathing, or asking for a reset pass. Listen for a reason.** 3. **Apply:** Say your goal tool and your Plan B. → **Student's own goal tool + Plan B from the pocket card.**

SEL L2: What's the Feeling? cards (slides 11–19)

Card	Clues	Answer	Why
1	Eyebrows pull down. Lips press tight. Eyes stare hard.	**mad 😠**	eyebrows down + tight lips
2	Eyes open wide. Eyebrows go up. Mouth makes an O.	**surprised 😮 (accept scared with a reason)**	wide eyes + open mouth

Card	Clues	Answer	Why
3	Big smile. Eyes crinkle at the sides.	**happy** 😊	a real smile reaches the eyes
4	Eyes look down. Mouth turns down. No smile.	**sad** 😢	looking down + frown

Reduced set: cards 1 and 3. Accept a close feeling when the student names a matching clue (that's the skill).

SEL L2: Notebook (no single right answer)

Check that each page has a clue **and** a feeling and an evidence sentence. Record completion by two-letter code only.

SEL L2: 🎮 Game answers (Face Clues)

Rounds: Match the Face (memory) · Read the Situation (3) · Clue or Not? (2) · Reading Cues: Steps (order). The game shows the answer and why after every tap; its Teacher button opens the full answer list. Link: https://grantdriver.github.io/games/sel-social-awareness-face-clues-L2.html