

 **Instructional Targets**

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Standards for Speaking and Listening

- **Comprehension and Collaboration:** Identify information from multiple sources that contribute to making a decision.

Standards for Writing




- **Range of Writing:** Participate routinely in supported writing activities, using conventional formats.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> ● Apply conventions of language to generate sentences specific to the purpose when speaking or writing. ● Obtain information from two or more sources to reach a personal decision. ● Write routinely for a range of discipline-specific tasks, purposes and audiences. 	<ul style="list-style-type: none"> ● Use conventions of language to generate a simple sentence when speaking or writing. ● Gather and compare information from two sources. ● Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. 	<ul style="list-style-type: none"> ● Use language to share an idea with others. ● Make a choice when presented with two informational choices. ● Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.

 **Topic Connection**

Throughout this unit, students learn about different sporting events in the Olympics and Special Olympics. Sporting events and clubs are a great way for students to exercise and get involved in their community. In this lesson, students will complete a registration to sign up for a community sport.

 Topic Words 	 Literacy Words
<p>athlete sport event team</p>	<p>audience sentence speak purpose source write*</p>

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Early Learning: Emerging Writing
- Emerging Skills: Early Emerging Writing Rubric



Lesson at a Glance

Activity 1



Instructional Activities

Signing Up for a Community Sport



See how these activities fit into the **Suggested Unit Pacing**.



ULS Materials and Resources

Sports Registration Form
(Level 3, Level 1 & 2)

Fill-In Picture/Word Cards



Standards Connection
(Lesson 16)

L³ Skills: **Language Arts Skills**



Additional Materials





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Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about sports in the Olympics. For example, ask, "What sport events do Olympic athletes participate in?" Discuss students' responses. • Tell students that they can participate in sport events and clubs in their communities too. Explain some of the benefits of community sports including being part of a team, making friends and having fun. • Tell students that they will complete a registration to sign up for a community sport. For example, say, "Your job is to complete a registration form to sign up for a community sport." • Review the learning goal with students: I will fill out a community sports registration.
Model	<ul style="list-style-type: none"> • Display the Sports Registration Form. Two levels are provided. Display the level that meets the majority of students' needs. • Model how to fill in the registration by writing the information required or by selecting Fill-In Cards for Level 1 & 2. • Explain to students that they need to write neatly with a legible writing utensil. This could be a pen or a fine tip marker; it is not usually a pencil. • Refer to the Standards Connection in Lesson 16 and then check the card for correct spelling.
Provide Practice	<p>Provide each student with the appropriate Sports Registration Form and any alternative forms of writing needed.</p> <p>Level 3: Have student complete the Sports Registration Form. Encourage the student to use resources to look up information they may not know.</p> <p>Level 2: Have student complete the Sports Registration Form with support. Encourage the student to use resources to compare information to ensure the information is correct.</p> <p>Level 1: Have student complete the Sports Registration Form by selecting fill-in cards from a narrowed field or errorless choice(s). For example, present the student's name and ask, "What is your name?" Encourage the student to select their name using their preferred response mode. Then have the student participate in adding the information to the form.</p>
Review	<ul style="list-style-type: none"> • Have students share the sport they would like to participate in.



Check Understanding ?

- **Level 3:** Can the student use appropriate information to complete a writing activity?
- **Level 2:** Can the student compare appropriate information to complete a writing activity with support?
- **Level 1:** Can the student actively participate in a writing activity by making a selection from a narrowed field or errorless choice(s)?



Sports Registration



Athlete's First Name: _____

Athlete's Last Name: _____

Athlete's Age: _____

Session: Summer Fall Winter Spring

Adult T-Shirt Size: S M L XL XXL

Health Conditions: _____

Emergency Contact Name: _____

Emergency Contact Phone Number: _____

Agreement:



As an athlete, I agree to follow the rules and use teamwork.

Sports Registration



Athlete's First Name: _____

Athlete's Last Name: _____

Athlete's Age:

Session:

Adult T-Shirt Size:

Health Conditions:

Emergency Contact:







Agreement:






As an athlete, I agree to follow the rules and use teamwork.



For hands-on instruction, print, cut out and laminate.

13	14	15	16	17
18	19	20	21	

 asthma	 allergies
 vision impairment	 hearing impairment
 dizzy during exercise	 chest pain during exercise

 mother	 father	 relative
 friend	 neighbor	