

# **Folding into Books**

**Writing and displays across  
the curriculum**

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## 2. Offset Fold Booklet

- Three or more sheets of plain white or colored paper. You may use construction paper for the back and top layer. (Cut it to match the size of the other sheets.)
- Lay the first sheet of paper (or the piece of construction paper) on the table. Using a ruler, place the second sheet of paper on top of the first sheet approximately 1 ½ inches from the bottom edge.
- Lay the third sheet of paper on top of the second sheet placing it approximately 1 ½ inches from the bottom of the second sheet.
- Make sure all three sheets of paper are lined up along the sides.
- Fold all three sheets together so that they line up 1 ½ inches from the one below it.
- Crease the fold.
- Unfold and place staples in the folded edge.
- Your booklet should resemble stair steps when folded.
- On the top outside step write the subject area you are researching.
- Write a paragraph, draw a picture, complete a map or graph for each page.
- On the back of your booklet attach your name and the resources used to collect your information.
- Example:
  - Top flap: Oklahoma
  - Second flap: Location within the US: Oklahoma located on a US map
  - Third flap: Area topography – Map of Oklahoma with rivers and mountains located and labeled.
  - Fourth flap: Agriculture – List of top 20 ag products commercially grown and top producing countries.
  - Fifth flap: Research Centers – List of centers, area of research, and location.
  - Sixth flap: New Ag. Products and Research

## 3. Square Diorama

- Use a 12 x 12 inch square of paper.
- Fold and crease the square on each diagonal.
- Unfold the square.
- Cut one of the creased diagonals to the center.
- Slide the 2 cut sections over each other so there is now a base and two standing sections.
- Staple the base together.

## 4. Paper Plate Diorama

- Use 4 paper plates
- Divide each plate into 4 even sections by folding and creasing them in fourths.
- Cut one of the section lines of each plate to the center.
- Slide the 2 cut sections over each other so there is now a base and two standing sections.
- Staple the base together

- Place each of the 4 completed plates back to back so that you have 4 continuous rooms. Staple them together.

## 5. Time – Line Journals

- Use a spiral notebook for each student
- Use the first 5 pages as a Table of Contents section.
- Possible sections for a Table of Contents could be: Early Civilizations, Explorers, Early Settlements, Colonies, Important Events in American History
- Use the back 5 pages of the spiral for vocabulary, geography terms, and types of maps.
- For the main section of the spiral divide each page in half by drawing a line across the page at the center hole.
- Number each of the pages at the bottom of the page and transfer those numbers to the Table of Contents page as they are completed.
- Students write the rubric for the time line journal on the inside back cover of the spiral.
- Examples of a rubric
  - Pictures – draw at least three items, to spur your memory, on top half of page.
    - draw in pencil
    - color the drawings with map pencils (colored pencils)
  - Summaries – Complete in bottom half of page
    - place the date of the event on the right side of the first line
    - place page numbers from text or other source on the left side of the line
    - Write the title for the page in the center of the line
    - Write 5 statements about the event in sentence form and numbered.

## 6. Guessing Jar

- This activity can be used with most objects. Some agriculture suggestions are: corn, wheat, small plastic animals or erasers, soy beans, fruits or veggies.
- Bring a clear plastic container with lid filled with \_\_\_\_\_ to class.
- Students estimate how many \_\_\_\_\_ are in the jar. Students write their estimates on a small sticky note.
- Draw a long line on the board to make a line plot or place masking tape on the floor.
- Decide who has the low and high estimate.
- Place those estimates (sticky notes) just above each end of the line.
- Compute the range.
- Divide the line in half and fourths.
- Have students bring the estimates to the board and place them in the appropriate place.
- Compute the mean, median, and mode. Students may also want to look at clumps, outliers, and complete a box and whisker plot.
- Using food handling gloves (if using unwrapped foods) to pass out the \_\_\_\_\_ evenly to the students for eating or viewing.
- Compute the actual number of \_\_\_\_\_ from the jar.