

<b>Lesson</b>	Disability Brainstorm Web
<b>Disability Category</b>	Introductory
<b>Grade</b>	3-5
<b>Learning Intention</b>	Students will share what they know about disabilities.
<b>Common Core Standard(s)</b>	<p>CCSS.ELA-LITERACY.L.3.1, 3.4, 3.4C, 3.5.B, 3.6</p> <p>CCSS.ELA-LITERACY.SL.3.1, 3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.3, 3.4, 3.6</p> <p>CCSS.ELA-LITERACY.L.4.1, 4.4.B, 4.6</p> <p>CCSS.ELA-LITERACY.SL.4.1, 4.1.A, 4.1.B, 4.1.C, 4.1.D, 4.4, 4.6</p> <p>CCSS.ELA-LITERACY.L.5.1, 5.4, 5.4.B, 5.6</p> <p>CCSS.ELA-LITERACY.SL.5.1.A, 5.1.B, 5.1.C, 5.1.D, 5.4, 5.6</p>
<b>Duration</b>	15 minutes or longer
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or chart paper and markers</li> <li>• Index cards and pencils (optional)</li> <li>• Extension: Sticky notes</li> </ul>

### Lesson Structure

This format can be used to brainstorm about disabilities in general or about specific disabilities.

To begin the lesson, draw a large circle in the center of the whiteboard or chart paper. Inside the circle, write “Disabilities” or the name of the specific disability students will be brainstorming about.

Explain to the students that today they are going to be brainstorming about what they already know about disabilities. If needed, give a few examples to get students started.

Ask students, “What do you know about disabilities?” For each idea a student shares, draw a line from the center circle, make a smaller circle, and write the idea in the smaller circle. Try to include everyone’s ideas.

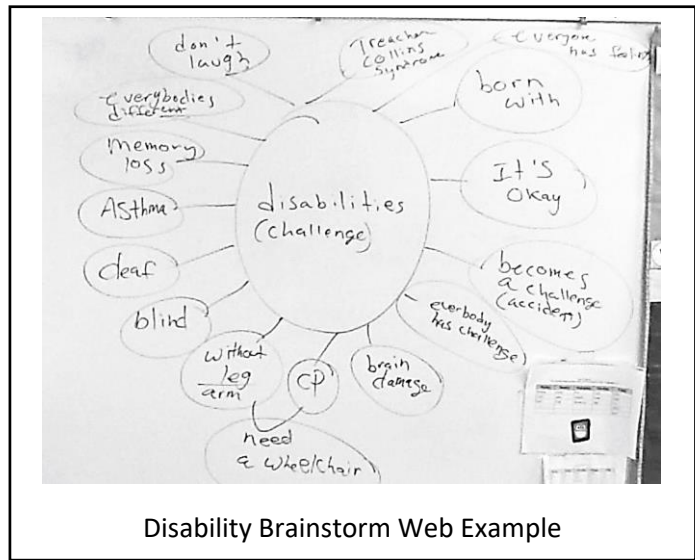
Try to include only facts on the web. If a student shares a “fact” that isn’t true, you can create a separate list for those items instead of putting them on the web.

Brainstorm for 8-10 minutes, then initiate a discussion by asking questions, such as:

- What do you notice from looking at our brainstorm web?
- Have you learned something new? What did you learn?
- Does this web remind you of something in real life?
- What questions do you still have?
- Why did we just brainstorm about disabilities?

If you have a list of inaccurate “facts” that you did not include on the web, you can note that those are ideas that are not true based on what we know about disabilities in general or about a specific disability. Assure students that you will be talking about those kinds of ideas as you have more conversations around these topics. Let students know that it’s important to bring up ideas that may not be true facts because talking about them is how we learn.

After the discussion, take a picture of your web or save the poster paper for future reference.



### Assessment

Evaluate learning based on students’ participation in brainstorming and the discussion.

If you’d like to use a formal exit ticket, hand out index cards and ask students to write their names, one fact they learned, and one question they still have about the topic.

### Extensions

- Prior to a full class discussion, put students into pairs or small groups. Announce the topic you’ll be focusing on (disabilities in general, a disability category, or a specific disability) and have pairs/groups talk for a few minutes about what they already know. Then, bring the class back together and ask each group to share out.
- Before brainstorming with the whole group, introduce the topic and give each student a sticky note. Ask them to write down one thing they know about the topic. Then, have students post their sticky notes on the brainstorm web. After all the notes are on the web, initiate further brainstorming by reading out students’ ideas. Brainstorm additional ideas before beginning a class discussion.
- Pair this activity with students completing a KWL chart.