

Recommended Resources
The Language of Picture Books workshop with Kim Peterson
(Cowritten by Jaclyn S. Miller)

- *How to Write a Children's Picture Book, vol. 2: Word, Sentence, Scene, Story* by Eve Heidi Bine-Stock. E and E Publishing.
- *How to Write a Children's Picture Book, vol. 3: Figures of Speech* by Eve Heidi Bine-Stock. E and E Publishing.
- <http://librarybooklists.org/fiction/children/jpicture.htm> (A sort of database, compiling lists from various libraries. Includes picture book types and examples of each.)
- *A Poetry Handbook* by Mary Oliver. Harcourt, Inc.
- “The Rarest of the Rare ... (or how picture books can single-handily save the word)” by Jamie A. Swenson. http://www.scbwi-wi.com/pdf/2011_Summer_Newsletter.pdf
- www.rhymezone.com (A rhyme, synonym and homophone search tool.)
- “So You Want to Write a Picture Book” by Mem Fox.
<https://memfox.com/for-writers/for-writers-even-more-advice/>
- *Writing Picture Books* by Ann Whitford Paul. *Writer's Digest Books*.

Picture Books Discussed in Class
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- *Ten Little Fingers and Ten Little Toes* by Mem Fox
- *Time for Bed* by Mem Fox
- *Where the Wild Things Are* by Maurice Sendak.
- *Clever Jack Takes the Cake* by Candace Fleming
- *Harold and the Purple Crayon* by Crockett Johnson
- *The Cat in the Hat* by Dr. Seuss
- *Hot Rod Hamster* by Cynthia Lord
- *Bee-bim Bop!* by Linda Sue Park
- *Hornbooks and Inkwells* by Verla Kay
- *Goodnight, Manger* by Laura Sassi
- *Spinster Goose* and others by Lisa Wheeler
- *Rah, Rah, Radishes!* and others by April Pulley Sayre
- *Here Comes the Garbage Barge!* by Jonah Winter
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. & John Archambault
- *Silly Sally* by Audrey Wood
- *Is Your Mama a Llama?* by Deborah Guarino
- Books by Robert Munsch
- *Chirp! Chipmunk Sings for a Friend* by Jamie Swenson
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Cookie's Week* by Cindy Ward
- *When I Was Young in the Mountains* by Cynthia Rylant

Exercises
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Exercise 1: Change these verbs to strong verbs/phrases that “show.” Feel free to change the sentence structure if needed.

1. She was sad.
2. The dog ate hungrily.
3. I sat on the chair.
4. We got on the horses.

Exercise 2: Circle the poor rhyme pairs.

Bored and soared

Baby and lady

Jungle and tumble

Ring and dancing

Thunder and wonder

Exercise 3: A popular Christian song from a few years back includes forced rhyme. Circle the line which includes forced rhyme. Do the same for the nursery rhyme next to it.

“Pride has no position
 And riches have no worth
 The fame that once did cover me
 Has been sentenced to this earth.”

“Hickory dickory dock
 The mouse ran up the clock
 The clock struck one
 And down he run
 Hickory dickory dock.”

The Language of Children's Picture Books exercises, cont.

Exercise 4: Mark the heavy and light stresses in this verse from Verla Kay's *Hornbooks and Inkwells*. Use the Shakespeare example below to see how the stresses look. Is the Verla Kay rhythm consistent or inconsistent?

Shakespeare:

ˌ ˌ ˌ ˌ ˌ ˌ ˌ ˌ
Double, double toil and trouble;

ˌ ˌ ˌ ˌ ˌ ˌ ˌ ˌ
Fire, burn; and cauldron, bubble.

Verla Kay:

“Hardwood benches, musty smell.

Children scurry, final bell.”

Exercise 5: Develop metaphors for one or two of these:

- A flock of birds eating a farmer's corn.
- A snow skier on a hill.
- A train traveling across the country.

Exercise 6: Choose a concept and briefly develop one or two picture book ideas, conflicts or characters around this concept.