

CREATE A CHILDREN'S PICTURE BOOK Tutor Guide



LiveWrite **SHARE**



ALSO BY THE AUTHORS

EMMA MACTAGGART B.BUS (MKTING)

Boogie Books Published

370 + picture books - Child Writes Titles
The Gingerbread Cup by Evangaline Imray
The Hunter by Max Raine
The Little Black Cookbook

Picture Books

I Can Do Anything
Lily Fabourama Glamourama
Imagine
Where is the True Ewe

Memoirs

Eggs Contradict
Interpersonal Relations

Anthology

Breaking Bubbles: It Takes a Village
Words from Toowoomba, Toowoomba Wordsmiths
Children See Children Do – NAPCAN inspired

Collaborative

Finnley's Great Escape - The Condamine Alliance
Melanie & Me - The Melanoma Awareness Foundation

AINSLEY SHEPHERD B.BUS/ARTS (MKTING, PR, COMM)

Picture Books

Slow Down Sarah

TUTOR GUIDE

Congratulations on your decision to work through LiveWriteShare! We are thrilled to be on the journey with you, to empower the precious child in your sphere of influence along the exciting, frustrating, amazing journey that is creating a children's book.

There are a number of elements fundamental to a children's picture book. These include an engaging character who evokes a response or connection; a setting which is in a sense familiar and which provides opportunities for the character to successfully navigate through; and a problem which the character needs to address (preferably with three failed attempts) in order to arrive at an outcome or solution, with the character becoming stronger for the experience.

Now of course, having made mention of such a prescriptive description of what is a children's picture book, it is important to note that on many, many occasions these 'rules' are broken – only to receive critical acclaim! So apply the fundamentals as they are presented in this manual, yes. But don't be afraid to follow your intuition or that of your student. The program is intended to be thorough, yet simple. Structured, yet flexible.

Enjoy presenting the process, but prepare yourself for the one thing we know you won't want to know: Every one who has created a children's picture book before, has, as one stage or another, wanted to drop out! Now, lower your pulse rate and have a quick drink of water – it will be okay! Each and every one of these children have continued and all have 'published author and illustrator' on their resumes. It is outstanding how resilient children are and how trusting they will prove to be if there is someone who willing to help and encourage them through the process.

The beauty of it is that overcoming the fatigue and continuing to the end results in the most beneficial outcomes of the entire program. See, the LiveWriteShare process is not simply academic. While you will certainly develop literacy and artistic skills in a profound way, that's not all there is to it. LiveWritesShare is about empowerment, inspiration, discipline, determination, belief, encouragement and contribution. It is unique, stunning and powerful! As each person completes the program, we are able to anecdotally register improvements in their self esteem, an increase in their self efficacy and notice the sense of achievement which comes from finishing something that is unique and challenging.

Are you up for the challenge? Of course you are! You are the right person for the job!

The journey is full of surprises and disappointments. Pep talks, massaging egos, generosity when you feel like walking away yourself... all are essential.

Most importantly, have fun and enjoy the journey!

Emma and Ainsley

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PROGRAM PREPARATION:



LIVEWRITESHARE PROGRAM OVERVIEW

The program allows you, to self-guide all the way through the process of generating an idea, to writing with a picture book format which also requires appraisal, to editing and proofreading, to learning about and using management tools like storyboards and the dummy rough, to illustrating... through to book building, printing, marketing and beyond...

TERMINOLOGY

As you progress through the text book book and the Tutor Guide, there are some terms which are to be used interchangeably. Please also note that this program is being used in both the homeschooling environments as a curriculum, and by parents who have identified a budding author or illustrator in their child and simply wish to assist them with an extra-curricular program. To avoid confusion, please note the following descriptors:

1. 'Text', 'manuscript' and 'writing' all refer to the work created on paper or screen by your writers.
2. 'Student', 'child', 'writer' and 'illustrator' are one and the same.
3. 'Pen' and 'paper' can often mean 'computer'.

PROGRAM COMPONENTS

The Child Writes program comprises a number of different tangible elements:

Child Writes Book

The textbook for the Child Writes program is the book, *Child Writes: Creating a Children's Picture Book is Child's Play*. This book contains essential information for the you. It is recommended that you read the book in its entirety, and then refer to the chapter relevant to the unit being taught, when preparing for sessions.

LiveWriteShare Tutor Guide

You are holding the guide in your hands! This document will guide you through the practical aspects of self guiding through the program. It should be used for the preparation of every session.

Student Workbooks

The Workbook is designed to facilitate the process of writing and illustrating to publication stage. The workbooks will be referred to regularly.

PROGRAM FORMAT & DURATION

While you have complete control over how the program is structured in your home, our experience has demonstrated that completing the program is far more effective if there are blocks of time set aside of at least two hours each. In addition, momentum and interest is an important factor, and sessions tend to be more effective if there is not a long period of time in between them. If at all possible, a two-hour block no less than once per week until the completion of the program is recommended. As you would suspect, some participants will race through some sections, languishing others. This is merely a guide.

12 Session Format

While the program will not always neatly proceed as suggested below, the ideal session structure is to present the fundamentals of a unit, followed by a working session. This allows for further development and apply what they have just been taught. There is also the need to express this format in chronological order, when much can overlap - for example, you need the drawing exercises (Unit 10) BEFORE preparing the dummy rough (Unit 9). The program breakdown below could then serve as a guide:

Sessions #1

Unit 1: Imagine it – Developing the story idea.
+ Working session.

Sessions #2

Unit 2: Write it – Picture book structure and writing.
+ Working session.

Sessions #3

Unit 3: Evaluate it – Evaluating and re-writing the manuscript as needed.
Unit 4: Edit it – Editing the manuscript.
+ Working session.

Sessions #4

Unit 5: Proofread it – Proofreading the manuscript.
Unit 6: Appraise it – Publically appraising and re-writing the manuscript as needed.
+ Working session.

Sessions #5

Unit 7: Plan it – Planning book layout.
Unit 8: See it – Preparing the storyboard.
+ Working session.

Sessions #6

Unit 10: Draw it – Drawing skills and character development.
+ Working session.

Sessions #7

Unit 9: Feel it (a) – Preparing the dummy rough.
+ Working session.

Sessions #8

Unit 9: Feel it (b) – Preparing the dummy rough.
+ Working session

Sessions #9

Unit 11: Illustrate it (a) – The illustration process and creating final illustrations.
+ Working session.

Sessions #10

Unit 11: Illustrate it (b) – Creating final illustrations.
+ Working session.

Sessions #11

Unit 11: Illustrate it (c) – Creating final illustrations.
+ Working session.

Sessions #12

Unit 12: Finish it – Approving proofs, planning book launch and tidying up loose ends.
+ Working session.

PREPARATION

The introduction of each unit includes a 'Preparation' section, which will list the materials that are relevant to that unit.

They will also include the corresponding relevant chapter in the Child Writes book and the relevant unit in the Tutor Guide.

The chapter and unit names are the same in each publication, from chapter / unit 1 – 11:

1. Imagine it
2. Write it
3. Evaluate it
4. Edit it
5. Proofread it
6. Appraise it
7. Plan it
8. See it (Storyboard)
9. Feel it (Dummy Rough)
10. Draw it
11. Illustrate it

The only difference between the Child Writes book and the Tutor Guide is that the book includes detailed instructions regarding publishing options, creating a digital file for publication, publishing and marketing, for those who wish to guide their 'inner-child' and write and illustrate AND self publish their own picture book.

However, there are tidying up issues which must be completed, such as the signing off on proofs before the books can be printed, and preparing for the book launch (if this is applicable to you). Therefore the relevant information from chapters 12 – 15 of the textbook have been summarised into a single chapter in the Tutor Guide:

12. Finish it

BOOK LAUNCH

In the school-based version, the Child Writes program concludes with an official book launch – the culmination of the students' collective hard work! It is a celebration of their efforts, an opportunity to promote commercial sales of the book, the platform from which books are presented to charities and an extremely empowering part of the program. In addition, it reflects the reality of professional writers and illustrators... a reality your budding author or illustrator may one day pursue.

In the case of a single correspondence student, a book launch of this magnitude will most likely not be possible. However, the celebration of achievement is very important.

Therefore, we suggest other possibilities:

- If you are in a homeschooling situation and you know other homeschooling students who are participating in the Child Writes program, consider a combined launch.
- Hold a book launch in your local town library and invite friends, family and an official guest.
- Host a 'party' for your family and friends to help celebrate the achievement of your child.

BOOK DONATIONS

One of the most exciting aspects of the Child Writes program is the aim for students to donate copies of their books to their local library and, most importantly, to places where other children are in crisis (such as hospital wards).

Whilst this accommodates a very real need to test the books on a real 'live' audience, it is the consequence of demonstrating to other children what is possible which gives the program an empowering element.

To date, this audience has been children at the authors' local hospitals. The challenge is for you to identify a location where children in crisis congregate, and to donate a copy of their book to that place (for example, a children's ward in a hospital, a charity or a counselling service). The children in crisis at these locations will be inspired to see a book that has been written and illustrated with them in mind.

Additionally, this gives you a very real focal point for determining that the books should qualify for no greater than a G rating, be culturally sensitive, thoughtful, constructive and offer hope to the reader.

PROGRAM SCHEDULE

Session	Time/Date	Unit		
1		Unit 1	Imagine it – Developing the story idea	<input type="checkbox"/>
2		Unit 1	Imagine it - Still Developing the story idea	<input type="checkbox"/>
3		Unit 2	Write it – Picture book structure and writing	<input type="checkbox"/>
4		Unit 2	Working Session	<input type="checkbox"/>
5		Unit 3 & 4	Evaluate it – Evaluating and re-writing the manuscript as needed Edit it – Editing the manuscript	<input type="checkbox"/>
6		Unit 3 & 4	Working Session	<input type="checkbox"/>
7		Unit 5 & 6	Proofread it – Proofreading the manuscript Appraise it – Publically appraising and re-writing the manuscript as needed	<input type="checkbox"/>
8		Unit 5 & 6	Working Session	<input type="checkbox"/>
	Allow 5 Days T/A	1 st MAJOR DEADLINE	MANUSCRIPT	<input type="checkbox"/>
9		Unit 7 & 8	Plan it – Planning book layout See it – Preparing the storyboard	<input type="checkbox"/>
10		Unit 7 & 8	Working Session	<input type="checkbox"/>
	Allow 5 Days T/A	2 nd MAJOR DEADLINE	STORYBOARD	<input type="checkbox"/>
11		Unit 10	Draw it - Drawing skills and character development	<input type="checkbox"/>
12		Unit 10	Working Session	<input type="checkbox"/>
13		Unit 9 (a)	Feel it (a) – Preparing the dummy rough	<input type="checkbox"/>
14		Unit 9 (a)	Working Session	<input type="checkbox"/>
15		Unit 9 (b)	Feel it (b) – Preparing the dummy rough	<input type="checkbox"/>
16		Unit 9 (b)	Working Session	<input type="checkbox"/>
	Allow 10 days T/A	3 rd MAJOR DEADLINE	DUMMY ROUGH	<input type="checkbox"/>
17		Unit 11 (a)	Illustrate it (a) – The illustration process and creating final illustrations	<input type="checkbox"/>
18		Unit 11 (a)	Working session	<input type="checkbox"/>
19		Unit 11 (b)	Illustrate it (b) – Creating final illustrations	<input type="checkbox"/>
20		Unit 11 (b)	Working Session	<input type="checkbox"/>
21		Unit 11 (c)	Illustrate it (c) – Creating final illustrations	<input type="checkbox"/>
22		Unit 11 (c)	Working Session	<input type="checkbox"/>
	Allow 10 days T/A	4 th MAJOR DEADLINE	ILLUSTRATIONS	<input type="checkbox"/>
23		Unit 12	Finish it – Approving proofs, planning book launch and tidying up loose ends.	<input type="checkbox"/>
24		Unit 12	Working Session.	<input type="checkbox"/>

BOOK LAUNCH

Details	Launch Type/Ideas	Invitees
Date:		
Venue:		
Time:		

BOOK DONATIONS CHILDREN IN CRISIS

Charitable Contribution Possibilities
Final Decision:
Contact Person: Contact Details:

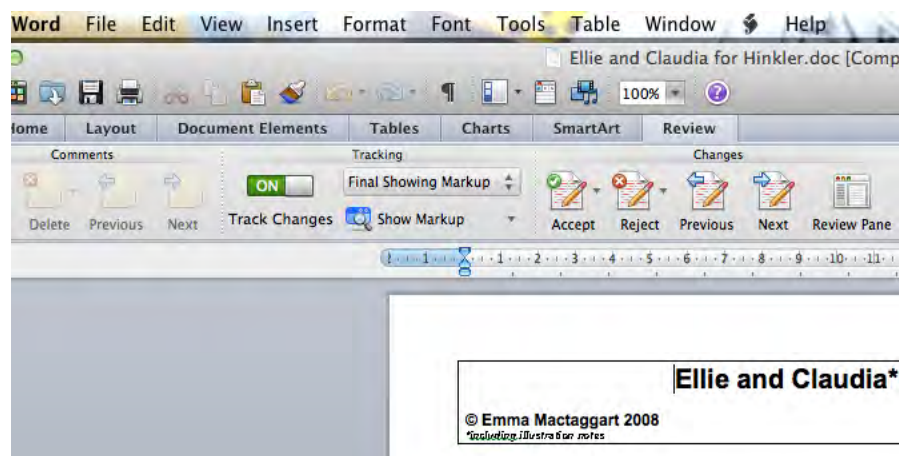
BOOK DONATIONS LIBRARY

Library Name: Contact Person: Contact Details:
--

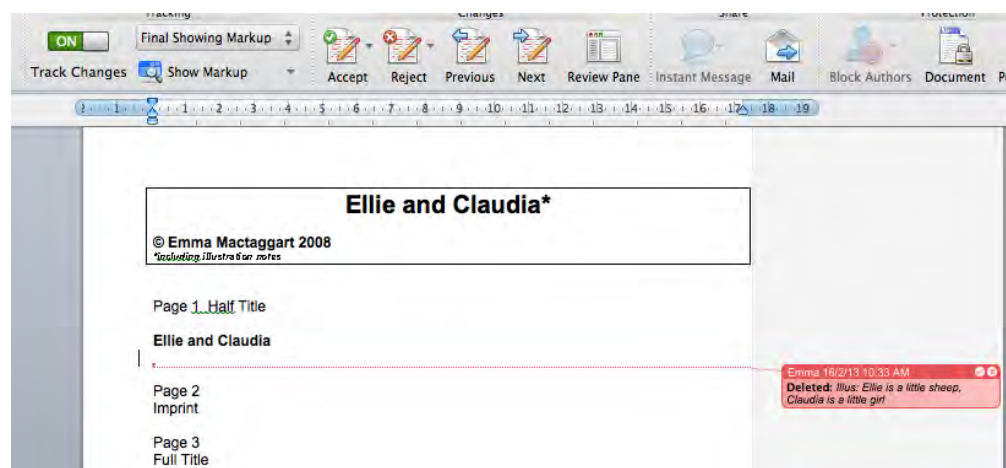
TRACKING CHANGES



Track Changes is a tool used to manage changes in Microsoft Word documents. All manuscripts submitted to Boogie Books should be in Microsoft Word format. This function allows for the editing suggestions to be documented and subsequently accepted or rejected by the author.



Step One: Turn on the TRACK CHANGE function by selecting REVIEW from the menu and then left clicking on TRACK CHANGES in the TRACKING area at the top of the screen. The icon will be highlighted once it has been turned on. Alternatively, you can click on the arrow which will open a drop down menu. Simply select TRACK CHANGES from the menu.



Step Two: Edit the document as you would normally. You will see the highlighted changes. If you want to at any stage see what the manuscript will look like as a finished document, you can select 'Final' in the drop down menu to the right of the TRACK CHANGES icon.

Step Three: After you have finished editing, saved the document and shared the file with the alternative author or editor, they can accept or reject changes by hovering their cursor over the highlighted changes, and then right clicking to choose either the ACCEPT or REJECT options. Choose one and select it.

Alternatively, changes can be accepted or rejected by using the ACCEPT and REJECT icons in the CHANGES area at the top of the screen (to the right of the TRACKING area). You can also click on the drop down menu to accept or reject all changes in the document, rather than accepting or rejecting changes individually.

Step Four: Save the document with a new name created from the new draft number. If you ever need to, you can then always go back to an earlier version of the manuscript rather than 'loosing' the original document.

For example: emma draft one.doc becomes emma draft two.doc.