

Book Publishing



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Creating a classroom library

Publishing student's creative writing

Why?

Publishing students' work for the classroom library is a rewarding experience for many reasons. In most AIM Kits there are book publishing pages available, if you wish to have some or all of the class publish their stories and contribute to the library.

Creating a library of published works by students is valuable for some of the following reasons:

- It creates a purpose to writing, motivates students and makes them feel proud of their published work.
- It promotes sharing among classes on
 - o an individual level (individuals take out and read at home);
 - o a partner level (pair up students in class or two classes together of the same age or older and younger students);
 - o and on a group level (a few students share stories with larger groups).
- Because the published works are based on familiar stories, students enjoy seeing other students' interpretations of these tales.
- These stories provide numerous models of expectations and possibilities for their own future creative works among students in the early stages of the program.
- Using student published work as additional reading material allows you to scaffold the controlled reading of the original text to independent reading by students. The students' books are readable by all due to the fact that there is a common, shared and familiar vocabulary – the high-frequency Pared-Down Language.
- Providing texts by student authors as written material to be shared with others in the school allows you to begin to take the target language beyond the controlled activities of the particular unit, yet continues to support students through familiar contexts and vocabulary.



How?

Decide which piece of writing will be published. You may:

1. Tell students before beginning their writing that the work will be published.
2. Tell students that their story will be published after it is written.
3. Have all students publish.
4. Select some of the writing to be published. Be careful in this situation. Because good students work quickly, they will most likely have time in class to prepare their work for publication and it is easiest to select their works for publication. However, it is essential

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5. that work of good students not always be those selected, if you decide to make a limited selection. Weaker students or those who work more slowly deserve to feel the pride of
6. recognition, publication and sharing of there stories. Whenever possible, make this a whole class opportunity.

The following are general guidelines and helpful hints for book publishing:

1. Once students have completed a story and if it has been decided that this piece of writing should be published, correct it as you normally would any piece of creative writing.
2. Instead of having the students review the corrections, erase the errors and rewrite only the words that need correction on the original page, provide the book publishing pages found at the end of the student *cahier*. Ask the students to rewrite the entire story very neatly and with a dark black pencil/pen so that others may read it and so that it may be photocopied clearly. This is a time consuming job that, in most cases, should be done at home, or on the students' own time. It does not require your assistance nor parental input. As always, before any creative work is sent home – please remember to make photocopies of the original before it leaves the school, so that if it is lost, you have the original!
3. Students should also illustrate their books in the in the spaces provided above their writing, once the writing is complete. The reason for waiting to do the illustrations is because students must read over the text on each page and decide what the best illustration would be. Initially, the illustrations should consist of simply clear, dark, line drawings. The reason for this is that line drawings without colouring or shading are best for photocopies. If the illustration is coloured before copying, the copy is dark and less visually appealing. When coloured over after the copying, the shaded illustration does not look as clean.
4. A copy should be made of the original published work with line drawings. Once this is made, the student may then colour one or both copies. The student should be provided with one copy to take home, and the other should be placed in the classroom library to share with the rest of the class, or with other classes in the school.
5. Make sure that the coloured copy selected for placement in the classroom library is bound correctly and well, so that it will be durable. There is a variety of options for binding the books. Cirlox binding is the best (if the school has the machine). You may also hole punch and tie the book with ribbon or string. Alternatively, you may staple the books as well.



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6. You may wish to mount the title page on cardboard or construction paper and laminate this and a back page, to protect the book.
7. Eventually, in later kits, students may do a short autobiography to insert on the inside cover.
8. Copying, collating and binding (cirlox) is very time consuming – invite a parent volunteer to help organize this, or to take over the job completely on your behalf.

When?

The book publishing time is left completely to your discretion. You may decide to do book publishing and tie this in with an in-school sharing with other classes and parents instead of organizing an end-of-year *café théâtre*. You may decide to make the entire publishing process (once your corrections have been made) a homework activity, so that students take responsibility for the preparation of their books on their own time.

Suggested publication/permanent record for sharing of work - A class anthology of poetry

The collaborative nature of this activity has proven to be very successful. Creating a book of poetry that may be placed in the class library, as well as shared with the whole class brings a sense of pride and accomplishment to the students, gives a purpose to their writing and also provides students with a souvenir of work by all students in the class. If you decide to publish a class anthology of poetry, please follow the same steps for writing, editing and correcting as you would if students were publishing a story. Pages will be provided for your students' use, if desired, on which they may write their final copy. Of course, you may decide to ask students to type their work, since it is shorter and easier to input on the computer than a full-length story. In any case, for all published works it is recommended that students also provide illustrations, and spaces for illustrations have been left for this purpose on the final copy poetry writing sheets on the blackline masters. The process of illustrating the poems for publication should be the same as that outlined above for the storybook publishing.

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