



Created by **The Center for Literacy and Disability Studies**
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Under Contract With the State Department of Public Instruction, Division of Exceptional Children

Making Your Own Tactual Book: A Butterfly is Born

(Book by Caroline Musselwhite, From the Plants Start-to-Finish Literacy Starter Kit, Don Johnston Inc., www.donjohnston.com)

Why?

Students with deaf-blindness have limited access to typical children's literature. This book has been adapted to meet this need. The following contains a materials shopping list and a page-by-page description for making your own. The book has been adapted so that it is also appropriate for students with low vision. There are small pieces in these books that may fall off with use. It is critical to supervise your students appropriately around this book, as the numerous, small items present serious choking hazards. Small strips of clear packing tape have been used to reinforce many of the tactuals. When possible, the tape has been placed so that it doesn't cover up important tactual information.

Tactualizing Books

When deciding what to tactualize in a book, it's important to identify the key concept(s) being taught on a particular page. This may also include a concept that is not directly in the text, but is present in the visual picture. This concept can be tactualized. Thus, you may not need to have a tactual to represent every single item on every page. The use of color has been included for students who have some residual vision, as well as for their sighted peers who may be reading alongside.

Getting Started with Tactualizing A Butterfly is Born

1. Get the following basic tools/equipment
 - High temperature glue gun & glue sticks
 - X-Acto Knife
 - Scissors (regular and those that make wavy edges)
 - All Purpose Craft Snips
 - Ruler
 - Laminator & laminate
 - Packing Tape
 - Hole puncher
 2. Go shopping and assemble tactuals/materials (see shopping list)
 3. Take apart the book and laminate individual pages
 4. Tactualize according to page-by-page directions
 5. Bind using comb binder
 6. Add Braille (Plan A: Work with VI teacher to get text brailled; Plan B: Use Braille labeler-very laborious!!)
- **It is easier to tactualize all of the pages individually. Wait and bind book together after you have finished tactualizing it.**



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Shopping List for A Butterfly is Born

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Craft Store (Michael's/AC Moore's)	Hardware Store (Home Depot/Lowe's)	Miscellaneous (Around the house)
<p>Fun Foam: 3 or 4 flesh-like colors, e.g. brown, yellow, peach (one sheet each)</p> <p>Fun Foam: light green</p> <p>Slick Paint: black, white, green, yellow</p> <p>Sticky-back Felt or T-shirt material: white, yellow, orange, blue, green (one sheet each)</p> <p>Plastic coated black wire, thin</p> <p>Black nylon woven cord, thin</p> <p>4 different butterfly wing materials: orange, green, blue, plus one additional color. **Each material should have a slightly different texture. Each should be thin, but durable. Some possibilities are: metallic foil wrapping paper; perforated bouquet plastic (from a florist); brightly colored adhesive plastic sheet applied to roughened tissue paper (for texture); shower-curtain or plastic tablecloth material; etc.</p> <p>Small spools of yarn, 3 different colors for hair (may be able to use scraps from home)</p> <p><u>1 large</u> artificial flower: daisy or sunflower variety</p> <p>Artificial bouquet: <u>small</u> flowers and leaves</p> <p>Artificial bouquet: medium and large sized wide leaves</p>	<p>Adhesive felt dots, small</p>	<p>5 thin twigs (about 1/4" diameter, about 6" long)</p> <p>Round woven shoe or bootlace, thick</p> <p>1 Pipe-cleaner, a hair color</p> <p>1 plastic label-sleeve from a hanging file folder</p> <p>White paper</p> <p>Markers</p>



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Page-by-Page Descriptions for Book Tactualizing: A Butterfly is Born

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Before starting, print out the stencils in the kit. These will be used to trace and cut items for book. The stencils included in this kit are shown oriented in the directions of the final illustration. Thus it is assumed that a user who traces the stencils on the **back** of a material (e.g. the paper of adhesive-back felt) will also turn the stencil over. This way, the different parts of the completed picture will fit together as intended.

A note about glue & tape: It may be helpful to use more than necessary to increase durability. Over time with use items may begin to pull away from page. Packing tape can be used to tape down ends of stems and other items. Thin strips can be used so as to not interfere or cover up important tactual information.

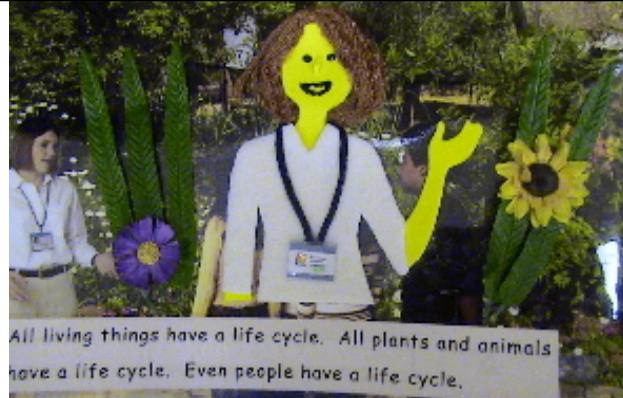
*****Enjoy the book, but please supervise your students appropriately as the numerous, small items present serious choking hazards.**

Page	Key Teaching Concept	Item(s) Represented	Materials Needed	What To Do	Picture
Front Cover	Introduce the subject of the book	1 butterfly: wings, antennae, body 1 plant leaf	Butterfly stencils W-1a and W-1b Wing material #1 2" black plastic coated wire (antennae) 1" bootlace or thick woven cord (body)	Fold material and trace stencils W-1a and W-1b from the fold. Cut them out. Layer the "b" pair over the "a" pair and glue in place. Seal the ends of the bootlace or cord with hot glue. Pinch the wire in half; glue it to one end of the bootlace with a big dab of hot glue. Glue the butterfly body beneath the set of wings, along the center crease. Glue the leaf to the center of the page first. Glue the butterfly overlapping the leaf.	



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1	<p>Point out that this character is a teacher or guide. How can you tell? (The badge.) Discuss her purpose (teaching the students about butterflies) and the setting of the story: a museum. Talk about what a museum is and reference any trips that the student has made to a museum. Note that the plants and person pictured have life-cycles, as well.</p>	<p>1 or 2 plant varieties Teacher/guide Badge</p>	<p>Guide stencils G-1a and G-1b for person and shirt Fun Foam sheet: a flesh tone Sticky-back felt: white Yarn: hair color #1 Black Slick Paint 4" black nylon woven cord, thin 1 plastic label-sleeve from a hanging file folder: 2/3" x 1/2" rectangle cut from the fold. White paper rectangle: 2/3" x 1/2" 3-5 small artificial leaves 2 small artificial flowers</p>	<p>Trace stencil G-1a onto Fun Foam. Cut a small piece for the nose; attach with hot glue. On the paper backing of the felt, trace (backwards!) stencil G-1b. Remove the backing and apply to the figure. Loop the nylon cord around the figure's neck, with the ends meeting in front, and glue in place. Add yarn for hair: loop it around your fingers several times to form a tidy mass. Then, glue it at the top of her head and tuck the ends behind her neck/shoulders. Add some detail to the paper "badge" with pen or marker. Slip it inside the plastic and sleeve and seal with hot glue. Glue this on top of the figure's shirt at the end of the nylon cord. Glue the figure in the center of the page. On either side of her, glue down the leaves and flowers. Add eyes and mouth with Slick paint.</p>	
2	<p>The subject of the lesson, a butterfly, is confirmed,</p>	<p>1 butterfly: wings, antennae, body</p>	<p>Butterfly stencils W-1a and W-1b Wing material #1 2" black plastic coated wire (antennae) 1" bootlace or thick woven cord (body)</p>	<p>Fold material and trace stencils W-1a and W-1b from the fold. Cut them out. Layer the "b" pair over the "a" pair and glue in place. Seal the ends of the bootlace or cord with hot glue. Pinch the wire in half; glue it to one end of the bootlace with a big dab of hot glue. Glue the butterfly body beneath the set of wings, along the center crease. Attach to the center of the page.</p>	



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3	Point, touch and do think out louds about the tactual information. Use this information to support the text. Where do butterflies lay their eggs? Are the eggs big or small? How can you tell?	Butterfly eggs attached to a leaf	1 artificial plant leaf, medium sized White Slick Paint	Glue the leaf, top side down, to the page. Using the Slick Paint, make small dot or group of small dots near the leaf's center vein.	
4	Introduce the new character as a "student." If your student(s) doesn't immediately distinguish this character from the "guide," take some time to explore the differences. Discuss the student's body language.	Student #1 (male)	Figure stencils S-1a, S-1b, S-1c, S-1d Fun Foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, green 5-6 Adhesive felt dots, small (for hair)	Trace stencils S-1a, S-1c, and S-1d onto Fun Foam. Cut a small piece for the nose; attach with hot glue. Apply adhesive felt dots along the top edge of the head, above the ears. Trace stencil b on the <u>back</u> of the felt or T-shirt material (note: flip the stencil over!) Stick or glue the shirt(b) onto the figure(a). Then, attach the arms(c, d) under the sleeves of the shirt so that the forearms are over the figure. Fold one over the other so that they are "crossed." Add eyes and mouth with Slick Paint.	



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5	Picture supports the text.	Small caterpillar	1" black nylon woven cord, thin	<p>Seal both ends with a dab of hot glue. Add an extra dab to one end for the head.</p> <p>Glue onto page.</p>	
6	<p>Introduce another "student." Why might these two characters be at the museum? (Your student(s) may suggest that they are brother and sister, or that they are on a field trip.) Encourage your student(s) to continue to make inferences.</p>	Student #2 (female)	<p>Stencils S-2a and S-2b Fun Foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, yellow Black Slick Paint Yarn: hair color #2</p>	<p>Trace stencil S-2a onto Fun Foam. Cut a small piece for the nose; attach with hot glue. Glue strands of yarn to the back of the head for hair.</p> <p>Trace stencil S-2b on the <u>back</u> of the felt or T-shirt material (<u>note: flip the stencil over!</u>) Stick or glue the shirt(b) over the figure(a).</p> <p>Add eyes and mouth with Slick Paint.</p>	



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7	Picture supports the text.	Small caterpillar Leaf with small bites	1 artificial leaf 1" black nylon woven cord, thin	Seal the ends of the cord with hot glue. Add an extra dab to one end for the head. Glue down onto leaf. With sharp scissors, cut several small holes out of the center of the leaf. Glue the caterpillar next to the holes. Attach the leaf and caterpillar to the center of the page.	
8	Discuss how this is the same character from earlier in book. Flip back and tactually compare; can compare with other characters. This provides an opportunity for students to work on their tactual discrimination skills.	Student #1, head only	Stencil S-1a Fun Foam: a flesh tone Black Slick Paint 5-6 Adhesive felt dots, small	Trace stencil S-1a onto Fun Foam, from the top of the head to the shoulders, only. Recreate the student's head, as on page 4. Glue to the center of the page.	



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9	Practice gathering information through tactual discrimination. Compare this picture with the picture on page 7. Discuss how the caterpillar has grown.	Large caterpillar Leaf with small bites	1 artificial leaf 1.5" bootlace or woven cord, thick	Seal the ends of the cord with hot glue. Add an extra dab to one end for the head. Glue down onto leaf. With sharp scissors, cut several large holes out of the center of the leaf. Glue the caterpillar next to the holes. Attach the leaf and caterpillar to the center of the page.	
10	Practice using tactual discrimination to recognize this as the same character as on page 6. Flip back to compare, if necessary.	Student #2, head only	Stencil S-2a Fun Foam: a flesh tone Black Slick Paint Yarn: hair color #2	Trace stencil S-2a onto Fun Foam, from the top of the head to the shoulders, only. Recreate just the student's head, as on page 6. Glue to the center of the page.	
11	Picture supports the text.	Pupa attached to a branch	Stencils for Pupa: P-1a and P-1b Thin twig, about 6" long Light green Fun Foam Green Slick Paint Yellow Slick Paint	Glue the twig to the page horizontally, near the top. Glue well. Trace P-1a and P-1b onto Fun Foam and cut. Glue "b" on top of "a," aligned. Attach the pupa to the page about 1/4" below the twig. Then, pupa-markings with green and yellow Slick Paint: one line across the top and 5-6 small dots across the bottom.	



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12	Recognize the character.	Student #1, head only	(See page 8.)	(See page 8.)	
13	Picture supports the text.	A group of maturing pupas Branch	Thin twig, 5-6" long Pupa stencil P-2 Light green Fun Foam Green Slick Paint Yellow Slick Paint	Trace stencil P-2 onto the Fun Foam 4 or 5 times. Cut them out and glue about 1/8" below the twig at varying intervals. Add pupa-markings with Slick Paint.	
14	Recognize the character.	Student #2, head only	(See page 10.)	(See page 10.)	



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15	Picture supports the text.	1 adult butterfly: wings, antennae, body	Butterfly stencils W-1a and W-1b Wing material #1 2" black plastic coated wire (antennae) 1" bootlace or woven cord (body)	Fold material and trace stencils W-1a and W-1b from the fold. Cut them out. Layer the "b" pair over the "a" pair and glue in place. Seal the ends of the bootlace or cord with hot glue. Pinch the wire in half; glue it to one end of the bootlace with a big dab of hot glue. Glue the butterfly body beneath the set of wings, along the center crease. Attach to the center of the page.	
16	Notice the character/question pattern.	Student #2, head only	(See page 10.)	(See page 10.)	
17	The picture supports the text.	2 adult butterflies 1 flower blossom	For each butterfly: Butterfly stencils W-1a and W-1b Wing material #1 2" black plastic coated wire (antennae) 1" bootlace or woven cord (body) 1 large artificial flower, removed from the stem.	Butterflies: see page 15. Pinch the butterfly wings closed after gluing to the body. Snip the plastic post on the back of the flower. Using lots of hot glue, attach the flower to the page. Glue the butterflies above the flower, on either side, facing each other.	



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18	Encourage student(s) to make inferences about the character's personality. May include interested, persistent, annoying, etc.	Student #2, head only	(See page 10.)	(See page 10.)	
19	Discuss information that is not included in the text, such as the character's expression and body language. How might the character be feeling in this picture?	Teacher/guide	Guide stencils G-2a and G-2b Fun foam: a flesh tone Sticky-back felt: white Yarn; a hair color Black Slick Paint 4" black nylon woven cord, thin 1 plastic label-sleeve from a hanging file folder: 2/3" x 1/2" rectangle cut from the fold. White paper rectangle; same size	(See page 1.)	 <p>life cycle starts all over again!</p>



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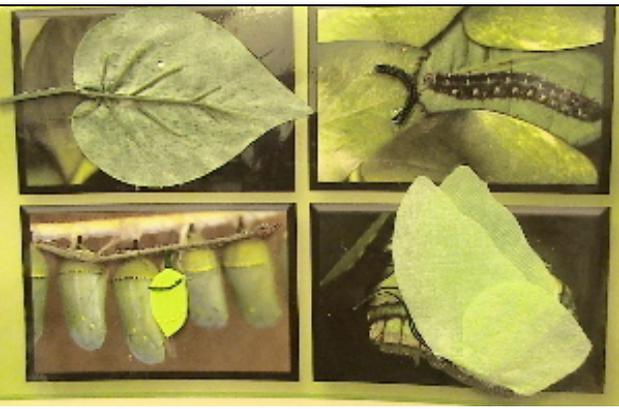
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20	Notice that this is a new character. He is a "student." There are at least three "students" in this class group who have been introduced.	Student #3 (male)	Student stencils S-3a and S-3b Fun foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, blue Black Slick Paint 2" piece of pipe-cleaner (for hair)	Trace S-3a onto Fun Foam and cut. Glue a small piece to the face for a nose. Trace S-3b onto the T-shirt material, or backwards onto the paper backing of the felt. Stick or glue "b" onto "a." Glue the pipe-cleaner to the page along the upper edge of head, tucking the wire ends behind the Fun Foam. Add eyes and mouth with Slick Paint.	
21	Review the cycle.	1 butterfly egg on a leaf 1 small caterpillar 1 pupa attached to a branch 1 adult butterfly: blue	1 artificial leaf, small White Slick Paint 1" black nylon woven cord, thin Pupa stencil P-2 3-4" twig, thin Light green Fun Foam Yellow Slick Paint Green Slick Paint Butterfly stencil W-2a and W-2b Butterfly wing material #2: blue 2" black plastic coated wire 1" bootlace or thick woven cord	Recreate the butterfly eggs on a leaf, as on page 3. Recreate small caterpillar, as on page 5. Recreate 1 pupa on a branch, as on page 13. Recreate 1 adult butterfly, as on page 15. Glue the images to the page in two rows, in chronological sequence.	



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22	Introduce a new character: another "student" in the group. If your student(s) has vision, notice the humor in the fact that the color of his shirt corresponds with the color of butterfly he is asking about.	Student #4 (female)	Student stencil S-4a and S-4b Fun Foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, green Black Slick Paint Yarn: hair color #3	Trace stencil S-4a onto Fun Foam. Cut a small piece for the nose; attach with hot glue. Glue strands of yarn to the back of the head for hair. Trace stencil S-4b on the <u>back</u> of the felt or T-shirt material (<u>note: flip the stencil over!</u>) Stick or glue the shirt(b) over the figure(a). Add eyes and mouth with Slick Paint.	
23	Review the cycle. Notice that the process is the same, but the butterfly is slightly different.	1 butterfly egg on a leaf 1 small caterpillar 1 pupa attached to a branch 1 adult butterfly: green	See page 21. Use Butterfly stencil W-3a and W-3b Use butterfly wing material #3: green	(See page 21.)	



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24	Recognize this character. He also is wearing the color of the butterfly he's asking about.	Student #1 (male)	Student stencil S-1a Fun Foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, orange Black Slick Paint 5-6 adhesive felt dots, small	Trace stencils S-1a, S-1c, and S-1d onto Fun Foam. Cut a small piece for the nose; attach with hot glue. Apply adhesive felt dots along the top edge of the head, above the ears. Trace stencil b on the <u>back</u> of the felt or T-shirt material (<u>note: flip the stencil over!</u>) Stick or glue the shirt(b) onto the figure(a). Then, attach the arms(c, d) under the sleeves of the shirt so that the forearms are over the figure. Fold one over the other so that they are "crossed." Add eyes and mouth with Slick Paint.	
25	Review the cycle. Notice that the process is the same, but the butterfly is slightly different.	1 butterfly egg on a leaf 1 small caterpillar 1 pupa attached to a branch 1 adult butterfly: orange	(See page 21.) Use butterfly wing material #4: orange	(See page 21.)	



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26	In addition to supporting the text, this picture continues the joke of matching shirt color and butterfly color. There is also the opportunity to interpret the character's body language.	Student #2 (female)	Fun Foam: a flesh tone 4" x 4" piece of sticky back felt or T-shirt material, green Black Slick Paint Yarn: hair color #2	Trace head and arms on the back of the fun foam. Cut a small piece for the nose; attach with hot glue. Glue strands of yarn to the back of the head for hair. If you're using T-shirt material, fold the cloth into a rectangle so that the raw edges are hidden. Glue to the center of the page. This is the shirt. Arrange the arms and head around the cloth and glue in place. Add eyes and mouth with Slick Paint.	
27	Encourage student(s) to interpret the character's expression and body language. How might the character be feeling in this picture? Why would she be feeling this way? Ask student if his/her teacher has ever been like this.	Teacher/guide	Guide stencil G-3a and G-3b Fun Foam: a flesh tone Sticky-back felt: white Yarn: a hair color Black Slick Paint 4" black nylon woven cord, thin 1 plastic label-sleeve from a hanging file folder: 2/3" x 1/2" rectangle cut from the fold. White paper rectangle: same size	(See page 1.) In this picture, she should look annoyed: her hands can be grabbing her hair. Add eyes and mouth with Slick paint. Make a frowning mouth.	



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28	Review each stage of the life cycle with the aid of the tactual symbols. Each picture is now a familiar symbol to support the written word.	In a row: 1 butterfly egg on leaf 1 small caterpillar 1 pupa attached to a branch 1 adult butterfly	See page 21. Hand stencil H-1 Fun Foam: all flesh tones used Butterfly stencil W-5a and W-5b (small)	Glue in sequence across the page: leaf, caterpillar, pupa, and butterfly. Trace stencil H-1 onto each Fun Foam flesh tone, 1x each (4 hands in all). Cut and glue one hand under each stage of the butterfly life cycle, pointing.	
29	"Thumbs up" is "yes," "good job," or "OK." If your non-sighted or visually impaired students are not familiar with the gesture, model a "thumbs up" and have them do the same.	Thumbs up	Hand stencils H-2a and H-2b Fun foam sheet: a flesh tone	Trace stencils onto Fun Foam. Align "b" over "a" and glue in place. Attach this to the center of the page with hot glue.	

