



# Flannel Board



Children love to participate in retelling a story, which is made easier with a magnetic or flannel board. See the directions below for making your own class-sized magnetic/flannel board.

For retelling, make copies of the key illustrations (fair use for instruction in your library). Cut around the figures, mount on construction paper, and laminate. Then attach a piece of magnetic tape or the hook half of a piece of self-adhesive Velcro™. Or write key sequence words on note cards (see sample for *Substitute Groundhog* below) and prepare the cards the same way.

Use the boards with sequence stories such as *If You Give a Mouse a Cookie*, *Are You My Mother?* and *The Jacket I Wear in the Snow*.

## ● Flannel/Magnetic Board ●

### Materials:

- large metal automotive drip pan
- 1" foam paintbrush
- 1 yard of 60" black felt
- Tacky glue
- Black spray paint, matte finish
- 4½ yards of glittery trim
- Clothespins to hold trim while glue dries

### Directions:

1. Trace the flat side of the drip pan onto newspaper. Use the newspaper pattern to cut out the felt.
2. Spray the flat bottom of the drip pan with black paint. A dark background will make it easier for your students to see the story figures. The curved side will be the flannel board.
3. Generously apply the glue to the curved side of the pan using the foam brush.
4. Attach and smooth the pre-cut black felt. Do not stretch. Allow to dry.
5. Run a thick line of glue around the inside edge of the drip pan. Beginning at the top left corner, attach the trim, pressing it firmly into place and allowing a little extra in the curves of the pan. Use clothespins to hold the trim in place while drying.

### Note:

When making props to use with the board, attach small bits of magnetic tape or adhesive hook-and-loop tape. Attach the grabby end of the tape to the figure. The bigger the bits of tape, the more wear and tear the pieces will cause on your flannel board.



# Sequence Cards



**For Substitute Groundhog by Pat Miller**

Give one set of cards to pairs of students to organize in timeline order, or enlarge the cards to use with a magnetic board.

**Groundhog wakes up sick.**

**Groundhog goes to see Dr. Owl.**

**Dr. Owl tells Groundhog to stay in bed for two days.**

**Groundhog decides to advertise for a substitute.**

**The animals line up to try out.**

**Mole can't see well enough to be the substitute.**

**Eagle can't fit his wings in Groundhog's hole.**

**Squirrel forgets to pop up and stay up.**

**Armadillo has all the right qualifications.**

**Armadillo sees her shadow on Groundhog Day.**

**Groundhog wishes it was spring already.**

**Armadillo invites Groundhog to come to Texas.**