**HANDOUT**

Flannel Board Activity

**Flannel Board Activity: An Example of Building Listening Skills**

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| **Overview** | | |  |
|  | **Day 1** | Read *The Very Hungry Caterpillar* in the home language and in English during different times of the day. The teacher can read it in the home language, have it taped in the child’s home language, or have a parent or family member read it in the home language prior to reading it in English. Point out key vocabulary words in both the home language and then in English. |  |
|  | **Day 2** | Review the book in English, emphasize key vocabulary words, and pass out flannel board pieces with images of story narrative. Summarize key events in the story with visual cues from the book. Then ask children to place pictures on the flannel board when the story so indicates. |  |
|  | **Day 3** | Leave the flannel board for small groups and for free time when children choose their own activities. Read and retell the story only to Lonia, checking for comprehension. Ask her to place appropriate pictures of key events on the flannel board. |  |
| **Individual Adaptations** | | |  |
| If Lonia has three plums and looks blank when asked, “Who has the plums?” the teacher could hold up a plum, look at her, and say, “Do you have this?” If she still does not respond, the teacher might ask her to show what she has and nonverbally indicate that she should hold it up, “This is a plum” and then ask her what she calls it. If a fluent speaker of Arabic were available, it would be useful to have the book read in Arabic and for key vocabulary to be translated into Arabic. | | |  |
| **Observation and Documentation** | | |  |
| Observation is part of this activity to learn more about Lonia’s developmental level. From this inter­ action, the teacher begins to gather information about Lonia’s ability to understand some English vocabulary words, whether she understands simple instructions, and which concepts she under­ stands. The teacher would note her responses on this date and continue to observe her language and listening skills across other contexts, documenting her progress. | | |  |

*Excerpted from the California Preschool Curriculum Framework, Volume 1, p. 193*

LISTENING LISTEN WITH UNDERSTANDING | **193**