

### How to Start: Read the book

- Introduce the book to the students, first start off by reading *Rabbit* from beginning to end, without rearranging the frog.
- Reread the book, this time allowing the children to pick which part of the frog they would like to flip. They have a blast doing this so be prepared to bring them back together.

### Mini Lesson

- Have a white board and marker for the board so you can write down what info the children are giving you.
- Start off by asking the children if they can see something with the frog's names. Have them look at the first letters and make sure they understand that both words start with the same letter. Tell them that is what they have to do with their characters also. The first letters must be the same in both words, of the first line of the story (ex. Scuba Steve).
- Next talk with the students about prepositions phrases, give the students some examples and then ask them for a few (ex. With all his gear).
- Finally, tell the students how the very last part of the page is an action sentences. Explain that every sentence needs an action, then give them an example (ex. jumps into the deep water without any fear).
- To wrap things up ask the children for a few more sayings. Allow the children to work together to come up with some really funny sentences.

### Introduce Their Own Flip Book

- Have a blank flip book ready to show them what they are going to be doing.
- Also have a book started so the children can see what they will be doing.
- Allow the children to experiment with blank pages of a person so they can get a

feel of what they will be doing in their own book.

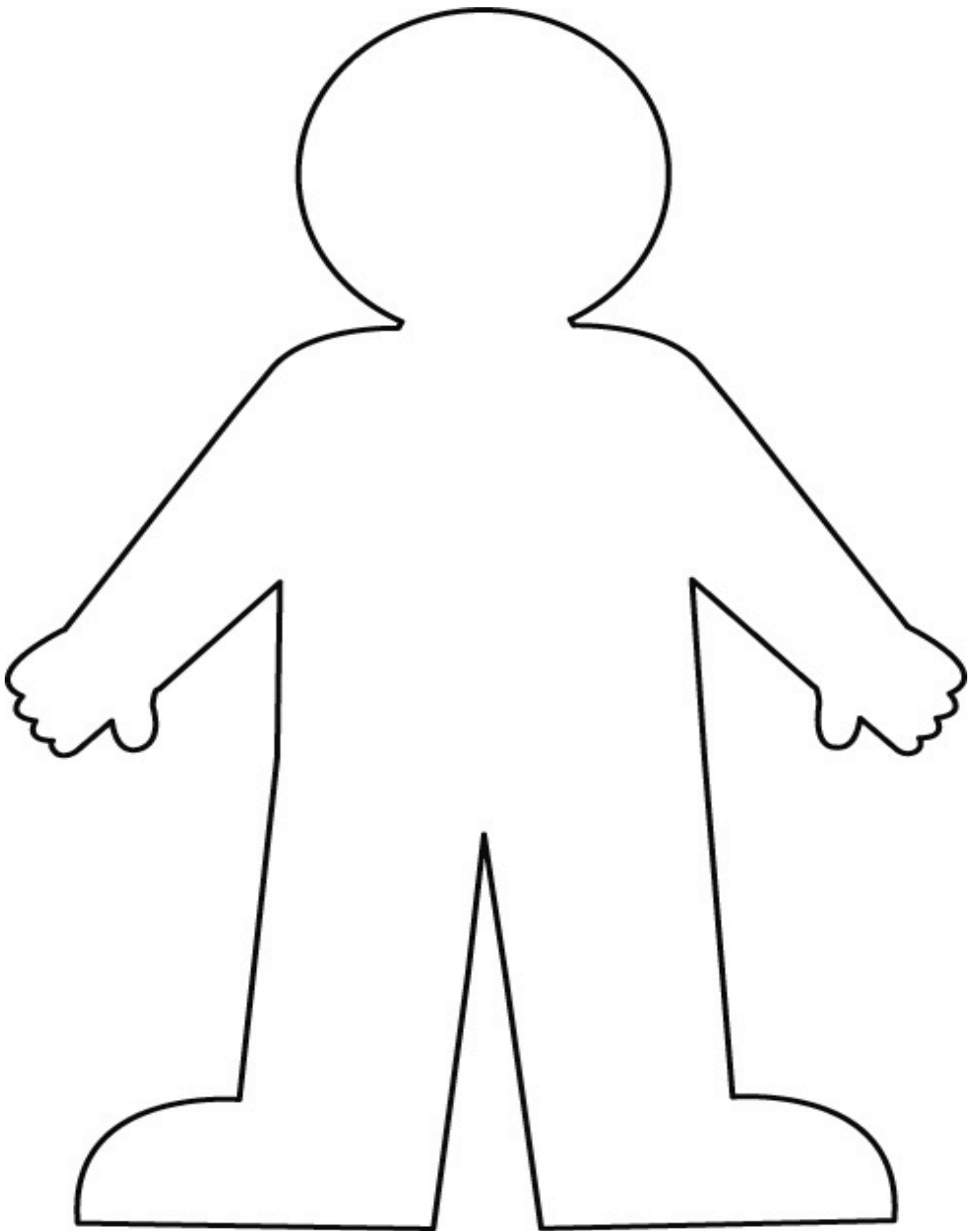
- Once the children understand what they will be doing allow them to color a person, and help them start making up a funny sentence/saying that will go with this picture.
- When the children are ready to write their sentence in the book, have them practice it on another sheet of paper first. Make sure the children are really working on the GLI you have chosen for this project.

### Completing the book

- It is time to have the children pick what title they want for their book.
- I had the children give me multiple choices. I then had them put their heads down and I read all the titles. They were to choose which title they wanted for their book. The title that got the most votes became the title of our book.
- When the children are ready to past their pictures into their books, show the children where to cut the body so it is the same for all of their pages.
- When the children are ready to write in their books, make sure they've practiced writing on a separate paper, all of their different sections are done correctly.
- The children are really going to enjoy making their own flip books!
- They are going to want to work on them as much as possible. Allow the children to let their imaginations run with these books.

### THE CHILDREN'S FEEDBACK

- I really like making my flip book.
  - o TC
- I want to work on my book all day!
  - o JC
- My favorite part is coloring the people.
  - o Alec
- I like making my people look funny.
  - o Drezhan



# About the Author

My Name \_\_\_\_\_

My Age \_\_\_\_\_

My favorite thing to do \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My least favorite thing to do \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Favorite Part of the Book \_\_\_\_\_

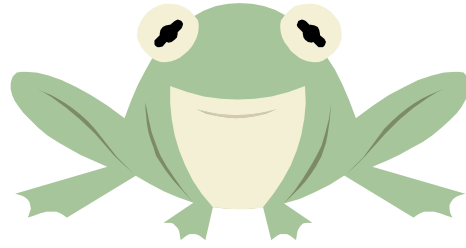
\_\_\_\_\_

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My Favorite Book \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



This project with the children I really enjoyed doing! It was rather nerve racking at first, but as I started and the children started catching on to what was going on, the project became a blast. I first started off my choosing what GLI I was going to use for this project. It was a toss up between have the children work on mimicking book talk or working on capitalization and punctuation. I chose to work with them on capitalization and punctuation. I felt it would be better off working on something the children would benefit from that they could use in all of their writing and not just this activity.

Once I had chose my GLI that I was going to work with I did a read aloud. I first read the book straight through, then the next day I read the book again allowing the children to choose which part of the book I was going to flip. The children had a blast flipping the pages and making the frog have different smiles, outfits and even different heads. After I was finished reading the book, I held up a flip book that was blank. I told them, now that we have just read a flip book; we are going to make a flip book of our own. I then held up a book, which was started. I had our first sentence in the book which was “Just my face, Just my toes, Then we’ll see Where it goes.” On the page next, it had a regular person. She was not funny or acting goofy, she just was just herself. I had a few pages done so the children could see what was going to become of our book. I then did our mini lesson so the children could get a better sense of how they were going to accomplish their book. I then gave them a paper that just had a person on the page for them to practice coloring. Then I handed out a paper so they could practice their funny sentences. Once the children had all of their people done and their sentences completed they were then able to put them into their books. When we were trying to come up with the title for a book, I had the children give me some titles that I wrote on the board, and once I had about eight or so titles I had them all put their head’s down. I told them they could only vote once, so make sure they listened for the title they wanted. Then I stated that the title with the most votes will become our book title. The title the children chose for our book was *The Goofy Kids*. When the children were done with their books, I handed out a paper that stated About The Author at the top of the page. In my opinion children really like the feeling of ownership, so to give the children the feeling of ownership I wanted them to fill out this sheet so we could glue it into the back of their book. When I did this page with my writing group, I sat with them and just had them think about answers for the questions I had on the page. I did not show them the page until we were done discussing their answers. After we had thought about what we were going

to write, I handed out the pages for them to fill in the blanks. I had them focus on making sure their sentences started with capitals and ended with a punctuation mark. I made sure they knew that this was a rough draft, and when they were done we would discuss what they did, edit/revise their work, then the next day we would do a final draft for them to glue into their book.

I really enjoyed doing this book with the children. Everyday when I would walk into the classroom, the first thing I would hear is “Miss Griffith are we going to work on our flip books today?” The children loved it! I really think it is something that most children would really enjoy doing. They love coming up with funny looking people and writing sentences about their person. This is something I would really try fitting into my lesson plans when I have a classroom of my own.

I also want to say that Mrs. Williams really helped with this project. She helped me get across what I needed to get across and she allowed the children class time to work on this book, as a whole class. She helped me keep the children under control and also helped with coming up with ideas for the book.

Completed by: Mallory Griffith with assistance from Mrs. Williams in the classroom