

## Planning the Activity Silly Piano

Six Essential Elements	How is the essential included in the planned activity?
<p>1. Builds on <b>student's strengths and interest, opportunity for choice-making</b></p>	<p>This student LOVES pianos and keyboards. His peers LOVES silly words and sounds. The two of them go together and pretended the piano could talk, and the rest was history.</p>
<p>2. Includes <b>peers in the interaction</b></p>	<p>This was a FAVORITE for class read-alouds. Why? Even though the story here uses the word "Boom," other students got in on the action and chose their own words for the silly piano to say! We would say the teacher's name, the word "fart" and even nonsense words.</p>
<p>3. <b>Creates an atmosphere of play</b> (social and/or symbolic) with modeling and encouragement</p>	<p>The story was eventually expanded on so that the silly piano used a robot voice, a shaky voice, a nosey/nasal voice, etc. The students had so much fun playing with all the different ways the piano could be silly.</p>
<p>4. <b>Provides a context for activity</b> through predictable routines, consistent and accessible locations, adequate space for enactment and story creation</p>	<p>Again, this was a favorite for our storytelling snack time routines. Students would often pick this story and it could go on for over 20 minutes because of all of the extensions they generated.</p>
<p>5. <b>Includes the use of props and actions and physical enactment</b></p>	<p>The tactile symbols again provide a literacy mode for the student to learn braille (you can see him reading the word shapes and really trying to figure out the initial letter). Literacy goals like "look at the picture for the clue," are offered because literacy is for EVERYONE</p>
<p>6. <b>Adult is flexible and supportive</b> (acknowledging, accepting, expanding on participant input) and <b>provides scaffolding</b> between highly directive and participatory role and non-directive encourager and scribe.</p>	<p>Megan waits for the student to self-correct. This was really hard and takes a lot of practice to not jump in right away when the student mis-reads "low," and mixes up an /sh/ for an /m/. Both times he is able to figure it out on his own! The dignity of correcting yourself is not something our students always get a lot of practice with.</p>