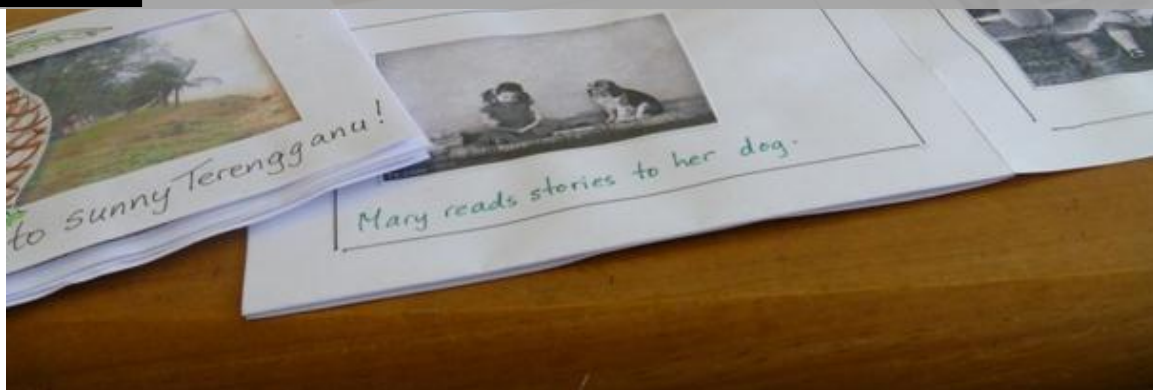


2011



IPGKDRI, KUALA
TERENGGANU

MAKING LITTLE BOOKS – 3 – RUTH WICKHAM



Presenter's Manual for session 3 – Pop-Up Books

Making Little Books – 3 – Ruth Wickham

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Making Little Books – 1

Ruth Wickham, Training Fellow IPGKDRI Kuala Terengganu

Introduction

Little Books can be created by all sorts of people in many different situations for a variety of uses. They are fun and easy to make, use minimal resources (including re-cycled or 'scrap' paper) and have endless possibilities for creativity.

The course has been broken into four sessions, of which this is the third:

1. Making the basic Little Book format.
2. Making a pop-up greeting card (in preparation for making a pop-up book)
3. Making a pop-up book.
4. Creating a Little Book on the computer.

Each preparation session can be expected to take 1 – 2 hours depending on the capabilities of the participants and the purpose of the final product. This includes presentation time by the trainer followed by practical time with all participants involved in creating books with the assistance of the presenter as needed.

Following presentation and preparation, the participants can be asked to each present their little book to the whole class or group. The time taken by this will depend on class size etc.

Requirements

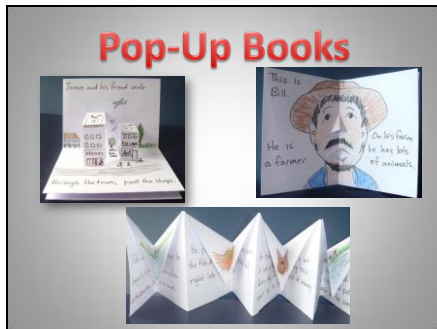
Participants need a workspace – table or desk – and stationary items such as drawing and writing materials, scissors and paper. For Pop-Up books, especially using larger paper such as A3, better results can be achieved using better quality (thicker, stiffer) paper.

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The Little Books (1) Presentation Notes

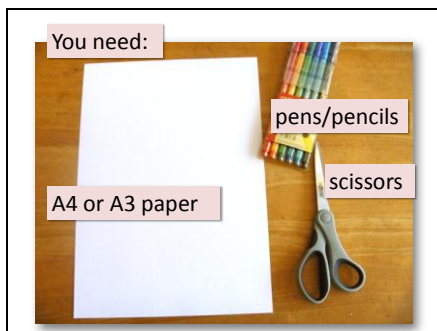
Making Little Books with pop-ups.

Slide 1



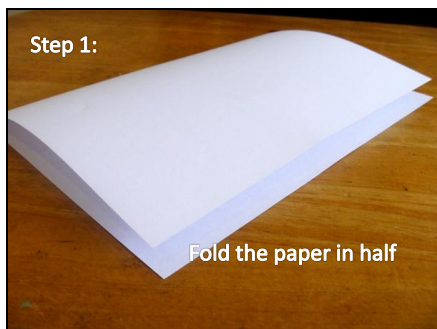
Making a pop-up little book adds wonder and surprise and delights young readers, as well as bringing the pleasure of creativity to its maker. There does not need to be a pop-up on every single page, and even young children can be taught to insert at least one pop-up into their Little Books.

Slide 2



As with the basic Little Book, the required materials are a workspace (desk or table), paper, scissors, and drawing materials. For a pop-up book, better results will be achieved with better quality (thicker, stiffer) paper, but this is not essential.

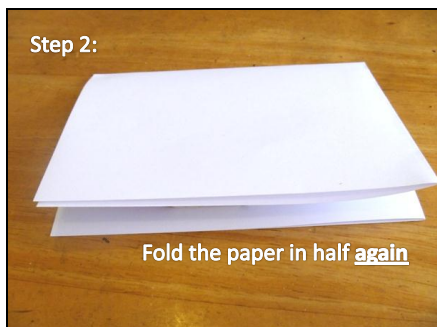
Slide 3



Go through the steps to create the basic little book. *(The steps are repeated here.)*

Firstly, fold the paper neatly in half, and crease the fold.

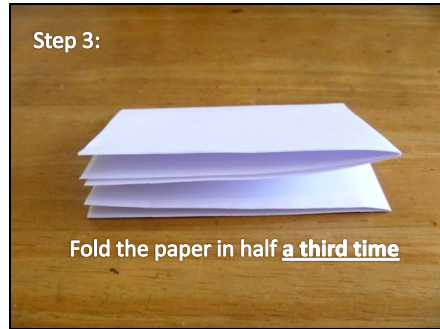
Slide 4



Secondly, fold the paper again, being careful to make sure the edges line up neatly, and crease the fold well.

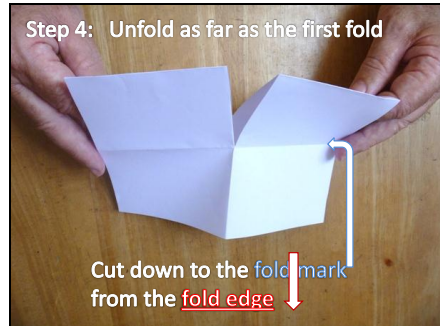
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Slide 5



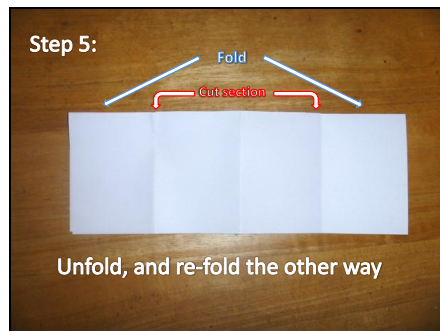
Thirdly, fold the paper one more time. At this stage younger students may need assistance to make sure they can complete a neat fold.

Slide 6



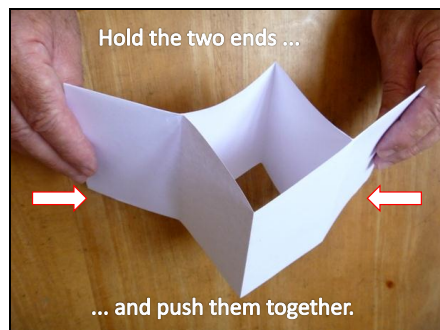
Now, unfold back to the first fold. Take the scissors and cut from the folded edge to the fold mark half way through. Again, young children will need extra supervision at this point. As this is the only cut (unless you are making pop-up books), in a classroom situation a few pairs of scissors can be passed around and then removed.

Slide 7



Open the paper, and re-fold it the other way – keeping the same side of the paper on the outside. (Remember this can be done on re-cycled paper and the used side needs to stay inside.) If students open the paper and fold it outwards the other way then the next step will not work. The paper is now folded longways, with the small cut section at the top as shown.

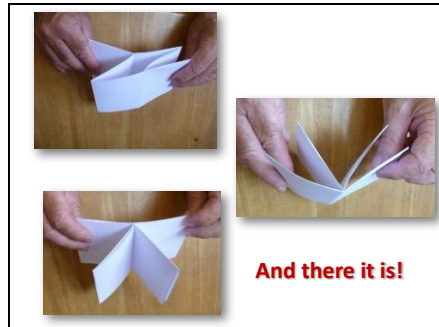
Slide 8



This is when the 'magic' happens. Hold the two ends and push them together as shown. The cut section will open a hole in the middle.

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Slide 9

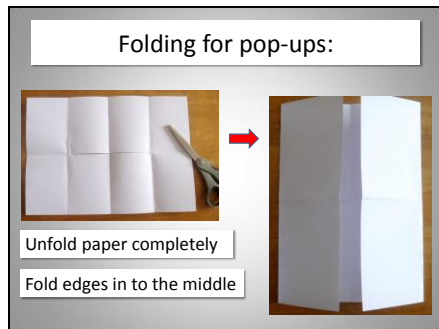


Push until the paper folds right up into a little book. Bring the outside pages around to form the covers, and press the folds neatly into place.

At this stage each participant should be holding a completed basic little book.

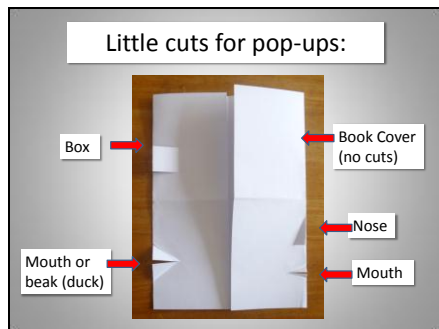
It is a good idea for each participant to mark (in pencil) each page and the front and back covers of the little book. This will help them to remember which way up each page is and where to put the pop-ups.

Slide 10



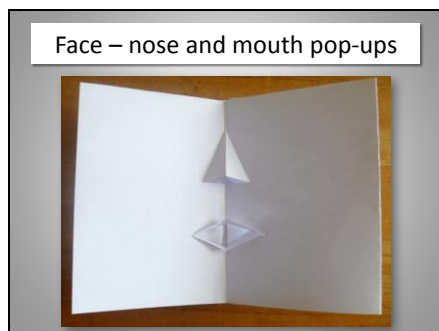
With the pages and covers marked (as suggested in the previous note), unfold the paper completely. With the paper in 'landscape' position, fold the two outside edges to the middle of the paper. (The cut section will be (horizontal) in the section of paper underneath, flat on the table.

Slide 11



Cuts and folds can be added to 3 of the 4 the folded edges – not the front/back cover section. Participants need to plan their story and pages before they make the cuts. (Previous experience in sessions 1 and 2 will enable them to do this.) The following slides show some examples of pop-ups.

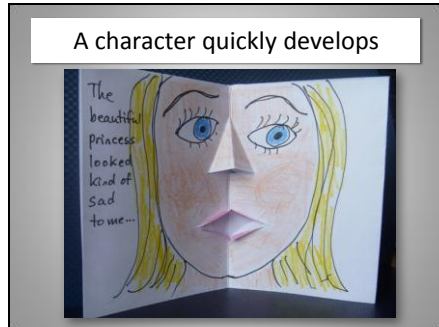
Slide 12



As with the pop-up card, creating a face for a character in the book requires 2 small cuts.

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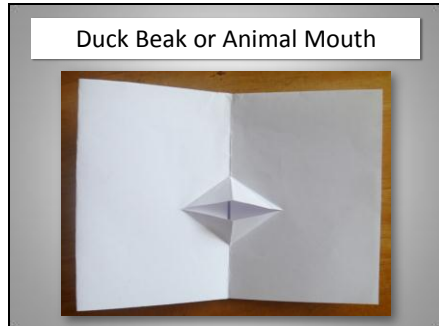
Slide 13



Drawing and writing will add interest to the pop-up page.

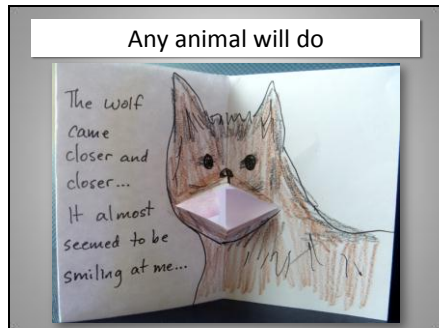
It is worth noting at this point that where the pop-up reveals a space (such as the inside of the mouth), the book-maker can choose to also add colour or drawing inside the space on the page behind – taking care not to affect other pages.

Slide 14



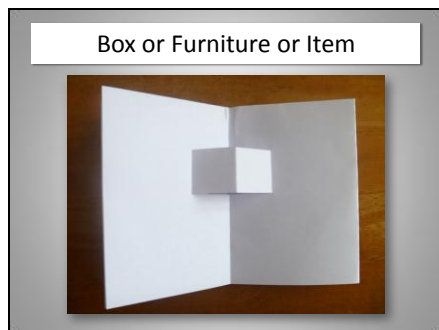
A single cut produces the form of a mouth or beak. Altering the position (higher/lower on the fold) and/or length of the cut and/or size and angles of the folded triangles will change the 'character' of the mouth.

Slide 15



The drawing, colouring and writing complete the effect. (Again colouring or drawing could be carefully added inside the mouth area.)

Slide 16

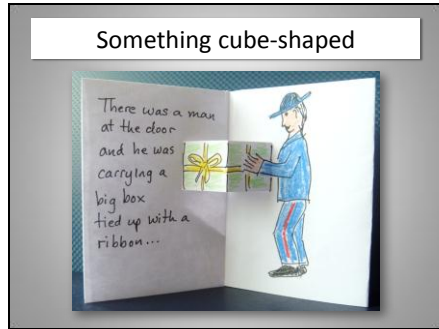


Two cuts are needed to make a 'box' shape.

A straight cut at the bottom and an angled cut at the top (with a fold parallel to the fold edge) can produce a traditional house shape with a sloping roof.

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Slide 17



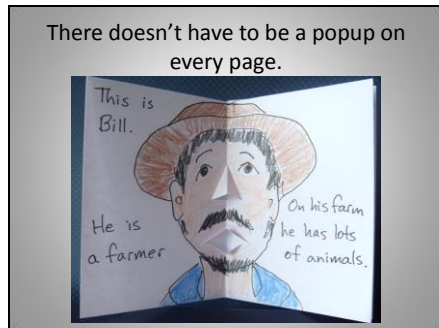
Here the box shape has been drawn in to become an interesting gift, full of mystery.

Slide 18



Turning the book to 'landscape' format allows the box pop-ups to become buildings of different sizes.

Slide 19



Participants may choose to only put a pop-up on one or two of the three internal (double) pages, allowing more room for telling the story.

Applications for Little Book with Pop-Ups

The pop-up book can be used to tell stories, as for the basic little book.

It is especially suitable for highlighting certain aspects of a story, such as characters, symbols, and themes. Examples of pop-up books with a literature theme can be viewed on the website 'A Collection of TESL Resources' on the page (<http://acollectionofteslresources.weebly.com/little-books-and-literature.html>) 'Little Books and Literature.

Little Books and Big Books for Classroom Sharing

A little book created by either the teacher or one of the students can be reproduced to give each student a copy. A similar Big Book can also be easily created by the teacher or as a class project. Examples of some of these are included on the website 'A Collection of TESL Resources' (at <http://acollectionofteslresources.weebly.com>) on the page 'Examples of Little Books'.