

## Lesson Plan

### Make a Book!

**Book:** *Making a Book*

**Series:** How It's Done

**Level:** Beacon

### Objective

To help students explore the publishing process by working in small groups to write, edit, and design a work of short fiction.

### Supplies

- *Making a Book* book
- Paper and pencils
- Computers
- Printer
- Pocket folders
- Red pens
- Tape
- Editor Checklist (attached)

### Before the Activity

Have students read *Making a Book*. Divide students into groups of three. Print a copy of the Editor Checklist for each student. Give each student a checklist and a pocket folder.

### Activity

Explain to students that many people work together to create a book. Authors write and revise the text of the book. Editors help authors improve their writing and storytelling. Designers plan and create how each page in the book will look. Over the next few weeks, have students try a simplified version of the book-making process. Each student will get a chance to be an author, an editor, and a designer/artist. As the teacher, you will be the publisher.

Follow this sample schedule of tasks:

Day 1: Each student will type and print out an outline for a five-page story. The outline should include several bullet points in the order they will appear in the full story. Students should keep their outlines (and all of the drafts they develop over the next two weeks) in their pocket folders.

Days 2 and 3: Students will type and print out rough drafts of their five-page stories. Students should save the draft on the computer, titling it LAST NAME\_rough draft.

Day 4: Students will exchange their printed rough drafts with the other members in their group. Each student will now act as an editor. As editors, students will read through their peer's story and fill out Part 1 of the Editor Checklist, which addresses the big picture of the story.

Day 5: Students will exchange their printed rough drafts once more, so that each story ends up with the final person in each group. This person will be the designer for that story. As designers, students should read the rough draft and create a rough sketch of a cover image for the book.

Days 6 and 7: The rough draft, Editor Checklist, and cover-image sketch should be given back to the original author. Each author should review the sketch and the editor's comments. Authors should revise their stories on the computer and print off the new version. Remind students to save a copy of this version on the computer, titling it LAST NAME\_second draft.

Day 8: Students will give their second drafts to their editors. Editors should read the revised story and fill out Part 2 of the Editor Checklist. These questions focus on copyediting. As they read, editors should use red pens to mark any mistakes in spelling or grammar that they see.

Days 9 and 10: Students will give their second drafts to the designers. Designers should read the printed text and identify at least three places to include images. Designers should mark these three places clearly on the second draft. Finally, designers should create rough sketches for those three images. Each sketch should be approximately half a page in size.

Day 11: Using the marked-up second drafts, authors will revise and print out their story once more. Following the cues of the designers, authors should leave blank spaces in their Word documents for the images. Remind students to save a copy of this version on the computer, titling it LAST NAME\_third draft. Designers should tape their rough sketches into place.

Day 12: Editors should review the printed third draft with images. Editors should fill out Part 3 of the Editor Checklist and use a red pen to mark any final changes in the text.

Days 13 and 14: Authors should update the text on the computer, continuing to leave space for images. Designers should draw final images, following the editors' feedback. Authors should print their final copies and tape in the final images.

Day 15: Invite groups to present their process and their books to the class. Students should explain the decisions they made as authors, editors, and designers. Place all of the books on a table so that students can enjoy reading one another's work.

## **Evaluation**

Give students up to 25 points for their projects:

- 5 points for turning in a folder with the following: outline, rough draft, second draft, third draft, final draft, rough sketches, final sketches
- 5 points for filling out all three parts of the Editor Checklist
- 5 points for creating a compelling storyline and interesting characters
- 5 points for creating art that enhances the text
- 5 points for writing that is relatively strong and free from errors

## **Standards**

This lesson may be used to address the Common Core State Standards' writing standards, grade 3 (W 3.3, 3.4, 3.5, 3.6), and speaking and listening standards, grade 3 (SL 3.4).

## Editor Checklist

### Part 1

1. Did the author write a complete story that was five pages long?
2. What did you like about the story? List at least two things in the space below:
3. Did the opening paragraph grab your attention? If not, suggest some ways the author could make it more exciting:
4. Was any part of the story confusing? Describe any events you wanted to know more or less about:
5. Did the author create interesting, believable characters? Describe any characters whose words or actions seemed confusing or unrealistic:
6. Did the author use descriptive language? Describe any places that used passive voice, had weak verbs, lacked details, or were hard to understand:
7. Do you have any other suggestions for the author about the story or its title?

## **Part 2**

1. Did you read all the way through the revised story?
2. Did the author make changes based on your suggestions in Part 1?
3. Did you find and correct any mistakes in spelling and/or grammar?

## **Part 3**

1. Did the designer/artist create one cover image and at least three interior images?
2. Are the images a good match for the story's text? Do they appear in key parts of the story?  
Write any suggested changes in the space below:

3. Are the characters and locations consistent from image to image? Write any suggested changes in the space below:

4. Did you proofread the whole story, checking for correct spelling, capitalization, and punctuation?

5. Did you check the text's spacing, making sure there aren't missing or extra spaces between letters, words, lines, and paragraphs?