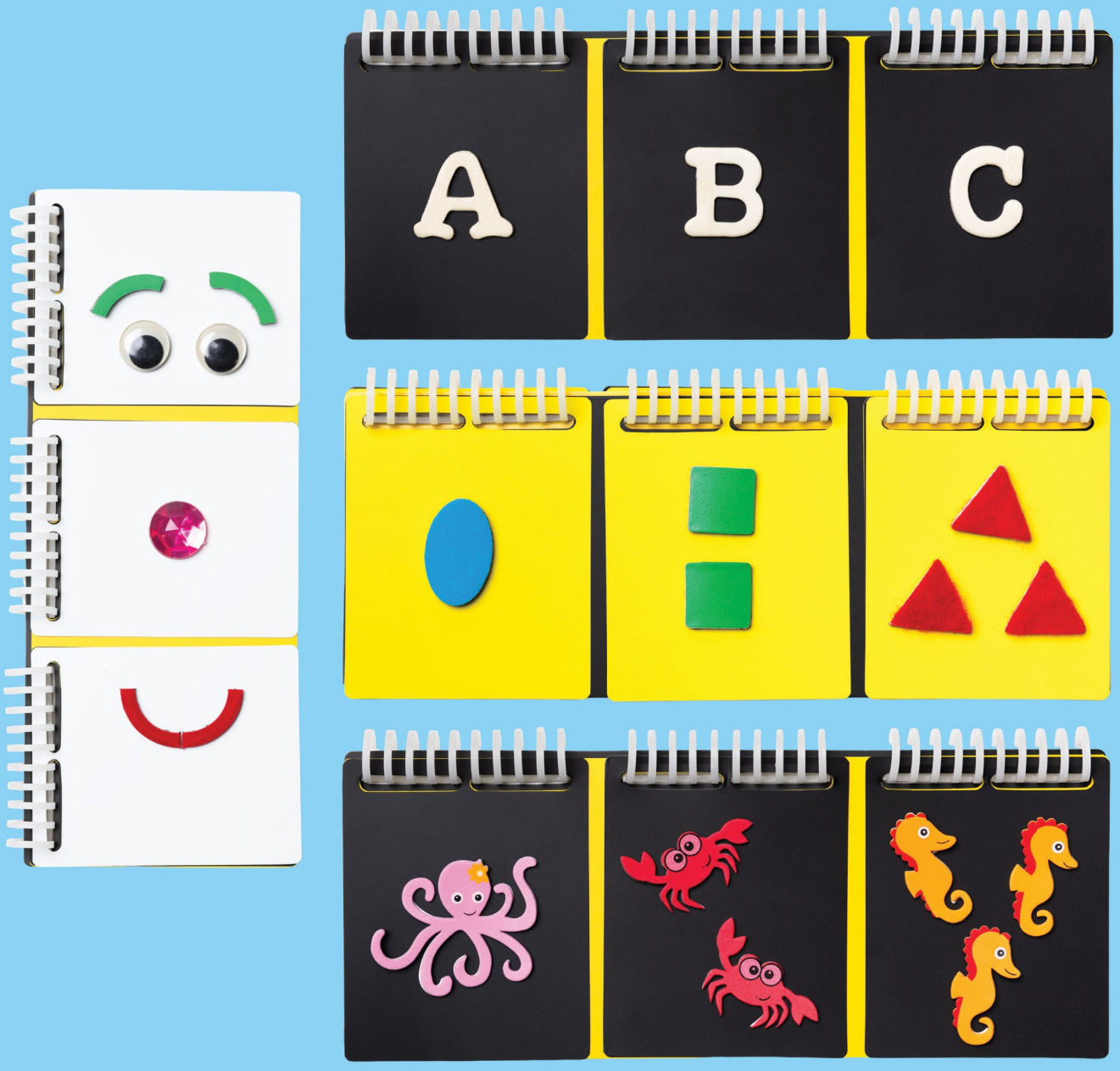
Flip-Over Concepts

MAKE A BOOK



Flip-Over Concepts

MAKE A BOOK

Instruction Booklet

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Product Overview

Flip-Over Concepts: Make a Book allows teachers and parents to build flip-over books customized for students and children who are blind or have low vision. These self-constructed flip-over books target a variety of concepts and skills, such as shape identification, texture discrimination, spatial concepts, color matching, number and letter recognition, line tracking, and many more.

Product Components

The following contents of the kit are intended to accommodate the construction of at least four separate flip-over books, each with a front and back cover and three stacks of 10 panels in various colors for 30 panels in all.

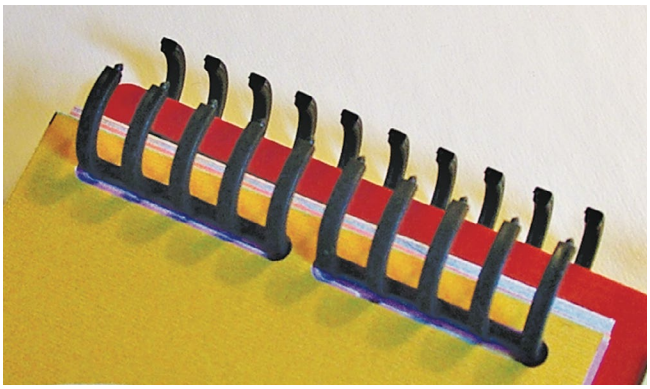
Each flip-over book should comfortably accommodate a front cover, a back cover, and three stacks of 10 panels side by side, although this may vary depending on the thickness of the contents once completed. Be creative!

- Cover panels with die-cut slots to accommodate binding-ring sections:
  - black (2)
  - red (2)
  - yellow (2)
  - white (2)

- Flip-over blank panels:
  - white (60)
  - black (60)
  - yellow (30)
- Binding-ring sections to accommodate three binding-ring sections per flip-over book (12 in all)
- Carrying box with handle (1)

Assembly Tips

- Mix or match colors of the covers and panels within a constructed flip-over book. For example, when making a flip-over book, use the same color OR two different colors for the front and back covers. Likewise, use all white or black panels within a given flip-over book OR include a combination of panels in both white and black.
- Each binding-ring section will accommodate approximately 10 panels each, plus the front and back covers. This number might vary depending on the height and type of the object, shape, or material adhered to each flip-over panel within a stack. Users can minimize or randomize panels within a constructed flip-over book at any time because of the easy-to-open binding-ring sections.
- To open the binding-ring sections, simply pop each ring of a binding-ring section apart with your fingers, thread the covers and panels with die-cut slots onto the open rings, and then snap the rings back together.





- There are various ways to add braille text to the flip-over panels. Try adhesive-backed braille labels, emboss braille text directly on the panels with a slate and stylus or with a braillewriter, or glue or use double-sided tape to attach braille text labels that have been trimmed to size from a pre-embossed sheet of paper.



- Use various ways to add print text to the panels, such as with permanent bold markers, by gluing or taping preprinted text onto a panel, or by applying print letter or number stickers.
- Apply objects and adhesive-backed shapes, textures, or stickers to the flip-over covers and panels.

- Lightweight materials can be affixed to the panels using double-sided tape or glue.
- To adhere heavier or thicker shapes or objects, use hot-melt glue or a clear caulk. (Avoid latex-based caulks, as some users may have an allergy to this ingredient.)
- To permit users to move objects or shapes, hook-and-loop stick-on tabs or magnetic stick-on tabs can be affixed to the panels.
- Small objects, such as a jingle bell, button, bead, etc., can be affixed easily with a twist tie wrapped around a hole punched through the panel. (Always supervise small children handling such objects, which may pose a choking hazard.)
- Embellish the thicker outer covers with preprinted artwork, foam letters, braille stickers, and objects/shapes. Don't forget to give the flip-over book a title page!
- Textured stickers and shapes are available from local craft stores or online sources for an interesting addition to the covers and/or panels.
- To create a nonskid working surface, position shelf liner material under the flip-over book. Affix hook stick-on tabs to the back of the book and secure the book to a hook-receptive surface to keep the book steady as users flip the panels.

Design Considerations

- To maximize color contrast for students who have low vision, choose items that visually contrast with the background color of the covers and panels.
- Incorporate both braille and print labels on the front cover and panels to design an inclusive book that appeals to all students and their families.
- Accommodate interactivity by using hook-and-loop tabs or magnetic tabs to allow users to reposition shapes, letters, and objects on the flip-over panels.



- Orient the flip-over books either horizontally (with the binding at the top of the book) or vertically (with the binding on the left side of the book) to best accommodate the presented concept.
- Let the child or student decide what type of flip-over book(s) to make. Actively involve them in the book's creation and construction, offering adult supervision as needed.
- As always, be certain to provide adult supervision if creating or using assembled flip-over books that include small parts that could pose a choking hazard for young children.

Flip-Over Starter Book Ideas

- Celebrate milestones and seasons by designing matching, holiday themed flip-over books using fun, brightly colored and commercially available adhesive-backed foam shapes and letters.







- Build shape-matching flip-over books. Consider using items from APH kits (e.g., Picture Maker, Textured Sorting Circles and Shapes), stickers, or personally constructed items with hook-and-loop attachments.



- Build flip-over books that allow counting and math skills practice.





- Create interactive, whimsical books, such as a “Make a Face” flip-over book.



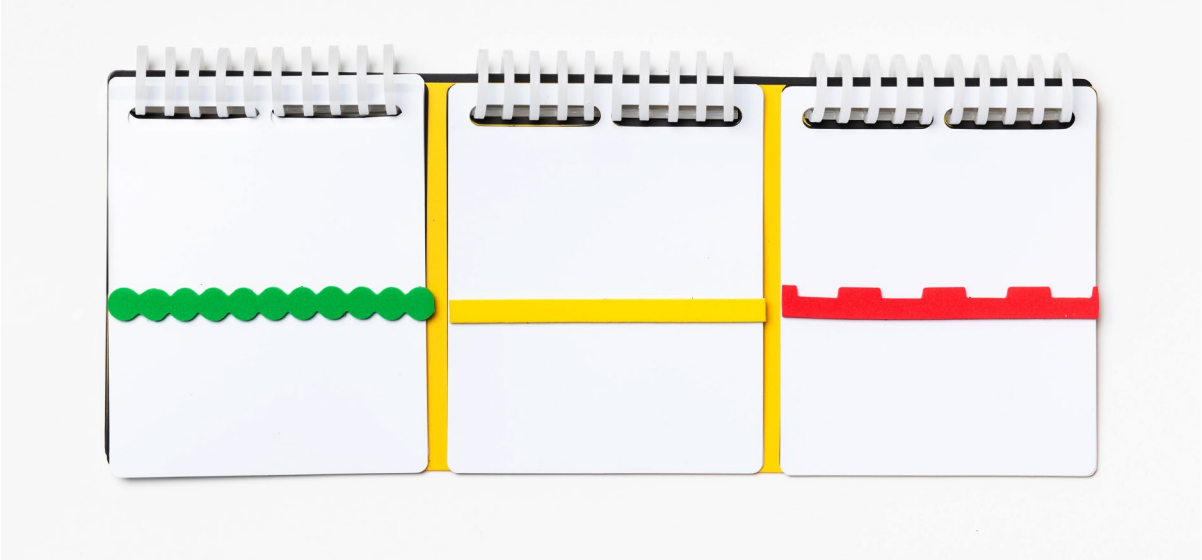
- Construct flip-over books that allow the student to build three-letter words across the three panels.



- Create flip-over books to practice texture discrimination (e.g., bumpy, soft, rough, etc.).



- Create flip-over books to practice line matching and tracking.



- Create flip-over books to practice matching by color.



- Create flip-over books that focus on positional concepts (top, middle, bottom, rotated, etc.).





- Create flip-over books that pair letters with objects with the same beginning sound.

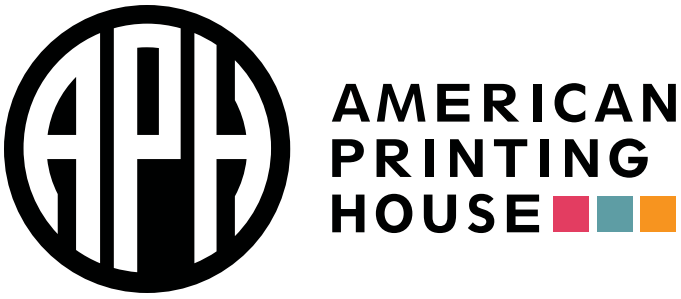




- Create flip-over books that use 3-D models of real objects (e.g., musical instruments).



NOTES



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