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The Wart Fairy: Adventures in Writing Children's Literature

Lynelle M. Broeker
Buffalo State College

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The Wart Fairy: Adventures in Writing Children's Literature
By

Lynelle M. Broeker

An Abstract of a Project
in
Creative Studies

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

December 2009

Buffalo State College
State University of New York
Department of Creative Studies

ABSTRACT OF PROJECT

Adventures in Writing Children's Literature

This project is about developing a piece of children's literature, from start to finish. The purpose of the project is to develop and enhance my skills of creating a storyline and character, and writing, illustrating and publishing a short story for the enjoyment and pleasure of elementary school-aged children. This project outlines the steps I took to not only write and illustrate this book, but also to allow me to explore my own creativity, emerging from this process with a piece of literature that I have always dreamed of writing.

Lynelle M. Broeker

Date

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State University of New York
Department of Creative Studies

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Dates of Approval:

Cyndi Burnett
Lecturer

Lynelle Broeker
Student

Dedication

*For my mom Ellyn and my brother Roger, who made this story possible,
even though it's so weird
that no one believes it.*

Love you.

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Section 1: Background to the Project

Introduction

My views of creativity have changed during the course of my Master's study. I was formerly under the assumption that creativity applied to those who played instruments, composed songs or created magnificent works of art. Yes, these people truly are creative. But what I've come to believe is that all people, no matter their age, background or artistic ability, are innately creative and must simply find outlets for that creativity to shine. I always felt that my abilities were in the realm of performance, particularly dancing. However, I have always desired to enhance my skills of story telling and writing. Here, I chose to create a piece of children's literature to be shared by parents, teachers and students in an effort to convey the power of striving to enhance one's own creativity. We can all be creative- we just need to try.

Purpose

As an elementary school teacher, I read children's literature all day, every day. In fact, after four years, I suppose one might say that I've become an expert in children's literature. I've discovered that I deeply admire the ability these authors and illustrators possess and have decided that I, too, would like to try my hand at developing and illustrating a children's book. I've always had a passion for writing, even having had a poem published in an anthology several years ago. I also consider myself to be quite a skilled artist, preferring to paint with acrylics or sketch with charcoal pencils. I feel that I could create a story with illustrations that could be used by parents and teachers to enrich and enhance children's literacy activities.

Not only would creating this piece of literature be entertaining, but I believe that my own passion and creativity would be united to create something truly great, increasing my talents as a writer. As a result of this project, I hoped to improve both my writing and illustration skills, possibly furthering this project into a career as a children's author. I planned to explore works by other successful children's literature writers, as well as research and read numerous sources that inspire and help to guide novice writers. There are so many useful and extremely helpful books and articles available and I plan to take advantage of as many as I possibly can.

Also, I am incredibly fortunate to have access to an entire class of students, ages six through eight. These children served to be an objective audience who shared their opinions and ideas as openly and honestly as could be. I shared this tale with my students numerous times throughout the writing process in order to truly take advantage of this resource.

Description

This project was about my process of creating a children's book, which is based on a family story, which I would like to title, "The Wart Fairy."

When my brother was four years old, he had a plantar's wart on the bottom of his foot. My mom took him to the doctor to have it removed, but he was so scared that he refused to let the doctor touch him. So, in his best interests, my mom told him the story of the Wart Fairy. If he let the doctor remove the wart, then he could take it home and place it under his pillow for the Wart Fairy to come. Then, my mom told him, he would get some money.

Excited, my brother agreed. The wart was removed and my mom had to ask for it back, explaining the story to our family doctor. After laughing hysterically for a few minutes, he agreed, and my brother awoke to a fresh \$1.00 bill under his pillow, courtesy of the Wart Fairy.

This is a story that both children and parents will love due to its comforting nature and illogical, gross turn of events.

Rationale

When choosing a project, I knew that it was necessary for me to incorporate both writing and artistic skills. As an adult, I feel that these are often underutilized and tend to fade over time. I have always been artistic and I wanted to do something to stretch my skills and hopefully learn some new writing and drawing techniques that I otherwise might not have tried. Creating this book has enabled me to learn more about my own creativity and learning style, while also learning about other writers' styles.

I decided to select this project because I have always had a deep interest in becoming a writer of children's literature. When I was in elementary school I entered a poem that I had written into a contest for publication. It was chosen for first place and was printed into a national anthology. Since that experience, I've always dreamed of making this a second career opportunity. I have dabbled in small attempts while in college, but never taken the time to sit and actually plan the steps that it would take to meet my desire of being a published author.

When the opportunity to face this challenge arose, I felt that it was something that I simply couldn't refuse. I'm very passionate about telling this tale! We talk about this story often within our family and have all even collaborated on what we think the Wart

Fairy would look like. This is a special story that I'd like to share with people because I believe that other mothers might be able to use that story to persuade their children if they find themselves in a potentially scary situation, such as a wart or a cavity. It shows how the little boy faced his fear and was rewarded after for being brave and allowing the doctor to operate on his foot. There's a lesson that can be learned, while still entertaining the audience.

Section 2: Pertinent Literature

Introduction

This section contains a review of literature that is related to both writing children's literature and enhancing creativity. These pieces were selected to further my understanding of writers' goals, the literature market and publishing the final product.

Sources

I decided to begin my hunt for information about writing *The Wart Fairy* in the most logical place—talking to my mom and brother. From these two sources, I gained not only the details of why my mom developed this creature, but those of how my brother felt being a child with a wart and finding hope in a midnight visit. The three of us sat around my mom's kitchen table and the two reminisced and laughed about that day at the pediatrician's office. "Roger was so scared, so I had to find a way to bribe him without him knowing it," was my mom's ultimate resolve. She crafted the story to help him, and it worked. Hopefully, this will stick in the mind of a child that reads my version of the tale, and it might help them be brave as well.

Being a novice at writing children's literature, I chose to start my literary search with *Writing Children's Books for Dummies* (2005), by Buccieri & Economy. This book had many ideas about writing stories that will actually sell by including details that will appeal to children. This sounds very obvious, but after thinking about it for awhile, I came up with two things that I knew for sure: Children like technology (video games, computers, etc.) and they also like things that don't seem to be completely logical. These thoughts then inspired me to take my story of The Wart Fairy and add some new-age technological updates that are present in children's real lives. For example, Stuart, The Wart Fairy, uses a GPS system to locate the boy's house and he wears a titanium-lined government issued uniform.

The next book I looked at was *The writer's guide to crafting stories for children* (2001), by Lamb. This book had an intriguing section about developing the beginning of a story. I found it very useful in writing the introduction to The Wart Fairy. I wanted to make the story seem like some sort of mission that needed to be accomplished by telling it, as well as a need to have this information made available to the masses. This aspect of urgency makes it more exciting to young children, almost as if they have to help spread the news to others. I feel that this helped to make my story opener more intriguing and invite the reader to continue on in discovering the world of this unconventional pixie.

Origins of story: On writing for children (1999), by Harrison & Maguire, was the source that helped me to really immerse myself in this imaginary world. This book emphasized that the details that create stories are the most crucial to engaging readers. I feel that I've created that mysterious world to some degree, but I also think that my illustrations will serve to fill in some gaps in authenticity. For example, I never tell the

reader exactly what the fairy does with the warts after he gets them home. I plan to have the last page be a picture of him in front of a wall in his room with shelves covered with dozens of jars or all different shapes, sizes and colors. They will also be labeled with silly tags such as “Hairy Warts,” “Black Warts,” “Small Warts” and “Tall Warts.”

Finally, I looked into *Exploring children’s literature* (2008), by Gamble & Yates. This book had a lot of information on how to take into consideration trends in population, economic and cultural influences when developing stories. However, I felt that this source had little relevance for me writing my story. My aim was to write a light-hearted tale to make children smile, not some socially-conscious, politically-laden story with economic undertones or anything with a hidden agenda. I simply wanted to create a silly story that was a twist on a very common childhood fable—the tooth fairy. This book, while interesting, didn’t seem to inspire my creative process at all.

There were several other sources that I viewed during the literature searching process, but these were the ones that had the greatest influence on my master’s project.

Selected Bibliography

Buccieri, L.R. & Economy, P. (2005). *Writing children’s books for dummies*. New Jersey: Wiley Publishing, Inc.

Carter, V.C. (2008). An approach to authoring and publishing children’s literature. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(8-A), 3270.

Dils, T. (1998). *You can write children’s books*. Cincinnati, OH: Writer’s Digest Books.

Gamble, N. & Yates, S. (2008). *Exploring children’s literature* (2nd ed.). CA, US: Sage Publications.

Harrison, B. & Maguire, G. (1999). *Origins of story: On writing for children*. New York: McElderry Books.

Ikpeze, C.H. (2009). Writing for real purpose. *Learning & leading with technology*, 36(7), 36-37.

Lamb, N. (2001). *The writer's guide to crafting stories for children (write for kids library)*. Cincinnati, OH: Writer's Digest Books.

Serafini, F. (2008). "Looking closely" at the creative process. *Journal of children's literature*, 34(1), 55-57.

Firsthand Source: Ellyn Broecker- mother

Firsthand Source: Roger Broecker- brother

Section 3: Process Plan

Introduction

I talked with my mom and brother to gather as many details about the story as possible, as well as their feelings during the incident at the doctor's office. I used this information to draft the story, making sure it stayed as true to life as possible. I was not sure which perspective the story would be told from—the mom, little boy or the Wart Fairy himself (yes, we have decided it's a man). I drafted the story from each perspective and tried to be objective about which one told the best story, involving and engaging the reader. I knew that the story **MUST** be entertaining and flow well if I expected young children to enjoy it! This took a few tries and drafts, but I eventually narrowed down my selection and chose what I feel is an extremely effective, pleasant story for my audience.

Creating the illustrations proved to be more difficult than I had originally expected. I love to draw free-hand sketches or paint with watercolors, but the idea of having to use a computer program to generate my drawings almost verged on frightening. After several failed attempts at creating a figure that looked more alien than human, I decided to go with what I knew best—good old pencil and paper.

I developed what Stuart P. Maxwell would look like as himself and then turned that image into the character of the Wart Fairy. I scanned those into my computer, using that as the basis for my other pages. I cropped, stretched and then added background to make the illustrations different for each section of words. The other drawings worked the same way. I drew each, scanned them, added the words and then printed each page individually. This was probably a much longer process than was necessary, but I knew what I was doing and this was what worked for me.

My goal for this project was to develop a book that was ready to be either submitted to publishing companies or self-published using a website. I wanted to produce something that was complete with colorful illustrations and exciting content and structure. I realized that I wouldn't have enough time to include publication into my project timeline so that is a step that will come after my project completion.

However, I have looked at several publication websites. After researching the requirements and steps that must be taken, I decided to lean more towards self-publication. I felt that this would be a quicker, possibly cheaper option for my book, simply because it already included the illustrations.

Project Timeline

Date	Time frame	Activity
September 1	5 hours	Draft and edit Concept

		paper with plan of action for completing project
September 14	4 hours	Discuss with SBP; revise and submit Concept paper online
September 20	3 hours	Complete final draft of Concept paper and submit online
September 25	3 hours	Gather data- interview mom and brother to gain any details and emotions about the incident
September 28	10 hours	Begin 3 drafts, each telling the story from each different perspectives
October 5	3 hours	Project Check-in
October 6	2 hours	Read all 3 drafts to students; have them vote on their favorite
October 9	10 hours	Choose 1 story perspective and begin 2 nd draft; begin illustrations
October 10	3 hours	Begin researching different publishing sites online for possible sources to send finished product; look into self-publishing sites
October 11	6 hours	Revise draft; share with family to get criticism and feedback
October 16	8 hours	Prepare draft incorporating class, student and family feedback; adjust/enhance illustrations
October 20	2 hour	Read to my students; get feedback and ideas for enhancement
October 23	6 hours	Plan for Project Presentation
October 27	35 hours	Final draft(s) with illustrations
November 30	3 hours	Project Presentation in class
December 1	9 hours	Last touches; final version completed and bound for class; make copies to keep

		in classroom library and share with family members to keep
December 7	5 hours	Project due- signed off by Cyndi!
Total Hours	117	

Section 4: Outcomes

Introduction

The outcome of this Master’s project is a children’s book about the Wart Fairy, complete with full-color illustrations, ready to be either sent to a publishing company or to be self-published. I am going to see if I have any luck in actually putting this book out to the public. I am very proud of the work that I have put into this piece, and I am very confident that this book will sell. At least all of my friends and family are going to purchase it—they’re excited for me.

Description of Product

In this section I have chosen to include several of my favorite excerpts from my book, *The Wart Fairy*. I feel that these examples accurately convey the overall tone that I wanted to create within the story—one of silliness, creativity, thoughtfulness and intrigue. The finished book has full-color illustrations which were hand drawn, scanned into a computer and then placed with the corresponding words.

“Yes, I know what you’re thinking. I may not look like your typical, everyday fairy. The truth is that’s my second job. I may spend my nights collecting warts, but during the day I work part-time at the Elm Street

Public Library in my hometown. I keep the records orderly in the town archives department. Hey, I have to afford to give money for warts somehow (Broeker, 2009).”

“I got a phone call at 5:00 pm from my secretary at the B.F.M.C. (that’s the Bureau for Fairies and Mythical Creatures). She had been notified by one of our secret agents that there had been a wart removal at Roger’s doctor’s office (Broeker, 2009).”

“Call me Sally or call me Morty,

Just don’t wake up while I grab your warty! (Broeker, 2009).”

Section 5: Key Learnings

Introduction

There have been several key learning points that I will take away from my time spent working on this project. Although some may seem more tangible than others, I have definitely grown throughout this process.

I met with many struggles along the way, from putting together story lines in an interesting fashion to creating colorful illustrations that I decided to completely scrap at the last minute. It was a bumpy road, and if I could wish for anything to be different, it would be to have more time to invest in the development of the illustrations.

Process

I believe that I enhanced my knowledge of the Creative Problem Solving process, having created several drafts from multiple points of view. I had to converge and choose the story that was written in the best perspective for my audience, having several criteria to use as a guide for selecting. I wanted to create a piece that was entertaining, easy to follow, somewhat believable for the younger children (maybe I might start a national trend such as the Tooth Fairy or Easter Bunny?) but also contained enough movement in the story to keep it interesting and involving to the readers. I now know exactly what criteria I would use for generating future story ideas.

I learned that it is extremely easy to get wrapped up into your own ideas and thoughts when creating something. You begin to feel, at a certain point, that your entire product is perfect and shouldn't be altered in any way. Fortunately, someone else comes along, offering a necessary dose of constructive criticism, allowing you to see the gaps and holes in what you've done.

After writing my first draft of *The Wart Fairy* I truly believed that it was done, completed and perhaps one of the best stories of all time. Upon sharing this with others, my confidence was somewhat rattled (for the better) when there were obviously so many questions about my character and storyline that were still unanswered. Once that was brought to my attention, I felt as though I had to view my writing in an altogether different way. I believe that it was my knowledge of the CPS process that enabled me to be objective and critical when crafting the next several drafts of the story. The more people I shared it with, the more ideas I came up with, thinking of it no longer as “my baby” but as the fictional literature that it was. Then I could withhold my positive

judgments and be critical without taking it all to heart. That was the point when my writing skills became truly enhanced.

Through the interviewing and data collecting from my mother and brother, I gained an extraordinary bonding opportunity. My family and I all gathered around my mother's kitchen table, laughing as the memories floated around the room. I felt as though this story contained a tiny piece of all of us within it, that it was a group effort in some way. There's a cliché that states *It takes a village to raise a child*. In my family, we need to change that to *It takes a family to write a book*. I was reminded of what a loving family I am a part of, which is always a great thing.

Another surprise that I will take with me is the realization that, although illustrations may look like no major feat, creating pictures that correctly embody and convey your actual words and thoughts is one of the most difficult things that I have ever had the pleasure of doing. I had a large pile of illustrations completed and ready to be incorporated into my story, but after audience feedback I realized that they weren't at all true to who this character of The Wart Fairy actually was. It was sort of like the story had taken on its own personality outside of what I wanted it to be, and that personality was no longer fitting with the image I created on the page.

I felt as though my stomach was going to fall through my feet at the thought of having to redo any illustrations and start from scratch. After having others seem so disappointed, it was as if that I had no choice but to be flexible enough to examine what needed to be changed and accept that this was only my first attempt. I had not gotten it right, so I must try again. Certainly humility, flexibility and the ability to accept constructive criticism are key learning points that one can apply to many aspects of life.

Section 6: Conclusion

Introduction

As a result of this project, I created a story that my family is proud of and that effectively conveys the story of the Wart Fairy. My final product was something that is fit to send to a publisher to possibly be chosen for publication, or to be put onto a self-publishing website. I also enhanced both my writing and illustration skills to a level that is no longer novice, but that of a possible professional and published children's literature author. I now have a process to be followed for future story writing and illustration development. I created a literary work that will be placed in my classroom library, shared with the current and future students in my school, as would any other children's book.

I shared this story with my students, ages 6-8. After reading, I invited questions and comments from them to see what they thought of my endeavor. I even had them draw a picture of the Wart Fairy along with a few sentences to share their favorite part of the story.

Next Steps

One personal goal that I have achieved was that I wrote a story that I have always wanted to put into words on a page. I'm truly happy with the content of the product I ended with. I feel as though I have a talent for writing stories for children and I have ideas to take forward with me for the future. Of this I am very proud!

Publishing this book successfully is the ultimate next step for this project. I already know that self-publishing this piece is the best option for me as an author, and that is what I will continue to pursue. Whether or not it is ever a hit seller, I know that my

students and family enjoy it. I have done exactly what I set out to accomplish four months ago. Perhaps most important, I had a blast doing so!

After creating such a creative and clever product, I will continue to pursue publication long after this project has been completed, taking the necessary steps and making any alterations that might lead me closer to my career as an author of children's literature.

References

- Bucciari, L.R. & Economy, P. (2005). *Writing children's books for dummies*. New Jersey: Wiley Publishing, Inc.
- Carter, V.C. (2008). An approach to authoring and publishing children's literature. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(8-A), 3270.
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- Serafini, F. (2008). "Looking closely" at the creative process. *Journal of children's literature*, 34(1), 55-57.
- Firsthand Source: Ellyn Broecker- mother
- Firsthand Source: Roger Broecker- brother

Appendix A: Illustrations of the Wart Fairy

Appendix B: Concept Paper

The Wart Fairy: Adventures in Writing Children's Literature

Project type: Using a Skill- Writing a children's book

Section One

Purpose and Description of Project:

As an elementary school teacher, I read children's literature all day, every day. In fact, after four years, I suppose one might say that I've become an expert in children's literature. I've discovered that I deeply admire the ability these authors and illustrators possess and have decided that I, too, would like to try my hand at developing and illustrating a children's book. I've always had a passion for writing, even having had a poem published in an anthology several years ago. I also consider myself to be quite a skilled artist, preferring to paint with acrylics or sketch with charcoal pencils. I feel that I could create a story with illustrations that could be used by parents and teachers to enrich and enhance children's literacy activities.

Not only would creating this piece of literature be entertaining, but I believe that my own passion and creativity would be united to create something truly great, increasing my talents as a writer. I hope to improve both my writing and illustration skills, possibly furthering this project into a career as a children's author. I plan to explore works by other successful children's literature writers, as well as research and read numerous sources that inspire and help to guide novice writers. There are so many useful and

extremely helpful books and articles available and I plan to take advantage of as many as I possibly can.

Also, I am incredibly fortunate to have access to an entire class of students, ages six through eight. These children will serve to be an objective audience who will, no doubt, share their opinions and ideas as openly and honestly as could be. I plan on sharing this tale with my students numerous times throughout the writing process in order to truly take advantage of this resource.

The purpose of my project is to create a children's book which is based on a family story, which I would like to title, The Wart Fairy.

When my brother was four years old he had a plantar wart on the bottom of his foot. My mom took him to the doctor to have it removed, but he was so scared that he refused to let the doctor touch him. So, in his best interests, my mom told him the story of the Wart Fairy. If he let the doctor remove the wart, then he could take it home and place it under his pillow for the Wart Fairy to come. Then, my mom told him, he would get some money.

Excited, my brother agreed. The wart was removed and my mom had to ask for it back, explaining the story to our family doctor. After laughing hysterically for a few minutes, he agreed, and my brother awoke to a fresh \$1.00 bill under his pillow, courtesy of the Wart Fairy.

This is a story that both children and parents will love due to its comforting nature and illogical, gross turn of events. I believe that this story displays a mother's creative way to solve a problem regarding the health of her son. I plan to include some other ways in

which the mother tried to solve her problem, making suggestions to her son as to why he needs to have the wart removed.

This mother has a problem that she needs to solve—she must persuade her son to have his wart removed. Following the steps of the Creative Problem Solving process, she must first invent many ideas as to how to get him to get this accomplished. The mother must generate ideas quickly, narrowing down her numerous ideas into a few presentable and workable ones that might possibly convince her little boy. Once a solution has been obtained, the mother has to take the necessary steps in order to accomplish her goal, which includes pleading with the doctor to take the wart home, placing it under the son's pillow and sneaking into his room at night to switch it with a fresh dollar bill. Finally, she reaches her goal and carries out her action plan, resulting in a happy, healthier son.

Rationale for Selection:

I decided to select this project because I have always had a deep interest in becoming a writer of children's literature. When I was in elementary school I entered a poem that I had written into a contest for publication. It was chosen for first place and was printed into a national anthology. Since that experience, I've always dreamed of making this a second career opportunity. I have dabbled in small attempts while in college, but never taken the time to sit and actually plan the steps that it would take to meet my desire of being a published author.

When the opportunity to face this challenge arose, I felt that it was something that I simply couldn't refuse. I'm very passionate about telling this tale! We talk about this story often within our family and have all even collaborated on what we think the Wart

Fairy would look like. This is a special story that I'd like to share with people because I believe that other mothers might be able to use that story to persuade their children if they find themselves in a potentially scary situation, such as a wart or a cavity. It shows how the little boy faced his fear and was rewarded after for being brave and allowing the doctor to operate on his foot. There's a lesson that can be learned, while still entertaining the audience.

Section Two

Identify Pertinent Literature or Resources:

- Bucciari, L.R. & Economy, P. (2005). *Writing children's books for dummies*. New Jersey: Wiley Publishing, Inc.
- Carter, V.C. (2008). An approach to authoring and publishing children's literature. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(8-A), 3270.
- Dils, T. (1998). *You can write children's books*. Cincinnati, OH: Writer's Digest Books.
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- Harrison, B. & Maguire, G. (1999). *Origins of story: On writing for children*. New York: McElderry Books.
- [Ikpeze, C.H.](#) (2009). Writing for real purpose. [Learning & leading with technology](#), 36(7), 36-37.
- Lamb, N. (2001). *The writer's guide to crafting stories for children (write for kids library)*. Cincinnati, OH: Writer's Digest Books.

Serafini, F. (2008). “Looking closely” at the creative process. *Journal of children’s literature*, 34(1), 55-57.

Firsthand Source: Ellyn Broeker- mother

Firsthand Source: Roger Broeker- brother

Section Three

How Do You Plan to Achieve Your Goals and Outcomes?

I plan to talk to my mom and brother to gather as many details about the story as possible, as well as their feelings during the incident at the doctor’s office. I will use this information to draft the story, making sure it stays as true to life as possible. I’m not sure which perspective the story will be told from—the mom, little boy or the Wart Fairy himself (yes, we have decided it’s a man). I will write a draft of the story from each perspective and be objective about which one tells the best story, involving and engaging the reader. The story **MUST** be entertaining and flow well if I expect young children to enjoy it! This will take a few tries and drafts to see which one is the best option for my audience.

Prepare Project Timeline:

Date	Time frame	Activity
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September 14	4 hours	Discuss with SBP; revise and submit Concept paper online
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October 6	2 hours	Read all 3 drafts to students; have them vote on their favorite
October 9	10 hours	Choose 1 story perspective and begin 2 nd draft; begin illustrations
October 10	3 hours	Begin researching different publishing sites online for possible sources to send finished product
October 11	6 hours	Revise draft; share with family to get criticism and feedback
October 12	2 hours	Email and confirm requirements for multiple publishing sites
October 16	6 hours	Prepare draft incorporating class, student and family feedback; adjust/enhance illustrations
October 20	2 hour	Read to my students; get feedback and ideas for enhancement
October 23	6 hours	Plan for Project Presentation
October 27	35 hours	Final draft(s) with illustrations; binding from Kinkos
October 28	2 hours	Fill out necessary forms and send finished bound book to three publishers
November 30	3 hours	Project Presentation in class
December 1	7 hours	Last touches; final version completed and bound for class; make copies to keep in classroom library and share with family members

		to keep
December 7	5 hours	Project due- signed off by Cyndi!
Total Hours	117	

What will be the Tangible Product(s) or Outcomes?

The outcome of this Master's project will be a children's book about the Wart Fairy, complete with illustrations and ready to be sent to a publisher to see if I have any luck in actually putting this book out to the public.

Section Five

Personal Learning Goals

- I have always wanted to write this story, so that will finally happen!
- I will use the Creative Problem Solving process to gather data on the story, write multiple drafts, and then choose the best one, based upon the criteria I have generated.
- I will be able to collaborate with my family and work with them which will be both entertaining and exciting.
- I want to create a story that will be published and shared with others, hopefully leading to more stories and a career as a children's author.

What Criteria will you use to Measure the Effectiveness of Your Achievement?

I want to create a story that my family is proud of and that effectively conveys the story of the Wart Fairy. I will create something that is fit to send to a publisher to

possibly be chosen for publication. I hope enhance both my writing and illustration skills to a level that is no longer novice, but that of a possible professional and published children's literature author. I will create a literary work that will be placed in my classroom and shared with the students in my school, as would any other children's book.

I will be able to share this story with my students, ages 6-8. After reading, I will invite questions and comments from them to see what I can enhance, fix, or remove from the story. I might have them draw a picture of the Wart Fairy along with a few sentences to share their thoughts.

Once fit to publish, I will submit this book to at least three publishing sites in order to improve my chances of having a company print and distribute it. Whether or not it is ever chosen for publication at this time, I know that if my students and family enjoy it, I will have done exactly what I set out to accomplish.

However, having created such a finalized product, I will continue to pursue publication long after this project has been completed, taking the necessary steps and making any alterations that might lead me closer to my career as a children's literature author.