

# "FLIP" OVER CROSS-CURRICULAR FLIP BOOKS

ART ACROSS THE CURRICULUM  
GRADES: 2<sup>ND</sup> AND UP

## BASED ON

Cincinnati Art Museum Permanent Collection

## OBJECTIVES

- Students will learn and practice the basic folds used to make flipbooks.
- Students will learn to fold, cut and glue age appropriate flipbook formats.
- Students will identify an Art Museum image that could be used to teach concepts in other disciplines.
- Students will design an informative flipbook based on one or more Art Museum objects or artifacts.
- Students will explain the format design and content area lesson contained in their flipbooks.

## CONCEPT

Three-dimensional graphic organizers called flipbooks can be used in any content area, serving as study guides or assessments of student learning. Student generated flip books can be used to record facts, arrange data, respond to literature, sequence events, compare and contrast, and show cause and effect. In this lesson, students will first learn to create a variety of flipbook formats. Next, students will make connections between art and other disciplines by incorporating a Museum object or artifact into a math, science, language arts, social studies or other content specific flip book.

## VOCABULARY

Flip Book  
Manipulative

Format  
Content Art

## MATERIALS/PROCEDURE

Museum Images  
Internet  
Paper 8 ½ x 11, 11 X 14  
Construction Paper  
Glue Sticks

Scissors  
Colored Pencils  
Markers  
Bone Folders  
Rulers

1. Before teaching the folds and formats of flip books, first consider the age of your students, their ability to follow step by step directions, and their fine motor development. You should also spend some time reviewing the various formats to decide which designs could best convey information in your discipline. (Dinah Zike, M.Ed., provides step-by-step instructions to make flip books she calls "Foldables™" in her many books, available at <http://www.dinah.com/store.shtml> or use the on-line instructions listed in "web resources".)

## CLASS EXPERIENCE

2. The teacher will begin the lesson by demonstrating the basic **folds** used to create a flip book. In Dinah Zike's *Big Book of Books and Activities*, the author terms these folds as hotdog, hamburger, valley, mountain, burrito, taco and shutter fold.
3. Using the illustrated directions provided in the web resources, demonstrate to your students how to make several flip book **formats**, such as two-tab (cause and effect), fan, circle, accordion, mystery, pyramid, six tab, pop-up, step books, or book in a box.
4. Next, provide a selection of printed materials featuring Museum objects and artifacts or students can explore and print images available on the Museum web site at <http://www.cincinnatiartmuseum.org>.
5. After students find an image that "speaks to them", they will brainstorm ideas about the image which could be used to teach content information or skills to another student. For example, an image of *Aladdin Vase* by Maria Longworth Nichols Storer could be incorporated into a math measurement flip book focusing on volume.
6. Students will make a "dummy" or practice flip book, including the content information or skill it will teach others. The teacher will approve the designs before students proceed to their finished flip books.
7. Students may type lettering using the computer, or they may incorporate their own neatly drawn lettering. Students are **required** to use a printed Museum object (or drawings of the object) somewhere in their flip books. Copied Museum images must properly cite the artist and copyright information.
8. Before students begin flip book construction, discuss the assessment criteria- a) neatness of construction- precise folds, carefully gluing, b) difficulty of selected format- two-fold vs. accordion fold, c) proper spelling, d) use of Museum object or artifact (required), e) proper citation of image, f) relevance to content area and grade level learning and g) creativity of overall project.
9. Finally, students will present their flip books to each other as a culminating activity. They will explain how another student could use the flip book to learn vocabulary or facts, gather data, make comparisons, sequence events, or develop other important skills used in their content area.

## ASSESSMENT

Students will share their completed flip book with the class and be able to explain how it teaches or reinforces learning in the content area. The flip book will be assessed on craftsmanship (neatness of construction), difficulty of selected format, proper spelling, use of Museum object or artifact, proper citation of image, relevance to content area and overall creativity of project.

## WEB RESOURCES

Dinah Zike "Foldables™"

<http://www.dinah.com/egroup/Archives.htm>

Creative Publishing/Cathy Chavez/PDF Instructions

<http://teacherweb.com/tx/cadwallader/cchavez/photo1.stm>

Voyage Science Foldables

<http://members.cox.net/vgrscience/scifold.htm>

Flip Books-Interactive Tool and Lesson Samples

[http://www.readwritethink.org/student\\_mat/student\\_material.asp?id=54](http://www.readwritethink.org/student_mat/student_material.asp?id=54)

Let's Book It

<http://www.vickiblackwell.com/makingbooks/>

Make a Pop-Up Book

<http://makersgallery.com/joanirvine/howto.html>

Living Literature with Lap Book Learning  
<http://www.geocities.com/gibsevangang/lapbooks.html>

The Book Arts Web  
<http://www.philobiblon.com/tutorials.shtml>

## **NATIONAL STANDARDS**

### **VISUAL ARTS**

- 1: Understanding and applying media, techniques, and processes
- 6: Making connections between visual arts and other disciplines