



### 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 appropriate use of interpersonal communication skills in work, community and/or daily living situations.



### Differentiated Tasks

#### Level 3 Students will...

- Independently use vocabulary words in conversation and in writing.
- Recognize and demonstrate appropriate social responses 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 social responses 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 appropriate social connections in various situations using communication technology and picture supports.



### Topic Connection

In Chapter 5, **Special Olympics**, students learn about teamwork and the Special Olympics. One value all athletes and teams should have is to do their best. In this lesson, students will look for others who are doing their best and present them with a "Caught You Doing Your Best Award."



#### Topic Words



athlete      cheer      coach



#### Transition Words

communicate      respond  
compliment

\* Power Words





## Lesson at a Glance

### Activity 1



#### Instructional Activities

Caught You Doing Your Best



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



#### ULS Materials and Resources

**Doing Our Best Writing Template**  
(Level 3, Level 1 & 2)

**Caught You Doing Your Best Award Cards** 

**Fill-in Picture Word Cards** 

L<sup>3</sup> Skills: [Life Skills](#)



#### Additional Materials





## Instructional Targets

### Standards for Language

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### Personal Life

- **Social Skills:** Demonstrate appropriate use of interpersonal communication skills in work, community and/or daily living situations.



## Instructional Routine



Introduce	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, "What must all Special Olympic Athletes do--work hard or give up?" Discuss students' responses.</li> <li>• Tell students that working hard means doing your best. Doing your best is not just important in sports. It's important to do your best all the time.</li> <li>• Tell the students that they will look for other students who are doing their best. Say, "Today your first job will be to tell a student how they were doing their best when you give them a "Caught You Doing Your Best" Award. Your second job will be to respond appropriately if someone gives you an award."</li> <li>• Review the learning goal with students: <b>I will give classmates awards and tell how they are doing their best. I will respond appropriately when someone gives me an award.</b></li> </ul>
Model	<ul style="list-style-type: none"> <li>• Display the "Caught You Doing Your Best" Awards. Provide students with award cards.</li> <li>• Model what someone doing their best looks like. Say, "A student who is doing their best would keep trying, correct their mistakes, have a winning attitude, be kind, help their classmates, finish difficult tasks, volunteer to help, or encourage others."</li> <li>• Model finding a student or another teacher doing their best. Give that person an award. Model telling that person specifically what they did to earn the award. Have the other person model responding appropriately ("Thank you!", "Thank you for the award", etc.) when they receive an award.</li> <li>• Tell students they can keep track of who they have caught doing their best. Show students how to fill out the Doing Our Best Writing Template.</li> </ul>
Provide Practice	<p><b>Provide students with Award Cards and the Doing Our Best Writing Template.</b></p> <p><b>Level 3:</b> Have the student demonstrate appropriate social responses while giving and receiving an award and by completing the Doing Our Best Writing Template.</p> <p><b>Level 2:</b> Have the student demonstrate appropriate social responses while giving and receiving an award, with direct cueing, and by completing the Doing Our Best Writing Template.</p> <p><b>Level 1:</b> Have the student demonstrate appropriate social connections while giving and receiving an award, using communication technology and picture supports, by completing the Doing Our Best Writing Template.</p>
Review	<ul style="list-style-type: none"> <li>• Review the learning goals with students. Have students share the types of things other students did to earn an award.</li> <li>• Students can continue handing out awards during designated time/days. Encourage students to give awards to their family or friends in their community.</li> </ul>



## Check Understanding ?

- **Level 3:** Can the student demonstrate appropriate social responses while giving and receiving an award?
- **Level 2:** Can the student demonstrate appropriate social responses while giving and receiving an award, with direct cueing? How?
- **Level 1:** Can the student demonstrate appropriate social connections while giving and receiving an award, using communication technology and picture supports?





# Doing Our Best

I caught \_\_\_\_\_ doing their best.

They were \_\_\_\_\_.

\_\_\_\_\_ caught me doing my best.

I was \_\_\_\_\_.



# Doing Our Best



I caught \_\_\_\_\_ doing their best.



They were



\_\_\_\_\_ caught me doing my best.



I was

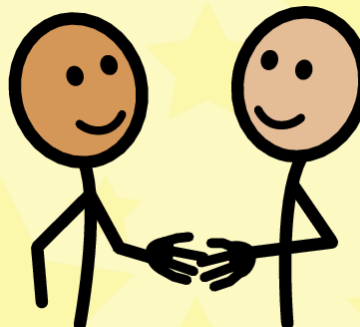


**Caught You Doing  
Your Best**



**Way to go!**

**Caught You Doing  
Your Best**



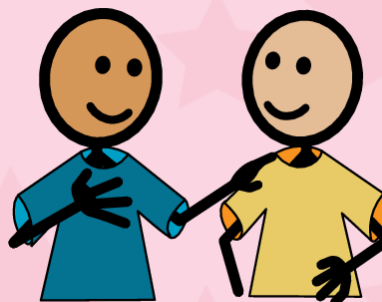
**Way to go!**

**Caught You Doing  
Your Best**



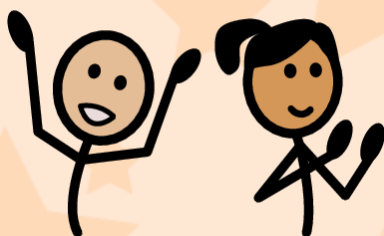
**Way to go!**

**Caught You Doing  
Your Best**



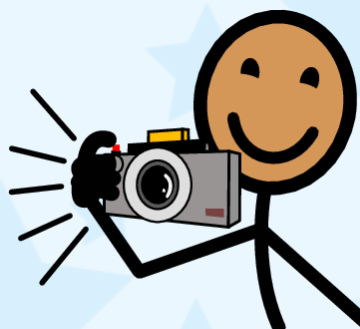
**Way to go!**

**Caught You Doing  
Your Best**



**Way to go!**

**Caught You Doing  
Your Best**



**Way to go!**



**Caught You Doing  
Your Best**



**Way to go!**

**Caught You Doing  
Your Best**



**Way to go!**

**Caught You Doing  
Your Best**



**Way to go!**

**Caught You Doing  
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**Way to go!**

**Caught You Doing  
Your Best**



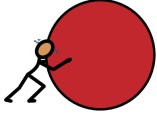







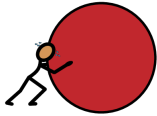






**Way to go!**

**Caught You Doing  
Your Best**



**Way to go!**



trying hard 	correcting a mistake 	showing a positive attitude 
being kind 	helping a classmate 	finishing a difficult task 
volunteering to help 	encouraging someone 	trying hard 
correcting a mistake 	showing a positive attitude 	being kind 
helping a classmate 	finishing a difficult task 	volunteering to help 
encouraging someone 