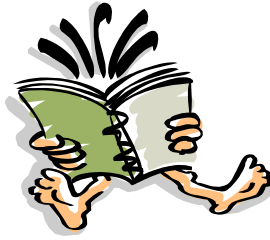


## CHILDREN'S BOOK APPRENTICESHIP PLAN



**Overview:** Apprentices will create a nonfiction children's book that instructs how to write, illustrate, and publish a children's book.

### Objectives:

- Apprentices will be able to define professional vocabulary related to authorship, illustrating, and publishing. (skills)
- Apprentices will be able to navigate a children's book store and be able to distinguish between children's book genres. (skills, access, community)
- Apprentices will have access to professionals in the children's book industry. (community, access)
- Apprentices will understand the purpose of nonfiction writing. (skills)
- Apprentices will be able to list the steps required to write, illustrate, and publish a book. (skills)
- Apprentices will be able to apply their research to create a children's book. (leadership)
- Apprentices will each be able to perform the role of one member of a book-creation team. (skills)
- Apprentices will understand the interactions and relationships of a book-creation team. (skills, access)
- Apprentices will be able to create and use a story plan and a dummy book. (skills)
- Apprentices will be able to contact a publishing company. (leadership, access)
- Apprentices will be able to teach others how to create a children's book. (community, leadership)

**Length:** 10 Sessions – Each 90 minutes  
final session = 140 minutes

**WOW! Description:** The WOW! will be in two forms: a physical book and also a session in which the apprentices teach others using this book.

1. **Children's Book:** The book we produce will be a nonfiction children's book that instructs how to write, illustrate and publish a children's book. The apprentices will design the book as a whole team, but the writing, illustrating, color-work, and editing will be completed by smaller groups within the team, as is often done for published books. We will produce enough books so that each apprentice, each participant at the "Children's Book Creator Night," and the school library can have copies. Therefore, the books will be inexpensively bound. The cover will be made of strong paper, the pages will be color-copied, and the books will be

held together with plastic binding rings. A final copy of the book will be sent to a children's writing magazine with the hopes of being published.

2. **Children's Book Creator Night:** The apprentices will pair up with the local branch of the Boston Public Library to host a session to inform other children and interested adults of the steps to writing, illustrating, and editing a children's book. The event will be held on a weekday evening in the children's room of the library. The library only needs to supply us with the space and allow us to hand out advertising flyers in the children's room prior to the event. During the session, the apprentices will read their book to the gathered group and answer questions.

### **Apprenticeship Session Time Line:**

Week One: Getting to Know Authors and Illustrators

Week Two: Exploration to a Local Children's Book Store \*

Week Three: Exploration to a Local Publishing Company \*

Week Four: Creating a Children's Book

Week Five: The Story Plan and Dummy Book

Week Six: Getting Started

Week Seven: Work Day

Week Eight: Final Work Day

Week Nine: Children's Book Creator Night Preparation

Week Ten: Children's Book Creator Night

\* If either of these explorations experience complications in the planning, schedule a phone interview with Children's Literature professor and children's book critic, Susan Lehr.

### **Resources:**

\* Elbert's Bad Word by Audrey and Don Wood

\* Piggies by Audrey and Don Wood

\* Heckedy Peg by Audrey and Don Wood

\* <http://www.audreywood.com>

- \* [http://www.plum.lib.il.us/yp\\_childreauthors.shtml](http://www.plum.lib.il.us/yp_childreauthors.shtml)
- \* What do Authors Do? By Eileen Christelow
- \* What do Illustrators Do? By Eileen Christelow
- \* The Popcorn Book by Tomie DePaola
- \* A collection of nonfiction children's books in various formats (including books by Joanna Cole, Jan Brett, Tomie De Paola, Eyewitness Books, and Flashy Fantastic Rainforest Frogs Written by Dorothy Hinshaw Patent / Illustrated by Kendahl Jan Jubb)
- \* Joanna Coles and Bruce Degan video
- \* Barefoot Books
- \* Curious George Goes to Wordsworth's
- \* Local Boston Public Library branch
- \* Susan Lehr, Ph. D.                    [slehr@skidmore.edu](mailto:slehr@skidmore.edu)  
   Education / Children's Lit    508-580-5140  
   Skidmore College  
   Guest Phone Conference: Children's books and the editing process.
- \* Robert Smyth                        [robert@yellowmoon.com](mailto:robert@yellowmoon.com)  
   Yellow Moon Press
- \* Erica Zappy                            [Erica\\_Zappy@hmco.com](mailto:Erica_Zappy@hmco.com)  
   Editorial Assistant                617-351-3487  
   Children's Book Division / Houghton Mifflin Company

## Children's Book Apprenticeship



### Lesson 1: Getting to Know Authors and Illustrators

**Overview:** We will introduce ourselves to each other, learn about the WOW!, and play games and watch a video to help us discover the collaborative process of children's book creation.

**Learning Objectives:** Apprentices will be able to identify each other and the apprenticeship instructors, define professional vocabulary related to children's book creation, discuss the purpose of nonfiction writing, and understand the interactions and relationships of a book-creation team.

#### Materials:

- objects for Group Juggling
- newsprint
- cards for Vocabulary Game
- The Magic School Bus Inside a Hurricane Written by Joanna Cole / Illustrated by Bruce Degan
- Video about Joanna Cole and Bruce Degan
- The Popcorn Book by Tomie De Paola
- My children's books

**Time:** 90 minutes

#### Personal Introduction:

##### GROUP JUGGLING

**5 minutes**

Go around in a circle and learn everyone's name. Throw an object to one person and say, "Here you go (his/her name)."

S/he says "Thank you (your name)."

Then s/he repeats the process by throwing it to someone else until everyone has had the object pass through their hands. Everyone must remember the order and try it again. This time after a few people have passed the object, throw other objects in (in the same order). Use pencil boxes, paint bottles, and books, along with balls. Debrief by discussing the role of teamwork in creating children's books. What happens when one person drops the ball?

#### Ritual:

##### ROUND ROBIN

**10 minutes**

Apprentices rotate in groups of 2. Each group begins at a different piece of newsprint posted around the room and records their answers to the question written there. Play

music for just under two minutes at each rotation. When the music stops, apprentices switch to the next poster.

- What is an author?
- What is an illustrator?
- What is nonfiction?
- What is an editor?
- What is a publisher?

### **Instructional Procedures:**

#### **I. INTRODUCE WOW!**

**5 minutes**

Explain that we will create a children's book that teaches how to create a children's book. We will divide into four teams: authors, illustrators, colorists, and editors, but we will all contribute to the design of the book. Once we have the book bound, we will present it to families at the local branch of the Boston Public Library. Hang up a timeline for the ten weeks. Each week the previous week's lesson will be checked off.

#### **II. VOCABULARY GAME**

**15 minutes**

Play the match game. Divide the group into two teams. Put up a definition and the first team must match one of the words from the vocabulary cards (hung on the wall) with that definition. If they get it right, they get a point. If they guess incorrectly, the other team gets to try to steal it.

- author – someone who writes books
- illustrator – someone who creates the pictures for a book
- colorist – someone who supplies pictures with color
- nonfiction – a book that provides factual information on a topic
- editor – someone who prepares books for publication
- publisher – one who makes books available to the public
- plan – layout; shows which ideas and pictures go on each page of a book
- dummy book – model of the book
- dedicate – to address a book to someone as a sign of honor
- “about the author” – page that gives information about the author(s)
- characters – people in a book

#### **II. *THE MAGIC SCHOOL BUS INSIDE A HURRICANE***

**20 minutes**

- A. Review the meaning of “nonfiction.” Begin a list of the purposes of nonfiction on newsprint.
- B. Read the storyline and other selections from the book.
- C. Record any additional purposes of nonfiction on the list.

#### **III. JOANNA COLE AND BRUCE DEGAN**

**20 minutes**

Watch the video about Joanna Cole and Bruce Degan. It covers how Joanna chose to write her nonfiction series the way she does, how Bruce became her illustrator, and the relationship between author, illustrator, and publisher.

IV. APPRENTICESHIP TEACHER BOOKS

**10 minutes**

Show an example of books created by a non-professional author/illustrator and speak about the process of creating them: who helped, how I made choices for the books.

- Night Meredith
- The Frog in Ms. Pond's Class (nonfiction)
- Greek Mythology
- Chinese Zodiac

**Closure:**

OUR BOOK

**5 minutes**

On newsprint brainstorm ideas for the “how?” and “what?” of our nonfiction book on how to create children’s book. Use what we learned today to inform the brainstorm. Make apprentices aware that next week they will travel to a local bookstore and the week after they will tour a publishing company.

**Back-Up Activities**

Read another non-fiction children’s book: The Popcorn Book by Tomie De Paola

## Children's Book Apprenticeship



### Lesson 2: Exploration to a Local Children's Book Store

**Overview:** Apprentices will meet people who work at Barefoot Books or Curious George Goes to Wordsworth's. Apprentices will participate in a scavenger hunt to help them navigate the book store and distinguish between genres. The booksellers will share favorite nonfiction books.

**Learning Objectives:** Apprentices will have access to professionals in the children's book industry. Apprentices will be able to navigate a Children's book store and be able to distinguish between genres.

#### Materials:

- Scavenger Hunt Sheets
- Bookseller contact information.

**Time:** 90 minutes

#### Instructional Procedures:

- I. TRAVEL TIME / SCAVENGER HUNT PREP **25 minutes**  
Travel to a local children's bookstore. On the MBTA, hand out the scavenger hunt sheets, establish scavenger hunt teams, and review the scavenger hunt tasks. It will also be important to define the genres the books in the scavenger hunt will fall under.
- II. INTRODUCTION **5 minutes**  
Introduce apprentices to booksellers.
- III. SCAVENGER HUNT **15 minutes**  
Apprentices work in teams to find specific books in various genres. The scavenger hunt will be developed in advance with the help of the booksellers.
- IV. SHARING **20 minutes**  
Booksellers share their favorite nonfiction book, reading it, describing the format, and explaining why it's their favorite.

#### Closure:

TRAVEL BACK TO CAMPUS **25 minutes**  
Check the scavenger hunt sheets together. Then, apprentices name their favorite books / reading materials and place them within genres.  
Remind apprentices that next week we will visit a publisher.

## Children's Book Apprenticeship



### Lesson 3: Exploration to a Children's Book Publisher

**Overview:** Apprentices will tour Houghton Mifflin or Yellow Moon Press and explore children's book creation teamwork.

**Learning Objectives:** Apprentices will have access to professionals in the children's book industry. Apprentices will be able to define professional vocabulary related to publishing. Apprentices will understand the interactions and relationships of a book-creation team. Apprentices will be able to contact a publishing company.

**Materials:**

- KWL Sheets
- Erica Zappy (Houghton Mifflin) or Robert Smyth's (Yellow Moon Press) contact information

**Time:** 90 minutes

**Instructional Procedures:**

I. TRAVEL TIME / TOUR PREP

**30 minutes**

Travel to a local children's book publisher. On the MBTA, make a KWL chart of what we "**K**now" and "**W**ant to know" about publishing companies, including the "who, what, where, when, why, and how". Focus on words we've heard related to the process and strive to define them. Fill in the "**L**earned" section on the way back to campus.

II. INTRODUCTION

**5 minutes**

Introduce apprentices to the tour guide.

III. TOUR

**25 minutes**

The tour guide shows the apprentices the publishing company, emphasizing what is done there and, also, how people within the company work with each other and with people outside of the company (editors, authors, illustrators, booksellers, and consumers).

**Closure:**

TRAVEL BACK TO CAMPUS

**30 minutes**

Review the KWL chart as a team, determining if we were correct in our "**K**now" section and answering questions from the "**W**ant to know" section under "**L**earned." Then, add anything else we've learned to that section.

Remind apprentices that next week we will begin planning our own nonfiction children's book on the children's book creation process.



## Children's Book Apprenticeship



### Lesson 4: Creating a Children's Book

**Overview:** We will recall research information from our first three weeks, record it, read about the processes of being an author and illustrator, and use all of this to inform the format of our book.

**Learning Objectives:** Apprentices will be able to apply their research in the first three weeks of the apprenticeship to determine the best format for our book. Apprentices will be able to list the steps required to write, illustrate, and publish a book. Apprentices will understand the interactions and relationships of a book-creation team.

#### Materials:

- newsprint
- What Do Authors Do? and What Do Illustrators Do? By Eileen Christelow
- Paper
- Maze tarp

**Time:** 90 minutes

#### Ritual:

ROUND ROBIN

**10 minutes**

In groups of two, apprentices participate in a Round Robin with 2-minute rotations to five stations. Remind apprentices to reflect on the past three weeks of experience.

- How will we set up our book? Is it a story with characters? Lists of facts?
- List some steps to creating a children's book.
- List the people involved in creating a children's book.
- What are the reasons we are creating our book?
- Draw a quick illustration of a person, place, or thing for our book.

#### Instructional Procedures:

I. BOOK TIME

**35 minutes**

Read *What Do Authors DO?* and *What Do Illustrators Do?* After each book, create a separate list of what both do.

II. BLIND PARTNER PICTURE

**10 minutes**

Play this game to get apprentices thinking about how fortunate they will be to have access to each other as different people create different parts of the book. It's difficult to communicate with limited access to someone. We will be able to see what we are all

doing and also communicate using our book-creating vocabulary. The partners sit back to back. One partner has a picture, the other has a piece of paper and a marker. The first partner describes the picture without saying what it is. The second partner draws it. Take between two and three minutes per drawing and have the partners switch roles.

### III. STEPS

**20 minutes**

Ask apprentices: What are the steps to writing and illustrating a children's book? Apprentices can use the two lists and the Round Robin Flip Charts, compiling the information to make one list of steps.

The steps should be something like this:

1. get an idea
2. turn the idea into a story or formulaic way of relaying details
3. make a plan
4. make a dummy book
5. phrase each page carefully
6. illustrate each page with expression
7. add color to illustrations
8. make the cover
9. write a dedication
10. write an "about the creators" page
11. send book to an editor and a designer
12. make changes
13. send book to a publisher
14. publishers send book to the printer
15. enjoy your book and share it with others

### IV. BREAK DOWN

**5 minutes**

Break the steps down into separate pages for the book.

### **Closure:**

#### WHAT'S THE STORY?

**10 minutes**

As a team, bring all of our previous knowledge together to determine what type of nonfiction format will work for our story. Use the brainstorm list and keep in mind the list of steps we wrote. Be sure to answer these questions:

- Which nonfiction styles will work for our book?
- Which will we use?
- Are there characters? Who are they?

### **Back-Up Activities**

Play the maze game to reinforce teamwork and communication.

## Children's Book Apprenticeship



### Lesson 5: The Story Plan and Dummy Book

**Overview:** We will read work by Audrey and Don Wood and reflect on their teamwork. We will also use a “plan” to inform our creation of a dummy book and we will vote on roles.

**Learning Objectives:** Apprentices will be able to anticipate the importance of teamwork in creating this book. Apprentices will be able to create and use a story plan and a dummy book.

**Materials:**

- Newsprint
- *Piggies* and *Heckedy Peg* by Audrey and Don Wood
- Plan board
- Dummy book
- Maze tarp

**Time:** 90 minutes

**Ritual:**

ROUND ROBIN

**15 minutes**

This week each of the five stations has a blank sheet of paper. The first group at each sheet writes a sentence that gives the setting of a story. The groups move in two-minute rotations, continuing the story with additional sentences. The stories can each have five different intentions from the various groups. Discuss with apprentices the challenges of working on a team how much easier it would be to create the product you envisioned if there was communication between the teams. This sets us up to work as a team to create just one children's book.

**Instructional Procedures:**

I. BOOK TIME

**20 minutes**

Read *Piggies*, in which the idea was Don's, the writing was Audrey's, and the illustrations were Audrey's drawing with Don's color work Also show scenes from *Heckedy Peg* in which Audrey modeled for Don. This is similar to the type of teamwork we'll be using.

II. PLAN

**15 minutes**

Bring out the large apprenticeship teacher-created plan for the book. A plan shows which ideas and pictures go on each page. The main idea will already be labeled for each page. Allow the apprentices to decide what the picture should be for each page.

### III. DUMMY

**20 minutes**

A dummy is a quickly sketched version of the book (a model). The pages should already be numbered. Assign each apprentice a page to decide layout for and give each a piece of paper already sized to fit the dummy book. Each apprentice is responsible for using the plan to determine what the picture should be, where it goes in relation to the writing, sketching a sample picture with the words, and pasting the page into its appropriate spot in the dummy book.

The illustrators will use the dummy book to guide them through the pictures. Depending on the plan, some apprentices might be in charge of sketching a picture that spans two pages.

Be sure to leave pages in the dummy book for front and back cover, title page, “about the creators,” dedication, and end pages.

### IV. ROLES

**20 minutes**

Let apprentices know that we are creators. We are all developing the idea together; however, we must break down the work, as Audrey and Don do. Pass out role sheets to each apprentice, read through them, and have apprentices mark their top three choices.

1. **Writers** (2): This team works from the dummy book to write engaging sentences for each page, while staying true to our story line.
2. **Editors** (3): This team types what the authors write, checking for mechanical errors and making sure that the sentences make sense and stay true to the story.
3. **Illustrators** (2): This team works from the dummy book to artistically recreate (in pencil) the scene depicted in the dummy book. Two illustrators must agree on a style for the entire book that they both adhere to, both contributing to each page. Perhaps one does background and one does foreground characters.
4. **Colorists** (3): This team ensures that the illustrators did not leave any necessary details out of the illustrations. This team also decides on color medium and adds color to the illustrations, being sure all three use the same colors for the same details.
5. **Consultants** (apprenticeship teacher, apprenticeship support, parents, additional apprentices): This team oversees and guides all other team members, filling in if apprentices are missing or one team needs more help.

### **Closure:**

#### PRACTICAL REVIEW

**5 minutes**

Share the dummy book and then have apprentices show and tell what each role is responsible for, without the sheets.

### **Back-Up Activities:**

Play the maze game to reinforce teamwork and communication.

## Children's Book Apprenticeship



### Lesson 6: Getting Started

**Overview:** Apprentices will continue working on their roles to create the book.

**Learning Objectives:** Apprentices will be able to understand the interactions and relationships of a book-creation team. Apprentices will each be able to perform the role of one member of a book-creation team.

**Materials:**

- newsprint
- dummy book
- paper
- colorist medium
- computer
- maze tarp

**Time:** 90 minutes

**Ritual:**

ROUND ROBIN

**10 minutes**

This week, apprentices will create monsters. The point is to practice teamwork and also so that we get it out of our systems and our book does become our “monster.” Each apprentice starts alone at a piece of newsprint. S/he draws as much of a monster as s/he can in 1 minute. When we rotate, the next apprentice adds to the monster. Complete as many rotations as possible in ten minutes. The monsters will watch over us as we create.

**Instructional Procedures:**

I. BOOK TIME

**20 minutes**

An apprentice reads a previously selected nonfiction book to the team for inspiration.

II. WORK TIME

**40 minutes**

Everyone should try to complete three or four pages.

**Writers (2):** Work from the dummy book to write engaging sentences for each page.

**Editors (3):** Cannot begin work until writers have completed the first page. In the mean time, they will read nonfiction children's books for inspiration. Edit and type sentences composed by writers, checking with writers if they need to make big changes.

**Illustrators (2):** Work from the dummy book to draw illustrations for each page.

**Colorists (3):** Decide on the medium they will use to apply color to the illustrations. Cannot begin work until the illustrators have completed the first page. In the mean time, they will read nonfiction children's books for inspiration. While applying color, check for missing details in illustrations. Consult with illustrators if there are problems.

Take a five-minute break halfway through to play "throw a story together."  
Apprentices stand in circle. One person begins with the ball and says the first word of a sentence. They throw the ball to someone else who says the next word (it must make sense), and so on until the sentence is complete and someone says end punctuation (period, exclamation point, question mark).

### III. REFERENCES

**10 minutes**

Discuss plagiarism and the need for a reference page. Have apprentices list the references. Apprenticeship teacher will type it for the book.

### **Closure:**

#### HOW'D IT GO?

**10 minutes**

Apprentices make a chart of positives and deltas for work time. Make modifications before the next session.

### **Back-Up Activities:**

Play the maze game to reinforce teamwork and communication.

## Children's Book Apprenticeship



### Lesson 7: Work Session

**Overview:** Apprentices will continue working on their roles to create the book.

**Learning Objectives:** Apprentices will be able to understand the interactions and relationships of a book-creation team. Apprentices will each be able to perform the role of one member of a book-creation team.

**Materials:**

- newsprint
- dummy book
- paper
- colorist medium selections
- computer
- maze tarp

**Time:** 90 minutes

**Ritual:**

ROUND ROBIN

**10 minutes**

Most authors and illustrators work in offices or studios in their own homes. This means that they need to be self-motivated. Therefore, at the start of each work day, the apprentices meet with their partner(s) and develop their own goals for the day. They will record the goals on a sheet of newsprint labeled for their team. The other teams will read other team's goals in one-minute rotation. The initial goal-developing rotation should be five minutes.

**Instructional Procedures:**

I. BOOK TIME

**15 minutes**

An apprentice reads a previously selected nonfiction book to the team for inspiration.

II. ROLES

**10 minutes**

Review what each team does specifically and assign apprentices to their team. Be sure that everyone understands everyone else's role.

III. Setting Up Our Work Space

**5 minutes**

Assign apprentices to specific work spaces in the room. Explain where the materials are and remind apprentices to collaborate with their team member(s) and other teams, when

necessary. The dummy book will be in a central location and no team should take it back to their work space, although they must consult it.

#### IV. WORK TIME

**35 minutes**

Everyone should try to complete three or four pages.

**Writers (2):** Work from the dummy book to write engaging sentences for each page.

**Editors (3):** Edit and type sentences composed by writers, checking with writers if they need to make big changes.

**Illustrators (2):** Work from the dummy book to draw illustrations for each page.

**Colorists (3):** Apply color to the illustrations. While applying color, check for missing details in illustrations. Consult with illustrators if there are problems.

Take a five-minute break halfway through to play throw a story together.

Apprentices stand in circle. One person begins with the ball and says the first word of a sentence. They throw the ball to someone else who says the next word (it must make sense), and so on until the sentence is complete and someone says end punctuation (period, exclamation point, question mark).

#### **Closure:**

##### CHECK-IN

**15 minutes**

Meet as a large group and check-in to determine where each of the teams is with its goal. Remind apprentices that next week is the final work session.

#### **Back-Up Activities:**

Play the maze game to reinforce teamwork and communication.



## Children's Book Apprenticeship



### Lesson 8: Final Work Session

**Overview:** Apprentices will complete their roles to create the book.

**Learning Objectives:** Apprentices will be able to understand the interactions and relationships of a book-creation team. Apprentices will each be able to perform the role of one member of a book-creation team.

**Materials:**

- newsprint
- dummy book
- paper
- colorist medium selections
- computer
- maze tarp

**Time:** 90 minutes

**Ritual:**

ROUND ROBIN

**10 minutes**

Most authors and illustrators work in offices or studios in their own homes. This means that they need to be self-motivated. Therefore, at the start of each work day, the apprentices meet with their partner(s) and develop their own goals for the day. They will record the goals on a sheet of newsprint labeled for their team. The other teams will read other team's goals in one-minute rotation. The initial goal-developing rotation should be five minutes. Apprentices should keep in mind that this is the LAST DAY of book creation.

**Instructional Procedures:**

I. BOOK TIME

**15 minutes**

An apprentice reads a previously selected nonfiction book to the team for inspiration.

II. WORK TIME

**40 minutes**

A. Apprentices gather with their team and review their goals.

6. **Writers (2):** Continue to work from the dummy book to write engaging sentences for each page. When they are done and other teams are still working, they should read nonfiction children's books. Writers can also work on the

“about the creators” page when they finish their roles. If they choose not to, the apprenticeship teacher can write this page.

7. **Editors** (3): edit and type sentences composed by writers, checking with writers if they need to make big changes.
8. **Illustrators** (2): Continue to work from the dummy book to draw illustrations for each page. When they are done and other teams are still working, they should read nonfiction children’s books. Illustrators should decide on a page to be the cover. They can also decorate end-pages if they want.
9. **Colorists** (3): While applying color, check for missing details in illustrations; consult with illustrators if there are problems.

- B. Take a five-minute break halfway through to play throw a story together. Apprentices stand in circle. One person begins with the ball and says the first word of a sentence. They throw the ball to someone else who says the next word (it must make sense), and so on until the sentence is complete and someone says end punctuation (period, exclamation point, question mark).

### III. DEDICATION

**10 minutes**

As a team, we create a dedication. Apprenticeship teacher will insert this into the book.

#### **Closure:**

#### **CHECK-IN**

**15 minutes**

Meet as a large group and share what each team has accomplished. Remind apprentices that next week will be the practice for the Children’s Book Creator Night.

#### **Back-Up Activities:**

Play the maze game to reinforce teamwork and communication.

## Children's Book Apprenticeship



### Lesson 9: Preparing for Children's Book Creator Night

**Overview:** Apprentices will prepare to host a Children's Book Creator Night.

**Learning Objectives:** Apprentices will know how to contact a publisher. Apprentices will prepare to teach others how to create a children's book.

**Materials:**

- newsprint
- our book

**Time:** 90 minutes

**Ritual:**

ROUND ROBIN

**10 minutes**

Do the same Round Robin as in Lesson 1. apprentices rotate around the room, recording the answers to these questions:

- What is an author?
- What is an illustrator?
- What is nonfiction?
- What is an editor?
- What is a publisher?

**Instructional Procedures:**

I. BOOK TIME

**25 minutes**

Now that the apprentices are book-creators, we read their book as a team. Distribute finished copies to each apprentice. Let them know that they will be able to take copies home next week.

II. PUBLICATION

**10 minutes**

Present apprentices with a list of children's writing magazines and, as a team, select one to send the book to. Explain to apprentices how to prepare a piece of work before sending it to a publisher.

III. PREPARATION

**20 minutes**

Decide on roles.

- Who will welcome the audience?
- Who will introduce the purpose and concept of the night and the book?
- Who will read the book?

- Who will answer questions?
- Who will be in charge of refreshments?

#### IV. INDIVIDUAL PREPARATION

**20 minutes**

Apprentices with speaking roles write speeches, several apprentices write a cover letter for the publisher and address the envelope, and the others make posters advertising the night.

#### **Closure:**

#### SHARE AND PRACTICE

**15 minutes**

Apprentices with speeches practice for the team, those who wrote the cover letter read it, and others show their posters.

#### **Back-Up Activities:**

Read the book again.

## Children's Book Apprenticeship



### Lesson 10: Children's Book Creator Night

**Overview:** Apprentices will host a Children's Book Creator Night.

**Learning Objectives:** apprentices will be able to teach others how to create a children's book.

**Materials:**

- our book (many copies)
- refreshments
- pens for signing

**Time:** 140 minutes

**Ritual:**

OUR BOOK

**15 minutes**

Read our book.

**Instructional Procedures:**

I. TRAVEL TIME

**30 minutes**

Travel to the local branch of the library. On the MBTA, apprentices can review their roles.

II. SET UP

**15 minutes**

Organize the room so families will be able to sit comfortably during the presentation. Set up any refreshments.

III. CEREMONY

**30 minutes**

Audience arrives and is seated. Apprentices introduce their purposes in writing this book: to teach children how to create their own books. Apprentices read the book to the audience. Apprentices hold a question/answer period.

IV. RECEPTION

**20 minutes**

Apprentices mingle with the audience and sign books while refreshments are served.

**Closure:**

TRAVEL BACK TO CAMPUS

**30 minutes**

Debrief the entire experience and break on "children's book creators." Remind apprentices that you will inform them when you hear back from the publisher.

## FEEDBACK REFLECTION

During our initial group meeting, Dan Gorsky proposed that we combine all of the group member's apprenticeships or that I at least combine mine with Brandi's apprenticeship. The topic of the children's book would then be shifted from children's book creation to cultural celebration. While this is a topic I am interested in, it shifts the focus of the apprenticeship and takes away from the original purpose of the apprentices teaching back what they learned through the medium they learned about. Therefore, I decided to go with my original idea.

The group members thought my idea was already well-thought out, but too ambitious. I agreed with this assessment and sought to make the apprenticeship more doable.

Initial group meetings soon became focused on how to structure an apprenticeship plan and how to develop lesson plans. My position at that point was to share the knowledge I have in curriculum development, taking the attention off of specific feedback.

At the end of October, feedback became the focus again. Knowing that I wanted to incorporate explorations, I sought Becca's help for suggestions. She offered Yellow Moon Press and Houghton Mifflin as places to visit and recommended visiting local children's bookstores. I contacted both Yellow Moon and Houghton Mifflin and was met with positive responses.

Still stuck on how to facilitate an effective bookstore exploration, I brought the question to my team. Gorsky recommended having a scavenger hunt to help the apprentices navigate the store and distinguish the location of various genres. I included

this suggestion into week 2's lesson. Gorsky also supported my idea of the booksellers sharing their favorite nonfiction books.

When my apprenticeship was near completion, I resubmitted it to my team. Brandi Johnson complimented my structure and offered a few suggestions. She recommended that the Round Robin rituals have elements of review so that the apprentices would be able to draw in their prior knowledge. Therefore, in week 4's lesson, I adjusted the Round Robin questions so that they pull together the information gathered in the first three sessions.