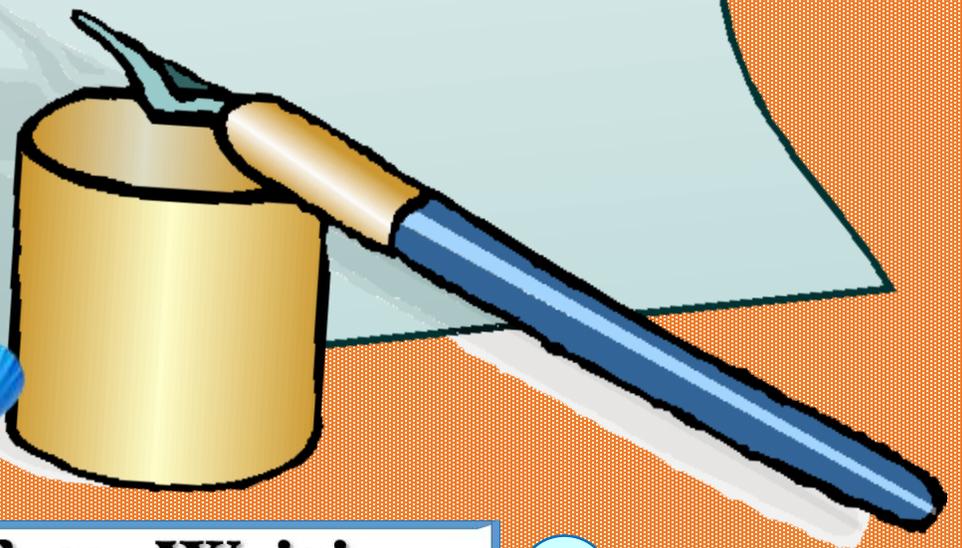




Writing
a
Children's
Book
PROJECT!



**Perfetto Writing
Room**



Picture Book Project

Welcome to your project.

You will be making a picture book. It is fun, and a lot of work that is worth doing in order to make a stellar product that you'll be proud of. **You will:**

- **Always keep track of all of your efforts** with "Personal Accountability Log." This keeps you on track, serves as an organizer, and helps your instructor see when you worked, how long, and more. Make copies and use over and over.
- **Research and learn the names of award-winning authors, illustrators, and titles.** Acquire and bring in books. You will use "Top (Web) Books List" along with "What I learned from Research, What Others Shared with Me" OR "Top Books List." You will need, throughout the project, "Helpful Sites You'll Love!"
- **Read NUMEROUS picture books, then select SIX for pre-analysis.** You will use "1. My Book Notes"
- **Analyze a set number of picture books (your instructor will let you know) for all of their major features.** You will use the sheets "2A – 2B Children's Book Analysis." This is two sheets, and you will complete it for EACH BOOK you have chosen for analysis. The goal is to discover underlying concepts, themes, techniques, trends, etc. that you can harness yourself and apply to your own project in a unique way.
- **Synthesize and draw conclusions through discussion and from your OWN findings found in the previous analysis sheets.** You will use "3A-3B Information Synthesis." You will be surprised to find out: trends; a secret formula; general rules, etc., all of which provide "guidelines" for you as you move forward on this journey. You will also learn from your classmates.
- **Plan out your ideas, using graphic organizer,** "4A-4B-4C Planning My Project."
- **Write out, text only, your first draft,** using "5 - 5A-5B Writing My Story."
- **Strategize, plan, and layout the entire book.** Use "6A- 6B Rewrite and Organize." Place text snippets where they will go in the actual story. Note on which page illustrations should go (and give them numbers for reference). **ESSENTIAL sheet.**
- **Further strategize and plan layout, Using** "7 Mock-up of Picture Book." Create a miniature mock-up. **Invaluable,** as it along with 6A and B, create a template to follow as you create your actual book.
- *Once all of your decisions have been made, focus on CREATION and assembly, using software, hand application with computer, crafts, or a combination. **YOU will be graded using a RUBRIC.**

Picture Book Project Rubric

Category	4	3	2	1
Concept – idea is clever, needed in the industry, important in some way, shows real effort or promise, understanding of age range and the market.	Very Best. Original clever, or thoughtful. Most impressive concept (text, illustration, or combination).	Good. The ideas show understanding of the market, the audience and a desire to address it in a new way.	Fair. Ideas show understanding of the market & the <u>perhaps</u> the audience Concept may be too close to another book already studied, or lack development.	Concept is too close to another book already studied (in nearly all of its elements) and so lacking an original concept, or is completely undeveloped.
Formatting – includes layout, neatness, spacing, pacing, pagination, margins, spelling, placement.	Fantastic – in all ways seems professional.	Very good. A few errors that do not detract from the beauty and overall appreciation.	Errors in the areas noted are NOW noticeable. It affects the appreciation of the product.	The errors may detract from the storyline’s impact, and upset the overall reader experience.
Illustrations – fitting for the content & mood, ideal for the story, <u>neat</u> , regularly placed and spaced, an essential part of book.	Perfect fit for this book and its storyline. Above and beyond in: neatness, pacing, spacing, suitability, etc.	Good job. Illustrations are an integral part of the book, fit the topic, and are properly paced and spaced well.	Fair Job. There are a few issues in one or more of these: neatness; how the illustrations match the text; how it fits on the page or other.	Little effort was made to integrate fully into the book illustrations that are: suitable, neat, or that regularly match the mood or content of the text.
Story – engaging, appropriate topic, geared correctly to a specific age range. With a voice/style. Works for kids/adults. Unified storyline, etc.	Ideal for the age range indicating research, clever and engaging for children AND adults, and written with a style and voice. Best work.	Engaging and proper for age range. Does not work on two levels for adults as well but is written in a strong voice. Good work.	At least one major problem with storyline: inappropriate topic; lacks sense; may not hold interest; too repetitive; shifting voice/POV; or other.	More than one major problem with storyline which detracts from overall product. Story is: inappropriate; lacks sense; does not hold interest; or other.
Unity/Critical Thinking – font & its size, arrangement of all elements, color and overall style fit each other & content in a thoughtful cohesive way.	Thoughtful and fully unified – all parts are cohesive and reflect one another. Professional attempt that fully demonstrates planning and critical thinking.	Thoughtful and fully unified – all parts but one are cohesive and reflective of one another. Professional attempt that demonstrates planning and critical thinking.	Picture book attempts to be unified. Two major elements may not match other elements, still demonstrates critical thinking but more work is needed.	Picture book lacks unity and elements seem put together hastily or without serious thought, indicating a lack of critical thinking, planning, strategizing.
Effort – includes overall look, handing in <u>all</u> materials on time, working with others IF a group project, improvement, attitude, quality of handouts, neatness...	Fantastic effort, neatness, timeliness in <u>all</u> handouts and in project overall, strong collaborator if in group project. Demonstrates true learning of the picture book process.	GOOD effort, neatness, timeliness in <u>MOST</u> handouts and in project overall. Collaborated if in group project. Demonstrates learning of the picture book process.	FAIR effort, neatness, timeliness in <u>SOME</u> handouts and/or in project overall. May/not have collaborated much in group project. Shows some learning of the picture book process	LITTLE effort, neatness, timeliness in <u>MANY</u> handouts and/or in the project overall. May not have collaborated much if in group project. Demonstrates some/ little learning of the picture book process

Top (Web) Books List

Choices for Book Acquisition & Analysis? Go for the Gold or Silver!

Medal Winners, that is. Whenever possible, if a picture book, early reader, or concept book has won a Caldecott, Geisel, Silbert, Newbery, ALA, National Book Award for Young People's Literature, Belpre, or other major award, chances are it is well-loved, or a classic. Here are just **some WEBSITES** to help you get started in your research. Please note you are ONLY picking young picture books:

Please look at these websites to **get started:**

<http://childrensbooksguide.com/top-100>

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal>

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal>

<http://www.readingrockets.org/books/awardwinners>

<http://kids.nypl.org/book-lists/NYPL-Children's-Books-2013:-Picture-Books>

Database of Award-winning Children's Literature

<http://www.dawcl.com/>

Top Books List

Choose from this List & from Your Own “Favorites Collection”!

Here are some great books get you started. Choose others on your own. Please read at LEAST 12 books, then narrow down your choices to SIX. Bring these six in for “My Book Notes!” pg. 19. The more “pre-search” you do, the happier you will be to make selections you LOVE. Among the book here are very cool concept books, old favorites, and funny tales.

1. ***The Carrot Seed***, Ruth Krauss
2. ***Zoom!***, Istvan Banyai
3. ***Press Here***, Herve Tullet
4. ***What do you Do with an Idea?***, Kobi Yamada
5. ***Clifford The Big Red Dog***, Norman Bridwell
6. ***Blueberries for Sal***, Robert McCloskey
7. ***Where the Wild Things Are***, Maurice Sendak
8. ***Miss Nelson is Missing!***, Harry Allard
9. ***Cloudy with a Chance of Meatballs***, Judi Barrett
10. ***Borris has a Cold; Morris Goes to School;***
both by Bernard Wiseman
11. ***Bread and Jam for Francis***, Russell Hoban
12. ***The Very Hungry Caterpillar; Brown Bear Brown Bear, What Do You See?***,
written and/or illustrated by Eric Carle
13. ***Corduroy***, Donald Freeman
14. ***Goodnight Moon***, Margaret Wise Brown
15. ***Goodnight, Gorilla***, Peggy Rathmann
16. ***The Curious George Series of Books***, H.A. Rey
17. ***Harry the Dirty Dog***, Gene Zion
18. ***The True Story of the Three Little Pigs; The Stinky Cheese Man...;*** both by Jon Scieszka
19. Dr. Seuss books: ***The Lorax, Green Eggs and Ham, Cat in the Hat, How the Grinch Stole Christmas***, and others.
20. ***The Snowy Day***, by Ezra Jack Keats
21. ***Alexander and the Terrible, Horrible, No Good, Very Bad Day***, by Judith Viorst
22. ***Tikki Tikki Tembo***, Arlene Mosel
23. ***The Magic School Bus (series)***
24. ***No, David!***, David Shannon
25. ***Frog and Toad are Friends***, Arnold Lobel
26. ***Olivia***, Ian Falconer
27. ***The Tale of Peter Rabbit***, by Beatrix Potter
28. ***Not a Box***, by Laura Vaccaro Seeger
29. ***If You Give a Mouse a Cookie***, Laura Joffe Numeroff
30. ***Tuesday***, David Weisner
31. ***The Red Book***, David Weisner
32. ***Madeline***, Ludwig Bemelmans
33. ***The Day the Crayons Quit***, Drew Daywalt
34. ***The Giving Tree***, Shell Silverstein
35. ***Stone Soup***, Marcia Brown
36. ***Caps for Sale***, Esphyr Slobodkina
37. ***The Story of Ferdinand***, Munro Leaf
38. ***Harold and the Purple Crayon***,
Crockett Johnson
39. ***The Monster at the End of This Book***,
Jon Stone
40. ***The Paper Bag Princess***, Robert Munsch
41. ***Ira Sleeps Over***, Bernard Waber
42. ***The Lion and the Mouse***, Jerry Pinkney (artist; an Aesop fable)
43. ***Everyone Poops***, Taro Gomi
44. ***Love You Forever***, Robert Munsch
45. ***Guess How Much I Love You***, Sam McBratney
46. ***Is Your Mama a Llama***, Deborah Guarino
47. ***The Book with No Pictures***, B.J Novak
48. ***Hippopposites***, Janik Coat

Name _____ Date _____

Helpful Sites You'll Love!

Learn about: construction; Illustration; terms and lingo used in publishing; learn what a full page bleed is, learn to stay away from the gutter, too. USE these sites as you see fit to enhance your learning and project experience. Many of these sites have been lauded by *Poets and Writers Magazine* as great places for children's book writers to go for learning inspiration!

<http://www.meghan-mccarthy.com/illustratorsguide.html>

(great advice on how to make the book – avoid errors, and more)

<http://taralazar.com/2009/02/22/picture-book-construction-know-your-layout/>

<http://writeforkids.org/2014/02/understanding-childrens-book-genres/> (how to know the correct age-range for the books you are analyzing and hence the book you may create)

<http://susannahill.blogspot.com/>

<http://izatrapani.com/wp/picture-book-illustration-what-size-type-of-paper/>

<http://www.darcypattison.com/picture-books/picture-book-standards-32-pages/>

<http://www.darcypattison.com/picture-books/30-days-to-a-stronger-picture-book/>

<http://www.designofthepicturebook.com/>

free download by *Writer's Digest* (Facilitator Email required):

<http://www.writersdigest.com/writing-a-childrens-book>

<http://memfox.com/>

- Tips for students and instructors.

<http://onceuponasketch.com/2013/01/childrens-book-layouts-self-and-separate-ended/>

And more! See what YOU find out on the web or in your library, and share this with other during a DISCUSSION PERIOD!

1 My Book Notes!

Directions: After using the "Top Books List" (list or website version), **narrow down** your favorites below for to be used for study, analysis and findings.

TITLE #1	Author #1	Illustrator #1	WHERE ACQUIRED?	REASON for Choosing
TITLE #2	Author #2	Illustrator #2	WHERE ACQUIRED?	REASON for Choosing
TITLE #3	Author #3	Illustrator #3	WHERE ACQUIRED?	REASON for Choosing
TITLE #4	Author #4	Illustrator #4	WHERE ACQUIRED?	REASON for Choosing
TITLE #5	Author #5	Illustrator #5	WHERE ACQUIRED?	REASON for Choosing
TITLE #6	Author #6	Illustrator #6	WHERE ACQUIRED?	REASON for Choosing

Name _____ Date _____

2A Children's Book Analysis

DIRECTIONS: Fill out the "Children's Book Analysis" Sheets for **EVERY** book you intend to study further towards help in your project.

1. Book title and Author _____

2. Illustrator if different than author _____

3. Number of pages used BEFORE and AFTER the story begins? _____

4. Use of these pages? _____

5. Font size/Type _____

6. Text placement (left side of page, top, bottom, right, wanders to reflect action, spacing between lines or words, etc.) _____

7. Where is the art placed? (consider size of art and its placement with regard to the text). _____

8. Count how many times art appears in this book _____

9. Write down the percentages of white space, illustration, and text that make up this book _____

10. Does the art run off the page, have a margin around it, or does it float in white space? _____

11. Describe the mood and color scheme of the illustration _____

12. Medium of art? Use adjectives to describe its style. _____

13. Do the art, font, text stay the same, or change in style, size, or formatting as the story continues? If yes, when? Why might that be? _____

14. Do the art and font seem to "match each other"? Explain. _____

15. What is unique? Interesting? A gimmick? Interesting material use (pop up, flaps, envelopes, etc.) _____

16. Book Dimensions and # of Pages _____

2B Children's Book Analysis

17. Book is: landscape portrait square oddly shaped (circle one)
AND THEN CONTINUE TO

Is the book a hard or softcover? Or is it an odd material? _____

18. On what side is it bound (top or side)?

19. LOOK up age ranges served by this book? The larger the font, how topics are handled, picture style and more may help. Sleuth it out!

20. What is the cost? (Check above the ISBN number/barcode on the back, or the flaps on the inside). _____

21. What do the CRITICS say about this book? Has it won an award? Why is it appealing? Write any press or reviews you have looked up plus where it was reviewed. _____

22. What is the book's topic/subject matter? _____

23. What is most COOL, interesting, engaging or unique about this book? What is its selling point? Explain as best as you can.

24. Who is the "Audience"? What techniques does the author use to engage, include, or "not talk down to" the audience? _____

25. What is the author's purpose, and does the author achieve his purpose? If yes, Explain how. _____

3A Information Synthesis

Some people may offer interesting findings you do not have. Be prepared to take notes on extra paper if needed.

1. What are the price differences in books, regarding artwork or hardcover versus softcover? _____

2. What else might affect price that you have seen in your analyses?

COMPARED TO "Big People" books, what are some general conclusions you can NOW MAKE about picture books regarding

3. The size of the font: _____

4. The creative use of font size, font movement or font placement : _____

5. Book sizes and shapes: _____

6. The way books are bound (top up or landscape), and the materials they are made of: _____

7. Presence, types, & spacing of art or pictures: _____

8. Strategies used to engage the reader: _____

9. Topics found: _____

3B Information Synthesis

10. IN GENERAL, WHY do you think young children would like the art you've seen? _____

11. What characteristics do these books seem to share, and why do you think they have these characteristics? _____

12. What realizations have you come to, about the NUMBER of decisions a picture book writer must make when creating a making a "seemingly simple" work for a One- to five+-year old? _____

13. List ideas here for a children's book. Include: topic; age range; font; format; book style; illustration styles; and other decisions. Remember - consider your audience, their age range and what would engage them. This is a critical thinking activity! You can edit your ideas in the next activity. _____

Name _____ Date _____

4A Planning My Project

Based on analysis and synthesis thus far....

The books I **liked** the most are...(list)

Reason why a **CHILD** will LOVE this concept, or topic.

As a result, the topic, concept, subject I want to explore is

Is this a **PICTURE BOOK**? Y N

This book will be **BEST SUITED FOR AGES** _____

Reason why I am choosing this topic or theme:

My illustrations will be? Circle all that apply: small medium large full page

Number of pages including the pages in front and back

_____ Write in **later** if needed.

Here is a brief summary of what the picture book is about:

The **dimensions** of my book will be: _____

Bound: Side or Top

Font that best fits the mood or energy _____ **SIZE** _____

4B Planning My Project

What will your **illustrations look like and feature?**

How will the illustrations be appropriate for the **age of the child** reading this book?

In what **medium** will they be made (Ink, pencil, software)? Be specific.

How will your illustrations **fit** the subject, concept, and theme? They do not need to be beautiful but they need to **FIT**.

What **energy/mood** do you want your **illustrations** to have?

Colors or other choices I want to remember?

IDEAS: How my **text** and or **illustrations** can be engaging for the child and *amusing for the adult?*

4C Planning My Project

Do you have Characters? Who are they? If not, what are you featuring?

Does your TEXT have interesting features? Repetition, words on the same topic, etc. Rhyme does not translate to other languages.

What is the TOPIC or theme? Love, dealing with a fear, bedtime, toilet training, etc., etc.

Is there a conflict in this picture book. If there is, explain it.

Is there a MORAL? If yes, state. If not, what are they learning?

Write out the resolution, OR how the picture book will end.

What is the setting or settings?

What will your voice or style be:

5 Writing My Story!

Remember a Picture book

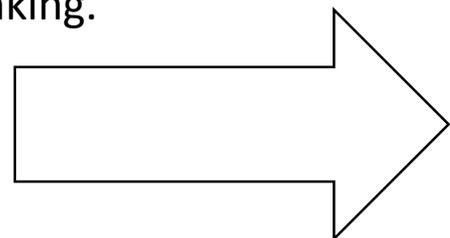
***Your first objective** is to write exceptional, engaging, and original picture book text with a voice, style, and purpose. Apply all that you have learned so far. It must be well-written for a specific and appropriate age range, dealing with an appropriate topic. It must have a unique voice, and be error free.*

Take note: AFTER you have written it, you will have the following considerations:

- You will think about how many pages the book will have, where text goes in that book, how to “chunk” the text into readable passages, and where each text snippet or chunk should go in the future book.
- You will learn, as you go, that not every page is a page where you will WANT text.
- You will have to pair text with appropriate illustrations, and also figure out where the illustrations go. Sometimes it is perfect to have both illustrations and text on one page. Other times there will ONLY be text, or ONLY illustrations.
- You must think about proper pacing, spacing, and ratio of text to illustrations. **Go back to websites** that have helpful advice, or **go back to those books you’ve analyzed**. Figure out HOW OFTEN illustrations showed up, and where. This will really help you.

****You will find as you work all of this out that a few changes MAY need to be made to your picture book text. This is completely normal.**

After all, you are creating a fully ORIGINAL story, with ORIGINAL pictures, inside a book package. This takes a lot of thinking.



Name _____ Date _____

5A Writing My Story!

FIRST, write out your story freehand or by typing. Length guidelines: 350 words to a maximum of **1000**. Most importantly, say things simply. Do not use adverbs. Subject, verb and object. Worry about rewriting later – enjoy yourself! Use more paper if needed.

Name _____ Date _____

5B Writing My Story!

PLEASE Continue your story here.

Name _____ Date _____

6A Rewrite & Organize!

Each space represents a page and page number; write out your story using the correct bits of text on the correct pages AS THEY SHOULD APPEAR in your book. SKIP spaces as appropriate. Some pages have illustration only, text only, OR BOTH. **Plan well now. Use this to fill out your mock-up and create your book.** (Number your first illustration as illustration #1 on the "page" where it appears.)

Page # **Write Text Here** **Illustration Description** **Illustration #**

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Name _____ Date _____

6B Rewrite & Organize!

Continue on from the previous page. Remember, some pages may have illustration only, text only, OR BOTH. **PLAN WELL NOW. Use this to fill out your mock-up and create your book.**

Page #

Write Text Here

Illustration Description **Illustration #**

17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31	Publishing info/special thanks		
32			

7 Making ALL the Decisions Mock-up Checklist

Unless otherwise noted, make the following decisions now, or, *continue checking these off as do your Mock-up*:

1. **HOW** you want to bind it (side is usually preferred), _____
2. **Dimensions of the book** _____
3. **How many pages it will be** (look over 6A and B) and place your answer here) _____
4. **Choose your METHOD/Materials for art and text. A virtual software Program? List it here** _____
A paper book company, list it here _____
Art/craft, computer, or combination technique, Explain

5. **Decide where the text will go on these pages.** This includes location, the font, its size, whether it will vary or stay the same.

6. **Have you already used 6A-B to properly break down the text according to page for the ENTIRE BOOK before you get started on the Mock-up? Note:** This may mean a minor edit: adding/removing words to what you have written so the reading “makes sense” or adds better pacing to your story. **Write Yes or No**

5. **Are you clear on what illustrations you WILL make, and where they will fit in the picture book, and on what pages?** Has this been fully accomplished in 6A 6B? **Write Yes or No.** _____
6. **ONLY NOW can you begin your Mock up. Turn the page for Mock-up Directions, and use 6A and B to create your Mock-up.** Check it over when you’re done. THEN, you just CREATE according to this template. This cuts down on numerous errors along the way!

7. Mock-up of Picture Book DIRECTIONS

This DUMMY or MOCK-UP template will allot you 32 pages even if you will not use 32 pages. Each box represents a page. **Remember:** the first and last two pages serve a function. WRITE in each box the function: Title; Acknowledgements; Special thanks or Credits, etc. Be mindful that this will fit inside a cover, which will also be decorated.

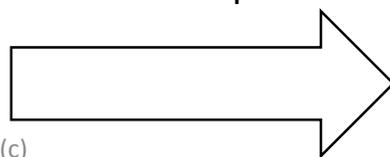
ALL pages may have either text, illustrations, both or neither; and it is essential to always THINK ABOUT YOUR READER.

Use the “7 Mock-up Checklist” “5 Write Your Story” and “6 Rewrite and Organize” to make a Proper Mock-up. This will make production a snap.

Inside each BOX/Page YOU will PLAN the following information, *IF APPLICABLE*:

1. **The “text snippet” you will be using** along with WHERE it must go on **that actual page (box)**. To save space, use the letter “T” for text, a dash and the number found on “the Rewrite and Organize” sheet for easy reference (T-1, T-2, T-3)
2. Draw a **SHAPE** around the text designation to show what it looks like. If you want the text to be a paragraph, make it a rectangle. If it is going to wander across the page, make it long and skinny.
3. **SAME with the illustrations.** Use the letter “I” for the word “illustration” along with a dash, and the number so you know which illustration you are using. The information is better detail is found on your “Rewrite and Organize” sheet.
4. *Draw the general shape of the illustration as it will appear on the page.* I – 1 means use the very first illustration on this page; I – 2 means use the second illustration on this page. **SAMPLES ARE PROVIDED!!!**

***5. Make notes for ALL style decisions initially, and if they change on a certain page,** (for example the color, size, or placement of the text blurb, the font itself, white space, an interesting feature, a full page illustration, or anything else. **Make notes about anything you need to remember** once you begin production. See a **sample** on the next page, along with “Mock-up of Picture book” worksheets. The more careful and thoughtful you are now, the better the end product will be.



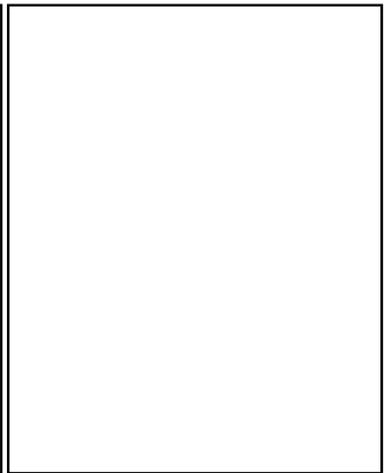
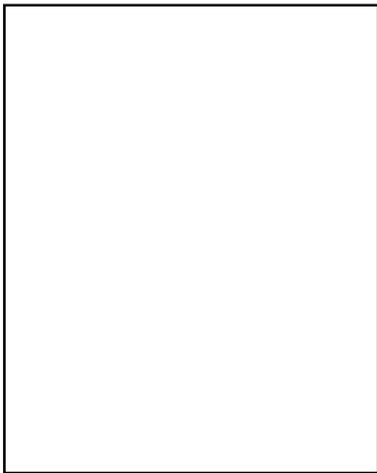
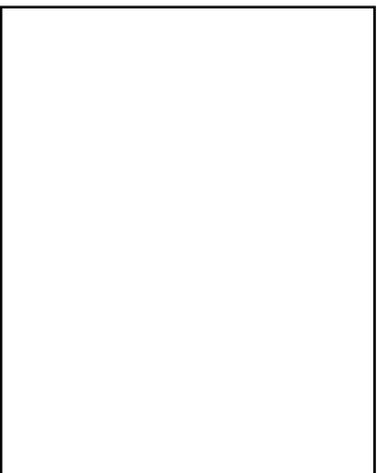
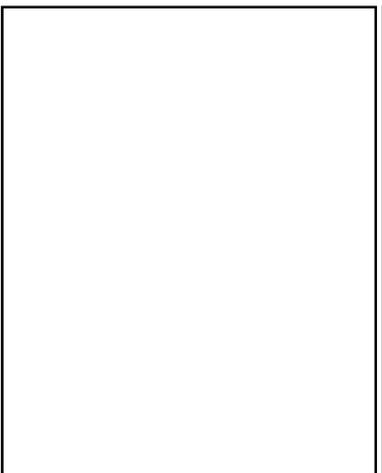
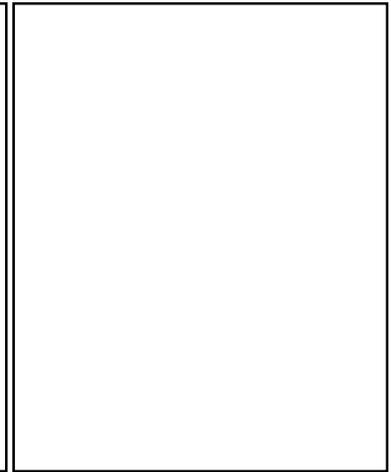
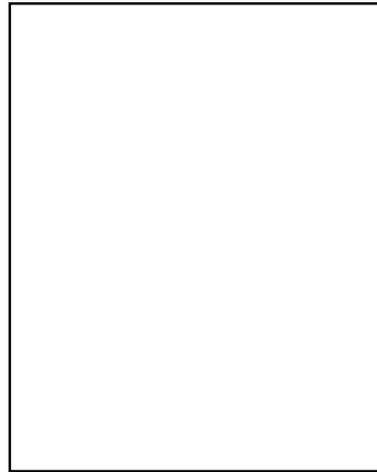
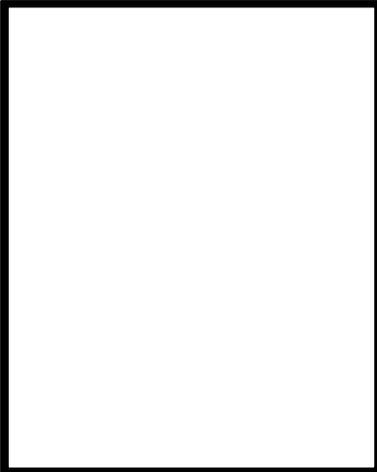
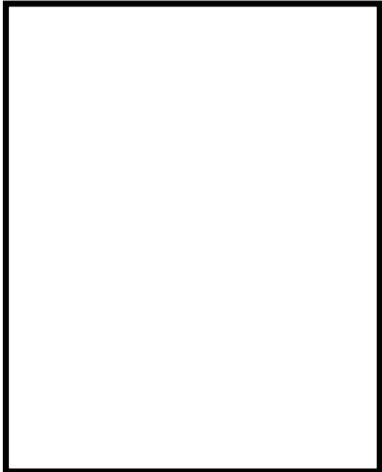
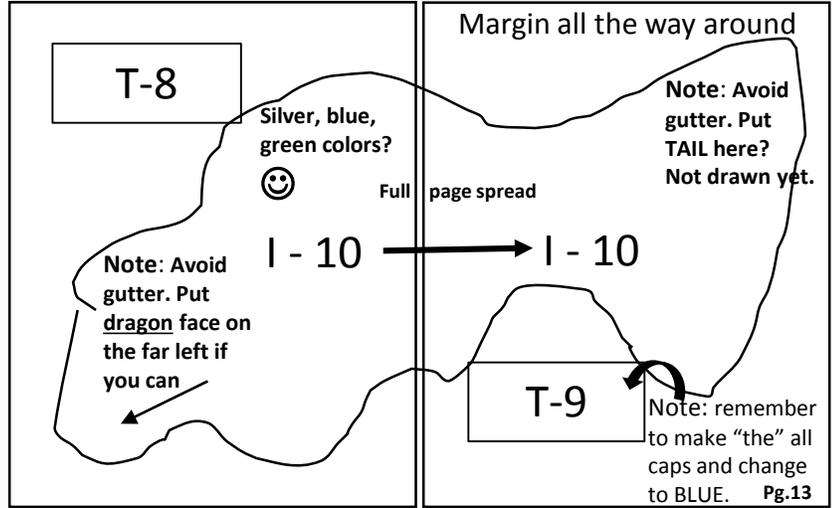
7A Mock-up of Picture Book

Please paginate, starting with Page ONE, and including Acknowledgements and Title Page. Figure out if you are starting on the RIGHT side (first box featured) or with a full page spread (the next series featured). A

sample is at the right. Use ALL of your knowledge, and the previous handouts to make an amazing mock-up.



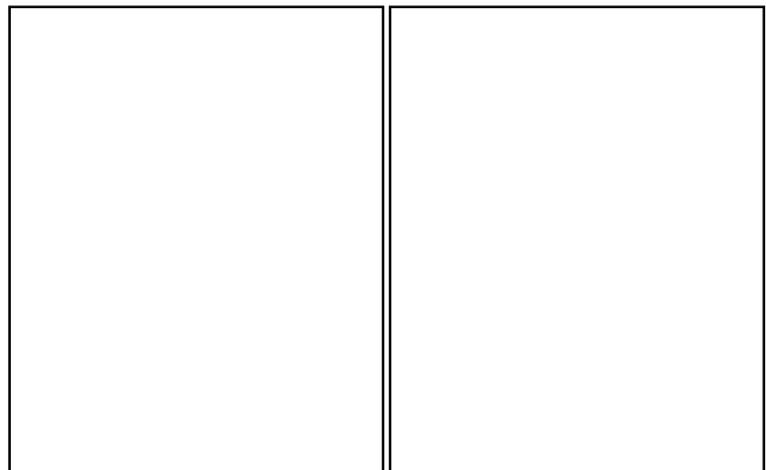
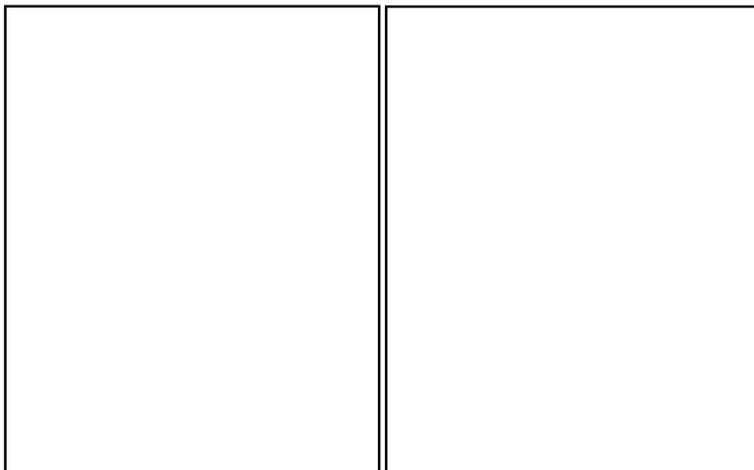
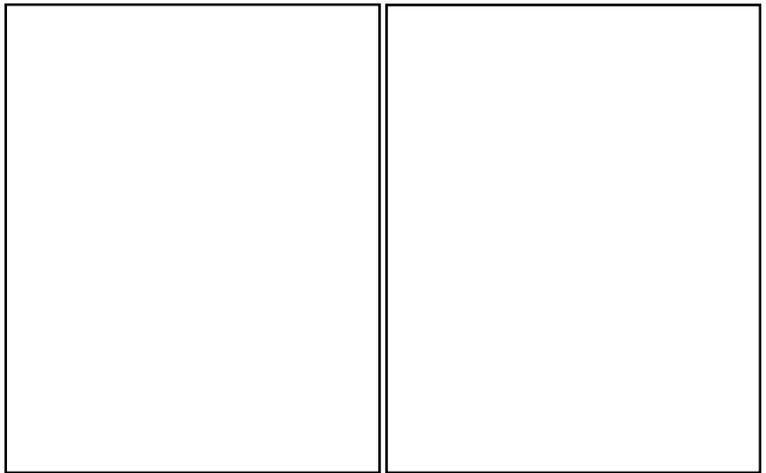
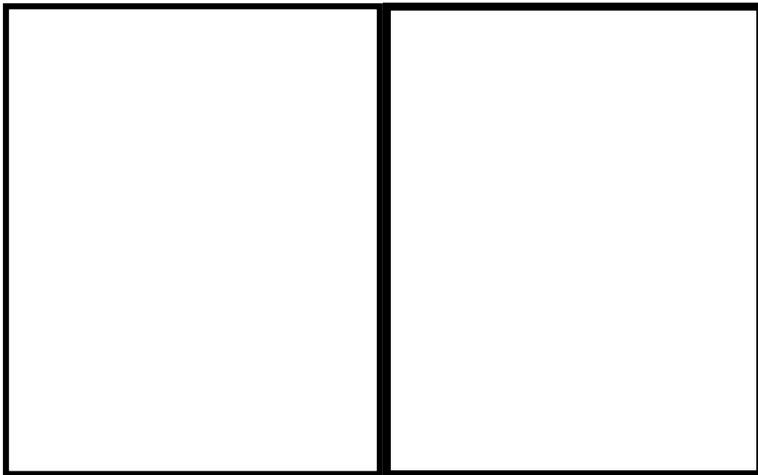
Sample!



7B. Mock-up of Picture Book

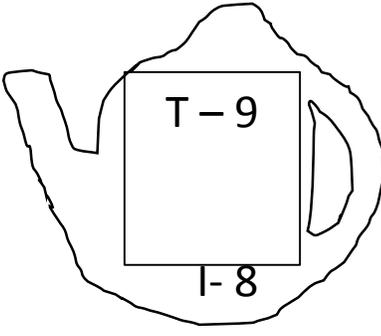
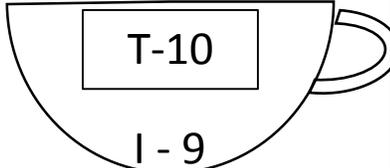
Please paginate. Start at page **ten**.
A sample is at the right. Use ALL of your knowledge and previous handouts to create a mock-up. You are relying on the "Rewrite and Organize" sheet to abbreviate your text and illustrations for this entire exercise.

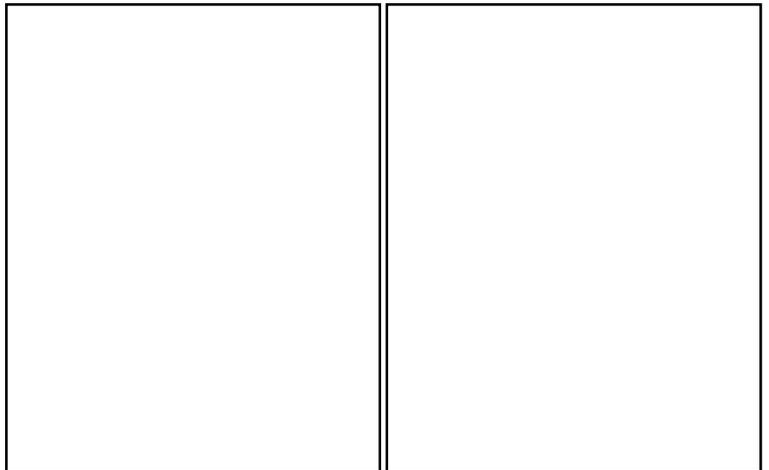
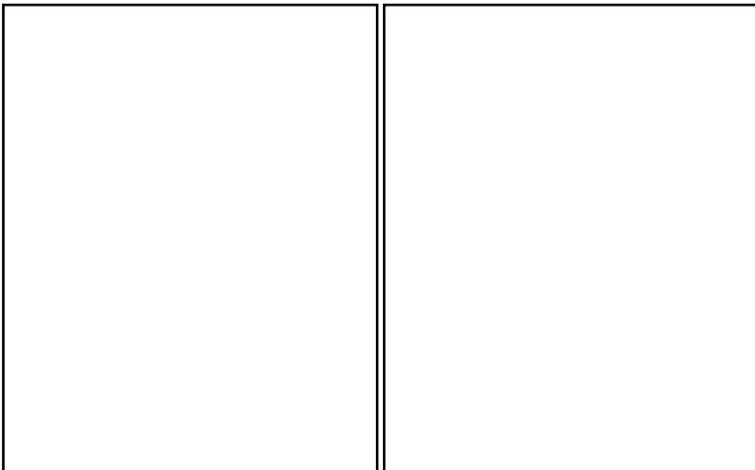
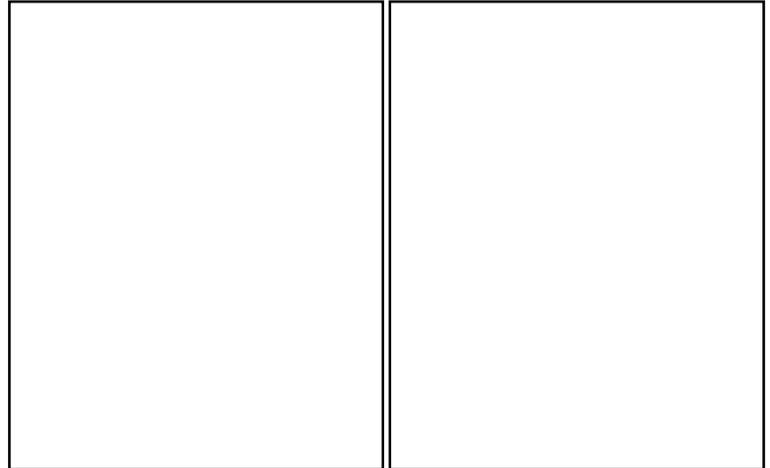
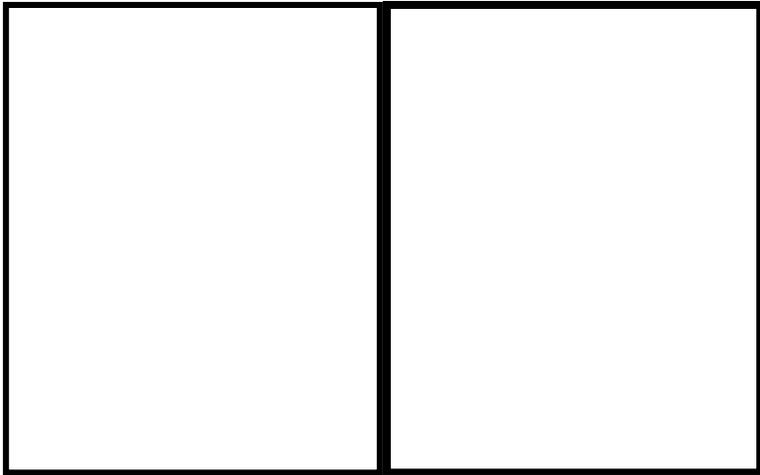
<p>T-9</p> <p>T-9</p> <p>Note: Add BIG ellipses between – supposed to mimic Shelly and grandma walking down the path on the right? USE ITALIC FONT HERE!!!!</p> <p>T-9</p> <p>Note: ALL white space around text. do same thing on right, but edge green for grass around "stones."</p>	<p>Note: Shelly at Grandmas, on MAC. Add stones for a path?? Add grandma – blue dress.</p>  <p>I - 10</p>  <p>Pg. 13</p>
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7C. Mock-up of Picture Book

Please paginate. Start at page **eighteen**. A sample is at the right. Use ALL of your knowledge and previous handouts to create an amazing mock-up. Make notes around your "pages" if needed.

<p>Note: ONLY time the object is dark and the font will be <u>white</u>. Background.... Make neutral /pale. Picture is nearly INSIDE gutter near the handle. Use RAVIE BOLD.</p>  <p>A line drawing of a teapot. A rectangular box is placed on the front of the teapot, containing the text 'T-9'. Below the box, the text 'I-8' is written.</p>	<p>Note: OPPOSITE. Usual Dark Font. White cup. DARK Background.</p>  <p>A line drawing of a cup. A rectangular box is placed on the front of the cup, containing the text 'T-10'. Below the box, the text 'I-9' is written.</p> <p>Note: cup handle will bleed or run off the edge. Add whitish steam above cup? Pg. 13</p>
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7D. Mock-up of Picture Book

Please paginate. Start at page **twenty-six**. A sample is at the right. Use ALL of your knowledge and previous handouts to create an amazing mock-up. LOOK over all your work. This is your final draft before you CREATE your book.

Full page spread, with FULL BLEED!	
Note: white, grey, and blue. FONT, use deepest purple.	
I- 10	
T- 9	
Note: Use ellipses in center to safely jump the gutter so text is readable. .36 Ravier font bold!	Note: consider swapping out for umbrella?
	Pg. 13

