

Planning the Activity 5 Hungry Kids

Six Essential Elements	How is the essential included in the planned activity?
1. Builds on student's strengths and interest, opportunity for choice-making	Background: 5 green and hungry frogs sitting on a log did not have a whole lot of relevance for us. But our students DID have experience and background in snack time and fellow students/classmates. So we changed it up and used the tune and the concepts from the song to sing about our peers.
2. Includes peers in the interaction	This song incorporates every student's tactile name symbol. Other students can follow along with their fingers even if they do not want to sing. Other students who do not use verbal language can make a selection for the next student that leaves the snack table in the song, etc. This can be quite interactive!
3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement	Singing is play. And singing silly songs about our experiences makes literacy and learning FUN.
4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	Names can be mixed up so we can be sure the student is "reading." Student can easily access symbols and move them around. He needed some practice with spatial orientation and this fit right in to that target/goal for moving symbols from one location to another. He is now a PRO at this!
5. Includes the use of props and actions and physical enactment	Tactile symbols for each student. This student must act on them as the song progresses.
6. Adult is flexible and supportive (acknowledging, accepting, expanding on participant input) and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.	What is remarkable to me as I re-watch this video is that I had not understood that this student knew the different modes of communication of his peers. He was in a classroom with two deafblind students, and knew enough to stop me in the song and correct me! He made sure I knew the student didn't SAY, "see ya friends," but instead SIGNED "see ya friends!" We also made sure the song included everyone's mode of transportation: some students grabbed their canes and some unlocked their brakes (on their wheelchairs). This was a way to truly build inclusion in our classroom space.