

Publishing Student Books

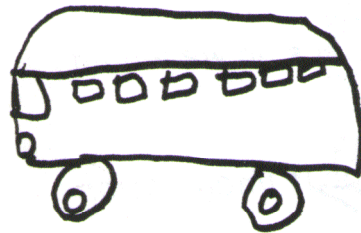
Binding

Model each book binding process as a group. They are best modeled in a circle so everyone is observing each other. Start with the simplest method, then build to the more complex examples. Students choose the desired format for making their individual books. Having students making their own books increases personal ownership and interest while developing independent work that also supports time management for the teacher. The types include:

- Simple - staples + duct tape
- More - 'U' fastener or single fastener with duct tape
- Thinking spiral - metal better than plastic as plastic tends to bind pages
- Sewn - cardboard + construction paper sewn together
 - 1) Cut and score cardboard
 - 2) Construction paper paper clipped together
 - 3) Fold construction paper in the middle
 - 4) Sew middle seam of construction paper to cardboard
 - 5) Glue endpapers of construction paper to inside covers of cardboard
 - 6) Covers - back and front - laminated and taped to the cardboard with duct tape
- Folding - opens like a fan that can also be viewed as a panel book, or stapled at the end to provide a binding and pages

Sections

- The story
- Covers made with cover weight paper that is laminated
- Title page with author(s), room number, school name, publishing date
- Table of contents, especially with class books, using student name(s) + page numbers
- Author(s) and illustrator(s) picture and bio
- Class pictures for class books
- Comments page
- Page for 'library' card to check out
- Index by topic, vocabulary, phonic element, or ?



Distribution

- Personal copy for all authors and illustrators
- Classroom library
- Teacher copy for backup master and personal collection
- School library
- Community library
- After school programs

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Reading

- To a friend
- To family
- Silent Reading & Paired Aloud Reading
- To their teacher
- Last year's teacher
- Last years teacher's class
- Principal
- Librarian
- Other teachers and staff they know (or would benefit from knowing)

Initially Sharing

- With teacher
- With another student
- In small group
- In whole class group



Illustrating

Markers are excellent, especially for reproducing the books. Important aspects include:

- Initially black markers
- Add colors (provides shading when copied on black and white copier)
- Different sized tips

Computer

The initial publishing with the computer is best with a very simple format to keep the focus on the topic while successfully typing, printing, and illustrating in an efficient manner. The first group book publishing has the students following a frame replacing a word(s) to complete the pattern based on the topic being studied. This compliments current class work with vocabulary, language development., and writing. See handouts on oral language, sentence transformation, and pocket chart usage for more information. The students work in pairs on the computer using word cards from vocabulary development to support the process. An example follows using a sentence frame (e.g. At breakfast I enjoy eating _____). The initial modeling is with pairs of students in front of a whole class gathered around the monitor. The first modeling pair includes a student and the teacher. The sequence is:

- 1) Students each have a word card
- 2) Highlight food word
- 3) Press delete key
- 4) Type word from the word card
- 5) Read the sentence together
- 6) Print the page
- 7) Read the printed page together and checking the word card with the typed word
- 8) Partner student does the same sequence (2 -7)
- 9) Students get next pair of students to go on the computer (e.g. names from a hat)
- 10) Students illustrate their pages