



Instructional Targets

Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

Personal Life

- **Social Skills:** Demonstrate expressive skills to participate effectively in a social exchange within community, daily living and/or vocational activities.



Differentiated Tasks

Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Recognize and demonstrate appropriate expressive skills for various situations.

Level 2 Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Demonstrate appropriate expressive skills with direct cueing.

Level 1 Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Demonstrate an appropriate expressive skill in various situations using communication technology and picture supports.



Topic Connection

In Chapter 2, *Where Is the 2024 Summer Olympics?*, students learn that the 2024 Summer Olympics will take place in Paris, France and the Olympic mascot will be Phryges. Olympic mascots represent the Olympic Spirit and positive values an athlete and team member should have. One of these values is to have a good attitude. In this lesson, students will act out positive and negative attitudes and then describe how these attitudes made them feel.



Topic Words



athlete Olympics



Transition Words

attitude partner role-play turn

* Power Words





Lesson at a Glance

Activity 1



Instructional Activities

Role-Playing Game



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



ULS Materials and Resources

Role-Playing Cards

Fill-In Cards 

Feelings Cards 

L³ Skills: [Life Skills](#)



Additional Materials



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Instructional Routine



Introduce	<ul style="list-style-type: none"> ● Introduce the activity by asking a focus question. For example, ask, "When you tell someone 'Great Job!' does that show a positive attitude or a negative attitude?" Discuss students' responses. ● Explain that part of many Olympic athletes' success is their winning (positive) attitude. Having a winning attitude is not only important in sports, but also in life. A winning attitude makes people feel good but a losing attitude can make others feel bad. ● Introduce the learning goal by telling students they are going to play a role-playing game. For example, say, "Today, we will act out different attitudes and tell how that attitude makes someone feel. Your job is to act out an attitude and tell others how an attitude made you feel." ● Review the learning goals with students: I will act out the attitude. I will tell others how an attitude made me feel.
Model	<ul style="list-style-type: none"> ● Explain the difference between a winning attitude and a losing attitude. For example, say, "A person with a winning attitude does not give up, and they encourage others. People like being around others who think and act in positive ways. They make others feel good. A person with a losing (negative) attitude will give up or quit and might make others feel bad." ● Display the Role-Playing Cards and the Fill-In Cards. Think aloud as you decide which type of attitude each card shows. ● Display the Role-Playing Cards and Fill-In Cards. Think aloud as you decide which type of attitude each Role-Playing Card shows. Model acting out the attitude on the card. Have another teacher or paraeducator model explaining how the actor's attitude made them feel by selecting a Feelings Card and describing how they feel.
Provide Practice	<p>Provide students with the Role-Playing Cards, Fill-In Cards and Feeling Cards.</p> <p>Level 3: Have the student demonstrate an appropriate response during a role-play activity. Then have the student share how the attitude scenario made them feel.</p> <p>Level 2: Have the student demonstrate an appropriate response with direct cueing to a winning or losing attitude during a role-play activity. Have the student share how the attitude scenario made them feel, using pictures or other supports.</p> <p>Level 1: Have the student demonstrate an appropriate response during the role-play activity, using communication technology and picture supports.</p>
Review	<ul style="list-style-type: none"> ● Review the learning goal with students. Have students share how it felt to act out a winning attitude or a losing attitude. ● Discuss with students what might happen if someone on a team had a losing attitude. How might that affect how that team works together (teamwork)?

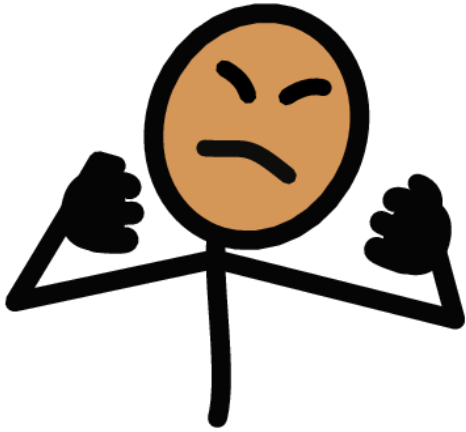


Check Understanding 

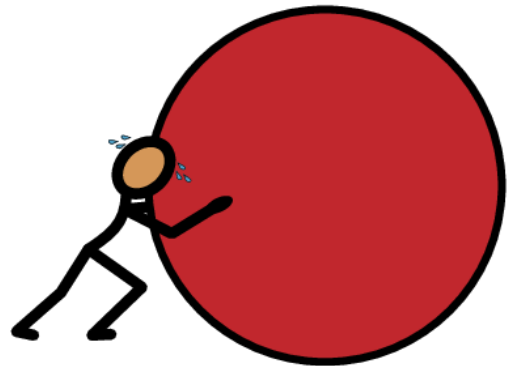
- **Level 3:** Can the student demonstrate an appropriate response during a role-play activity? Can the student share information about their feelings with others?
- **Level 2:** Can the student demonstrate an appropriate response with cueing during a role-play activity? Can the student share information about their feelings with others, using pictures or other supports?
- **Level 1:** Can the student demonstrate an appropriate response during a role-play activity, using communication technology and picture supports?



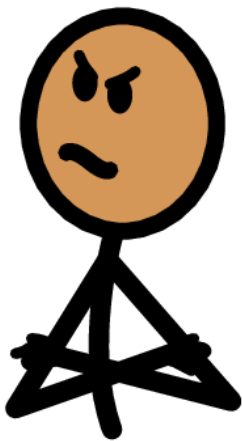
I can't!



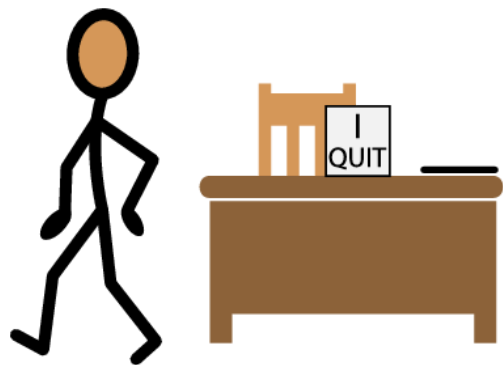
I'm going to try!



I don't care!



I quit!



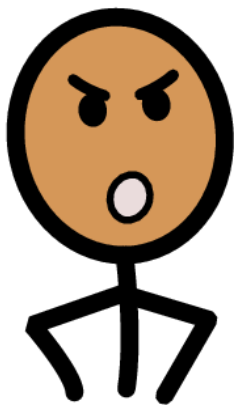
You did a bad job!



You're a loser!



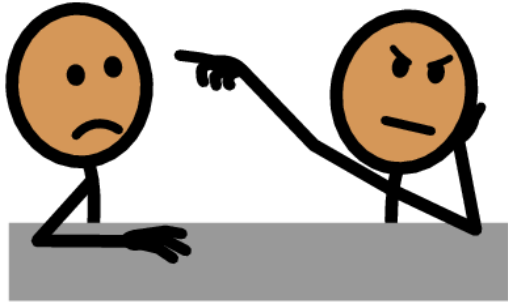
This is dumb!



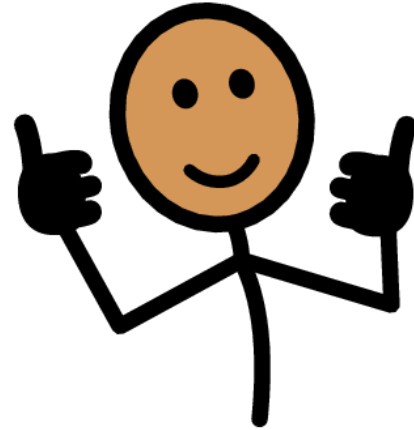
Great job!



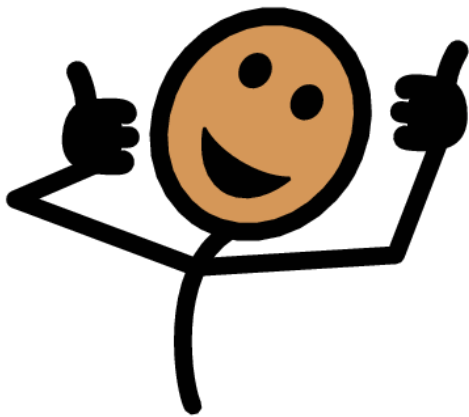
I'm better than you!



Way to go!



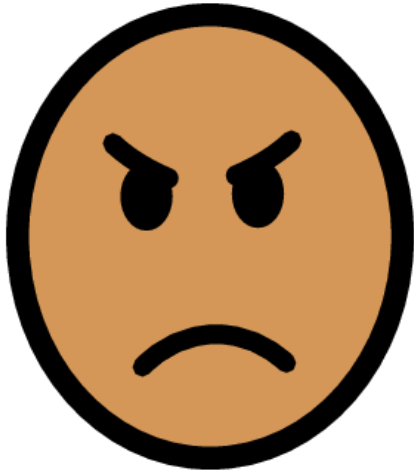
I can do it!



It's too hard!



mad



happy



good



bad





 Winning Attitude	 Losing Attitude
 Winning Attitude	 Losing Attitude
 Winning Attitude	 Losing Attitude
 Winning Attitude	 Losing Attitude
 Winning Attitude	 Losing Attitude
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