



Created by **The Center for Literacy and Disability Studies**
Department of Allied Health Sciences, University of North Carolina at Chapel Hill
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Under Contract With the State Department of Public Instruction, Division of Exceptional Children

Making Your Own Tactual Book: Can It!

(Book by Caroline Musselwhite & Jerry Stemach, From the Recycling 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 Can It!

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 Can It!

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Craft Store (Michael's/AC Moore's)	Hardware Store (Home Depot/Lowe's)	Miscellaneous (Around the house)
<p>Fun Foam: 1 or 2 flesh-like colors, e.g. brown, yellow, orange, pink (one sheet)</p> <p>Slick Paint: black</p> <p>1 large package of Pony beads, metallic or red</p> <p>1 package colored hot glue sticks (or just one stick of orange or brown, if you have it.)</p> <p>Masking tape or Graphics tape, 1/8" wide (matte brown or similar, if possible)</p>	<p>Adhesive felt dots, mixed sizes</p> <p>"Goop" Household Glue (Follow all directions on the package. Be sure to allow the glue to dry thoroughly!)</p> <p>Textured/non-skid/sandpaper adhesive back tape</p>	<p>27 sheets of light green printer paper or couple pads of post it notes</p> <p>3 coke cans</p> <p>3-4 small food boxes, a variety: e.g., raisins, Jell-o, snack-sized cracker box, travel-sized cereal box, etc.</p> <p>3 metal "eraser muffs" (The metal cylinder that holds the eraser onto most pencils. Use pencils that have old or rubbed-down erasers: most muffs can be pulled off fairly easily; if not, use pliers.)</p> <p>2-3 plastic grocery bags</p> <p>1 sheet of lightweight cardstock, light green</p>



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Page-by-Page Descriptions for Book Tactualizing: Can It!

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Before starting, print out the stencils in the kit. These will be used to trace and cut items for book. 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: soda cans. Your student may (or may not) need help identifying the object as a crushed can. The title is a pun: "can it" that means "stop." At the end of the story, discuss what the title might refer to.	Crushed soda can	1 soda can, empty and washed	<p>If it is not already flattened, place the can on a solid surface and step on it. If necessary, guide the circular top to lie on one side and the bottom to lie on the other.</p> <p>Attach the can to the page with generous "Goop" Household Glue. Add extra "Goop" around the perimeter of the can and dab "Goop" on any pointed or broken corners that resulted from crushing. Reinforce with packing tape.</p>	



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1	<p>Introduce the character/narrator. Discuss the presence of the cactus, and if necessary, what they are (They have spines; they grow in warm, dry climates.) What can you tell about the climate of Arizona?</p>	<p>Eric's face Cactus</p>	<p>Fun Foam Eric stencil Adhesive back felt dots (5-6) Black Slick Paint Velcro (hook side)</p>	<p>Trace the "Eric" stencil onto Fun Foam and cut.</p> <p>Glue a small scrap to the center of his face for a nose. Glue to the page.</p> <p>Arrange the felt dots around the top perimeter of his head and secure them with extra hot-glove.</p> <p>Then, draw eyes and a mouth (open smile) with Slick Paint.</p>	
2	<p>Picture supports the text. Read the Braille on the bill and discuss the form and denominations of U.S. currency.</p>	<p>\$1,000</p>	<p>Cardstock or construction paper; light green "\$1,000" image or play-money bill</p>	<p>Photocopy or print the image of the \$1,000 bill onto the green paper, to real scale.</p> <p>Braille "1,000" in the upper right and left corners.</p> <p>Braille "One Thousand Dollars" across the bottom.</p> <p>Glue the bill to the page.</p>	



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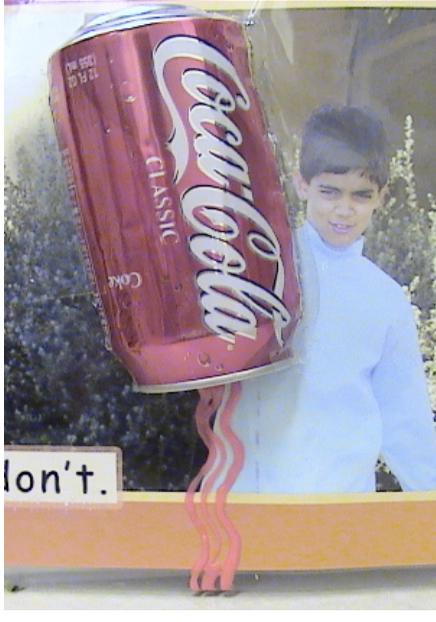
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3	Picture supports the text. The un-crushed can will likely be a recognizable object.	A coke can	1 coke can, cut in half	<p>Using tin-snips/all purpose craft shears, cut a coke can in half lengthwise. Use pliers to fold the raw edges inside, as evenly as possible. Flatten your folds. Then line the entire edge with strips of clear packing tape, including the corrugated rim at the top of the can. Also, line the mouth of the can with "Goop" to ensure that sharp edges are covered.</p> <p>Glue one half of the can to the page, right-side-up, with generous "Goop." Also, line the mouth of the can with "Goop" to ensure that sharp edges are covered. Make sure the placement of the can is near the left ("outer") side of the page, not the center.</p> <p>Reinforce can with strips of packing tape.</p>	
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4	Read the text & allow the student to explore the picture. Encourage him/her to look for differences between this page & the one before: the can is upside down; there is something coming out of the can. Help identify the glue stream as a representation of liquid: from the text, infer that Eric is pouring the beverage out.	A coke can A stream of beverage	I coke can, cut in half Orange or brown colored hot glue stick	Prepare the can as on page 3. Glue the can to the page upside-down, at a tilt, with generous "Goop." Make sure the placement of the can is near the left ("inner") side of the page, not the center. Using the colored hot glue, draw a "stream" of "soda," pouring from the mouth of the can to the bottom of the page. Reinforce the can with strips of packing tape.	
5	Reinforce the main subject of the book: empty soda cans.	1 crushed can	See front cover.	See front cover.	



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<p>6</p>	<p>Help the student identify the parts of the scaled-down representation: Eric's hand, the metal can, the rough pavement. Discuss the concept of litter. Why is Eric able to find cans on the street? Litter is a problem in our communities. How is Eric helping? (He's picking up things off the street that don't belong there.)</p>	<p>Eric's hand, picking up: 1 soda can The street</p>	<p>Fun Foam Hand 1 stencil 1 metal eraser-muff (from the end of any standard pencil, eraser removed) Texture tape, about 8"</p>	<p>Adhere the strip of tape across the lower part of the page. Using "Goop," glue the "can" to the page horizontally, somewhere along the top edge of the texture tape. Trace the hand stencil onto the Fun Foam and cut. Glue the hand to the page, with several fingers overlapping the "can" (glue the fingers to the can, as well.) Once the glue is dry, run a thin strip of packing tape (about .25" x 1") through the "can," to further secure it to the page.</p>	
<p>7</p>	<p>Help student identify the bag of cans. Then, let him/her explore the picture. Do your best to answer any questions the student may have. Questions may focus on the physical properties of the picture before they focus on the concepts. This is okay; the student is learning to gather and interpret information.</p>	<p>One hand, passing: A bag of cans, to: Eric's hand.</p>	<p>Fun Foam Hand 1 stencil Hand 2 stencil Pony beads, 10-15 A square of plastic grocery bag, about 6" x 6"</p>	<p>Place the Pony beads in the center of the grocery bag square. Tie the adjacent corners together, loosely, to make pairs. Then tie the pairs together, one time. Glue the knot in place with hot-glue. If the too bulky or tightly packed, remove some beads. It should only protrude 1/4" to 1/2" off the page. Trace Hand stencils 1 & 2 onto Fun Foam and cut. Glue Hand 2 over the bag's knot with the thumb pointing up. Glue Hand 1 beside and slightly below; fingers facing, thumb up.</p>	



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8	<p>By feeling the individual bills, the student can begin to associate a tangible quantity with the value of "\$1000." This illustration, paired with the text, creates reference to which the student(s) can compare later amounts of "money."</p>	<p>\$1000 cash (10 stacks of \$100)</p>	<p>Light green printer paper, about 20 sheets Graphics tape</p>	<p>Use a paper cutter to cut the paper in half to make 5.5" x 8.5" sheets. Stack the paper and cut along the 5.5" side into strips: 7/8" each.</p> <p>Then, cut the strips into 2" pieces. (Most paper cutters can cut a stack of 10-12 sheets at a time). Discard the odd-sized remainder.</p> <p>Separate pieces into 10 stacks, (approximately 100 pieces each).</p> <p>Bind them around the center with masking or graphics tape and glue all of the stacks to the page above the text.</p>	
9	<p>Recognize the object from previous pages. Reinforce the concepts on page 6.</p>	<p>Eric's hand, picking up: 1 soda can The street</p>	<p>See page 6.</p>	<p>See page 6.</p>	



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10	Picture supports the text. Read the Braille on the bill and discuss the form and denominations of U.S. currency.	\$10	See page 2. (Substitute a \$10 bill)	See page 2. (Substitute "10" and "Ten Dollars" in Braille.)	
11	How thick is this stack? By feeling the individual bills, the student can associate a tangible quantity with the value of "\$10."	A stack of 10 bills.	1 sheet light green printer paper Graphics tape	Cut the paper into 7/8" x 2" pieces, as on page 8. Separate 10 pieces and bind them around the center with masking or graphics tape. Glue the stack to the center of the page.	



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12	<p>Picture supports the text. Read the Braille on the bill and discuss the form and denominations of U.S. currency. Identify Eric's hand, the metal can, and the pavement from previous pages. Point out that the bill is real-scale, but the rest of the illustration is not.</p>	<p>\$100 Street Eric's hand, picking up: 2 soda cans</p>	<p>Cardstock or construction paper; light green "\$100" image or play-money bill Fun Foam Hand 1 stencil 2 metal eraser-muffs Texture tape, about 8"</p>	<p>Photocopy or print the image of the \$100 bill onto the green paper, to real scale.</p> <p>Braille "100" in the upper right and left corners. Braille "One Hundred Dollars" across the bottom. Glue the bill to the page.</p> <p>Adhere the strip of texture tape across the lower part of the page, below the bill.</p> <p>Use "Goop" to glue the "cans" to the page, near the right (outer) edge of the page, just above the texture tape. Glue one horizontally and one vertically.</p> <p>Trace the hand stencil onto the Fun Foam and cut. Glue the hand to the page, close to the "cans."</p> <p>Once the glue is dry, run a thin strip of packing tape (about .25" x 1") through each "can," to further secure it to the page.</p>	
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13	How thick is this stack? Compare the feeling of this amounts to the amount on page 8 and on page 11.	A stack of 100 bills	Light green printer paper, about 2 sheets Graphics tape	Cut a stack of paper to make approx. 100 pieces. Cut the paper into 7/8" x 2" pieces, as on page 8. Make 1 stack of about 100 pieces and bind around the center with masking or graphics tape. Glue the stack to the center of the page.	
14	Picture supports the text. Talk about the student's blanket and how some people don't have their own.	4 blankets	4 squares of cloth, different weaves/textures. About 6" x 6" each.	Fold each square into quarters. Glue them folded with hot glue. Then, glue each to the page separately or overlapping (not stacked).	 <p>et four blankets</p>



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15	Picture supports the texts. Explain that 2 \$100 bills are pictured because there is no \$200 bill.	\$100 bills, 2	Cardstock or construction paper; light green "\$100" image or play-money bill	<p>Photocopy or print the image of the \$100 bill onto the green paper twice, to real scale.</p> <p>Braille "100" in the upper right and left corners. Braille "One Hundred Dollars" across the bottom of each.</p> <p>Glue the bills to the page, next to each other.</p>	
16	How thick is this stack? By feeling the individual bills, the student can associate a tangible quantity with the value of "\$200." Notice that each stack is the same size at the one stack on page 13. Compare the feeling of this amount to the amounts on page 8, 11, and 13.	2 stacks of 100 bills (\$200)	Light green printer paper, about 4 sheets Graphics tape	<p>Cut paper to make approximately 200 "bills" (see page 8).</p> <p>Bind around the center with masking or graphics tape.</p> <p>Make two equal stacks of about 100 and glue to the middle of the page, side by side. Make the stacks the same size as they are on page 13.</p>	



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<p>17</p>	<p>Discuss any experience your student has with collecting food-donations (possibly through school or an outside organization). Why is the "food" shown in boxes? (It's non-perishable.) Who does the food go to? (Families that cannot afford food because of some difficulty, such as job-loss or a house fire.)</p>	<p>Food boxes</p>	<p>3-4 small food boxes A ruler X-acto blade or box-cutter</p>	<p>Cut each box in half, length-wise to reduce its width. In some cases, both halves of the box can be uses.</p> <p>Using the ruler and blade, score the edges and fold them in. Use this edge to glue down boxes down to page.</p> <p>Arrange boxes next to each other.</p> <p>Reinforce with packing tape.</p>	
<p>18</p>	<p>Understand the text: what kind of "sad stuff" does Eric see? (Homelessness, p.14; poverty, p.17) Use the text to understand the picture: What is Eric's expression and why? (Accept all reasonable answers)</p>	<p>Eric, frowning</p>	<p>Fun Foam Eric stencil Adhesive back felt dots (5-6) Black Slick Paint Velcro-hook</p>	<p>Trace the "Eric" stencil onto Fun Foam and cut.</p> <p>Glue a small scrap to the center of his face for a nose.</p> <p>Glue to the page.</p> <p>Arrange the felt dots around the top perimeter of his head and secure them with extra hot-glue.</p> <p>Then, draw eyes and a mouth (some version of a frown) with Slick Paint.</p>	



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19	Recall the title of the book. What is Eric trying to "can?" (The "sad stuff" that Eric sees.) Practice flipping back to find facts in the book: What did Eric do to "can" homelessness? (p.14) What did he do to "can" hunger? (p. 17) How did he do it? (He collected cans)	Crushed soda can	1 soda can, empty and washed	<p>If it is not already flattened, place the can on a solid surface and step on it.</p> <p>Flatten well and try to avoid burrs.</p> <p>Attach the can to the page with generous "Goop" Household Glue. Add extra "Goop" around the perimeter of the can and dab "Goop" on any pointed or broken corners that resulted from crushing.</p> <p>Reinforce with strips of packing tape.</p>	
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