



## EZRA JACK KEATS BOOKMAKING

**Writing a Children's Book:** *Teaching Artist, [Katie Yamasaki](#)\**

**[Tutorial 3 of 3](#)** - approx. 12 minutes

### Pacing & Paginating Text

1. (00:10) - Pacing Stories, *Fred Stays with Me* (See pg. 2 & 3 below)
2. (03:44) - Pacing Stories, *Nighttime Ninja* (See pg. 4 below)
3. (06:10) - Pagination
4. (09:18) - Final Edits (Mother's Day) (See pg. 5 & 6 below)

\* Katie Yamasaki is a muralist and children's book artist. She has painted over 80 murals with diverse communities around the world, exploring issues of social justice. Her children's books focus on similar themes of social justice and underrepresented communities. Her books *When the Cousins Came* and *Fish for Jimmy* recount personal family stories about the internment camps of WWII and growing up in a multi-racial family. Katie's most current book, *Dad Bakes* will be released in Sept., 2021 and have starred reviews from Kirkus and Publishers Weekly. Katie worked as a public school Spanish and Art teacher in both the Detroit and NYC public schools for 14 years. [www.Katieyamasaki.com](http://www.Katieyamasaki.com) or @katieyamasaki

## Pacing Stories, *Fred Stays with Me*

If you follow along with the Writing Tutorial #3, we can read this book together to see how the author paced the story. But you can also take a look at the text below and make a mark where *you* think there should be a page turn. **Don't forget that children's picture books are usually 32 pages, or 16 spreads (illustrations that extend over two pages together,) and usually don't have more than 1,000 words.** Since the text below only has 23 lines (and about 350 words) some pages won't have any text or one line will cover a spread of two pages. Sometimes one illustration can require multiple lines, while others are best without any text at all. That's why illustrations are important parts of telling the story.

### ***Fred Stays with Me\****

by Nancy Coffelt, illustrated by Tricia Tusa

Little Brown Books for Young Readers

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Sometimes I live with my mom.

Sometimes I live with my dad.

My dog, Fred, stays with me.

I still go to the same school.

I still have the same friends.

But in one of my rooms I have a bunk bed, and in my other room I have a regular one.

Fred sleeps on the floor.

When my mom and I have pizza, or when my dad and I eat peanut butter sandwiches, Fred waits for crumbs.

At my mom's Fred barks at the poodle next door.

At my dad's Fred steals socks.

But Fred always has time to play.

My mom is tired of all the barking.

"What am I going to do with this dog?" she says.

My dad is tired of searching for socks.

"What am I going to do with Fred?" he says.

***(Fred Stays with Me cont.)***

## **Pacing Stories, *Fred Stays with Me (cont'd)***

Sometimes my mom drives us to the park.  
On other days my dad takes us to the lake.  
Fred likes to ride in the car.  
Fred shakes park mud all over the seats of my mom's car  
"What am I going to do with this dog?" my mom says.  
Fred shakes lake water all over the seat of my dad's pants.  
My dad says, "What am I going to do with Fred?"  
Fred is my friend. We walk together. We talk together.  
When I'm happy, Fred is too. And when I'm sad, Fred is there.  
But now there's trouble.  
My mom is mad. The neighbor's poodle barks at Fred all the time.  
My dad is mad. Fred has eaten all his socks.  
"Fred can't stay with me!" says my mom.  
"Fred can't stay with me!" says my dad.  
"Excuse me," I say.  
"Fred doesn't stay with either of you. Fred stays with ME!"  
My mom and I come up with a plan.  
We help Fred make friends with the poodle next door.  
My dad and I come up with a plan.  
We buy Fred a new chew toy and make sure all the socks are put away.  
Sometimes I live with my mom.  
Sometimes I live with my dad.  
But Fred stays with me.

## **Pacing Stories, *Nighttime Ninja***

Let's repeat the exercise with a shorter text. Consider how the artist turned this very short story into a 32-page picture book when he took a close look and listened to the words.

### ***Nighttime Ninja*\***

by Barbara DaCosta, illustrated by Ed Young

Little Brown Books for Young Readers

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The clock struck midnight . . .

Hand over hand, the ninja climbed and clambered.

Step by step, he balanced and leapt.

The house was silent. Everyone was asleep.

He crept down the twisting moonlit hallway, and knelt in the dark shadows, listening.

Wait- look!

He took out his tools and went to work.

Suddenly, the lights flashed on!

"What are you doing?" thundered his mother.

"Nothing."

"Hand it over, mister."

"But I'm not done with my mission yet."

"Well, how about a getting-back-into-bed mission?"

"Sweet dreams, Nighttime Ninja."

## FINAL EDITS



### From “*Mother’s Day*” written by Anne Rockwell, Illustrated by Lizzy Rockwell

Take a look at the illustrations and the words below. Rewrite the words the way you think they’ll work best with the picture on the left. Hint: Try not to repeat the information that’s in the picture and feel free to take out what isn’t necessary. (See the next page to see what the author/illustrator from the original book decided to do)

One morning, Mom smiled at Evelyn warmly as she packed her lunch in her cat lunchbox. Cats were Evelyn’s favorite. Evelyn’s lunch was always so healthy and Evelyn knew that meant that her mom loved her very much. In the mornings, Evelyn’s mom always liked to ask Evelyn what she would be doing at school that day. She always asked her before she headed off to the hospital where she worked. On that day, the sky was clear and cloudless and Evelyn had a special surprise for her mom. She didn’t want to tell her and ruin the surprise. Evelyn was very good at keeping secrets.

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Notice how the pictures and words work together to tell the story by choosing wonderful words and without being repetitive.



Look closely at the illustration as you read the text. **You'll only want to keep the information the picture doesn't show the reader, and the information the reader really needs to know at this moment in the story.**