🔑 Teacher Key: Wednesday, Nov 4, 2026 (🟡 Gold)

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

Transitions L2: 🔁 Last Time review (answers)

Reviews Mon 11/2: **What Is Independent Living?** ("Which Skill?" chore sort, self-rating on the 5 skills, binder cover). 1. **Explain:** What does independent living mean, in your own words? → **Any reasonable answer: doing my home jobs myself, taking care of my home, doing jobs myself and asking for help when I need it.** 2. **Apply:** "Check pockets before washing clothes." Which of the 5 skills is it, and why? → 👕 **Laundry: it's the first laundry sorting step.** 3. **Explain:** Can an independent person still ask for help? Why? → **Yes. Knowing when and how to ask for help is part of being independent. Quick check: Sort 2 fast (thumbs to the skill header):** "Rinse a cup and put it on the rack" · "Sweep dirt into the dustpan." → 🧼 **Wash (rinse and rack are dishwashing steps) ·** 🧹 **Sweep. Look-fors:** students explain or apply, not just name; 80% give a correct reason or example on at least 2 of 3.

Transitions L2: Utensil cards / real set (answers)

#	Utensil	Category	Use to accept
1	Fork	🍽️ Eating	Pick up or stab food to eat
2	Ladle	🥘 Serving	Scoop soup or sauce into a bowl
3	Spoon	🍽️ Eating	Eat soup, cereal, or stir a drink
4	Spatula	🍳 Cooking	Flip or lift food in a pan
5	Table knife (blunt)	🍽️ Eating	Cut or spread food
6	Tongs	🍳 Cooking (accept 🥘 Serving if they explain serving salad or pasta)	Grab or turn food
7	Serving spoon	🥘 Serving	Move food from a dish to a plate
8	Fork	🍽️ Eating	as above
9	Spoon	🍽️ Eating	as above
10	Table knife (blunt)	🍽️ Eating	as above
11	Fork	🍽️ Eating	as above
12	Spoon	🍽️ Eating	as above

Count: Eating 8 (3 forks, 3 spoons, 2 knives) · Serving 2 · Cooking 2. Same as the 12-piece set in `unit-2-teacher-key.md`. Reduced set (6, Eating and Cooking): 2 forks, 2 spoons, spatula, tongs.

Transitions L2: Sorting steps (binder page 1, sample answer)

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 each slot for a utensil in the wrong place. 6. Ask for help if I cannot tell what it is. Accept any 5–6 verb-first steps in a sensible order. "If something goes wrong" sample: "If I can't tell what a tool is, I will ask, 'Can you help me name this tool?'"

Transitions L2: Exit ticket

Serving: serving spoon or ladle (accept tongs with a serving reason). Cooking: spatula or tongs. Use must match the tool.

Transitions L2: Data sheet (independent trial)

Student code	Read labels	One at a time	Name + use	Place, handles same way	Check strays	Ask if unsure	Correct / 12	Uses named /3	Mastery?
(two letters)	I/G/V/P								

Mastery (class default; IEP overrides): ≥11/12 correct and 3 uses named on 1 independent trial · ≥5 verb-first steps · exit ticket correct.

Transitions L2: 🎮 Game answers (Sort the Drawer)

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-utensil-sort-L2.html

SEL L2: 🔁 Last Time review (slides 4–5)

Reviews Mon 11/2 (S1): Face Clues (eyes, eyebrows, mouth; What's the Feeling? cards; notebook Page 1). 1. **Explain:** Which 3 face parts give clues? → **Eyes, eyebrows, mouth.** 2. **Apply:** Eyes wide. Eyebrows up. Mouth open. What might they feel? Why? → **Surprised or scared, because the eyes are wide and the mouth is open. Listen for the clue.**

SEL L2: Which Feeling? cards (slides 9–17)

Card	Clues	Answer	Why
1	Arms crossed. Foot stomps. Face is red.	**mad** 😠	crossed arms + stomping + red face
2	Hands tap the desk. Knee bounces. Eyes look at the door.	**nervous** 😟	tapping + bouncing knee + looking for a way out
3	Shoulders slump. Head is down. Walks slowly.	**sad** 😢 **(accept tired with a reason)**	slumped + head down + slow
4	Jumps up and down. Arms wave. Big smile.	**excited** 🤩	jumping + waving + smile

SEL L2: 🗂️ Clue Sort: Body Clues (slides 19–21; paper backup printables p2)

Card	Clue	Goes in
1	✊ Hands make tight fists.	😠 **Mad**
2	🦵 A knee bounces fast.	😟 **Nervous**
3	🙇 Shoulders slump forward.	😢 **Sad**
4	🦶 A foot stomps.	😠 **Mad**
5	✏️ Fingers tap a pencil again and again.	😟 **Nervous**

Card	Clue	Goes in
6	🐢 Head down. Walks slowly.	😢 **Sad**

Trick card: arms crossed. Mad? Cold? It needs a second clue. Accept another column if the student gives a sensible reason. **Apply:** Partners: pick 2 cards from different columns. Make up a situation where both clues fit. What would you check next?

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 (Body Clues)

Rounds: Sort the Clues (4) · Match the Body (3) · Careful: One Clue Isn’t Enough (1). 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-body-clues-L2.html