

# OO5 Elementary School Modifications



The One Out of Five Project was designed for usage in middle and high school, however many components can be modified to meet the needs of students in elementary classrooms. The following modifications are based on teacher experience using One Out of Five in elementary schools and student feedback from their classes.

This resource includes:

- Aspects of the lessons that students reported enjoying
- General suggestions to be used in all lessons
- Modifications specific to each lesson

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## Lesson 1 - Introduction to Disability

### Students Enjoy

- Student Voice Videos and talking about their connections to the youth in the videos
- Read-alouds with characters with disabilities (see Book Resource Guide for ideas)
- Turn and talks to share ideas before whole class share-outs
- Choosing worksheets differentiated to fit their learning needs
- Talking about accessibility and inclusion at their school

### General Suggestions

- Break up the lesson to complete over multiple days
- Create a vocabulary word bank
- Choose one of two questions from each lesson to focus on
- Choose a book to go along with the lesson (see the OO5 Book Guide for suggestions)
- Connect the lessons to things you may already be learning and doing in class

### Activity Specific Suggestions

<b>Activity</b>	<b>Elementary Modification Suggestions</b>
Vocabulary	<ul style="list-style-type: none"><li>● Have the class repeat the sentence after you and/or say the vocabulary words together</li><li>● Print the vocabulary slides and add them to your word wall (virtual or in person)</li><li>● Choose one of two of the vocabulary words to focus on</li></ul>
Guided Practice	<ul style="list-style-type: none"><li>● Watch the elementary videos (Charlotte and AJ)</li><li>● Explore where Charlotte and AJ live on a map of Washington</li><li>● Ask discussion questions as a group</li></ul>
Independent/ Group Work	<ul style="list-style-type: none"><li>● Think-pair-share about discussion questions</li><li>● Have open discussion about what students saw, learned, and felt</li><li>● Write a letter or note to students in the videos</li><li>● All independent work worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>
Closing	<ul style="list-style-type: none"><li>● All closing worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>

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## Lesson 2 - Intersectionality

### Students Enjoy

- Talking about multiple identities and representation
- Looking at pictures of modern day disability activists
- Talking about activism in their lives
- Read-alouds with characters with disabilities and discussions about the characters' other identity markers as well (see Book Resource Guide for ideas)

### General Suggestions

- Break up the lesson to complete over multiple days
- Create a vocabulary word bank
- Choose one or two questions from each lesson to focus on
- Choose a book to go along with the lesson (see the OO5 Book Guide for suggestions)
- Connect the lessons to things you may already be learning and doing in class

### Activity Specific Suggestions

<b>Activity</b>	<b>Elementary Modification Suggestions</b>
Vocabulary	<ul style="list-style-type: none"><li>● Have the class repeat the sentence after you and/or say the vocabulary words together</li><li>● Print the vocabulary slides and add them to your word wall (virtual or in person)</li><li>● Choose one of two of the vocabulary words to focus on</li></ul>
Guided Practice	<ul style="list-style-type: none"><li>● Demonstrate how to do a gallery walk with different supplies (e.g. post-its, markers, dry erase markers and whiteboard)</li><li>● Focus on one image from the gallery walk</li><li>● Watch a video of one of the disability activists from lesson plan resources</li></ul>
Independent/ Group Work	<ul style="list-style-type: none"><li>● Focus on one category from the gallery walk</li><li>● Limit the number of images</li><li>● Preview images and individuals to determine who would fit best in classroom discussion</li></ul>
Closing	<ul style="list-style-type: none"><li>● All closing worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>

# OO5 Elementary School Modifications

## Lesson 3 - Disability History in USA

### Students Enjoy

- Learning about disability history related to their social studies curriculum
- Sharing their sorting techniques with the class; brainstorming categories and choosing to put certain events in certain categories
- Focusing on specific events in follow up lessons

### General Suggestions

- Break up the lesson to complete over multiple days
- Create a vocabulary word bank
- Choose one of two questions from each lesson to focus on
- Choose a book to go along with the lesson (see the OO5 Book Guide for suggestions)
- Connect the lessons to things you may already be learning and doing in class

### Activity Specific Suggestions

<b>Activity</b>	<b>Elementary Modification Suggestions</b>
Vocabulary	<ul style="list-style-type: none"><li>● Have the class repeat the sentence after you and/or say the vocabulary words together</li><li>● Print the vocabulary slides and add them to your word wall (virtual or in person)</li><li>● Choose one of two of the vocabulary words to focus on</li></ul>
Guided Practice	<ul style="list-style-type: none"><li>● Modify language of timeline strips</li><li>● Choose some pictures and ask students to describe what they see and then provide more information about the event</li><li>● Create classwide categories and discuss how events may fit into more than one category</li><li>● Go in depth on 1-2 specific timeline events to discuss as a class before the group activity</li></ul>
Independent/ Group Work	<ul style="list-style-type: none"><li>● Modify language of timeline strips and/or use pictures</li><li>● Limit the number of timeline strips (about 5) per group</li><li>● Create a word web association activity with timeline strips</li></ul>
Closing	<ul style="list-style-type: none"><li>● All closing worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>

# OO5 Elementary School Modifications

## Lesson 4 - Disability History in WA

### Students Enjoy

- Getting to learn about disability history specific to Washington State
- Choosing one document to explore more deeply as a class
- Looking through the pictures of the primary source documents

### General Suggestions

- Break up the lesson to complete over multiple days
- Create a vocabulary word bank
- Choose one of two questions from each lesson to focus on
- Choose a book to go along with the lesson (see the OO5 Book Guide for suggestions)
- Connect the lessons to things you may already be learning and doing in class

### Activity Specific Suggestions

Activity	Elementary Modification Suggestions
Vocabulary	<ul style="list-style-type: none"><li>● Have the class repeat the sentence after you and/or say the vocabulary words together</li><li>● Print the vocabulary slides and add them to your word wall (virtual or in person)</li><li>● Choose one of two of the vocabulary words to focus on</li></ul>
Guided Practice	<ul style="list-style-type: none"><li>● Highlight one summary of a primary source document</li><li>● Use pictures and any footage from the time period</li></ul>
Independent/ Group Work	<ul style="list-style-type: none"><li>● Write modified summaries of primary source documents</li><li>● Use the photos of the documents instead of the text</li><li>● Focus on 2-3 documents for the whole class</li><li>● Use pictures and any footage from the time period</li><li>● Create modified jigsaw worksheets with 5 Wh (who, what, when, where, why, how) questions</li></ul>
Closing	<ul style="list-style-type: none"><li>● All closing worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>

# OO5 Elementary School Modifications

## Lesson 5 - Allyship and Solidarity

### Students Enjoy

- Discovering new vocabulary to talk about discrimination against people with disabilities
- Using the pictures to identify every day instances of ableism
- Learning and brainstorming ways to interrupt ableism in their schools and community

### General Suggestions

- Break up the lesson to complete over multiple days
- Create a vocabulary word bank
- Choose one of two questions from each lesson to focus on
- Choose a book to go along with the lesson (see the OO5 Book Guide for suggestions)
- Connect the lessons to things you may already be learning and doing in class

### Activity Specific Suggestions

<b>Activity</b>	<b>Elementary Modification Suggestions</b>
Vocabulary	<ul style="list-style-type: none"><li>● Have the class repeat the sentence after you and/or say the vocabulary words together</li><li>● Print the vocabulary slides and add them to your word wall (virtual or in-person)</li><li>● Choose one of two of the vocabulary words to focus on</li></ul>
Guided Practice	<ul style="list-style-type: none"><li>● Student can vote with thumbs up or down, or use whiteboards</li><li>● Focus on one image and discuss as a class why it is/isn't inclusive</li><li>● Print the pictures for students to have at their desk or in a group</li><li>● Take pictures of places around school or in the community to use as examples</li></ul>
Independent/ Group Work	<ul style="list-style-type: none"><li>● Modify the comic prompts to relevant activities in the classroom/grade</li><li>● Print and cut out characters and response examples</li><li>● Focus the whole class on one scenario, and create comic together using projector, whiteboard, or virtual space</li></ul>
Closing	<ul style="list-style-type: none"><li>● All closing worksheets are differentiated; use the one(s) that best fit your class needs</li></ul>