

LEARNING CENTERS

Most child care programs are designed with common activity or interest centers in the room. Whenever possible, areas of the room should relate with the theme of the week. For example, if the theme is "fish", the block area could be converted into a large fishing pond and the blocks set up as the bank of the pond. Fish with paper clips attached could be in the pond, and the children could use fishing pole magnets to "catch" them. An aquarium could be used as an interest center. Additional ideas could include live fish in the trough, bulletin boards on fish, and tasting different fish.

Remember--you do not want to include every type of learning center every week if you have a small room! Be wise in your choice of areas, what you put in them, and how you set them up! By rotating the types of centers, you will keep the children's interest.

ART: Creativity is the art of putting something together in new and different ways; it is the process of trying something new. The result is often the expansion of knowledge and skills. Children are often extremely creative; however, we sometimes teach children that it is not acceptable to be creative. A child care worker should encourage creative artistic activities by accepting the child's attempts at creativity.

It is very important that teachers avoid using models as much as possible. Models are plans or forms that are rigid. Some examples are coloring books, dittos, and patterns. Models do not allow children to be creative. When models and patterns are used, children become dependent on them and begin to think that their own creations are inadequate.

Accept a child's art without criticism. Rather than asking a child what the picture is, say, "Tell me about your drawing." Be careful and think of how you are affecting a child's creativity. Be supportive and positive while providing all types of creative experiences.

Creative art provides children with the opportunity to explore their artistic abilities and creatively express themselves. Due to their limited experience and ability, children have a difficult time expressing themselves through writing and language. Art is the best way children can communicate inner feelings and thoughts. Small and large motor skills are also developed as they work on various art projects. Creative art is not always meant to be a craft time. This is a creative time for the children to express themselves.

Coloring books and pictures similar to those in coloring books should be avoided in the art area; they stifle creativity and limit free-expression in the children. Instead, provide blank pieces of paper to paint or color on and allow the child's creativity to be explored.

Art should not be limited to painting and coloring, but should be extended to creating wonderful collages with a large variety of materials from which to choose. Clay and play dough should be available, with materials and equipment to manipulate it. Wood and wood working materials should also be included. Straw painting adds variety to art activities. Sponges cut in a variety of shapes should be used for painting or stamping. Basically, a wide variety of medium should be a part of any art area. Sometimes music can be added to the art activity and even create more expression in the children's art work.

The creative art area needs to be near a sink and the art supplies. There should be no traffic patterns flowing through the art area. There should be smocks, easels and all other art items in this area. Drop cloths and newspaper to cover the floor and table should be available. A drying rack of some kind should be near to dry the children's projects before they take them home. Children's art work should also be displayed in the classroom. Filling the room with the children's art work creates ownership in the classroom.

Some important ideas for teachers to remember when working with art activities:

1. The role of the teacher is to support the child. The teacher must respond to the child's expression. It is important to listen, question, and respond while being sensitive to the child's feelings and moods.
2. The teacher must give the child positive reinforcement or praise. It is important to give honest praise for a child's attempts and to encourage the child's efforts. Let the child know that what he/she has done is valuable and important. One way to do this is to label each child's work with his/her name. Children love to see their name. Specific statements about the child's art work can also give positive reinforcement.
3. Avoid judging a child's picture. If a teacher asks what the picture is, the child will feel that the picture is not good because the teacher does not know what it is. Instead of asking the child what it is, ask the child to tell you about the picture. Do not judge a child's work by adult standards. Young children do not draw things the way adults think they look; they draw and paint objects as they see them. The child's creations are part of the individual child. It is more important that the children please themselves rather than the teacher. Statements like, "I like the way you used the blue paint," or "I like the way you put the buttons close together," are positive, but not judgmental.
4. Avoid changing children's art work in any way.
5. Allow children to use different media such as paint, markers, clay, crayons, pencils, etc. Exploration and experimentation should be encouraged at all times. Do not interrupt children who are deeply involved in their work.

6. Do not penalize children for the speed at which they work. Not all children work at the same speed. It is important to make some provision for those who finish rapidly and for those who finish more slowly.

BLOCKS: Blocks are a wonderful tool for children to express their creative, artistic, sensory, and constructive self-expression. Small motor skills are developed and pre-math skills of balance and spatial formations are enhanced with the use of blocks.

The block area should be large, open and carpeted. The open area allows freedom and space for the children to build and explore with the blocks. Because the children are on the floor, there should be a carpet or rubber backed rug in this area. The rug will help with warmth, comfort, and noise control. Place the block area away from windows; they may get broken and cause injuries as a block tower falls or a block gets thrown. There should be a large shelf for storage of the blocks. The block area, being loud and busy, should be away from the reading, snack, or other quiet areas in the facility.

The following developmental points are useful in understanding children's block work:

1. Children go through stages of block building, just as they go through stages in other parts of their development.
2. The stages children go through are predictable, sequential and cumulative. However, different children spend different times in any one stage.
3. No stage can be skipped; each stage is built upon the learning that has taken place in the earlier stage.
4. Skills that are learned in one phase will continue to be adapted, mastered, and perfected in later stages. Peer interaction is critical. The children need to share what they know.

There are three basic types of blocks:

1. Large hollow blocks: These are large blocks used by children in the egocentric stage of building. These blocks are used to build houses, vehicles, stores, and buildings that the children can inhabit.
2. Standard unit blocks: These blocks come in many varied shapes. They are used by children in the primary years. They have a variety of shapes and are very stable.
3. Small blocks are smaller than the unit blocks. Some brand names are: Pattern Blocks, Legos, Archiblocks, etc. These blocks are good to use in a small space. Older primary children build scaled down versions of buildings with these blocks.

There are many management techniques that may be used with block play:

1. Rules. Help the children establish simple rules to keep the "construction site" safe. Rules should be stated in a positive manner. "We use blocks for building." "We take blocks as we need them."
2. Model appropriate block building behavior.
3. Discuss clean-up procedures with the children.

4. Introduce building concepts and skills through small group modeling.
5. After a lesson on blocks, allow the children plenty of time for free exploration.
6. Children should be comfortable in building sturdy structures before progressing to something more difficult.
7. Let children work on projects that extend over several days.
8. Introduce new challenges to help the child focus his/her exploration.
9. Pair the students with successful partners when beginning this program.

DRAMATIC PLAY: Dramatic play allows children to learn about their world and the roles people play. Dramatic play creates an opportunity for children to be involved in social interactions and associative and cooperative play.

The dramatic play area needs to be a separate area where there are real-life items and objects for the children. Pretend kitchen equipment is usually found in the dramatic play area, as well as dolls, play food, dress-up clothing, etc.

The dramatic play area should not be limited to house play. There should be other items, such as those related to the occupations you may be discussing. Use your imagination with the dramatic play area and the items you put in it. This will help the children stretch their imaginations as they play with and dress-up in the items you put in this area.

FOOD EXPERIENCES/SNACKS: This area must be away from loud and active play. It should be near the cooking area or kitchen. Supplies, such as napkins, glasses, etc., need to be near the snack table. There should be plenty of room for each child at the table. Over-crowding causes unnecessary spills, confusion, and discomfort.

Snacks are a basic part of a child's nutritional needs. Most children should eat several small meals a day, rather than three large meals. This means that their snacks should be nutritious and planned according to their daily intake of food. At least three of the food groups on the Food Guide Pyramid should be included in a snack at a child care center. (Be aware of any food allergies or special needs of students in your class.)

LOCKERS/GREETING: The lockers, are the area where the children keep their jackets and bags, should be near the door. This allows easy access at greeting and departure times. The children should have their own locker and it should be clearly labeled with their names. This is an important area in the classroom because this is where the children will be welcomed and some activities begun. It is also the area where you will say good-bye to the children and should leave the children feeling positive about themselves and the activities of the day. (NOTE TO THE TEACHER: Lakeshore catalog has a great picture of children's lockers that you may want to show the class. If your facility is near and has children's lockers, you may want to take the students to see the lockers. Sometimes the high school students think of the children's lockers as being like their lockers. Seeing a picture helps dispel this image.)

MOVEMENT: Movement activities are the natural way a child expresses energy. They learn by doing. Physical movement (closing eyes, crying, shaking, etc.) is the young child's first means of nonverbal communication. Movement activities contribute to the total physical, mental, social, and emotional growth and development of the child. Movement activities help children understand their bodies and how they work, and their physical abilities and limitations. Through creative movement activities a child can express creativity in a very natural way.

In creative movement, children express their own personalities in their own style. Creative movement can occur in any situation where children feel free and want to move their bodies. It can be done to poetry, music, rhythm, or even silence. When the children feel a beat, idea, or emotion, their bodies become instruments of expression. They are musical notes running along a keyboard or wheat waving in the wind. Creative movement should be a regular part of the curriculum to help children learn the following:

1. Relaxation and freedom in the use of the body.
2. Experience in expressing space, time, and weight.
3. Increased awareness of the world.
4. Experience in creatively expressing feelings and ideas.
5. Improvement of coordination and rhythmic interpretation.

In creative movement activities, the child's body benefits because the large and small muscles get lots of exercise which promotes healthy growth.

PLANNING MOVEMENT ACTIVITIES

Movement activities should meet the current developmental stage a child is in. An appropriate movement activity for three year-olds is different than something you would plan for a five-year-old. A teacher must know the child's level before planning activities. The teacher should provide activities that challenge the child and help him/her develop greater skill and expression. Activities must be presented in a developmental sequence (teaching easier movements before more difficult movements).

CONDUCTING MOVEMENT ACTIVITIES

When conducting movement activities is it helpful to remember:

1. Gain all of the children's attention before you begin.
2. Explain the game or skills clearly and concisely.
3. Have all equipment ready before you begin the activity.
4. Decide on a signal to use when the children should stand and listen.
5. When equipment is involved, explain what to do with the equipment before the children receive it.
6. Remind children to watch where they are going to avoid collisions.
7. Make sure children are wearing appropriate foot wear and clothing.
8. Avoid demonstrating the movement to prevent preconceived ideas.
9. Use the time to encourage practice and creativity.
10. When working with partners, change partners often.

TYPE OF MOVEMENT ACTIVITIES

Movement activities are generally divided into two types--gross motor and fine motor. Both types of activities should be encouraged with young children. Large motor skills develop before fine motor skills. Some examples of specific skills are listed below:

1. Balancing skills: static (balancing while still), dynamic (balancing while moving), and with objects.
2. Walking: forward, sideways, backward, up and down stairs, big steps, little steps, etc.
3. Running: fast walking, slow running, fast running.
4. Jumping: (2 feet) distance jumping, jumping up, jumping down, jumping along a path.
5. Hopping on one foot: hopping in place, moving forward, backward or sideways while hopping.
6. Galloping and skipping (skipping is a five-year-old skill).
7. Ball skills: carrying, passing, rolling, throwing overhand, throwing underhand, bouncing, catching, hitting (with a bat), kicking from a still position, kicking from a running start.
8. Leg muscle development: (in addition to those listed above): crawling, rolling, somersaulting, and climbing, bike riding.
9. Arm muscle development: (in addition to those listed above): swinging, carrying, pushing, pulling, parachute.
10. Rhythm, body and space perception: any activity which requires moving in space, varied in pace and rhythm, changing the force of motion, concepts like under, over, on, off, between, etc.
11. Game skills: should be cooperative and noncompetitive--everyone plays and everyone wins. Games should reinforce listening and following directions.
12. Hand and finger development: pouring, mixing, cutting, drawing and writing, etc..
13. Creative movement development: increasing body awareness and creativity, such as dancing, pretending to be animals, etc.

EXAMPLES OF CREATIVE MOVEMENT:

1. **JUMP OVER THE RIVER:** Two long sticks can serve as the banks of the river. Children jump from one bank to the other. The sticks can be moved further apart at times to make a wider river. Children can find ways to get from one side of the river to the other (sliding, crawling, rolling, etc.). Encourage any and all creative attempts to cross the river.
2. **CALL AND ROLL:** The children sit in a circle. Two large rubber balls are used. The balls are given to children on opposite sides of the circle. Each child with a ball must call out the name of another child in the circle and roll the ball to that child.
3. **MOVEMENT INTERPRETATIONS:** Life cycle of the butterfly, popcorn, water, laundry, fishing, airplane.

4. **COPY CATS:** Gather the children in a small circle. Select a body part to emphasize. Ask children to think of a way to move that part of their bodies. All the children will then have a chance to demonstrate their ideas and the group will copy the movement. When all ideas for moving one body part are exhausted, go on to another part of the body. Teachers should participate and join in the uninhibited activity of the children. (You may wish to combine two different parts of the body. This will add complexity and develop coordination.)

MUSCLE DEVELOPMENT:

FINE MOTOR SKILLS: Small manipulatives are items or toys like Lego's. However, Lego's should not be the only manipulative toys available. Small manipulatives provide an opportunity for children to develop fine motor skills as well as matching, sorting, categorizing, and classifying skills, all of which are pre-math skills.

The small manipulative area should be in a large, open area with the manipulative toys attractively arranged in clear containers on shelves that are near the floor. Carpet, or a rubber backed rug should be on the floor to provide comfort, warmth, and noise control.

GROSS MOTOR SKILLS: This area includes equipment for gross motor skills. In large rooms, a dome climber or jungle gym are ideal and moveable. They can be used in different areas of the room. Other ideas for a large muscle area include balance beams, slides, or indoor jumping trampoline.

MUSIC: Music adds a bit of spice to the child care facility. It provides children with opportunities to explore sound, rhythm, beat, and tone. Music gives children a chance to explore their body movement, voice, feelings, and ideas. Music teaches many concepts.

In the music area there should be a wide variety of musical instruments for the children to explore. Tape/records, tape records/record player, head phones, piano, guitar, etc., should also be included. Children enjoy making their own musical instruments and playing them, as well as playing real musical instruments. This area needs to be away from other types of active and noisy play areas.

OUTSIDE PLAY AREA: This area will be determined by your facility and what is available. Many child care centers have permanent pieces of playground equipment such as domes, slides, or climbing apparatus. If you are just starting a child care center and do not have money for outside play equipment, you may want to consider such items as a large tractor inner tube for the children to jump on, or modular gym systems which can also be used indoors and can be set up in a variety of ways.

PRE-MATH: Early math programs must be hands-on, filled with play, and exploration. Children love to move and use their senses. Some of the activities they like are sorting, piling, and arranging things. These same skills can be used to begin basic math concepts. Many pre-math experiences are begun in every day life. Children often become aware of sequences in events before they can talk about first, second, or third. By age two they know that if they place one block on top of another it is two blocks. When children lift objects they experience lightness and heaviness before they are able to label what they feel. Other pre-math experiences they have daily are small/big, measurements, differences, one/many, few/lots, and time. By using this beginning mathematical thinking process, early stages are very general and then become more specific.

The first step in pre-math skills is to help children develop a language of mathematics. These terms should be used in daily routines:

big and little	few	bunch
long and short	tall and short	group
high and low	light and heavy	pair
wide and narrow	together	many
late and early	same length	more
first and last	highest	most
middle	lowest	twice
once	longer than	

Once children are aware of these words, the teacher should begin demonstrating their meaning.

NUMBERS: Children learn numbers by repetition and memorization. At first, children have no comprehension of these abstract terms, but as they gain experience, they begin to attach meaning to numbers. Before children are three, they can often count from one to ten in proper order. The next step of number concepts is understanding the numerals as they apply to a sequence of objects. A harder pre-math concept to understand is the idea that the last number counted in a sequence of objects represents all the objects in the sequence. This is called rational counting. Rational counting is a high-level number concept and develops very slowly. Hearing counting can help children reach this level of thinking. As you begin to help them they need to hear frequent counting--climbing steps, objects being stacked, foods being distributed, finger plays are being played, familiar nursery rhymes and songs, and during many other activities.

True counting ability is not possible until the child understands one-to-one correspondence. While learning, children will count two numbers for one item or two items while saying only one number. Some ways that caregivers can encourage one-to-one correspondence is to touch each object as they count. Other activities may be:

Counting: Have children practice putting three buttons, bottle caps, or similar objects into a box and then out of the box.

Bean Bag Toss: Have a target and give each child a specific number of bean bags to throw at the target. Once this task is done, count them out as you throw the bean bags back to the children.

Animal Four Hop: Make a large square on the floor and divide it into four parts. Have the children jump like kangaroos from one square to the next, counting each square. They can also do this same activity pretending to be frogs.

CLASSIFICATION AND SORTING: Classification and sorting activities help children perceive a variety of relationships that are interesting to them. This is how mathematical thinking begins. All mathematical thinking involves relationships of increasing complexity. Classification is putting things together that are alike or that belong together. It is one of the processes necessary for developing the concept of number. In order to classify, children must be able to observe an object for likeness and differences, as well as attributes which associate it with purpose, position, location, or some other factor. Children develop the skill of classifying by following these simple steps.

1. They begin to sort into graphic collections without a plan.
2. Groups begin with no apparent plan.
3. Sorting on the basis of some criteria. They begin with just one criteria such as color, or round.
4. Children then group on the basis of two or more properties, such as red and square.
5. Children will then sort objects or events according to function, use or on the basis of a negative concept, such as things that are not used in the kitchen.

These basic concepts can be learned by exploration of a wide variety of objects through play. A sorting center should be set up in a regular space. Sorting trays are essential. Sorting trays may be made from such items as dishpans, clear plastic cups, dividing a board or tray into sections with tape, or boxes. Other sorting containers could be egg cartons, plastic sewing boxes, and tool boxes. A wide variety of sorting objects can be used: nuts and bolts, fabric shapes, bells, greeting cards, buttons, textured paper, shells, beans, macaroni, seeds, beads, and rocks. If children become bored with a certain object, put it away for a while and rotate items on a regular basis.

COMPARING: Children make comparisons easily and naturally. Often you will hear "My shoes," "I've got the biggest," "My sister is little," and "You've got more." Encourage comparing during block, sand, and water play. This will give the children practice with big and little, and heavy and light. Using stories and poems can be fun to use. Some of the most common are: "The Three Billy Goats Gruff", and "The Three Bears". There are many others stories or poems that might be useful.

ORDERING (SERIATION): Another mathematical idea that is a vital part of a complete number concept formation is the idea of order. Two is more than one, and three is more than two. Using just numbers can be confusing, so it is best to have concrete

experiences or ordering in their every day world. Begin with the opposites: big and little, heavy and light, cold and hot, and long and short. Order sticks, blocks, or nesting cups. Use order when you are lining the children up to go outside. Line up sticks, sets of cans, shoes, bowls, bottles, and books. With younger children begin with two objects, then go to three or more objects for older children.

SHAPE AND FORM: As early as three weeks, children begin to distinguish patterns of shape and form. By the age of five or six, children can see differences among squares, triangles, and circles. When teaching children about shape and form, use more than just the common geometric shapes of a circle, triangle, rectangle, and square. Reinforce these shapes in everyday conversations. When introducing new shapes, review already familiar ones, then proceed to introduce new ones. Finally, compare the new shapes to the old ones.

Teaching pre-math concepts can be fun and simple. Remember to use some of these basic principles in using your every day surroundings to encourage math concepts.

PRE-READING/BOOKS: The reading/book area allows children a more calm, quiet area in the child care center in which they can look at and "read" books. A reading area promotes pre-reading and interest in books. Children who learn at an early age to enjoy books have a much more fulfilling life.

The reading area should be away from loud and active play. This should be a quiet and relaxed area for the children to enjoy looking at and reading books. Soft pillows, blankets, or soft chairs are always nice to include in the reading/book area. Books that are related to the theme of the week should fill the open shelves. Unlike the bookshelves adults are familiar with, children's bookshelves are designed so that a child can see the entire front of the book. This helps the child become interested in the book. The front cover is always more interesting and enticing than the side bound edge is.

SCIENCE: Children have a natural interest and excitement about the work around them. They ask questions and do their own type of experiments. They act as young scientists trying to discover all they can about space, the world and creatures in it. Child care centers provide an excellent setting to further kindle this experimenting. Science activities are simple and must be on their level of thinking. For example, what happens to apple slices when you hang them up on a string to dry for several days? This allows the children to see the changes in the apple and discuss why the changes occur.

The science area should be near a window and away from active play areas. It should contain microscopes, magnifying glasses, a globe, pictures, special science experiments the class will be involved in, plants, and animals (such as an aquarium, an ant farm, a bird cage, a snake, insects the children have caught themselves and put in jars, a hamster, a hermit crab, etc.)

SENSORY: The sensory area provides children with another means of exploration and discovering the world by using their senses. Language, science, large and small motor skills are enhanced as the children manipulate elements and materials. Water tables or buckets filled with colored water, ooblick (a mixture of starch and water), or cornmeal, rice, etc., allow children to use their senses to explore and learn.

The sensory area should be large and open. A drop cloth and smocks should be near for the children keep the area and children clean. This area needs to be near a sink for access to quick clean-up. A water table and/or sensory table should be part of the equipment in the sensory area. These tables are similar to huge sinks. They have a frame which holds a large plastic tub in which water, or any other type of medium can be placed. The table is built low enough for children to be able to stand on the side and easily reach into the tub or water or other materials. (NOTE: if you do not have water or sensory table to show the students, you may want to let them see a picture of one from the Lakeshore catalog.

Sensory toys, such as water/sand wheels, funnels, plastic beakers, strainers, cups, etc., need to be part of the area and sensory table as well. As the children manipulate the materials in a sensory table with the sensory toys, they experience and develop many skills.

Sensory experiences should be extended to other the parts of the body, such as the children's feet or faces.

STORYTELLING

If you have ever told someone else about an experience you have had, you have told a story. You probably described details, followed by a plot, used facial expression, and made gestures. Storytelling becomes an art as the storyteller brings a story alive through using words, voice, body and possible visual aids. When a story is told, emotions, remembrances, and creative thoughts are awakened in the listener. Abraham Lincoln said that the reason he told so many stories was because stories brought understanding quickly. When stories are well told, children are swept into the action and feel the emotions, involvement, problems, and successes of the characters in the story.

Careful preparation is needed to tell a story well:

1. Read the story several times until you know the basic sequence of events.
2. Do not memorize words, but try to see the story as a series of scenes or episodes.
3. Practice telling the story in front of a mirror, on a tape recording, or in front of a small group of children.
4. Practice telling about each scene or character in your own words.
5. Listen to your voice and change it to highlight or emphasize parts of the story or to bring emotion to the story. Pitch (high or low), tone, volume, and tempo (pace) are important. It is vital to speak clearly. The voice is the most effective tool the storyteller has. The way a story is told makes it good, not just the plot.

6. If you will be using visual aids or props, practice using them. Visual aids should be clear, realistic, simple, and large enough to be seen by the group.

As you present the story, use the following guidelines in presenting the story:

1. Make sure the children are comfortable and can see you and the visual aids.
2. Maintain eye-to-eye contact with the listeners.
3. Don't ramble--keep to the point.
4. Avoid unpleasant or distracting mannerisms.
5. When appropriate, ask questions and clarify things to the children. Give them the opportunity of commenting and asking questions.
6. Enjoy the story! Keep it full of life and enthusiasm.
7. Speak clearly and vary the pitch, tone and tempo of your voice.
8. Dramatize when ever you can.
 - a. Use facial expressions--especially your eyes.
 - b. Move hands and make appropriate but not distracting gestures.
 - c. Show enthusiasm.
 - d. Change voices for different characters.
 - e. Let the children take parts and be characters.
9. Be sincere.
10. If the story is not your own personal experience, do not present is as if it is.
11. Individualize the story. For example: "Our friend was not as tall as Mac, but a little taller than Frank." Use names of children in your class rather than those in the story.
12. End the story quickly after the climax.
13. Tell the story, do not memorize or read the story.

Illustrated stories (flannel board, puppets, posters, flip charts, etc.) are a unique way to use visuals and words together. Children enjoy them because the visuals are usually larger than in most books. If the visuals are hidden until they are needed in the story, it keeps the children in suspense and promotes active listening and learning. When children are involved they are more likely to remember. Visuals to stories can be left out in the quiet center of a room. This give the children the opportunity to tell their own stories using the visuals, thus increasing their language skills. Make all stories fun and enjoyable!

Use the following guidelines to make an illustrated story of your own.

1. **SELECT A STORY:** Choose a simple story that is appropriate for the age of the children. Stories should be fun, exciting and have different characters. Many stories teach morals, values, facts, and promote good habits and behavior. Choose stories that the children can relate to. They love fun and humorous stories. Once you have chosen a story, type the story, double spaced. This will make it easier for you to read the story.

2. **VISUALS:** Select visuals that are true to life. When teaching children they might only see a picture and never see the real object. It is important for them to begin building a memory bank of actual pictures so when they begin to read they will associate those pictures in their minds. Pictures can be drawn or traced from magazines or books. Coloring books are a great place to get pictures. Pictures must be large enough to see from about 10 feet away. They should be colorful and bright. Some good materials to make pictures from are: colored construction paper, felt, pella, tack board, and cardboard. If making a flannelboard story, all materials need to attach themselves to the flannel. If the materials not stay in place, use felt, sand paper, or flannel on the back of the visual to insure that they will stay on the flannel board.

3. **ORDER:** Putting the words and visuals together is important. Practice saying the story in your own words and use the visuals at the same time. Keep the visuals out of sight until they will be used in the story. **PRACTICE! PRACTICE! PRACTICE!**