This week: Belonging + Joining

COUNSELOR-LED GUIDANCE | OCTOBER 5-7, 2026

Two complete 30-minute lesson sets. Use Set A for pre-K/K and Set B for grades 1-2. Every scheduled class receives a matching coloring worksheet. These guidance lessons have their own goals, separate from classroom Tooltime.

Your teach-from-screen index

Set A: Pre-K/K lesson, page 2; coloring sheet: Belonging_Joining_PreK_K_Coloring.pdf.
Set B: Grades 1-2 lesson, page 3; coloring sheet: Belonging_Joining_Grades_1_2_Coloring.pdf.
ID room: Choose Set A or B by student access needs; use supports on page 4.

Before the first class - about five minutes

Open the matching Everyday Speech link below. Preview it, check audio, and leave it ready to play. Print one worksheet per student and gather crayons. No cutting, glue, toys, or additional handouts are required. If the video will not play, use the scripted model in the lesson; the learning target stays the same.

Everyday Speech links

Set A: Joining a Group Playing. Publisher lesson and description | Publisher-linked video. The publisher describes a roughly three-minute model of approaching, noticing the play, asking, and adding to the group idea.

Set B: Including Everyone on the Playground. Publisher elementary lesson | Publisher-linked video sample. Use the public sample or find this exact title in your licensed Everyday Speech account. The public sample is not the full licensed lesson.

Scope and sequence / ASCA alignment

The Everyday Speech Social Communication Curriculum scope and sequence lists Play Skills, including Asking Others to Play and Playing with Others. Set A and Set B are age-band selections supported by publisher descriptions. This is a locally organized guidance lesson, not a claim that Everyday Speech assigns these lessons to October.

ASCA: M 2 - belonging and inclusion at school; B-SS 2 - respectful, supportive peer relationships; B-SS 1 - communication and listening. Official student standards. Assess the behaviors below rather than assuming a completed coloring page proves mastery.

Verification: Lesson titles and intended content were checked against publisher descriptions and the published scope. Video playback and full licensed lesson contents have not been verified in your account.

Set A | Pre-K / Kindergarten

Student message: I belong here. I can ask to join. I can help someone join.
Pre-K target: Show one welcoming action with a model or prompt.
K target: Notice a clue, invite or ask, and show one way to make room.

0-3 minutes | Welcome and opening check

Say: "You belong in our classroom. Belonging means you are part of our class. Today we will practice joining and helping someone join."
Ask: "Someone wants to draw with a group. What could they say? What could the group do?" Accept a word, gesture, point, or demonstration. Notice who needs a model.

3-8 minutes | Everyday Speech and two questions

Play Joining a Group Playing: video | lesson page.
Before: "Watch for how someone joins."
After: "What did the child do before joining?" Then: "What could you say if you wanted to join?" Give a short model if needed: "Can I play?"

8-13 minutes | Your model

Say: "Let us pretend I am drawing. Someone wants to draw too." Invite a willing volunteer to practice, or act both roles.
Joiner: "Can I draw with you?"
Welcomer: "Come draw with us!" Gesture toward an open place and pretend to offer a crayon.
Say: "I used welcoming words AND made room. No sitting on someone else - our chairs do not have extra laps!"
Repeat once with an invitation but no space. Ask: "What do I still need to do?" Model making room.

13-20 minutes | Practice both roles

Have partners pretend to draw. One asks to join; the other invites and shows a space or offers a pretend crayon. Switch roles. Pre-K may copy just one action. For K, ask: "What did you notice? What could you say? What could you do?"
If stuck: "You can say, point, or show: Come draw with us."
Second try: The invited child says "No, thank you." Model: "Okay." Explain: "An invitation is a choice. We do not pull someone into the game."

20-27 minutes | Color, point, and rehearse

Give the Pre-K/K coloring sheet. Read its directions aloud: color the children, circle the empty chair, practice the two phrases, and draw one more crayon to share. While students color, ask each child to show or tell one welcoming action. For K, add: "What helps the new child join?"

27-30 minutes | Closing check

Say: "Show or tell me one way to help someone join." Pre-K: one welcoming action. K: invitation/request plus an action that makes room. Mark not yet / with support / independently; compare with the opening response.
Close: "You belong here. Our words and actions can help others belong too."

Set B | Grades 1-2

Student message: My words and actions can help someone join.
Grade 1 target: Use a request or invitation and follow through with a place, turn, or role.
Grade 2 target: Choose a strategy, explain why it fits, and adjust if it does not work.

0-3 minutes | Welcome and opening check

Say: "You belong in our class. Today we are practicing how to join a shared activity and help someone else join."
Ask: "A classmate wants to join a drawing group. What could they say? What could the group do?" Listen for words AND an action. Do not ask students to identify classmates who have been excluded.

3-8 minutes | Everyday Speech and two questions

Play Including Everyone on the Playground: video sample | publisher lesson.
Before: "Watch for words and actions that help someone join."
After: "What words or actions helped someone participate?" Then: "What could a group change so one more person can take part?"
If only the sample is available, use it and continue with the model below.

8-13 minutes | Model words plus action

Say: "Imagine I say, You can join our drawing, but I keep every crayon and cover the whole paper. Did my invitation help you participate?"
Model offering a crayon and an open part of the paper. "Now there is something you can actually do."
Joiner: "Can I join? What part can I do?"
Welcomer: "Would you like to draw the sky? Here is a crayon."
Ask: "What changed?" Grade 2: "How could we check that the person can participate?"

13-20 minutes | Three practice situations

1. Shared drawing: A classmate arrives. Practice a request or invitation, then offer a space and a role.
2. Partner sharing: Someone has not had a turn to speak. Practice: "What is your idea?" Then pause and listen.
3. Teacher-set pairs: Someone needs a partner, but your pair is already assigned. Practice: "Let us ask the teacher to help you find a partner." Do not change assigned groups without checking.

Partners switch joining/welcoming roles. Grade 1: demonstrate words plus action. Grade 2: explain the choice and try another response if the first does not help.
If stuck: "What can you offer - a place, a turn, or a job?"

20-27 minutes | Color, say, and draw

Give the Grades 1-2 coloring sheet. Students color the scene, circle something that helps someone join, write or dictate a phrase, then draw the action that goes with it. First graders may give their entire response aloud.
Ask second graders: "Why would that help? What could you change if it did not work?"

27-30 minutes | Closing check

Repeat the opening scenario. Grade 1: student demonstrates a request/invitation plus follow-through. Grade 2: student demonstrates, explains, and adjusts for a changed situation. Record not yet / with support / independently.
Close: "An invitation starts it. Making room helps it work."

Supports and next-lesson setup

ID-room access

Use the set that fits students' communication and developmental needs. Offer speech, pointing, a wave, a gesture, or the student's usual communication system. Model one action at a time. Use an adult as a practice partner when helpful. The worksheet can be a shared pointing/coloring activity; independent writing is not required. Record the prompt or support that helped.

If a child asks: What if they say no?

Say: "It can feel disappointing. You can ask when a turn is available or ask an adult to help you find a way to participate." Respect a person declining an invitation. For shared class activities, adults help ensure students have a way to participate. Repeated exclusion needs adult support; it is not the excluded child's job to keep asking.

Use support, not pressure

Do not require eye contact, physical touch, friendship, or personal disclosure. Students can rehearse with fictional characters or with you. A child may observe before trying. Coloring is practice and a conversation starter; the closing demonstration is the learning check.

The same organization for every future lesson

One lesson packet: title/date and class band; ASCA standard; observable behavior target; materials; timed read-aloud script; Everyday Speech title, exact link, and preview status; two questions; active practice; one matching worksheet/coloring page; quick learning check; adaptations.
One teach-from-screen index: lesson title | class band | teaching guide | Everyday Speech | worksheet | status.
Status: Draft, ready to teach, taught, or revisit. Mark taught only after instruction. Put previous versions in reference folders and keep one designated teaching version.

This week's file checklist

1. Belonging_Joining_Ready_to_Teach_Guide.pdf
2. Belonging_Joining_PreK_K_Coloring.pdf
3. Belonging_Joining_Grades_1_2_Coloring.pdf

Open the guide first. Its lesson pages contain the Everyday Speech links and identify the matching worksheet.

After each class - one minute

Note: taught / revisit; students' target performance; one sentence about what helped. Keep individual student notes in your usual confidential system. Adjust the next class's prompts or pacing based on what you observed.

These student worksheets and local scripts are original companion materials, not Everyday Speech worksheets. Publisher links are included for the selected Everyday Speech resources.