



Activity Plan

1. Activity name

Felt board activity

2. Materials

“There Was an Old Lady Who Swallowed A Fly” book
“There Was an Old Lady Who Swallowed A Fly” book on tape
Felt board surface
Felt board pieces such as old lady, fly, spider, bird, cat, dog, cow, and horse

3. Environmental arrangement

Children are given a carpet square to define their personal area on the larger circle time carpet. The children are permitted to choose the area in which they sit as long as they are facing the felt board surface and teacher. This activity will take place away from the other activities, as the children will be participating as they sing and talk throughout the activity.

4. Sequence of steps

Beginning

The interventionist announces, “I have a funny book and felt board activity. Would anyone like to come and listen to it?” The children who are interested will come over to the carpet and see what the book is. The interventionist will introduce the book “There Was an Old Lady Who Swallowed a Fly” to the children by taking a picture walk. (A picture walk is done by showing the children each of the pages without reading the text. This will allow them to get an idea of what the book is about.) The interventionist plays the book on tape and pauses after the Old Lady eats each animal to allow time for the child to put it in the Old Lady’s mouth on the felt board. Have the children recite the story along with the tape. The interventionist continues playing the book on tape and pausing to allow the children to place the animals into her mouth until the book is over.

Middle

The interventionist reads the book to the children and has them identify each animal that the Old Lady eats. Discuss what types of food that each animal actually eats. The interventionist introduces the felt board pieces one at a time to the children and has them identify each character from the story. The interventionist asks the children to try to sequence the animals from what they recall from the story. The interventionist places the Old Lady onto the felt board and shows the children how her mouth opens up for her “food” to go in. The interventionist passes out each of the pieces to the children. As each piece is handed to the children they are to name what it is.

End

The children will help the interventionist take the materials off of the felt board and place them inside a plastic zipper bag. The interventionist will tell the children that this book on tape will be placed in the listening center and they will have the opportunity to use it during center time.

An Activity-Based Approach to Early Intervention, Third Edition, by Kristie Pretti-Frontczak and Diane Bricker © 2004 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Developed by: Karey Verhovec, Kent State University
Available at <http://textbooks.brookespublishing.com/pretti-frontczak>.

5. Embedded learning opportunities

Learns/practices fine motor skills

Grasps hand-size food pieces with either hand using ends of thumb, index, and second fingers

Releases hand-held food piece onto felt board

Fits food into defined mouth area on felt board

Holds book right side up

Turns pages of book

Learns/practices cognitive skills

Follows directions not routinely given

Recalls animals from the story immediately after it is read

Retells events of story in sequence

Learns/practices social-communication skills

Turns and looks toward the person speaking

Answers questions about the book (uses listener/speaker roles)

Asks yes/no questions

Uses adjectives to describe animals

Learns/practices social skills

Responds to request to begin/end activity

Responds appropriately to directions during activity

Looks at appropriate object, person, or event during activity

Interacts appropriately with materials during activity

6. Planned variations

1. The interventionist adds pictures of the animals that the Old Lady eats throughout the story.
2. The children can draw pictures of the characters in the book and put them in sequential order to create their own books.
3. The children can categorize the animals according how they move.
4. The children will move around the carpet like the animals move.
5. The interventionist will create a chart with two sections: things you eat/things you do not eat. The interventionist will provide various pictures of animals and food that the children will have to put in the correct column.

7. Vocabulary

Animals (fly, spider, bird, cat, dog, cow, horse)

Swallow

Lady

Digest

Edible

Felt

Die

8. Peer interaction opportunities

Interventionist gives one child the bag with the felt board characters to pass out to his or her peers at the beginning of the activity and collects them at the end of the activity.

Interventionist groups the children in pairs to recite each page of the story.

Interventionist encourages the children to imitate the way in which the animals move.

Interventionist encourages the children to imitate a particular peer when moving like the characters in the story.

9. Caregiver involvement

Caregiver could suggest other books to use with the felt board.

Caregiver can obtain a copy of the book and can read it with the child.

Interventionist can provide pictures of the characters for the parents to use at home with their child.

Caregiver could do the activity with the children.

Caregiver could observe the children during the story and collect data.

Caregiver could ask the child about the activity and see what he or she can recall.

Caregiver could then provide feedback about the information shared by the children.