

## Planning the Activity SNOW

Six Essential Elements	How is the essential included in the planned activity?
1. Builds on <b>student's strengths and interest, opportunity for choice-making</b>	Angel loves keyboarding and playing with sounds; He also was so excited to announce that it had snowed at his church over the holiday break. It snows once every 5 years or so in Tucson, Arizona! This was very different and new and he remembered how special it was.
2. Includes <b>peers in the interaction</b>	First we "wrote" the story together. Later Angel took the story back to class and taught the symbols to his peers. We also had a "storytelling snack time" and peers would choose some of Angel's favorite works to re-tell. Angel would choose partners and one student would read the symbols and one would play the keyboard part of the story.
3. <b>Creates an atmosphere of play</b> (social and/or symbolic) with modeling and encouragement	The keyboard play was "instrumental" in this exchange. It showed me that Angel understood concepts like small, medium, and large. Number correspondence like one and two. Many/few, etc. This was a way we could play with language! The fact that Angel wrote the story and the music was icing on the cake.
4. <b>Provides a context for activity</b> through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	Angel's story about snow could be a story about leaves falling in fall, raindrops falling in spring, or, sun rays in summer. It could be carried out on drums or a xylophone or any instrument really! It could be clapped or tapped on the body too. The possibilities are endless!
5. <b>Includes the use of props and actions and physical enactment</b>	Tactile symbols and keyboards: Through reflection, I would find a way to make the symbols stay in a fixed location so they didn't appear and disappear out of/to nowhere.
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.	Before this video was recorded, Megan and Angel wrote the sequence of the story and the notes together. We made tactile symbols together. Megan modeled the reading of the symbols and the corresponding language while Angel had his hands on top of Megan's and "watched" and listened. Then we switched and Megan watched Angel - her hands on top of his. When Megan was on piano, sometimes she would sabotage and play the wrong note – Angel would always correct. This carried over into Angel's modeling to his peers. He would say "watch me" and a peer would place their hands on top of his while he read the symbols or played the keyboard.