



Everyone is a Maker

A Classroom and Library Companion Guide
for *To Make*, a picture book written by
Danielle Davis and illustrated by Mags DeRoma

created
by

Jenna Rothberg, Ph.D. + JD Smithson, MLIS

Hey there, Makers!

Hey there, makers!

We're talking to you – yes, you. Every one of us is a maker. We are crafters, gardeners, bakers, woodworkers, chefs, artists, teachers, thinkers, explorers, storytellers, tinkerers, architects, knitters, weavers, builders, musicians, mechanics, dancers, poets, and so many other things.

The phrase “gather, make, wait” appears throughout the picture book *To Make*, encouraging readers to use these steps as building blocks to understand making as a non-linear creative process. *To Make* inspires all of us to “keep making” whatever it is that makes our hearts sing.

Makerspaces encourage and facilitate making of all kinds. They're filled with supplies, tools, and opportunities. They spark curiosity and inspire questions like “What can we build, make, sculpt, or create?” and “How do these things fit together?”

In these spaces, children create on their own terms. They learn new skills and resources. They play with materials, words, and ideas in new ways. They build confidence and learn about themselves and others. Makerspaces inspire students to work together, to work independently, to delegate roles, to set goals, to hold one another (and themselves) accountable, to communicate, to problem-solve, to experiment, and to understand setbacks, unknowns, and waiting as part of a longer process. Overcoming these natural challenges helps children build flexibility that carries into other facets of their lives.

In this way, makerspaces can support Social and Emotional Learning (SEL) tools such as recognizing strengths, identifying and solving problems, goal-setting and self-motivation, empathy and appreciation for diversity, and accepting and offering help. And, always, they should be inclusive, culturally-affirming spaces for all children to be invited, to explore their identities and interests, and to tinker, play, create and make.

This companion guide is designed to support you as you support your makers. It ties into the following subjects: English Language Arts, Science and Nature, Art, History, Design, Photography, and Problem-solving. You'll find a range of flexible activities; they can be modified according to your group of children. The following pages will:

1. Facilitate conversations about *To Make* and making.
2. Offer a diverse reading list focused on creativity, making, and makers.
3. Further inspire students to cultivate a “lifelong making” mindset.
4. Encourage children to work together and engage in community via making.
5. Empower students to embrace process versus outcome and that challenges and waiting are part of any process.
6. Engage children in reflecting on and owning their unique identities as makers.

Let's get making!

HarperCollins

"A stunning picture book ode to the joys of the creative process and the spirit of collaboration. This lyrical story from Danielle Davis and Mags DeRoma is perfect for fans of Kevin Henkes, Gyo Fujikawa, and Julie Fogliano. To make . . . a cake, a garden, a song, you first gather, then make—and wait. . . . This gorgeous, timeless book gently emphasizes patience as part of the making process and is a fitting book for all homes, classrooms, and makerspaces everywhere."

Maliha Din

@ohthebookswelove
Early Childhood Educator, M.Ed

"*To Make* encourages children to seek out their artistic identities. It's a beautiful reminder of creative process."

Lauren Kratz Prushko

Librarian

"*To Make* is an engaging book perfect for storytime and to pair with any library program that involves making something and expressing yourself. You can imagine a group of children chanting the catchy but powerful refrain, gather, make, wait."

Khadesia Latimer

@thebusybrushes
Elementary Art Teacher, M.Ed

"I love how this book focuses on the process as much as the product. In art class, we sometimes forget that the process is just as important! That's where the learning and growing takes place. The process stops when the product is deemed finished. Then we can step back and enjoy what we've create by sharing it with others."

Susie Gomez

Middle School English Teacher

"As a middle school teacher, I am excited to use *To Make* with my students as a motivational and instructional tool. *To Make* is the perfect book to introduce to students as they begin the writing process, a process that often requires them to have patience and dedication to make something to share with the world. *To Make* will surely motivate and inspire young readers and writers to feel confident in pursuing both academic and personal goals."

A. Rampen

Kindergarten Teacher

"*To Make* is the perfect circle time book for my full day kindergarten students to begin the inquiry process, whether it's introducing the concept of inquiry based learning and guiding children to take ownership over their own independent discovery in a play based classroom or beginning the brainstorming process after a new inquiry has arisen."

Delaney Daly

Children's Librarian, MLIS

"*To Make* is a terrific resource for caregivers and educators who wish to instill the values of diligence and perseverance in the hearts and minds of young readers."

Booklist

"Sure to inspire all sorts of creativity."



Danielle
Davis!

words by



Danielle Davis grew up in Singapore and Hong Kong and now reads, writes, and roller-skates in Los Angeles. *To Make* is her first picture book. *Zinnia and the Bees* was her first middle grade novel.

Danielle likes to make anything out of words.

Visit her online [HERE!](#)

Mags
DeRoma!

pictures by

Mags DeRoma is an artist and storyteller. She loves to make all kinds of things: collages, games, snacks for hungry skateboarders, elaborate recipes, and her debut picture book, *Awake*. She is constantly inspired by her family and her community in California. You can see a bunch of the things she's made [HERE!](#)





A KIDLIT BOOK LIST TOGETHER



Making surrounds us. We see it in our daily lives, our traditions, our activism, and our relationships with friends, family, and ourselves. Think about your favorite stories. Does a character make something? What do they make? How do they make it? How does making play a role in the overall plot?

Here is a list of some of our favorite kidlit stories about makers and making. We anticipate it growing, especially with your help, so we recommend bookmarking it! In the collaborative spirit of *To Make*, we hope the document we've created will become a collaboration with you – yes, you! We welcome you to share stories that speak to you about makers and making by adding them to this community resource. We've organized them in the following categories:

1. **TO MAKE** _____. This section includes stories about making anything from mistakes to baked goods to dances to drawings and beyond.
2. **TO MAKE** Change In Our World. This section includes stories about helping other people, helping communities, helping animals, and helping our world. There are so many ways to make a difference.
3. **TO MAKE** Traditions. This section includes stories about making traditions, both small and large, with family, friends, neighbors, coworkers, classmates, etc.
4. **TO MAKE** Creative Identity and Creative Process. This section includes stories that explore creating as a process. These stories look at where makers create, why makers create, and how makers create.
5. **MAKER BIOGRAPHIES**. This section includes stories about real life makers and their lives!



A CONVERSATION

BEFORE listening to/reading *To Make*, notice the cover.

- What do you think this book will be about?
- What kinds of things do people make?
- How does the cover make you feel?
- What do you like to make?
- What inspires you to make?
- What does it mean to gather?
- When you make the thing that you like to make, what do you gather?
- What does waiting feel like to you?
- How do you keep going when things feel hard or don't happen the way that you expect?

NEXT, watch the [book trailer](#) for *To Make*.

- What are three things that were made in the video?
- What did you notice about the making process?

NOW, read the book.

- In *To Make*, who are the makers? What are they making?
- *To Make* has both an author, Danielle Davis, and an illustrator, Mags DeRoma. What did each of them do to make this book?
- In *To Make*, a character bakes a cake. What do they gather? How do they make a cake? What do they wait for?
- In *To Make*, a character makes a garden. What do they gather? How do they make a garden? What do they wait for?
- In *To Make*, a character makes a song. What do they gather? How do they make a song? What do they wait for?
- In *To Make*, two characters makes a plan. What do they gather? How do they make a plan? What do they wait for?
- In *To Make*, a character makes a story. What do they gather? How do they make a story? What do they wait for?
- In *To Make*, a character makes a friend. What do they gather? How do they make a friend? What do they wait for?





to make

A GAME

Creating is playing, experimenting, and collaborating.

Group games can be an inviting way to welcome the process of making.

Suggested materials: a roll of butcher paper, markers, and your brains!

In these games, you'll play with patterns and brainstorm together about making, makers, and materials.

GAME ONE:

Prep: Roll out a long sheet of butcher paper.

Work together to create a drawing or a story by each adding just one line of a story or drawing at a time until it's whole.

GAME TWO:

Prep: Write the alphabet on a long sheet of butcher paper.

Grab a marker! Under each letter, write down materials or tools. For example, under C, you could write "cookie cutters" or "chalk."

GAME THREE:

In this game, you'll have the opportunity to teach your classmates a song that you sing at home. What does the song mean to you? Who do you usually sing it with?

GAME FOUR:

In *To Make*, some characters make a poem, a dance, a sweater, a fort, and a painting. Do you know any makers? What do they make? Let's brainstorm together with this "I Know Makers" fill in the blank.

Fill in the blanks: My (person you know) makes (whatever they make)
from/by/on (material/method).

Examples:

- My neighbor makes tomato sauce from the tomatoes they grow in their garden.
- My cousin makes custom sneakers by drawing on them with a Sharpie.
- My friend makes Origami from notes I've written to them.
- My mom makes songs by pairing new lyrics to familiar melodies.
- My sister makes kickflips on her skateboard.
- My grandpa makes family scrapbooks from old photos.



TO MAKE

A MAKER'S JOURNAL

*TO MAKE depicts makers creating different things, from a wooden birdhouse to a windchime to a dance. By sharing unique maker identities, TO MAKE emphasizes that all makers experience a non-linear creative process that includes gathering, making, and waiting. In this activity, students will create a **Maker's Journal** to track their journey as a maker and reflect about making.*

You can invite students to decorate a pre-made notebook or to bind paper together themselves, thinking not only about form (what represents them as a maker, and what do they like?), but also about function (how many pages will they want? How will they organize it? What will make it easy to use?).

Suggested materials for decorating pre-made journals: Mod Podge, paintbrushes, scissors, magazines, construction paper, cardstock, markers, paints, sequins, puffy paints, etc. For making and binding journals: paper, string, fabric, decorative paper, cardboard, and a curved needle.

*After students have created their **Maker's Journals**, they'll use them to explore identity, process, and reflection via specific questions. We recommend introducing this project soon after reading TO MAKE and setting aside time for students to write in their **Maker's Journals** often, even daily. This activity can culminate (after a week of projects, a month of projects, or even an entire year of projects) in students creating a **Maker's Talk**, during which they can share their story, what they've made, and what it means to them in a **Maker's Showcase**.*

Suggested materials: time, thoughts, and something to write with.

Suggested book pairings: TO MAKE, stories about Creative Process and Creative Identity, and Maker Biographies.

Everyone is a maker. And so are you. This project is an opportunity for you to create a journal that reflects you. Your **Maker's Journal** is a safe place for you to explore, reflect, brainstorm, doodle, and capture your making process and your story.

Step 1: Gather physical materials that inspire you to decorate your journal.

Step 2: Make your journal by designing, assembling, gluing, arranging and/or binding your materials.

Step 3: Wait for your materials to dry by reflecting on your creative process! What was easy/difficult/unexpected/fun? What do you think would have made the process of making the journal smoother? What did you learn?

Step 4: Now, it's time to journal! Refer to the **Creative Inventory** Identity and Process sections for questions to get started. Choose a few questions from these sections each time you return to your **Maker's Journal**. After you make something, write about the questions in the Reflection section.

YOUR CREATIVE INVENTORY

IDENTITY:

Who are you as a maker? Which materials are you drawn to? What textures, sounds, and colors do you like? How do you feel when you experience them? How do you feel when you make? What do you like to make? Where do you make? What kinds of clothing do you wear when you make? What time of day is best for you for making? What kind of music do you listen to when you make? Do you have a playlist, artist, or song you return to? Who supports your making? Who do you share your creations with? Who are other makers that you know? How often do you make? If you could make anything, what would it be? How would you make it? What do you do when you have a setback or have to wait? What are three adjectives to describe yourself as a maker? What are three adjectives to describe the vibe of what you make? What's the first thing that you can remember making? Does your family and/or friends have traditions around birthdays or holidays that involve making? Who is a maker that you look up to? What kinds of books, graphic novels, films, comics, magic-tricks, musicals, movies, sports, objects, nature, memories, music, inventions, and artists inspire you? How do you encourage yourself to have confidence as a maker? How do you encourage other people to have confidence as a maker?

PROCESS:

What are you currently working on? Where are you in your making process? How did you begin this project? How does making feel to you right now? What has been fun or challenging or unexpected so far? What kinds of materials are you using? How are you using them? Which new skills are you learning to complete this project? How will you know when this project is complete? How could this project have come only from you? What has inspired you so far? What are you trying to say with what you're making?

REFLECTION:

How did that project impact you as a maker? What kinds of setbacks did you encounter and how did you approach them? What was easier than you anticipated? What would you do differently next time? What surprised you? What are you most proud of about the project? What are you thinking about making next? How will you approach making it? What does this project mean to you? What theme do you want to explore next? Who might you like to share this project with? How will you share it? Is there anyone who helped you with it that you'd like to thank? Is there anything you've learned that you want to pass on to someone else?

Step 6: Compile a **Maker's Talk!** Your **Maker's Talk** will share how you started making and some of your recent projects, their processes, and what they mean to you. Refer back to your **Creative Inventory** for ideas! What sticks out to you? Which themes did you find in your answers and journaling? The format of your **Maker's Talk** is completely up to you. Will you write a song, a poem, a fairytale, take and display a series of photographs, create a brief stop-motion film, a personal essay, or a presentation? How will you tell your story?

Step 7: Wait for the opportunity to share your **Maker's Talk** with other people when you feel comfortable! While you're waiting, think about who you'd like to share with!



to make

A NEW FRIEND

In TO MAKE, a character builds a birdhouse to attract a new friend. In this activity, students will be challenged to first think of what friendship means to them and then to “gather, make, wait” while they fashion a new clay friend.

Suggested materials: clay, sculpting tools, cookie cutters, textured rollers, paint, etc.

Suggested book pairings: TO MAKE and [stories about making community and friendships](#)

Every maker supports other makers. Creative communities depend on making connections and inspiring one another through mentorships, workshops, collaborations, and friendships. In this project, you’ll create a new friend. A creature? A robot? It’s up to you!

Step 1: Gather your experiences and knowledge about friendship. Brainstorm together or individually about the following questions: Why is friendship important to you? What does it mean to be a good friend? What qualities do you look for in a friend? How do you prefer a friend to show their care for you tangibly? How do you prefer to show a friend you care for them?

Step 2: Make your new friend! Use clay, sculpting tools, googly eyes, and any other materials of interest to bring your creature to life.

Step 3: Wait for your clay to dry. While you’re waiting, think about the foods, songs, and toys you’ll share with your new friend!



Check out your **Creative Inventory!**
Choose three questions and answer them
in your **Maker’s Journal.**



to make

WITH NATURE

In this activity, students will build a nature press out of plywood and screws, gather plants/pieces of plants, use the press to dry out the pieces, and then collaborate to make a piece of art from nature. This activity demonstrates the cyclical nature of making and how the natural world is always there for inspiration.

Suggested materials: 6x6 pieces of plywood (pre-drilled with holes in each corner), long screws, wing nuts, paper towels, newspaper, cardboard, thick cardstock, white glue, small paint brushes.



Suggested book pairings: TO MAKE, [stories about making](#), and [stories about traditions](#).

Every maker lives somewhere. In this activity, you'll honor your daily traditions by respectfully creating art with nature that's local to where you live. Perhaps you'll find special leaves on your walk to school or while playing at your local playground. You'll also build a tool that you can use for this project and others!

Step 1: Gather flowers and leaves from your local playground or community park. Choose a variety of textures and colors. Be respectful of the area and the creatures that live there. After gathering leaves and bits, collect information about the flowers and plants you've found, such as their common and scientific names, cultural significance, and historical uses. Record and doodle them in your **Maker's Journal!**

Step 2: Make your plant press and put all your plants in it at the same time. A plant press uses layers of absorbent materials sandwiched between two hard layers and uses long screws with wing nuts to keep the whole thing tight in order to press and dry. One piece of plywood will act as your base. Place the other piece of plywood on top: cardboard>newspaper>paper towel>flower/plant>paper towel>newspaper>cardboard. In the plant/flower layers, lay the pieces out with room to spare around them: the thinner the plant piece, the faster it will dry.

Step 2 continued: Repeat these layers to the length of your screws minus half an inch and place the second piece of plywood on top. Thread the four screws through the two boards and tighten as much as you can. Tightening may be difficult, and you'll want to ask an adult to lend a hand. [Here](#) is a surprisingly comprehensive list of instructions on how to make a plant press as well as other simple options for drying flowers and leaves to make with nature.

Step 3: Wait for your plants to dry, generally 2-4 weeks. While you're waiting, take time to observe how quickly the flowers and leaves are drying out and consider some solutions for making the process faster. In many making processes there is often a point of no return; after the wet flowers and leaves have been pressed, it is hard to change them. What might you do differently next time you use the press?

Step 4: Gather the dried specimens for your art project. Then, share/trade your dried specimens so that everyone has the bits and pieces they like best.

Step 5: Make your nature art project. On your cardstock, design and place your dried flowers in any arrangement that makes you happy. Using your small paintbrush, paint a thin layer of glue onto the back of the dried plants and place back onto your cardstock to hold your creation in place.

Step 6: Wait for your glue to dry. While you're waiting, consult your notes about the plants to help you come up with a title for your art piece that feels right to you. You can also play a game with your classmates!



Check out your **Creative Inventory!**
Choose three questions and answer them
in your **Maker's Journal.**



to make

A CHANGE

TO MAKE encourages readers to continue making “because one day you will share something wonderful that only you know how to make.” TO MAKE’s inspiring words emphasize an important truth: all of us have the capacity to impact our world in powerful ways. In this activity, children will work together to find an issue in their community or school, make a plan, and collaborate to help or create a solution.

Inspiration: There are many ways your students can help create change. It could be organizing a letter-writing campaign to a school board, creating a donation drive for the unhoused, assembling care packages for activists, or creating posters to spread awareness about an issue. Here are some other examples: Your students think there aren’t enough books in the library, so they decide to raise money to buy books by making desserts and holding a bake sale; Your students are worried that winter is coming and the animals in the local shelter will be cold, so they decide to make fleece blankets to keep them warm. Your students admire the StopGap Community Ramp project and its dedication to accessibility for all. They decide to assess high traffic areas in their community, fundraise, order, and install StopGap ramps to make sure everyone can use the spaces we share.

Suggested book pairings: TO MAKE and [stories about making change in our world](#).

Every maker has the potential to make a difference. The world needs people like you to identify things that aren’t working and to create ways to help fix them. In this project, you’ll collaborate with your classmates to improve your school or community.

Step 1: Gather ideas, facts, resources, and opinions. Together, brainstorm an issue in your community or school. What’s something that’s unjust, frustrating, sad, or just plain isn’t working? Is there something you can create or do to help solve the problem? Or maybe there’s an organization you can support by spreading awareness. Who could you reach out to for support, either in person or online?

Step 2: Make your item or plan. Work together and build, assemble, write, or organize to create your group’s response to for the issue you’ve chosen. Together, introduce and implement your plan.

Step 3: Wait to see a difference. While you’re waiting, brainstorm how you might get more people involved! What has resulted from the change?



Check out your **Creative Inventory!**

Choose three questions and answer them in your **Maker’s Journal**.

to make

A MAKER'S RIBBON

TO MAKE is very much a celebration of makers and making. In this activity, students will honor their identities as makers by creating Maker's Ribbons to hang, wear, or share.

Suggested materials: cardstock, cupcake liners, cardboard, beads, feathers, pom-poms, clay, paint, scissors, flowers, pipe cleaners, glue, streamers, sequins, puffy-paint, thread, felt, foil, toothpicks, upcycled materials like candy wrappers, stickers, etc.

Suggested book pairings: TO MAKE, [stories about making](#), and [stories about creative process and creative identity](#).



Every maker has something unique to share with the world, and that's worth celebrating! In this project, you'll create a ribbon representing yourself as a maker to wear, share, or hang.

Step 1: Gather ideas and materials. Which materials and decorations draw you in or do you gravitate to? Will you hang your ribbon, or would you like to wear it? How will your ribbon represent you, as a maker? For more inspiration, check out the [Maker Ribbon Craft Tutorial](#) [here!](#)

Step 2: Make your ribbon. Choose, arrange, and attach your decorations to your ribbon base. You might choose one item for each step in the creative process (gather, make, wait). You might choose a theme like baking or music, sports or poetry. You might go with the flow and include lots of different things you like.

Step 3: Wait for glue/paint to dry. While you're waiting, reflect on the following questions: How do you feel when someone notices or shows they value what you've made? How do you value and celebrate what you or others have made?



Check out your [Creative Inventory](#)! Choose three questions and answer them in your [Maker's Journal](#).



to make

AN INVITATION

In this activity, students use their Maker's Ribbons to collaborate as a group and create an invitation to their celebratory Maker's Showcase. Together, students will arrange the ribbons to photograph for an invitation. After uploading the photograph to an editing website, they'll decide on image filters, design elements, and added text.

*Suggested materials: access to a camera, access to a computer with internet connection, and **Maker's Ribbons**.*

*Suggested book pairings: **TO MAKE** and [stories about making](#).*

Every maker is part of a community. Inviting people to take part and share in the making community helps it grow and thrive. In this project, you'll use your **Maker's Ribbons** to make a collaborative invitation to your **Maker's Showcase!**

Step 1: Gather a strategy and materials for a photograph. Find out whose skills are best suited for which tasks. Brainstorm together how you'll arrange your ribbons for a photo. Will you be in the image, holding your ribbons? Will you hang them up? Will you arrange them on the ground with other props? What will your invitation say? Will you add text to the image later or cut out paper letters? It's up to you!

Step 2: Make an invitation with the photo. Take a picture and upload it to an editing program. [Canva](#) is accessible and free. Adjust the photo as you see fit. Add additional text and design this as you like. Share your invitation and invite people to your **Maker's Showcase!**

Step 3: Wait for the big day and for your invitees to arrive! While you're waiting, admire each other's ribbons and reflect on your creative process individually and as a group.



Check out your **Creative Inventory!**
Choose three questions and answer them
in your **Maker's Journal**.





A MAKER'S SHOWCASE

*In this celebration, students have invited family, friends, and community members to experience the making process. Your showcase will need: a date, a time, and some space to gather. Perhaps it will be in a classroom, a common area, a community center, or a local park. The **Maker's Showcase** is an opportunity for students to bring their **Maker's Stories** to life with a series of **Maker's Talks**.*

*Suggested book pairings: **TO MAKE** and [stories about making](#).*

Every celebration happens somewhere!

Step 1: Gather logistical information. Where will you meet to celebrate? When will you celebrate? Will you decorate your space? How will you welcome attendees? Will you present your **Maker's Talks** on a stage? Will you arrange chairs in a circle and ask presenters to speak in the middle? Will you set up a maker's station for guests to get involved and make too? If yes, what will you invite them to make?

Step 2: Make your entrance. Share your **Maker's Talk** with your community!

Step 3: Wait to engage with other makers and their unique stories! While you're waiting, consider how you'll continue making and think about what you'll make next!



WELCOME

RESOURCE MAKERS



Jenna Rothberg loves books, paper-crafts, people, and all the ways they intersect. She earned a Ph.D. in literature from Washington State University, earned the title of Mom in 2020, and shares WHY, HOW, and WHAT to read with kids on Instagram [@kidlitbrain](https://www.instagram.com/kidlitbrain). Jenna likes to make paper portraits, cross-stitch, and desserts.

JD Smithson is a librarian in North Idaho and a former Peace Corps Volunteer. Reading, making and volunteering are her favorite things, and she earned her MLIS from the University of Washington. JD's favorite makes are clothes, rugs, quilts, and paper crafts. You can find her library marketing work on Instagram [@librariansdontreadatwork](https://www.instagram.com/librariansdontreadatwork).



CREATION CREDITS

TO MAKE illustrations and lettering created by [Mags DeRoma](#).

Maker's Ribbons and photo created by [Abby Hunter](#).

Resource edited by [Danielle Davis](#).

LINKS

TO MAKE's book trailer:
https://youtu.be/124m6_IVoX8

Danielle Davis's Website:
www.danielledavisreadsandwrites.com

Mags DeRoma's Website:
www.magsderoma.com

Jenna Rothberg's Instagram:
www.instagram.com/kidlitbrain

JD Smithson's Instagram:
www.instagram.com/librariansdontreadatwork

Maliha Din's Instagram:
www.instagram.com/ohthebookswelove

Khadesia Latimer's Instagram:
www.instagram.com/thebusybrushes

Abby Hunter's Instagram:
www.instagram.com/fetegazette

Beginner bookbinding method:
www.youtube.com/watch?v=0984uZFc5bw

Our collaborative booklist about makers and making:
<https://tinyurl.com/TOMAKEbooklist>

Step-by-step how to press plants:
www.homedepot.com/c/ah/how-to-press-flowers/9ba683603be9fa5395fab90166ce0672

Example of 6x6 wood pieces:
www.amazon.com/HAKZEON-Plywood-Projects-Engraving-Project/dp/B093165YNS/ref=sr_1_18?crid=8HJFYXWZ1HHC&keywords=plywood+square&qid=1652330184&sprefix=plywood+square%2Caps%2C227&sr=8-18

Maker's Ribbon Craft Tutorial:
www.danielledavisreadsandwrites.com/wp-content/uploads/2022/05/makerribboncraft_tomake_picturebook.pdf

Canva:
www.Canva.com

to make

I am a _____
maker!

I make _____!

Making makes me
feel _____!

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