

## Shared Reading: **Rap A Tap Tap**

### Essential Elements:

#### Narrative Texts

**ELA.EE.RL.6.1, ELA.EE.RL.6.2, ELA.EE.RL.6.3, ELA.EE.RL.6.5, ELA.EE.RL.7.1, ELA.EE.RL.7.2, ELA.EE.RI.7.1, ELA.EE.RL.8.1,**

#### *Distal Precursor:*

- Student can identify the explicitly stated actions of characters in a story.
- Can identify the concrete details, such as characters, objects, settings and major events, that are bits of information that are specifically stated in a narrative text.
- **Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is in an informational text.**

#### Writing

**ELA.EE.W.6.2.b, ELA.EE.W.7.2.b, ELA.EE.W.8.2.b**

#### *Initial Precursor:*

- Provide facts, details, or other information related to the topic.

#### Print Awareness

**ELA.EE.RI.6.1, ELA.EE.RL.7.5**

#### *Initial Precursor:*

- Understand that we read the words or braille not the pictures or tactile graphics/objects.

Materials: Prometheon board with *Rap A Tap Tap* book scanned and inserted; hard copy of book; numerous copies of book pages for answering questions; extra book for Zachary; book photographed on I Pad; song Mr. Bojangles from You Tube; switches with *Rap A Tap Tap* recorded; different colors of paper for each student's question to be written with that individual's name; PODD books for staff; PODD question pages on each student's tray/desk; Nissim's PODD questions will be placed over Dynavox; tap shoes, cane and top hat; tape; markers; YES and NO symbols; CORE words for questions that students may ask with PODD;

Activate prior knowledge: Switches with recorded Rap A Tap Tap sound of tap shoes distributed to students; when someone activates message, teacher says, "Let's listen again," and uses tap shoes to duplicate the rap a tap tap sound along with all staff members [total of 3 tap shoes tapping]. Teacher says, "Let's think about where we have heard a sound like that before. Where do you think that could have been and who could have made that sound. Let's see if we can find out!" Play Mr. Bojangles from You Tube

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### Procedure:

1. Introduce the lesson: Show student the cover of the book along with the Prometheon power point [Rap A Tap Tap]. Introduce the cane, hat, and tap shoes by name. Make the tap tap noise with the cane and shoes.
2. Teacher says, "I think we all have questions about who this book is about, what happens, and when and where it happens. Cindy [staff] do you have a question?" Cindy would use her PODD book to verbally model the process of asking her question. Repeat this process with Jamie [staff] and teacher. Each question asked by these individuals will be written on a separate sheet of colored paper along with her name and then mounted on the wall.
3. After above modeling by staff, teacher then says, I would like each of you to think about your question. We will then write it down on the paper; as we read, we will need to think about the answers to your questions. We can use the pictures and the words to help us. To help think about those questions, let's look at some sample questions that are listed on the PODD question page attached to your desk/tray. Sample questions from CORE: WHO, WHAT, WHERE.
4. Using PODD question sequence [More to say, #2; I'm asking a question, #8; Question page: **why, what, where, when, who, how; what's happening; where is (PERSON);**] staff will then ask each student what question they would like to ask using partner assisted scanning/Y & N, touch or eye gaze and it will be written with their name on separate sheets of colored paper.
5. Before starting to read, teacher will ask who would like a tap shoe, hat, and cane. These will then be distributed. Tell students that they will be helping us read the story by tapping along each time we hear the Rap A Tap Tap-think of that page. [Shoes and cane will tap out page and Big Macs will repeat line.] Process will be lead/supported by staff. At the conclusion of the book, the song Mr. Bojangles will be played.
6. After reading the book, each student's question will be individually reviewed before looking for answer by searching relevant book pages. When student selects desired answer, that book page will be taped under their chosen question. Finally, appropriate phrase will be written on picture by staff. Example: WHO: picture of Mr. Bojangles with written name printed on picture. REMINDER: purpose is ENGAGEMENT, not necessarily right or wrong.
7. When each student has found their answer page, each will be reviewed with class as a whole.

**FOLLOW UP ACTIVITY:** Students will participate in early writing activity when given a choice between picture of themselves DANCING and picture of Mr. Bojangles DANCING.