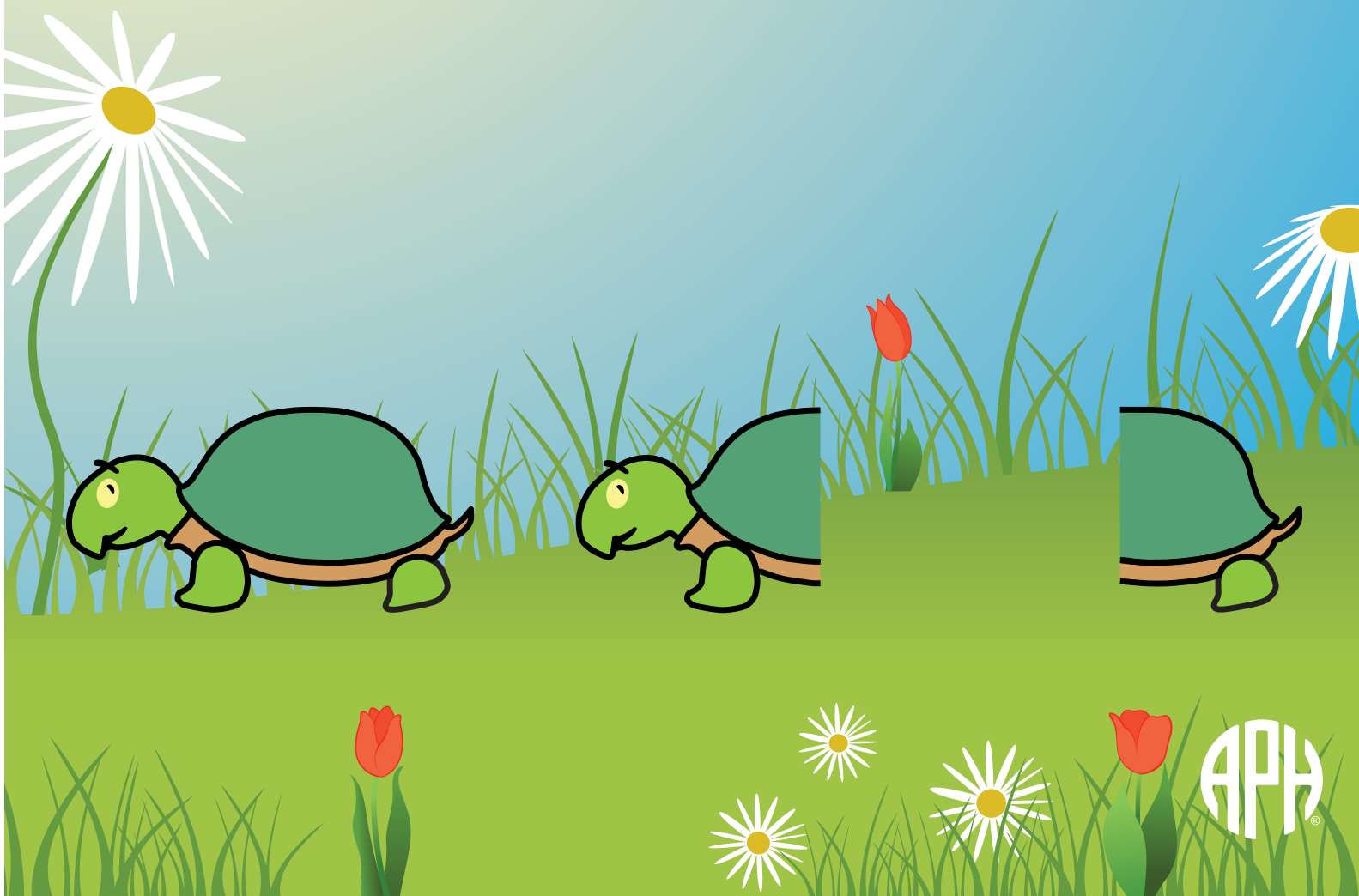


Flip-Over

CONCEPT BOOKS
PARTS OF A WHOLE

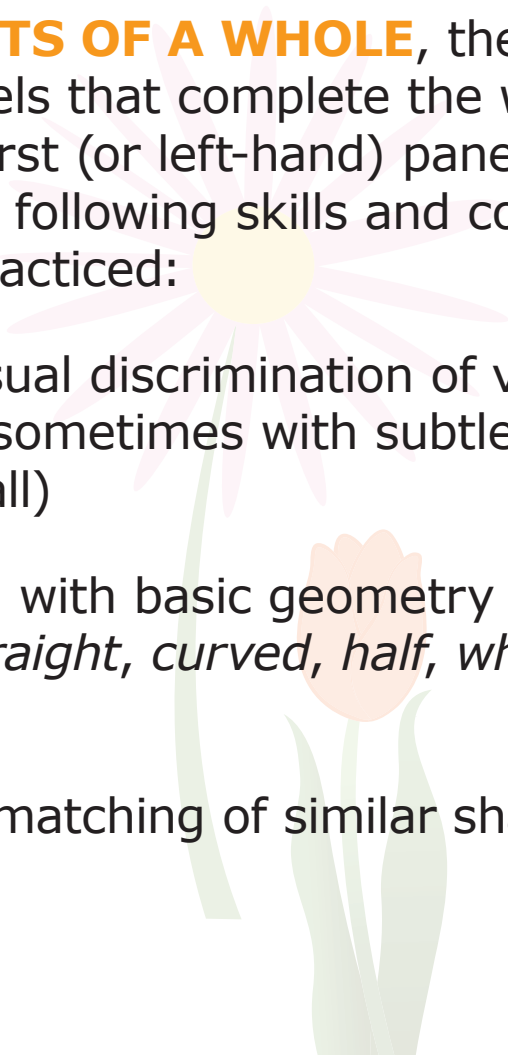





Flip-Over Concept Books | PARTS OF A WHOLE

Flip-Over Concept Books provide interactive and independent learning for young children as they build basic concepts and develop early tactile skills. The format of each book contains print and tactile panels that can be turned freely until the child finds adjacent panels that match each other, continue a line or pattern, complete a sequence, build an image, and so on.

In this book, **PARTS OF A WHOLE**, the goal is to find two adjacent panels that complete the whole picture as shown in the first (or left-hand) panel. As this book is being used, the following skills and concepts can be introduced and practiced:

- 
- tactile and visual discrimination of various textures and shapes—sometimes with subtle differences (e.g., egg versus ball)
 - familiarization with basic geometry terms such as *symmetry*, *straight*, *curved*, *half*, *whole*, *circle*, *oval*, *star*
 - tactile/visual matching of similar shapes

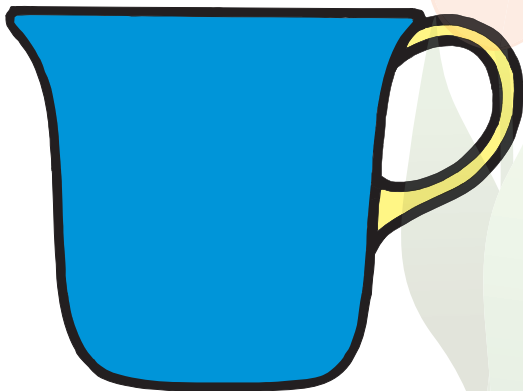
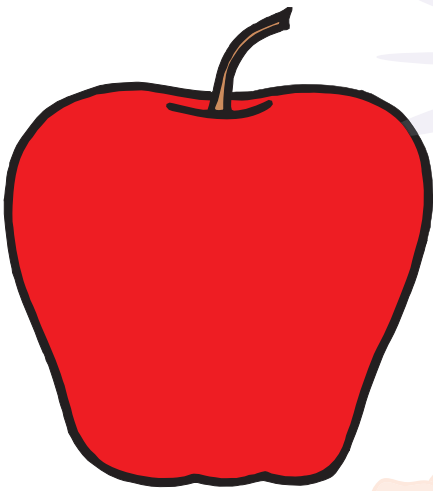
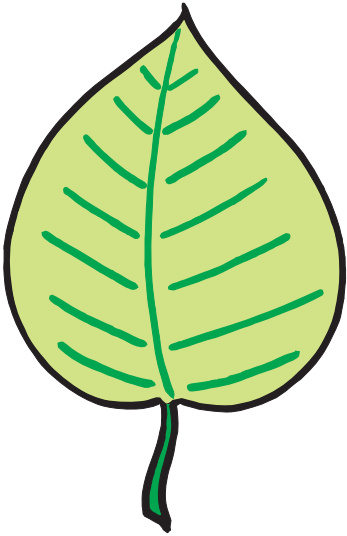
- 
- global exploration (i.e., feeling entire image in one “tactile” glance) versus systematic exploration (i.e., carefully examining the specific details of an image that help identify it)
 - understanding of tactile representation—that is, comparing the visual/tactile image to the real object (if available)
 - exposure to basic science terms—e.g., fish (tail fin, dorsal fin, pectoral fin), turtle (shell, head, tail, legs), leaf (stem, veins, blade, midrib), butterfly (forewings, hind wings, antennae), etc.



GETTING STARTED

When available, provide the child with the real objects that are depicted within the pages of **PARTS OF A WHOLE**. For example, compare a real leaf to the picture of the leaf. Discuss how the two leaves are similar and how are they different. Compare and contrast them with regard to size, shape, color, and texture. Explain that the size of a picture is often much smaller than the real object (e.g., a fish, a turtle, a cup), and that sometimes the real object cannot be fully explored because of its true size or fragility (e.g., a real butterfly).





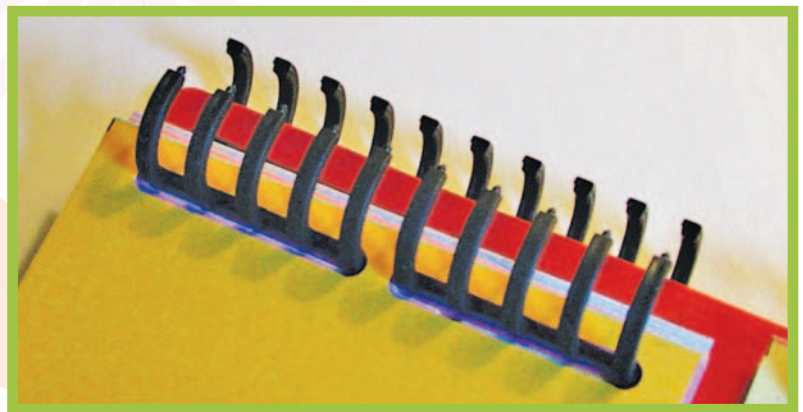


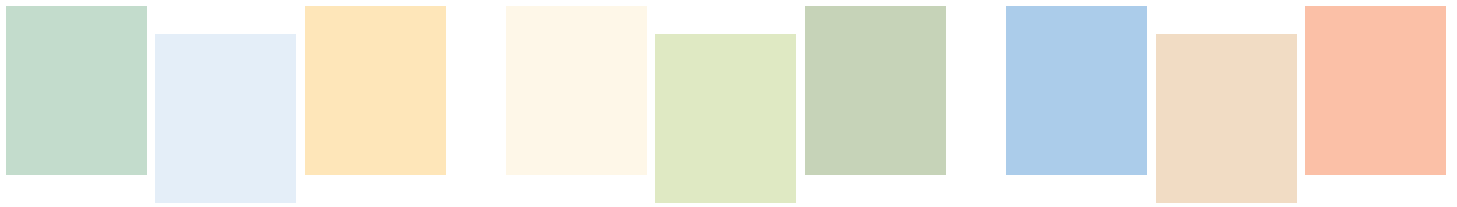
Print and braille labels of the whole images presented within **PARTS OF A WHOLE** were intentionally omitted so that the child would not be distracted by words he might be unable to read. The primary focus of the book is tactile exploration and discrimination, rather than reading skills. However, if a teacher or parent would like to add an adhesive print and/or braille label to each whole image panel, space is available to do so below each image.

SPECIAL BINDING

PARTS OF A WHOLE has a special binding that allows teachers and parents to do the following:

- Randomize/shuffle the panels within each stack to prevent the child from memorizing the exact location of a panel
- Minimize the number of images presented in the book, if needed for a younger child

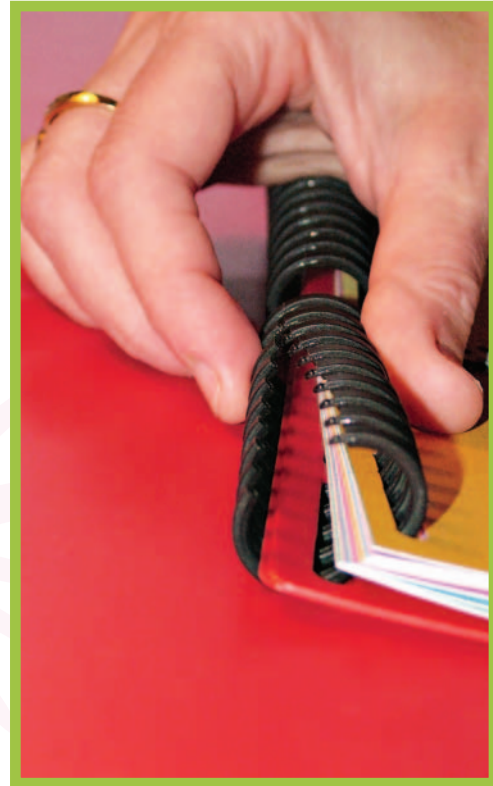




To open the binding, simply insert a pen or pencil inside the open area of the binding (from either end) and “unzip” the rings until all are unlocked. Then minimize or re-sequence the panels as desired.



**Open binding with
a pen or pencil**

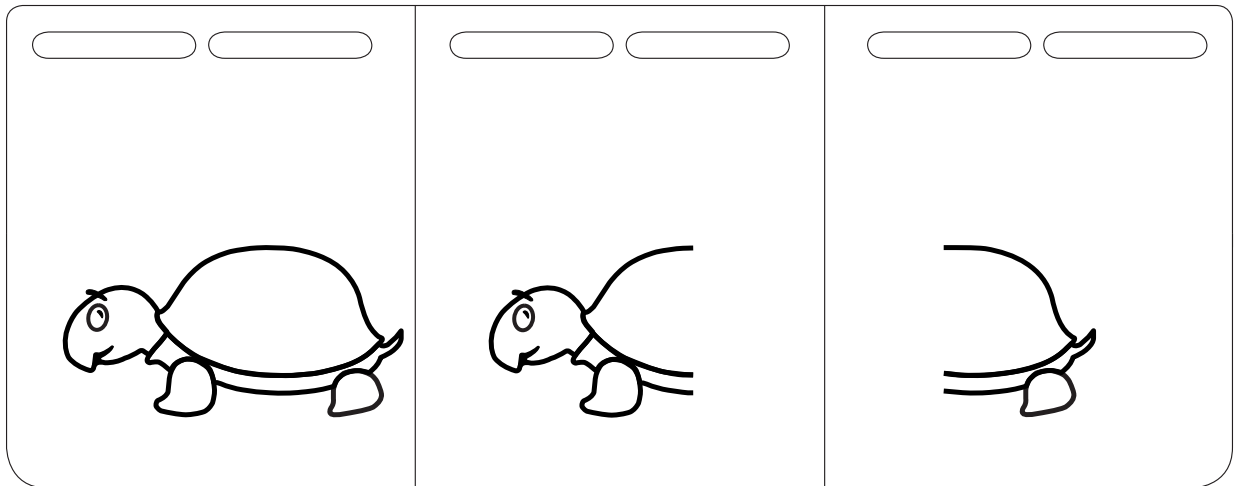


**Use your fingers to
snap rings together**

Each card has two cut-out slots that allow convenient threading of the panels onto the rings (five rings per slot). Once the panels are re-positioned on the binding, snap the rings back together. This binding is durable and the rings can be opened and closed repeatedly. [Tip: Keep this function of the rings a secret so it doesn't



become a distraction to the child. Unless attention is drawn to it, the feature will likely go unnoticed.]



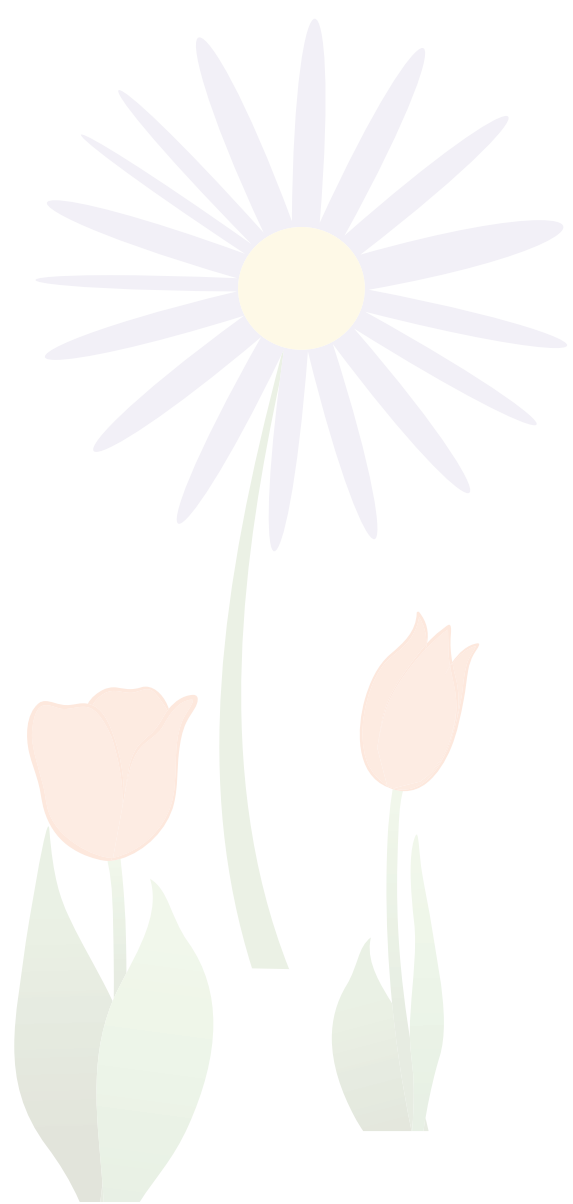
To assist with proper collation of the panels in the book, each stack of panels (left, middle, and right) has a distinct shape. As shown in the above illustration, the left panel has a rounded, lower-left corner; the middle panel has all straight-edged corners; and the right panel has a rounded, lower-right corner. Based on these panel shapes, the teacher/parent knows where any given panel should be placed on the binding. The placement is important to maintain when collating the panels onto the binding so that the “whole image” panels are in the first stack, the “right half” of all the images are in the middle stack, and the “left half” of all the images are in the last stack.





RECOMMENDED AGES

Tactile readers or low-vision readers in preschool, kindergarten, or early elementary grades.





NOTES:

Handwriting practice lines with a faint background illustration of a pink daisy and an orange tulip.

Product Developer

Karen J. Poppe

Manufacturing Specialist

David McGee

Tactile/Visual Design

Tom Poppe

Research Assistant

Monica Vaught

**Logo/Front Cover Design/
Documentation Layout**

Bisig Impact Group





Copyright © 2009
American Printing House for the Blind, Louisville, KY

1839 Frankfort Avenue
Louisville, KY 40206-0085
Phone: 502-895-2405
Toll Free: 800-223-1839
Fax: 502-899-2274
E-mail: info@aph.org
Website: www.aph.org

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