My Personal Project: Children's Book

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Inquiry Question: How can I make a book that is appealing to both children and adults?

Define the Goal:

In this Personal Project, the main goal I was trying to achieve was a Children's Book that would be appealing to both children and adults. I chose this topic, because I like to write in my free time. I find it very interesting, and I enjoy doing it very much. That was why I chose to write a book for my personal project, and that was my topic of interest on this project. My area of interaction was Human Ingenuity, because I created it from my own imagination, and for my own enjoyment. My project is a creative project that does not involve learning or helping out the community for environments or health, which is why it is human ingenuity, and not any of the other areas of interaction. This Human Ingenuity Project let me put together my interests of writing and baking to accomplish my goal of writing a Children's Book that appealed to both children and adults. It involves baking, because there is a recipe at the end of the book for the children and the adults to work together to bake cupcakes. The book is a mystery, because when I was a kid, I liked to read mystery books a lot, such as the *A to Z Mysteries* and *The Magic Treehouse* series. The specifications that I had on my project were to have no more than eight chapters in my book, to do at least one chapter a week, to edit my book to make sure that there are no mistakes, to make it look like a professional novel, to make sure it is interesting and entertaining by having others read it, and have a plot solved at the end of the book. Therefore, my final product will be a real copy of a short book for both children and adults to read.

Select Sources:

Before I started writing my book for my project, I had to look up many different children's'

books authors. I looked at the websites of Ron Roy, the author of the *A to Z Mysteries,* and Mary

Pope Osborne, the author of *The Magic Treehouse* series. They had accurate information on

there, because it came from the direct perspective of the authors and how they write their books

to make them successful, and to have many children read their books. They wrote a lot of

information about how they create their books, and what inspires them. Even though not

everyone writes the same, the information that I got from the websites was still very reliable,

because I had some professional advice from the websites of the authors.

I also used a government PDF called *Structural Analysis of Children's Literature: Picture

Storybooks* that talked about how authors are motivated, and how most of them become

successful in their jobs. This information was very useful as well, because I used that

information to write my book and thought about my own motivations for writing it. I also used

two other websites called *Real Revision: Authors' Strategies to Share with Student Writers* and

Children's Books: Always Back of the Queue? that provided me with different strategies that

authors give to student writers, such as myself. I kept this information in mind while I was

writing my book as well. Another source that I used was an actual children's book, called *The

Lucky Lottery* by Ron Roy, which helped me realize what kind of plots and tricks that the author

used in the novel, such as having criminals or robbers in the mysteries. Those were the wide

variety of relevant sources that I used in this project to help me achieve my goal of writing a

successful children's book that was very interesting. This variety of relevant sources were very

beneficial to me and if I were to do another project like this in the future, or if I wanted to write a

book in my free time, I would probably use these authors' advice to write the book.

Apply Information:

I applied the information throughout the project very much, because I decided what actions to take and when on the projects. I used the information from the authors' websites to create certain strategies in order to write my book. For example, the authors used their own interests in the books they liked to read for the guidelines of the book. They also wrote some parts of their book by the inspiration of their personal experiences. I used this advice as well, because my book had some parts of it that were similar to books that I have read in the past that I enjoyed very much. I also used some of my personal experiences in the book by having the kids like football just like I do, so I can relate to them very much. I kept track of the information that I discovered from my resources by keeping a process journal in my project as well. I recorded what decisions I was making and what difficulties I was having based on the information from the sources. I made connections with my prior knowledge and new knowledge that I learned as well. For example, I knew the type of books that a lot of kids like to read, and I wrote my novel depending on that. I also applied this information that I either knew or discovered in my process. I did not know that creating an outline would make everything much easier for me, but by reading some authors' websites, I soon discovered that outlining my novel would benefit me very much. This was an idea that I thought of in the beginning of the project, because I was kind of stuck on what the plot of my novel would be in the beginning. I did not know how to start my novel, and I solved this issue by creating an outline, which I got advice to do from the websites that I had researched before. This outline also helped me achieve my final goal, which was to create a children's book that is appealing to both children and adults, because I wrote the outline keeping in mind that people of all ages were going to read it, which helped me very much as

well. That is how I applied the information from my sources and prior knowledge to eventually produce my final product, which is my novel.

Achieve the goal:

In the beginning of this project, I created a goal that I wanted to achieve. I wanted to create a book for children. I also had some specifications that I wanted to meet in order to create a successful product. The first specification was that my book was to have no more than eight chapters in total. I achieved this goal, because I had exactly eight chapters in my book. Another one of my specifications was that I would do at least one chapter a week. I followed this schedule for the most part, but some weeks, I could not do it, so I wrote two chapters the next week, which kept me on schedule. Another one my specifications was that I would edit the book to make sure there were no mistakes. I did this after I was done, and I also had my dad edit it to make sure it had no mistakes as well. My brother also read my book, which met the specification that I kept that said that I would make sure it was interesting and entertaining by having other people read it as well. Since my brother is a child himself, he told me exactly what to change and how to make the book more appealing to kids his age. Another one of my specifications was that it would look like a professional book. Even though the finished product looks somewhat like a professional book, it is not exactly what I was expecting. However, I couldn't have predicted everything in the beginning of the project. The finished product still looks somewhat professional, and I believe that it turned out very good at the end. The reason I had to make a spiral type book instead of an actual binded book is because creating the binded book costed more money than the budget I had originally expected. The spiral type book was less expensive and took less time to produce as well, which is why I chose it. The last specification was that

there would be a plot that is solved at the end of my book. I achieved this goal as well, because the children in the book solve the mystery towards the end. This novel is appealing to both adults and children, because the children will enjoy the novel while the adults enjoy the cupcake recipe at the end of the book. The children and adults can work together to create the cupcakes from the recipe I provided, which is enjoyable for both of them. Those are the specifications that I created in the beginning of this project. I achieved most of the specifications, which was my goal from the beginning. If I were to grade myself on a scale of 1-10, I would give myself a 9 because of the amount of time and effort that I put into it and because of how the final product turned out. The outcome of my project was pretty close to what I was expecting, and I am very impressed that I actually created a book that is appealing to both children and adults, which is what I was aiming to achieve.

Project Specifications:

- No more than 8 chapters

- I will do at least one chapter a week.

- I will edit the book to make sure there are no mistakes

- It will be made so that it looks like a professional book, and not just pieces of paper

- It will be interesting and entertaining, and to make sure this happens, I will have others read it as well

- I will have a plot that is solved at the end of the book

Reflect on learning:

Throughout this project, I learned many different things about myself as a learner and about the community around me. I extended my knowledge and understanding of my focus area of

interaction, which was human ingenuity. It made me realize that human ingenuity is not only the creativity of a person, it is also how a person expresses their creativity into something that they do, such as this book that I wrote. By looking at someone's creative product, one can clearly see how a person is in the sense of their ingenuity. For my topic, I learned that writing a book is not as easy as it looks. Authors have to go through a very long process in order to create a finished product. Their determination in writing the book is also very necessary. If an author is too lazy or does not want to write the book, then the finished product will not be very successful. Also, authors must have other people read their book before it is published officially. This is because others' opinions on their novel is very beneficial as well. The author's own opinion is not the only thing that counts in the long run, so having a variety of people read their novel is very helpful. That is what I learned about this topic and my focus area of interaction, which was human ingenuity. I developed very much as a learner, too. I learned that I need to have motivation and goals in order to complete a task. For example, I wanted to finish a chapter per week, and that was my goal. Creating this timeline helped me finish the novel in time with no rush at the end of the project. I learned how to create a efficient timeline that would help me to complete my goals for the future. I also had motivation to finish the product, because my friends and family wanted to read the book when I was finished with it, so this motivated me to try my best to create a successful and interesting book for my readers. I learned how to set complete and efficient goals to finish a task, and I learned that having motivation to complete the task helps me very much, and that is how I developed as a learner by completing this personal project. This experience has been very exciting and I am very glad that I had the opportunity to create a project that both interested and inspired me in the long run.

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Appendix 1:

Children's Book Outline

Chapter 1:

- name: Cody

- friends: Tony and Abby

- crush: Julie

- brother: Aaron

- go on a field trip to a cupcake factory

- during winter, so it is cold outside

Chapter 2:

- they walk to school together, and they're almost late

- Julie's there too

- go on bus to factory

- Anne: tour guide at factory

- factory founded by Anthony Antos; wife's name is Cherry, which is why the building is red

Chapter 3:

- loves sports, so excited for souvenir shop

- collects bobble heads

- especially likes the Patriots and Tom Brady, since they live in Massachusetts

- Tony and Cody find a door

- are curious, and bored of Anne, so they go into it

- find bottles with unusual words on them

Chapter 4:

- go to place where cupcakes are actually made

- then go to souvenir shop

- can't find bobble heads, so goes to front of shop

- sees a man in a white coat and mask there

Chapter 5:

- goes to tell Tony about man in white coat and mask

- everyone has to leave factory

- tells Tony what happened at factory after school

- Tony has a plan

Chapter 6:

- Cody's birthday

- they put Tony's plan into action the next day at night

- Abby comes along too

- go into factory, hear voices, and hide

- go into room where the voices were

- find bottles with unusual words on them, just as before; same room

- lots of mirrors in the room

- Cody figures out the mystery; the words say poison on them, and all the bottles are filled with poison

- a man comes in

Chapter 7:

- same man as before at counter with white coat and mask

- locked in the room by the man

- they are very scared

- Abby goes up into air vent

Chapter 8:

- police come and catch criminals

- Aaron and Abby come back and tell what happened

- Aaron drives them all go home

- at school, everyone congratulates them

- there is an assembly, and they each get $50 there for solving the mystery

- Julie congratulates Cody

- Aaron picks them all up, and they leave

Cupcake Recipe at the End

My Personal Project Planner book. Read reviews from world's largest community for readers. Are you one of those people who have a thousand ideas, but no ...Â Because of its decorative nature, this planning book will be appropriate both at work and at your home Use it to plan your next business achievement (with associated raise, you hope!), your next cruise, your next knitting project, or your home furniture and decorating update. This book also works perfectly as a new-house organizer: just use a "project" set of pages to enter information about the houses you are looking at, and then you won't get confused over what house had the pool, which had the convection oven, and which has the outdoor barbecue grill. It'll all be there Recommended for you. Children's Book Project. 155. 15.Â This is a collage of watercolour paintings from a personal children's book project I recently completed. My 7-year-old cousin read me this simple, fun story called "I Want a Small Piece of String". The story simply lists all these animals holding a small piece of string with a bigger animal on it. To my surprise, the story wasn't illustrated! My cousin clearly loved the text, so I thought it'd be a great idea to draw each animal, and arrange it into a book for her. Also great practice for me with cartoony animal designs, and watercolour painting. For the actual binding When teens share their children's books with younger children, they also practice valuable leadership skills. This activity was modified from the ReadWriteThink lesson plan "The Children's Picture Book Project." back to top. Â© ILA/NCTE 2019. All rights reserved. Technical Help | Legal | International Literacy Association | National Council of Teachers of English. Search Required

My Personal Project Planner book. Read reviews from world's largest community for readers. Are you one of those people who have a thousand ideas, but no ...Â Because of its decorative nature, this planning book will be appropriate both at work and at your home Use it to plan your next business achievement (with associated raise, you hope!), your next cruise, your next knitting project, or your home furniture and decorating update. This book also works perfectly as a new-house organizer: just use a "project" set of pages to enter information about the houses you are looking at, and then you won't get confused over what house had the pool, which had the convection oven, and which has the outdoor barbecue grill. It'll all be there