

Ezra Jack KEATS

30th Annual Book Awards Catalogue



EZRA JACK KEATS AWARDS EXHIBITION SCHEDULE

Central Branch of the Brooklyn Public Library

10 Grand Army Plaza
Brooklyn, New York 11238
718. 230.1001

May 4 - May 27, 2016

The New York City Department of Education gratefully acknowledges and thanks the Ezra Jack Keats Foundation and its Executive Director, Dr. Deborah Pope, for their generous sponsorship and support.

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Front cover image: Jevina Wong, *A Banana for Nana*, IS 239K, Mark Twain School for the Gifted and Talented

Back cover image: Yordi Rodriquez, *Journey Through Nature*, New Explorers High School, Bronx

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Ezra Jack KEATS

30th Annual Book Awards Catalogue

The Annual Ezra Jack Keats Bookmaking Competition

Elementary, middle and high schools throughout the city enter this annual competition. Classes of students create books at their schools. A team at the school determines which book is the school wide winner.

Thus, when the panel of judges convenes to select the city- and borough-wide winners, they are making their selections from books that already have been recognized as winners at the school level. All authors and illustrators as city, borough and school wide winners receive Ezra Jack Keats medals. This is particularly significant because it was the receipt of an art award when he was in junior high school in Brooklyn that encouraged the young Ezra to pursue a career in the arts.

Because all books entered into the competition are winners, all are exhibited from May 4th to May 27th at Brooklyn Public Library, 10 Grand Army Plaza, Brooklyn.

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May 2016

Dear Student Authors and Illustrators, Their Families, Teachers, and Librarians,
Congratulations to all city and borough wide winners whose exemplary work appears in this catalogue celebrating the 30th Anniversary of the Ezra Jack Keats Bookmaking Competition.

For three decades the Ezra Jack Keats Foundation has most generously supported student engagement in book making, and has helped to foster a love for the art of the picture book. I applaud the Foundation's interest in our young authors and illustrators, and for providing funding for professional learning experiences, classroom resources related to picture book making, medals and awards, and the creation of the annual catalogue.

The Ezra Jack Keats Bookmaking Competition is more than a competition. For elementary and secondary students in traditional and alternative school settings, and in special education environments, it is the culmination of months of study that involved picture book and author studies, exploration of layouts and text/image relationships, creation of thought-provoking and well-developed stories, and instruction in picture book design. Student creativity as well as perseverance are in evidence in each book represented in the catalogue you are now holding.

Thank you to the teachers and librarians who support the work of these young authors and illustrators. Appreciation also is extended to the families who guide and nurture our students.

On behalf of The New York City Department of Education, I wish to acknowledge each student's accomplishments.

With best wishes,



Carmen Fariña, Chancellor
The New York City Department of Education

Dear Friends,

Students' inclusion in this catalogue celebrates a great achievement. Writing and illustrating a book, and telling a story that transforms the reader, is a tremendous challenge. And all of the students who made a book have succeeded. Bravo to all of them.

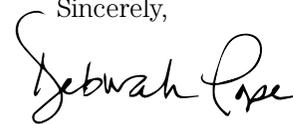
And another, very special "Bravo!" to the teachers, administrators, and of course the families, who have supported these young authors and illustrators as they forged their way through the bookmaking process. Thank you for your determination to have these young men and women do their very best work.

2016 is the 30th year of the Ezra Jack Keats Bookmaking Competition in the New York City public school system. The students who were winners of the first competition, in 1986, are now in their 30s and 40s. In fact, we often get emails from adults who remember receiving their awards 10 or 20 years ago. We are proud of our long relationship with the Department of Education and the students of New York City. Today their books have become a part of this history. Each book is tangible proof of the enjoyment and satisfaction students receive when what is learned in school is applied to the creative process of bookmaking.

This year also marks the 100th birthday of Ezra Jack Keats, the fourth year of the EJK Bookmaking Competition in San Francisco and the very first year of the Baltimore EJK Bookmaking Competition. Ezra would have felt honored to have these milestones included in his centennial celebration.

Thank you to the people in the Office of Arts and Special Projects with whom we work. Karen Rosner and Paul King have been our unflagging champions and leaders for almost a decade. It is through their efforts and vision that we are here today. In addition, I thank Linda E. Johnson, President of Brooklyn Public Library, and Rachel Payne, Barbara Wing and Paquita Campoverde, also of BPL. All of these dedicated professionals have made this program a success.

Sincerely,



Roberto Quesada

Some Skyscrapers Are...

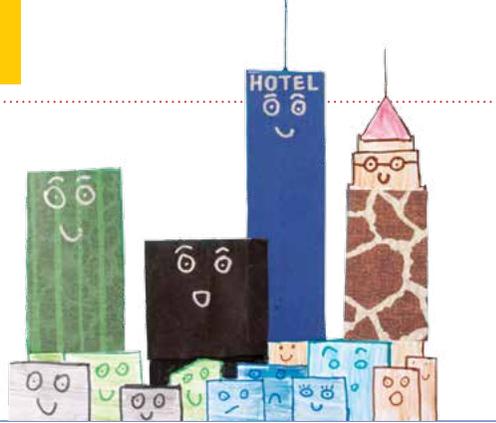
Grade: 5

Teacher/ Maria Panotopoulou

Librarian: Kathleen Cavanagh-Fleischmann

School: PS 63Q, Ozone Park

Principal: Diane Marino



I have always had a fascination with skyscrapers – they are complex and show what humans can create. I want to become an architect when I grow up. When my art teacher told us about this contest, I instantly knew the best topic to write about: skyscrapers. I was inspired by different cities, especially New York. One World Trade Center looks so interesting on the skyline, and 40 Wall Street has an interesting façade. My visit to 30 Rockefeller Center and the Hudson Yards also inspired me. Philadelphia’s Liberty Place and Atlanta’s Westin Hotel look like geometrical masterpieces! Through research, I learned about the Austonian and the Chase Bank Tower in Indianapolis. Making this book was a complex process. It involved a lot of writing, creating collage, drawing and coloring. Our librarian helped me review some of the wording and my word placement. My art teacher showed me how to bind the book using yarn and a plastic needle. Once I finished the binding, I was very happy about the way my book looked. Creating my book was challenging, but worth all the effort and time.

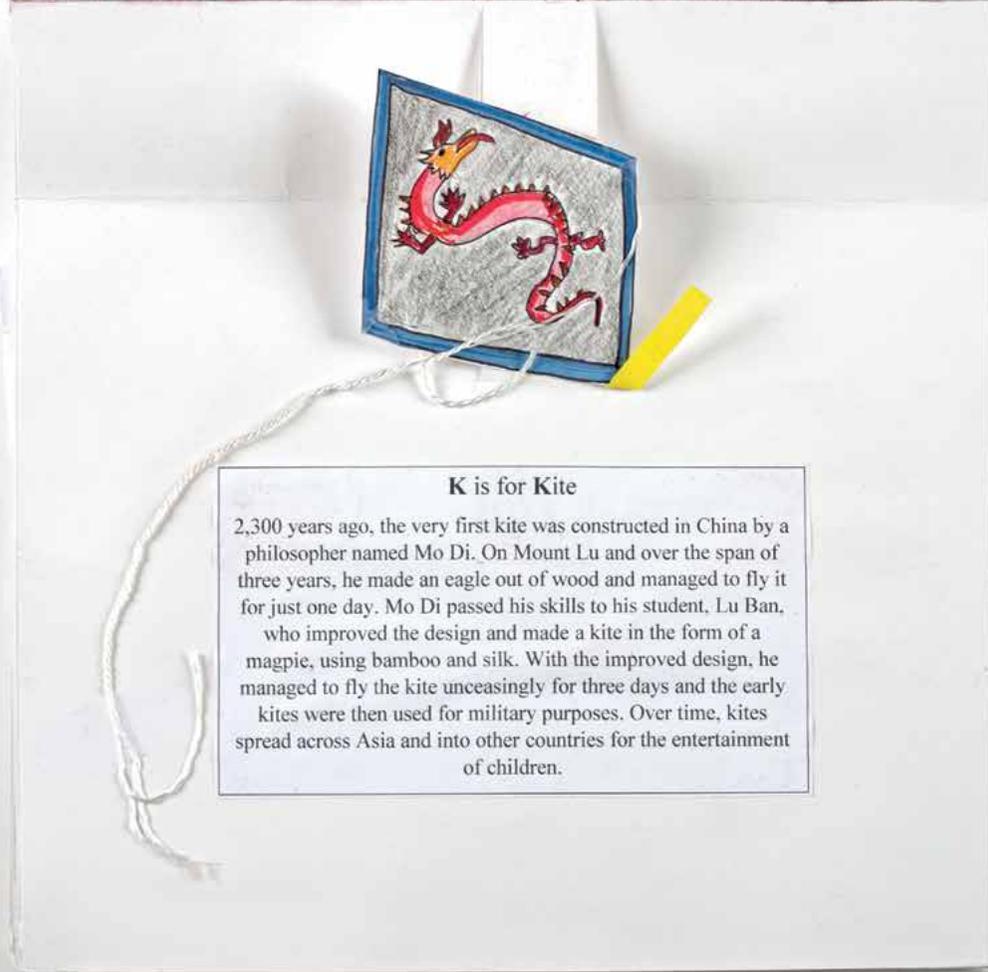
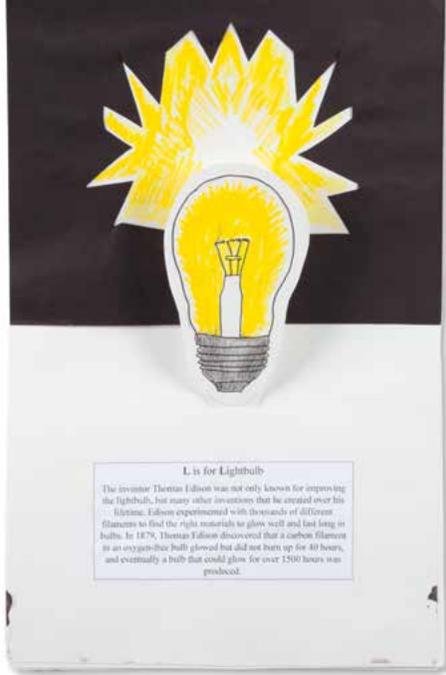


Sarah Cheung

A-Z Inventions Through History

Grade: 8
 Teacher: Victoria Iocco
 School: IS 141Q, Steinway Intermediate School
 Principal: Miranda Pavlou

The idea for my children's book began when I became interested in various inventions that date back in history. Each invention has its own useful purpose. I decided to research these objects to learn about their development and to inform others of how an assortment of contraptions came to exist. Because I wanted my book to be more than two-dimensional illustrations of objects, I decided to create pop-ups. The process of bookmaking was exciting because I was able to see how my artwork and writing could work together. I constructed the book using a variety of materials including Bristol paper, watercolor-tipped markers, and glue. I created twenty-six pages, one for each letter of the alphabet. When making the pop-ups I added unconventional materials that would be most appealing to the reader, including pieces of string and paper fasteners. I wanted the images in my book to appear vivid and alive. I hope my book is entertaining as well as a learning experience for young readers.



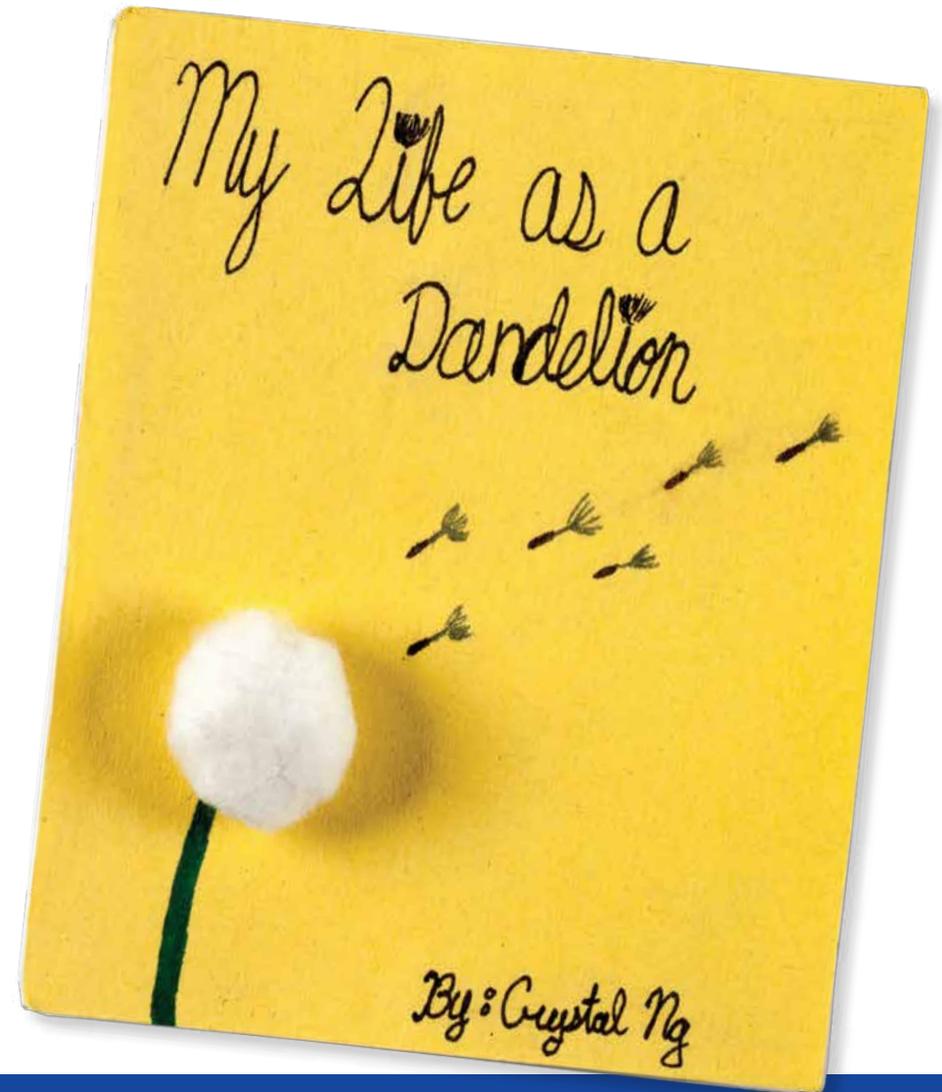
Crystal Ng

My Life as a Dandelion

Grade: 10
 Teacher: Monica Rowley
 School: Brooklyn Technical High School
 Principal: Randy Asher



The concept of *My Life as a Dandelion* revolves around the idea of freedom and letting go. I was inspired to write a story about a dandelion as I was looking through the Internet for examples of children's books and I came across *Dandy Lion* by Lizzie Finlay. I had no idea of what I wanted to do and joked about whether or not I should write a story about a dandelion. At first, I thought the idea was ridiculous since I didn't know how to make a story about a dandelion interesting. As I pondered over the idea of a dandelion story, the image of blowing a dandelion came to mind. This can be seen as a symbol for freedom, which I then decided would be the theme of my story. Before creating the book, I wrote storyboards so that I could visualize how my book would look. I created the book by using cut up pieces of copy paper and construction paper. I taped them in a way that opens in the same way as an accordion. I used the leftover paper to create pop-ups and flaps. For the drawings, I used pen, markers, and colored pencils.



Amiri Francis

George the Robot Boy

Grade: 4

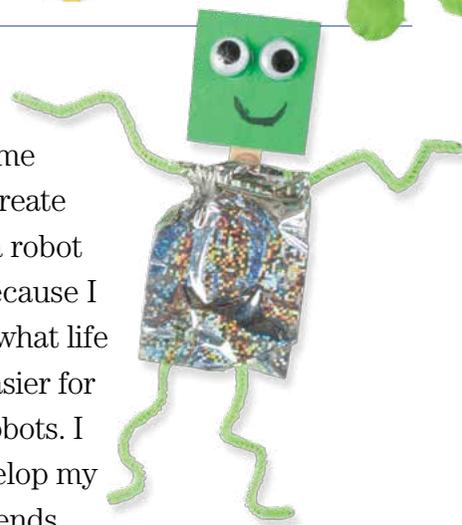
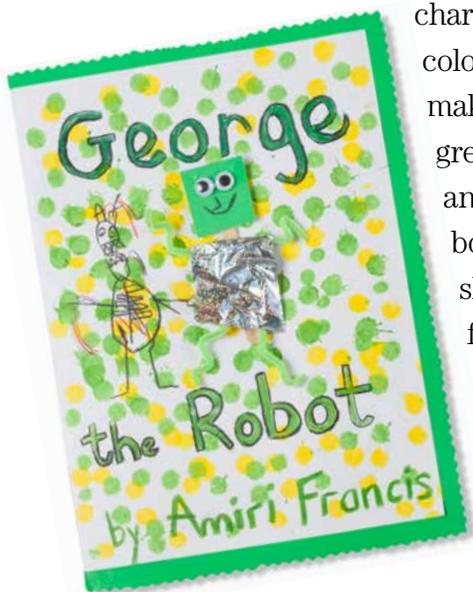
Teachers: Veronica Doherty
Sharon Eisenson

School: PS16X, Wakefield School

Principal: Yvonne Williams

Five Nights at Freddie's is a story about animatronics in which robots break each other apart. This movie became the inspiration for my book. I wanted to create my own version of this movie. I created a robot character named George. I like robots because I really like technology. My story is about what life could be like in the future. It would be easier for children to learn if they have help from robots. I used a graphic organizer to help me develop my story. I read it to my teachers and my friends and they loved it! I wrote the story first. Then I drew the background

characters. I added a little of my favorite color which is green. I went over the lines to make them dark. For the background I used green and yellow. I created seven Georges... and I worked very hard. I wanted my book to be a pop-up book so my teacher showed me how to make an accordion fold to make the characters pop up! To create an exciting cover I used green paper and a set of fancy scissors. I sewed the book to hold it together. It was a lot of work, yet fun to make this book. I would want to do it again!



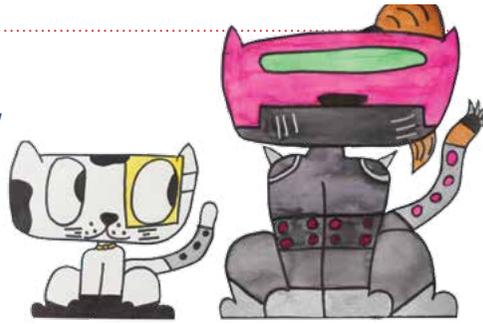
The other robots loved to go to school. They learned how to read, write, do multiplication and other things. But they also learned about emotions which was unique. They needed these emotions so they could understand their owners.



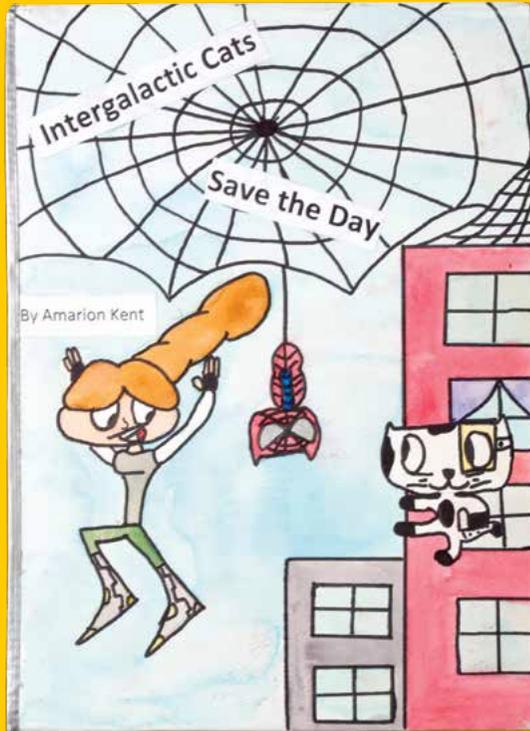
Amarion Kent

Intergalactic Cats Save the Day

Grade: 5
Teacher: Denise Rossitto
School: PS137M, John L. Bernstein
Principal: Sarah Pinto



The inspiration for my book came from my friend who, just like one of the main characters in my book, often gets picked on in her school. I feel bad that she only has one friend at school and I hope that this book will give her the confidence she needs to have an easier time at school. It made me feel so good when I saw the smile on my friend's face after I told her I was making this book. Even though making this book was hard work, I am so glad that I made it. My book



looks like a comic book because of all the action in my story. It has a lot of speech bubbles and all of the images are in a box form. For my images, I decided to use watercolor and black Sharpie markers to outline the images. I wrapped the cardboard cover with watercolor paper and sewed the pages together and glued them onto the cover. I typed the text on my computer, cut the words out and glued them onto my painted pages. I enjoyed making this book and I am proud of it. I hope everyone enjoys reading my book. Creating *Intergalactic Cats Save the Day* is one of my best accomplishments.

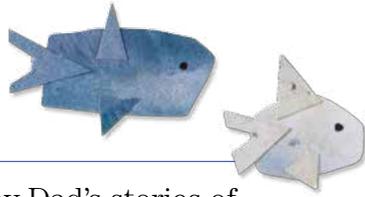


“Mr. Whiskers explains to Bee that his planet is in need of help. “All of our food supply has been stolen,” he said. “Would you like to help me save my planet?” said Mr. Whiskers.”

Ava Johnson

Journey, A Story of a Salmon Named Amy

Grade: 4
Teacher: Amy Kuchynsky
School: PS 98Q, The Douglaston School
Principal: Lena Kim



The inspiration for my book came from my Dad's stories of spending his summers salmon fishing in order to pay for his college tuition. I love hearing dramatic stories of the salmon with their instinct and will to survive and their battles with fishermen such as my father. My family visited Vancouver Island's Gold Stream Park in Canada when I was 5 years old and we saw thousands of salmon leaping upstream which was so thrilling that I gasped so hard I had trouble breathing. The word salmon comes from the Latin "salmo" which translates to "leap." The salmon's genetic instincts take some of them across the Pacific Ocean from North America to Japan and then back to their birthplace to spawn. The fact that some salmon have to swim thousands of miles to lay their eggs in the exact spot where they were born is amazing to me. I love learning about the world



that exists underwater which is so different from our world. The idea that all different kinds of marine life exist in our rivers and oceans is wondrous and makes me love our planet. Creating my book was like figuring out a puzzle. I had to create many individual parts and then put them together. At the beginning I had to think about the setting, my characters, the story line. The most fun of all was using watercolor and collage for my illustrations. Salmon became my subject and the protagonist of my story of survival. This book began as a blank slate and all my choices led to my book about beautiful salmon.

“A salmon's journey will be traveled by Amy's babies. The life cycle continues... OVER and OVER.”



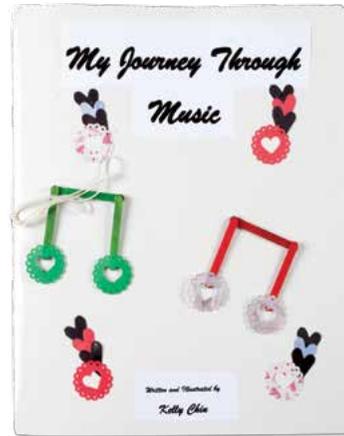
Kelly Chin

My Journey Through Music

Grade: 5
Teacher: Kristen Meehan
School: PS 264K
Principal: Patrice Edison



I love music and art and I was inspired to create this book by both my music and art teachers. My character is named after my cousin because she loves music. The setting for my story takes place on a hill. When I was younger, my brother and I used to slide down the hill at the park and watch the clouds move. I had to consider what medium I would use for my illustrations. I chose collage



because you can choose from many patterns and mix many colors in one picture. I realized that I needed many supplies for this project so I told my mom and she took me to her craft room and I picked out lots of supplies. I used little sticks, googly eyes, different types of paper, cardstock, paper punches, buttons, flower cut-outs, markers and a ruler. After writing my story I created my storyboards. I created all the characters and finished the details with markers. Finally, I created a front cover and typed the words for the book. I am very proud of my book. When it was announced in my music class that my book was chosen to represent my school I was truly excited.



But when she dug up the dirt she figured out that the music was fading in the world.



She walked down and saw all of the plants have been losing their life.



She meet up with her friend and figured out what had happened.

The Naomie reason is because, people stopped making music. knew that if she didn't do anything fast, there wouldn't be any more music.



Daria Minhas Zoe Ng

Star Spangled Julie

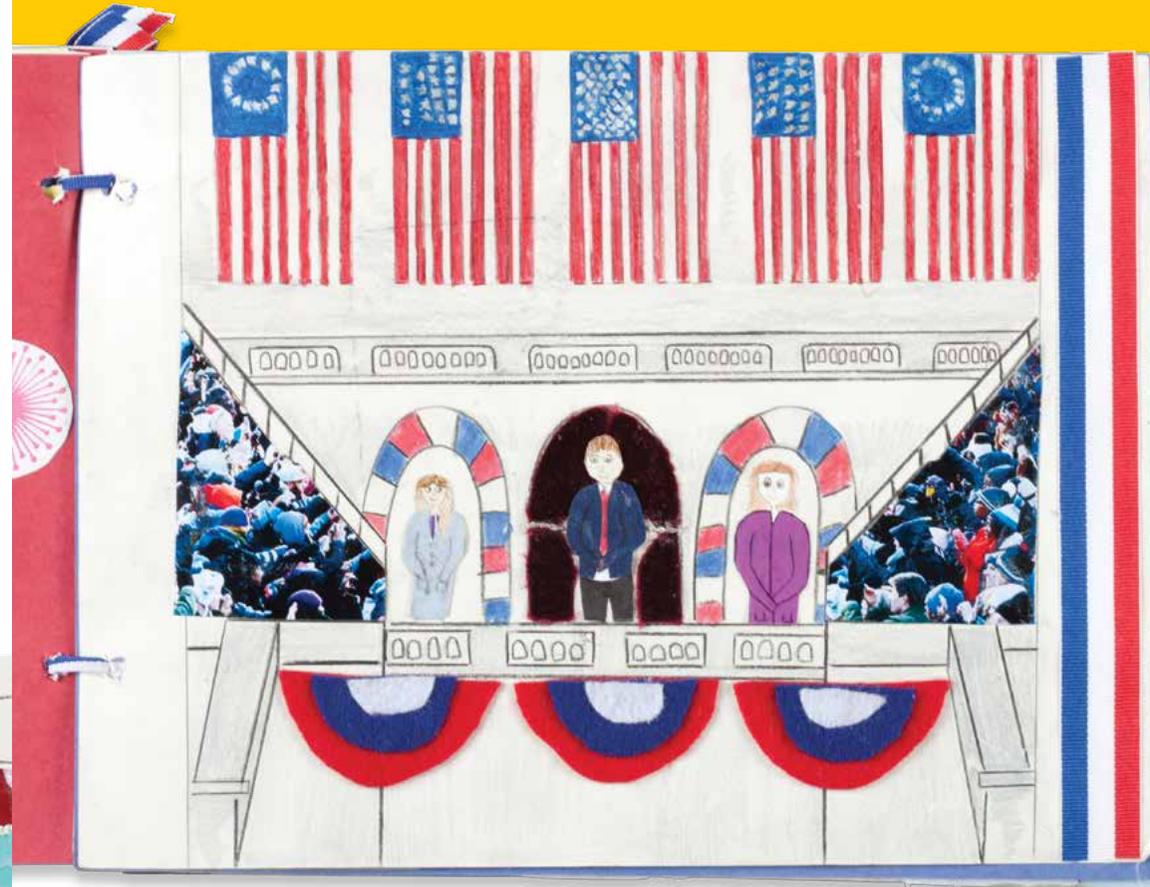
Grade: 5
Teacher: Tanis Coniglione
Librarian: Ann Keegan
John Carrai
School: PS/IS 229K, The Dyker School
Principal: Robert Zappulla



Daria: One day I decided to wear a shirt to school that was sparkling red, white, and blue. It made me think about what life would be like as a President's first daughter. That became the theme of my book. I picked Zoe as my artist and we became partners. We researched the White House, wrote to Malia and Sasha Obama, and went online for photos. In response we received a beautiful letter and pictures from Michelle Obama. Zoe and I never knew how interesting life in the White House could be. I just thought that the White House was a place where the President and his family live. We never thought it would have a bowling alley, swimming pool, and its very own chocolate shop. We learned many new things about the Inauguration and the Kids' "State Dinner." This book was a great experience and I'm glad I shared it with Zoe.



Zoe: I was glad to have the opportunity to illustrate a children's book. My partner Daria and I worked on the book together. We learned a lot. Drawing the Capitol Building was complex because we had to measure angles and lengths to show the crowd and format of the building. I used ribbons and colored paper to make the figures. Daria and I had fun creating and picking out paper designs for the character's clothes. It took a long time to make the book, but it was worth all the effort. What a wonderful experience!



“Now I would have to move from New York all the way to the White House in Washington D.C.”

Jevina Wong

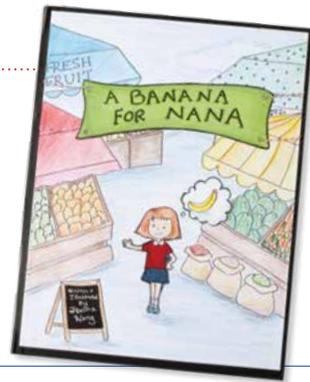
A Banana for Nana

Grade: 8

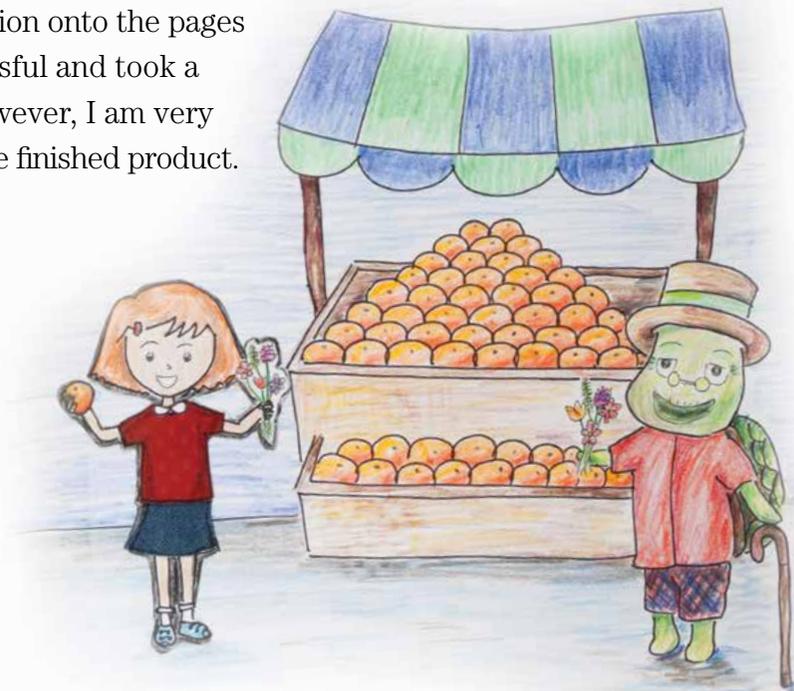
Teacher: Michele Wallach

School: IS 239K, Mark Twain School for the Gifted and Talented

Principal: Karen Ditolla



The idea for my book came from observing my younger cousins. A common trait children seem to possess is persistence, whether nagging for a snack or fighting at bedtime. I wondered if that determination could be used to do good things. With this concept I developed a character that had perseverance and resourcefulness. She doesn't give up and would do anything for her grandmother just like I would for mine. The process of creating this book proved to take a lot of hard work. I had to plan my illustrations as I was writing the story. I chose bright colors that would attract the reader. I also drew, cut, and pasted costumes for my heroine and used textured material for her clothes to really make her "pop." The most fun I had was with my illustrations, incorporating many details that really made the book come together. Trying to recreate my vision onto the pages was quite stressful and took a lot of time. However, I am very pleased with the finished product.



“Can you go to the farmers’ market to buy her a fruit? It would help her get better.”

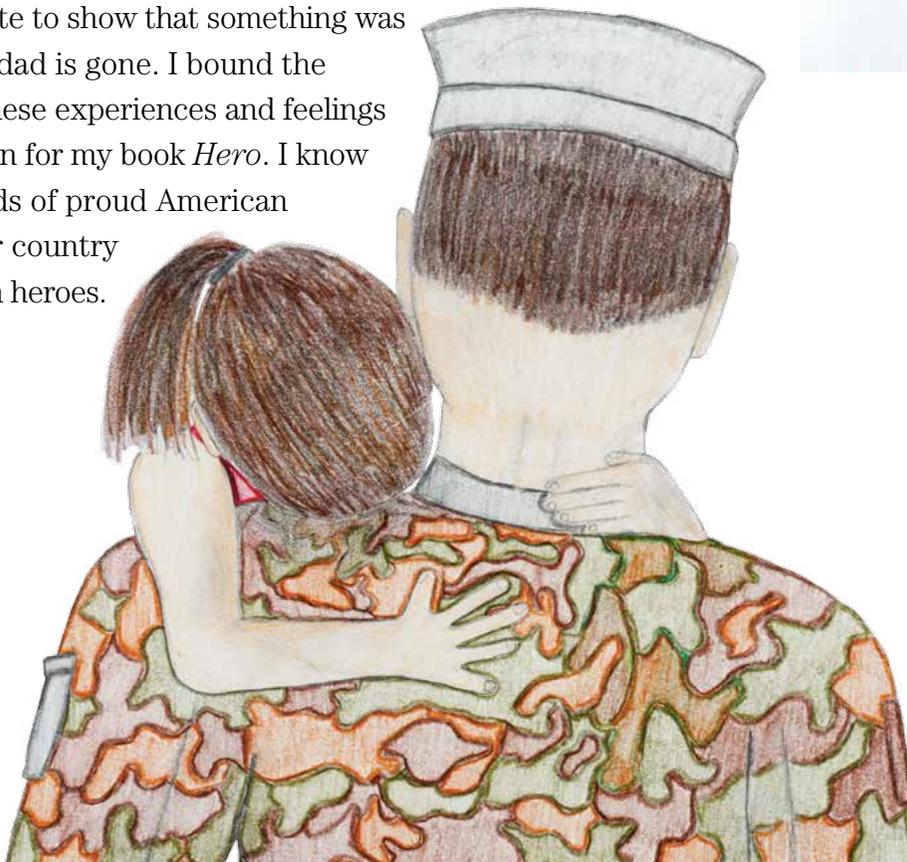
Emma Crowley

Hero

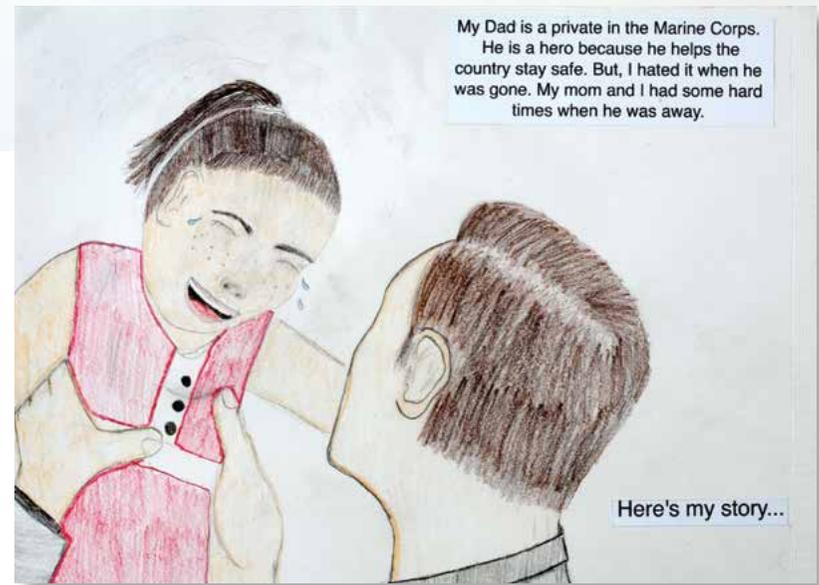
Grade: 8
Teacher: Shelly Cunningham
School: IS 51K, William Alexander Middle School
Principal: Lenore Berner



I decided to write this book because I know firsthand the sacrifices that military families make when a loved one is doing a tour overseas. When I was five years old my nineteen year-old brother Kevin, a United States Marine, was deployed to Iraq. I remember, even at such a young age, missing him and longing for his safe return. I remember praying every night and asking God to watch over him. Mostly I remember the sheer joy and excitement when Kevin returned home ten months later. He was home safe. I knew many families that were not as fortunate as mine. For my book, I hand drew and colored each picture, leaving my main character in only black and white to show that something was missing when her dad is gone. I bound the book by myself. These experiences and feelings were the inspiration for my book *Hero*. I know there are thousands of proud American families across our country with their very own heroes.



The next day I went to school and sat on the bench at recess. I never feel like playing anymore ever since my dad left. I'm too sad to play. I was watching all of the kids go across the monkey bars one by one when I noticed my teacher, Mrs. Welch, walking over to me with a girl. I'd never seen her before. "Hello Kelli" Mrs. Welch said. "Hello Mrs. Welch," I replied. "This is Carley, she is new to this school and I thought I would introduce you two," said Mrs. Welch. I was very confused. Why would she want to introduce her to me "You see, Carley's brother John has just gone to the Marines as a private with your dad. I thought you guys could talk to each other." Mrs. Welch explained. I nodded my head. "Hi," Carley said to me. "So, your dad is in the Marines too?" she asked. I nodded. "I really miss my brother. Do you miss your dad?" I nodded again. We sat there and it got quieter and quieter and quieter.



My Dad is a private in the Marine Corps. He is a hero because he helps the country stay safe. But, I hated it when he was gone. My mom and I had some hard times when he was away.

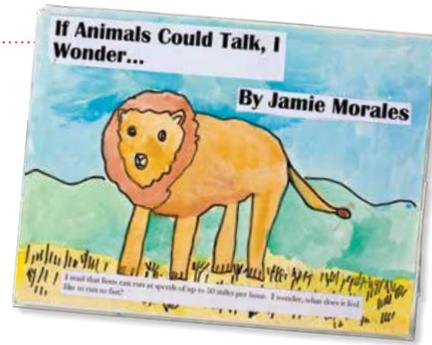
Here's my story...

“I know there are thousands of proud American families across our country with their very own heroes.”

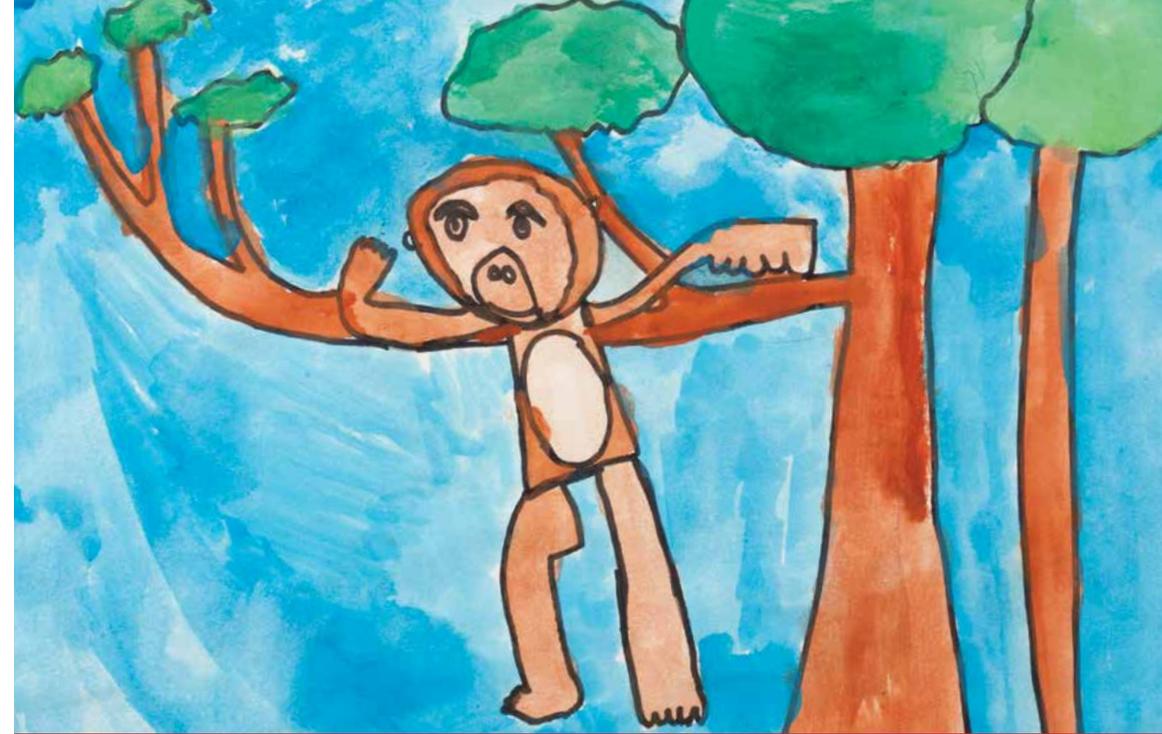
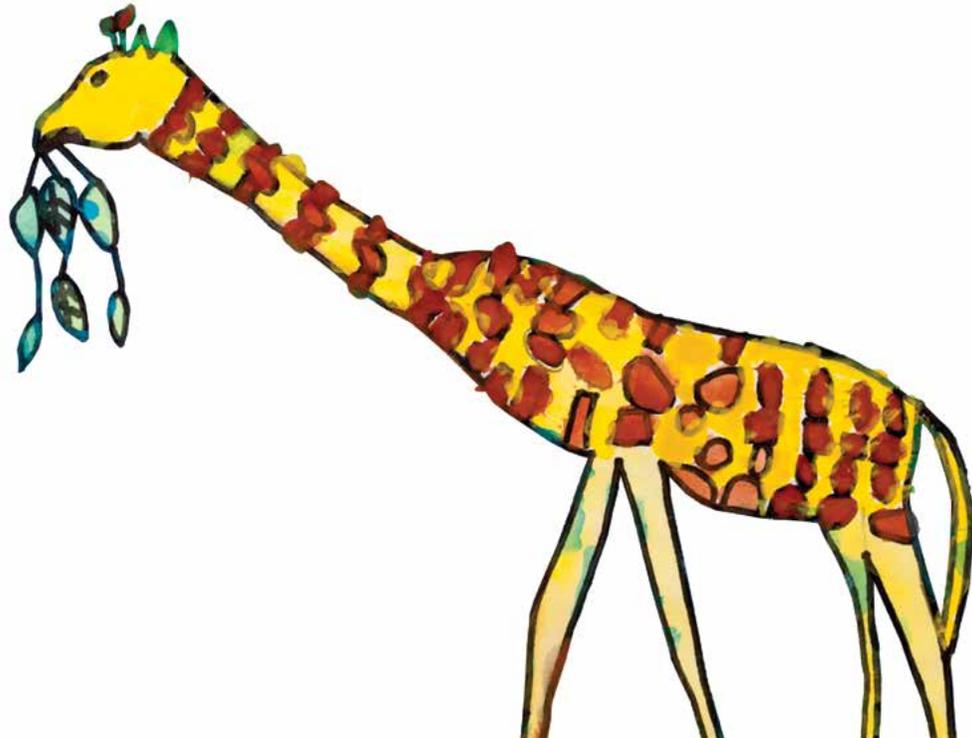
Jamie Morales

If Animals Could Talk, I Wonder...

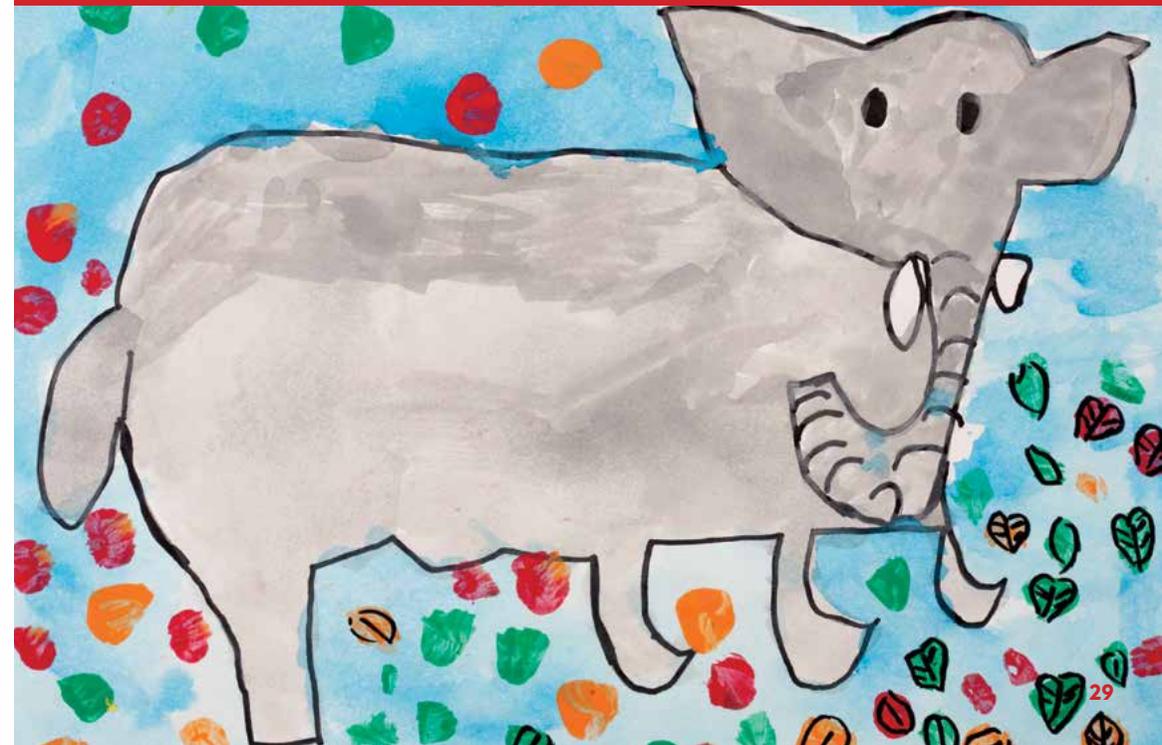
Grade: 6
Teachers: Roberta Klapper
Andrea Marte
School: P723X@189
Principal: Shante Chunn



My art teacher asked us to think about the animals we like. Then she asked what we think they would say if they could talk. I thought that was funny. First we made a list of the animals that we like and picked eight animals from the list. It was hard to choose the animals. We learned facts about all of the animals. Then we thought of questions we could ask the animals. We picked our favorite question. I wrote each animal a question to ask them if they could talk. It took a long time to learn about the animals. My favorite animal is the elephant because it is a big animal. We looked at pictures of the animals so that we could draw them. I used a marker to trace the outlines of the animals. Then we painted the animals using watercolor. I liked using a lot of colors to paint my pictures. I love to draw and enjoyed making a book.



“I read that some monkeys live on the ground and some live in trees. I wonder, how can you sleep in a tree without falling off?”



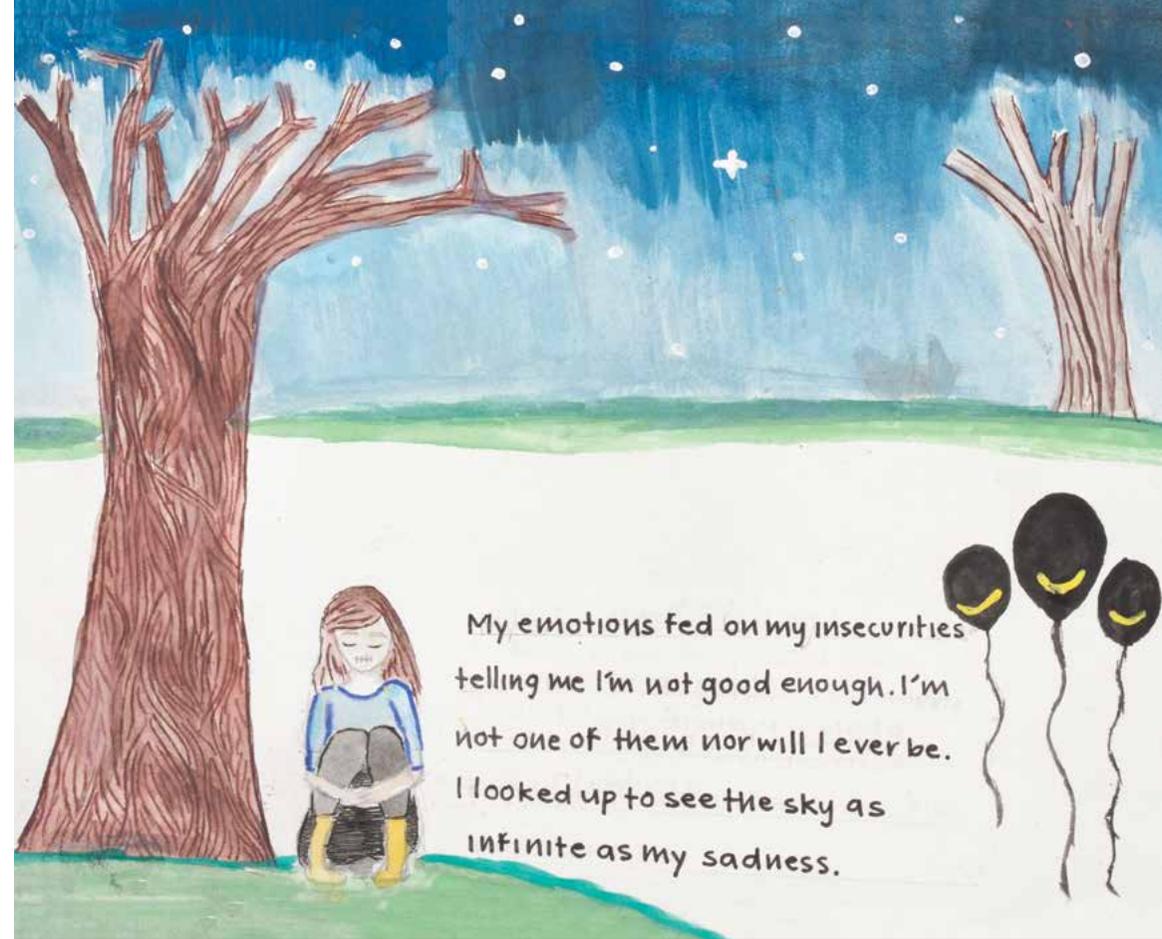
Aayusha Duwadi

Insert Something Profound

Grade: 8
Teacher: Lucinda Kalin
School: IS 291Q, Hunter's Point Community Middle School
Principal: Sarah Goodman



Insert Something Profound is a story that deals with the masks that people wear. Teenagers in New York City are exposed to so many ideas and perceptions about the world we live in that some of us become confused. We all strive to stand out and yet fit in at the same time. This concept is something that is referenced in Erikson's stages of psychosocial development. Confusion about identity is faced by every teenager and has an impact on the lives that we live. I've found that everyone I know has insecurities and wears some sort of mask to hide them yet they still feel the need to fit in. I used this concept as the inspiration for my character "Happyface." She hid behind a happy smile but was never really happy with herself. The concept that I wanted to show everyone is that it is all right to be confused as to who you are. I found it reassuring that no one is ever truly alone in having an identity crisis.

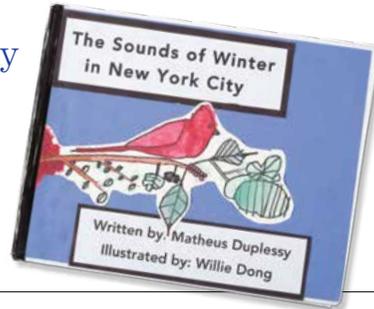


“I found it reassuring that no one is ever truly alone in having an identity crisis.”

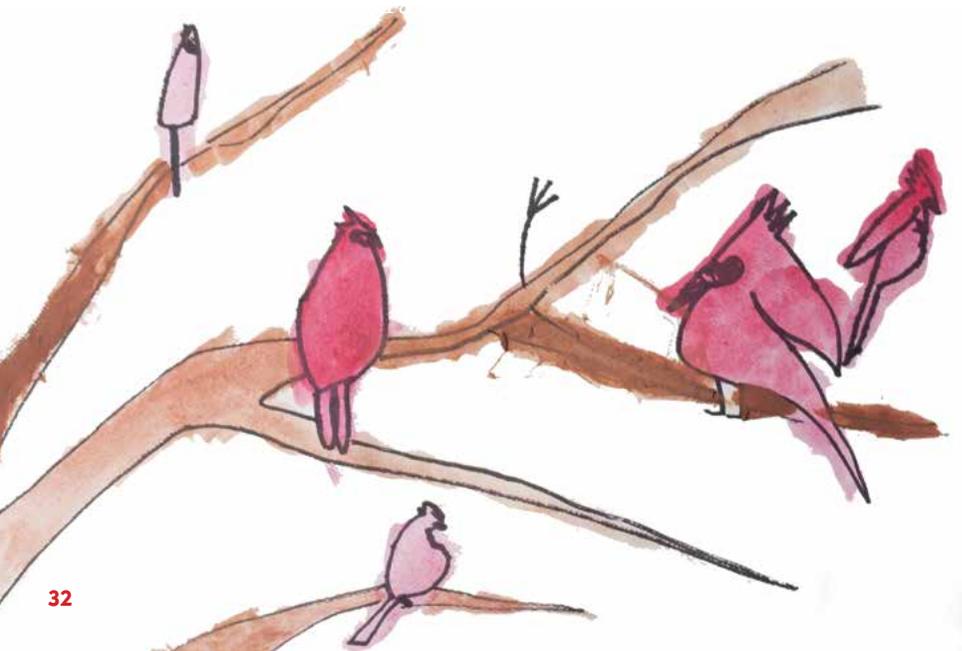
Matheus Duplessy Willie Dong

The Sounds of Winter in New York City

Grade: 6
Teachers: Amie Robinson
Chad Grossman
School: PS 77K (Dist. 75)
Principal: Ebony Russell



Matheus: For this book I imagined that I was moving from Rio de Janeiro to New York City in the winter. I like listening to the many sounds around me. Some people think winter is cold and no fun, but I think winter is alive with many sounds. Sometimes we started with a sound as inspiration, and other times we started with a place. For example, we started with the sound of fireworks. Then we added details about where we see fireworks in New York City, and what they look like. We used our personal experiences to add details to the story and make it come alive. Illustrating our book was easy because Willie is such a good illustrator. My teacher helped me with writing the words, picking a font, and typing it in Microsoft Word. Now I know how much hard work it takes to make a book.



I talked about the images that each sentence inspired and then I started drawing. I love to draw, but painting was new for me. I used watercolors to paint things that I see in the winter such as snow, birds, and hot chocolate. My favorite page has a painting of red birds, and that is why I chose the red bird for the cover of the book. I loved illustrating the sound words like “pop” and “crunch.” I am very good at drawing letters in 3D. It was amazing to see our book when it was finished. I want to collaborate with Matheus again next year on a story about communication.

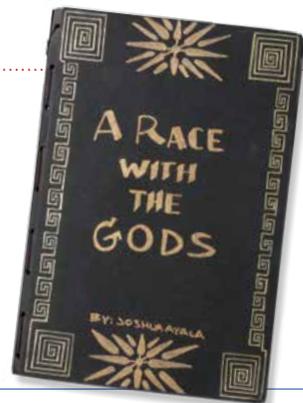


“The sound of the drum during Chinese New Year. BOOM, BANG, BAM!”

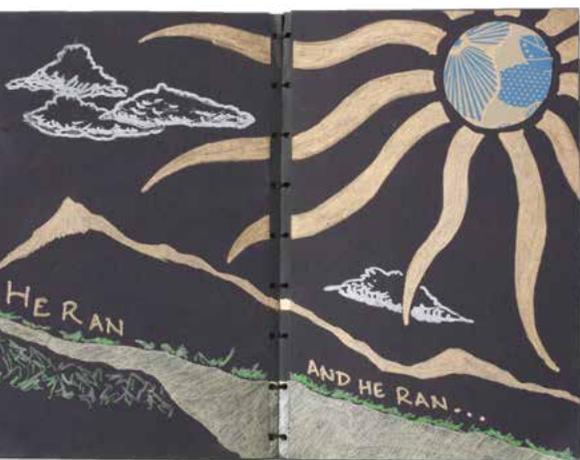
Joshua Ayala

A Race with The Gods

Grade: 12
 Teacher/ Librarian: Jennifer Renée Caden Merdjan / Valeri Thomson
 School: Bard High School Early College Queens
 Principal: Valeri Thomson

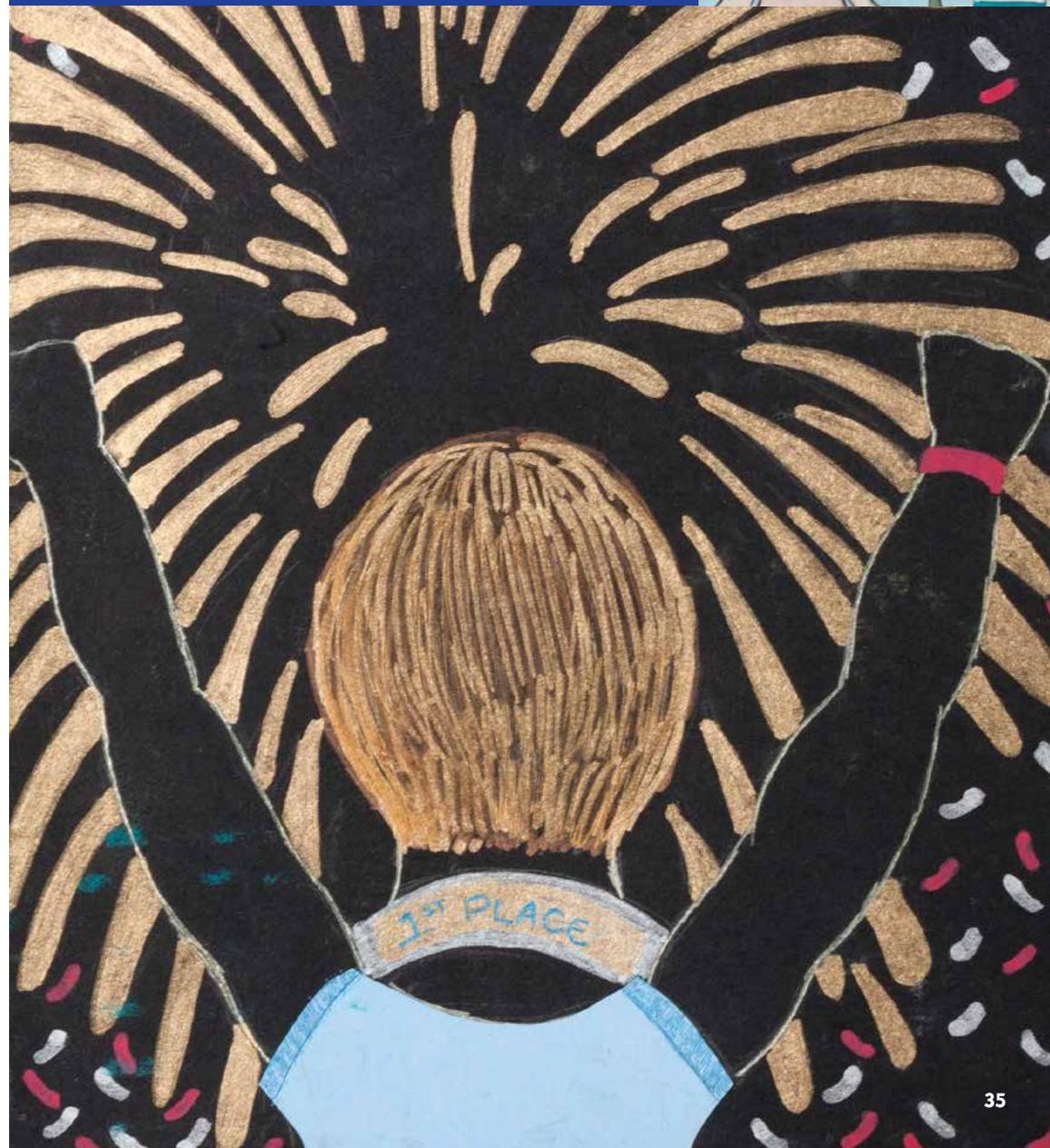
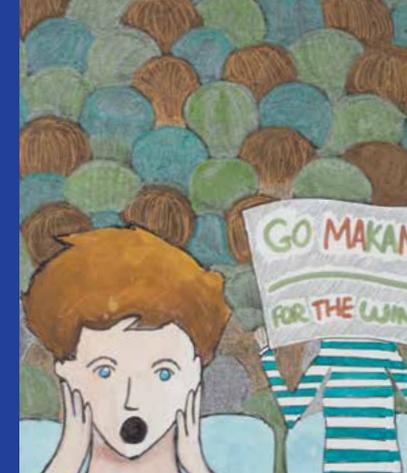


To create this book I researched Greek mythology and picture book designs and layouts, both in school and at the library. This consisted of looking at over a dozen award-winning children's books including some by Ezra Jack Keats. In addition to the research, I went on a class trip to the Metropolitan Museum of Art. At the museum, I visited the Greek and Roman Galleries and created a series of sketches of Greek vases and other pottery. I gained inspiration from the story of Herakles and his immense strength. While on a tour in the museum we came across pottery whose subject was the goddess Nike and it was then that I realized what the theme of my story should be. To create my book I made storyboards and preliminary sketches of what I envisioned in my mind. These sketches were rather basic because I wanted to create much more detailed work in my final piece. During my book making process,



“The onlookers couldn't believe their eyes when they saw Makani make that comeback.”

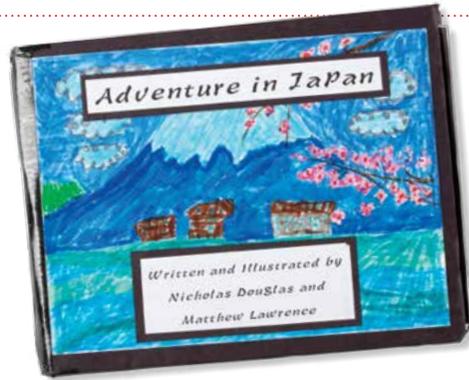
I experimented with watercolors, paint pens, metallic markers, and different papers. Upon turning the cover of my book, the reader is immediately immersed in the story. Sprinting, the main theme and focus of the book is really fast-paced, and is a progressive activity. I wanted to emulate this in my story.



Nicholas Douglas Mathew Lawrence

Adventure in Japan

Grade: 12
Teachers: Amie Robinson
Devon O'Shanecy
School: PS 77K (Dist. 75)
Principal: Ebony Russell



Nicholas: Our book is called *Adventure in Japan* because in the future we want to have our own adventure in Japan. My favorite part of creating the book was doing research at the library. We looked at books about Japan and I watched a movie called *Fast and Furious: Tokyo Drift*. Mathew and I both like to draw Japanese cars so all the pictures that we found of Japanese autos inspired us. I found it difficult to draw some of our pictures, so I was happy to have Matthew help me. Our art teacher gave us some good advice about things to draw. I worked really hard and I think the book is beautiful and I am happy with the final product.



“Next we are going to listen to traditional Japanese music like Sakura Koto. I think it will sound beautiful.”

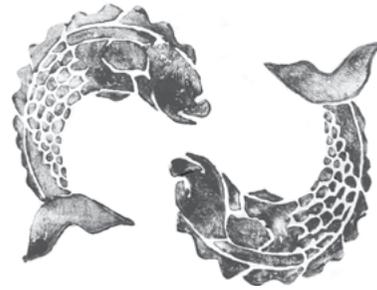
Mathew: To create our book I researched Japanese cars, sports, and food online. My favorite thing was learning about different foods and wondering how the food would taste. The most interesting food that I learned about was sushi, which I hope to try one day. It was fun to plan a future trip with my friend to Japan. I love to draw and I used markers because they have bright, vibrant colors. We used graphic organizers to help us plan the story. After writing and illustrating the book I typed the story and helped to lay out the pages. Making this book was challenging but it was easier because I worked with Nicholas, who knows a lot about Japan. I am excited that our book will be at the library so that other students can read and learn about Japan too!



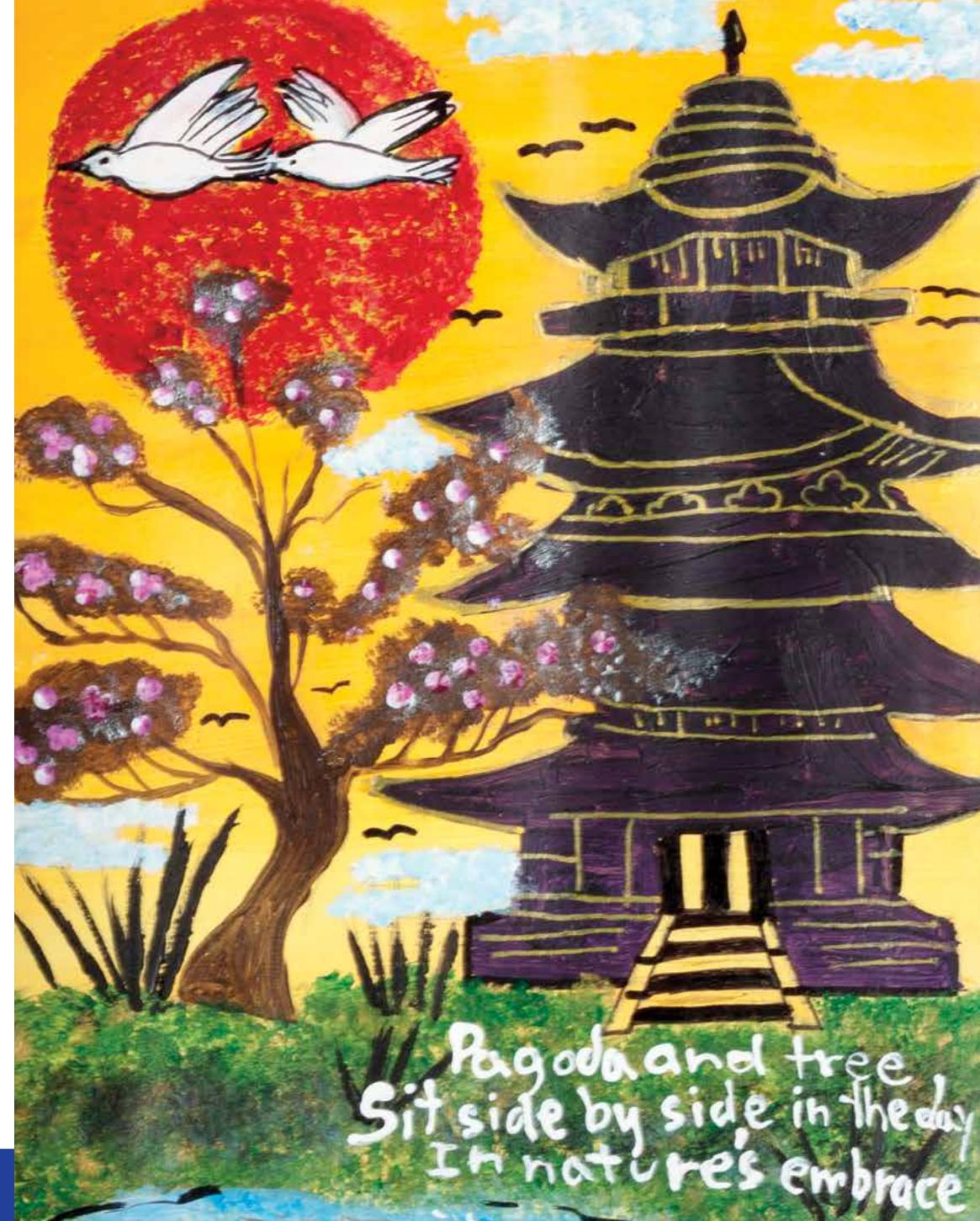
Yordi Rodriquez

Journey Through Nature

Grade: 12
Teacher: Liza Wax
School: New Explorers High School, Bronx
Principal: Lisa Luft



I realized the concept for *Journey Through Nature* when I was learning about Japanese art in my art class. We learned about Japanese Haiku poetry. This is a form of writing about nature that uses a format that was new to me. While studying works of Japanese artists such as Hokusai, it occurred to me to focus on the seasons and nature when creating my book. So began my inspirational journey into nature using the four seasons as my platform. We learned how artists of the Edo period were intrigued by weather conditions and landscapes. I used warm and cool watercolor washes for the backgrounds. After sketching my rough ideas, I used rubber stamps, acrylic paint, and applied Japanese symbols... Kanji. The writing was done using Japanese Sumi ink. All the pages depict some aspect of a season. I came to understand the relationship between nature and humans. In Japanese art, humans are shown smaller in relation to the landscape and the sea. I bound the book using a bamboo sushi roll and some fabric. After hand sewing the book I made a clay medallion to give it a final crafty touch using a silk ribbon. My book represents calmness, tranquility, love, and respect... and I am so proud of the outcome.



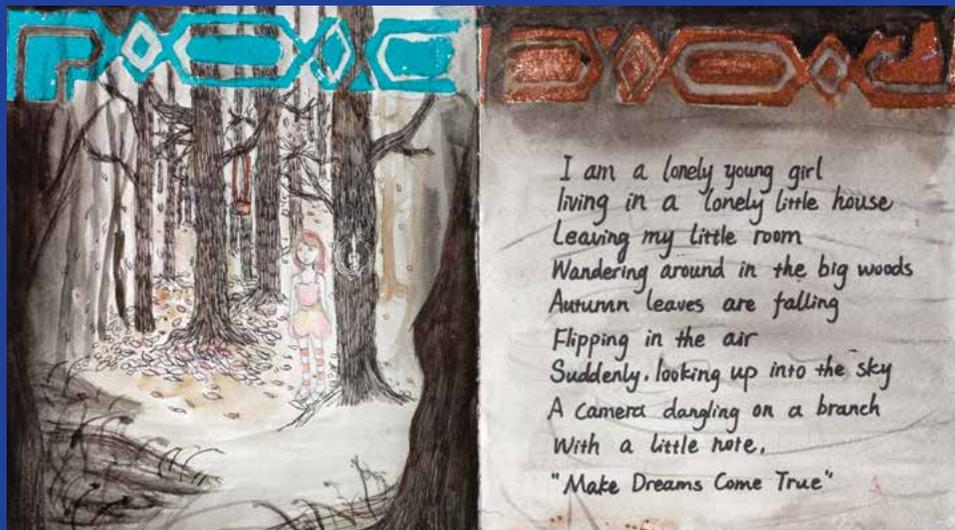
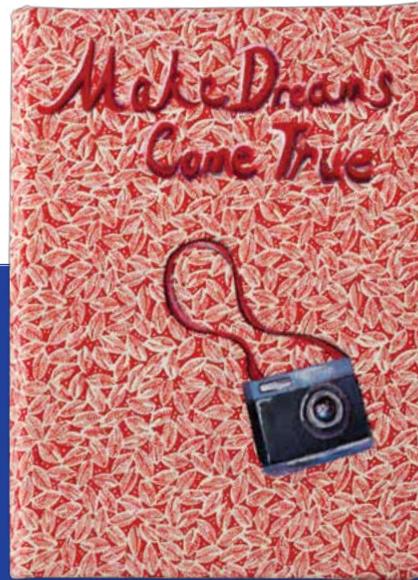
“I came to understand the relationship between nature and humans. In Japanese art humans are shown smaller in relation to the landscape and the sea.”

Kawen Kuang

Make Dreams Come True

Grade: 10
Teacher: Adrienne Mikulka
School: New Utrecht High School, Brooklyn
Principal: Maureen Goldfarb

As an ESL student, it is difficult for me to write in words what I want to express. However everything went smoother and smoother as the story progressed. I created different pictures that corresponded to the plot. Some images are colorful while some images are dark—which reflects my own spiritual/emotional world. *Make Dreams Come True* is based on my own experience of being separated from my parents. This book gave me a great way to express my feelings. I worked on this book every day for a few hours from mid-October until the end of February and it was challenging. If not for the supportive words of my family, friends and my art teacher I wouldn't have had the courage to finish this book. I want to thank everyone for their help with writing in the English language. I am proud to have created *Make Dreams Come True*. This whole experience has been like a dream.



I am a lonely young girl
living in a lonely little house
Leaving my little room
Wandering around in the big woods
Autumn leaves are falling
Flipping in the air
Suddenly, looking up into the sky
A camera dangling on a branch
With a little note,
"Make Dreams Come True"

“Suddenly, looking up into the sky
A camera dangling on a branch
With a little note,
“Make Dreams Come True.””

Michael Jean

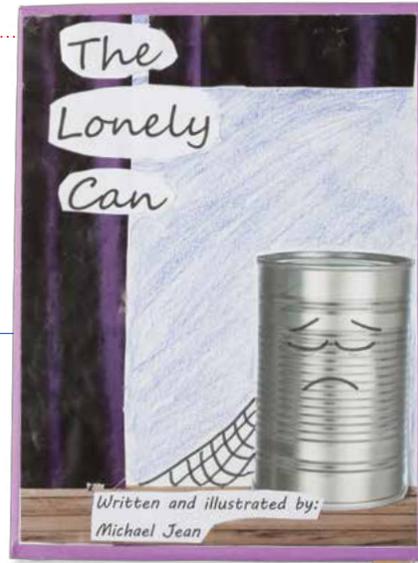
The Lonely Can

Grade: 10
Teacher: Maryann McCabe
School: Cultural Academy for the Arts and Sciences, Brooklyn
Principal: Diane Varano

My idea of making a book about a rusted can did not just come out of thin air. It took a lot of thought for me to come up with this idea.

When my teacher told us we were going to use narration in creating a book, I did not know what to do. I started off by reading books that have unusual narrators. At first I was going to create a book about an animal but I changed my idea. One day my teacher suggested that I use an inanimate object as my narrator. I choose a character that would be real but surprising. I finally settled on using a can to narrate my book. Writing, illustrating, and editing my book was not an easy process. Due to the demands of my classwork I had to work really hard to manage

my time. Between researching the recycling process and correcting my grammar and spelling errors, it took me over two months to complete the book. Now that my book is done I feel very proud of myself. My accomplishments in creating books for this contest for the last two years have inspired me to become an author/illustrator in the future.



I started worrying and was about to panic but we were already picked up and dumped in the garbage truck.



Erlina Cahyadi Juliana Feng

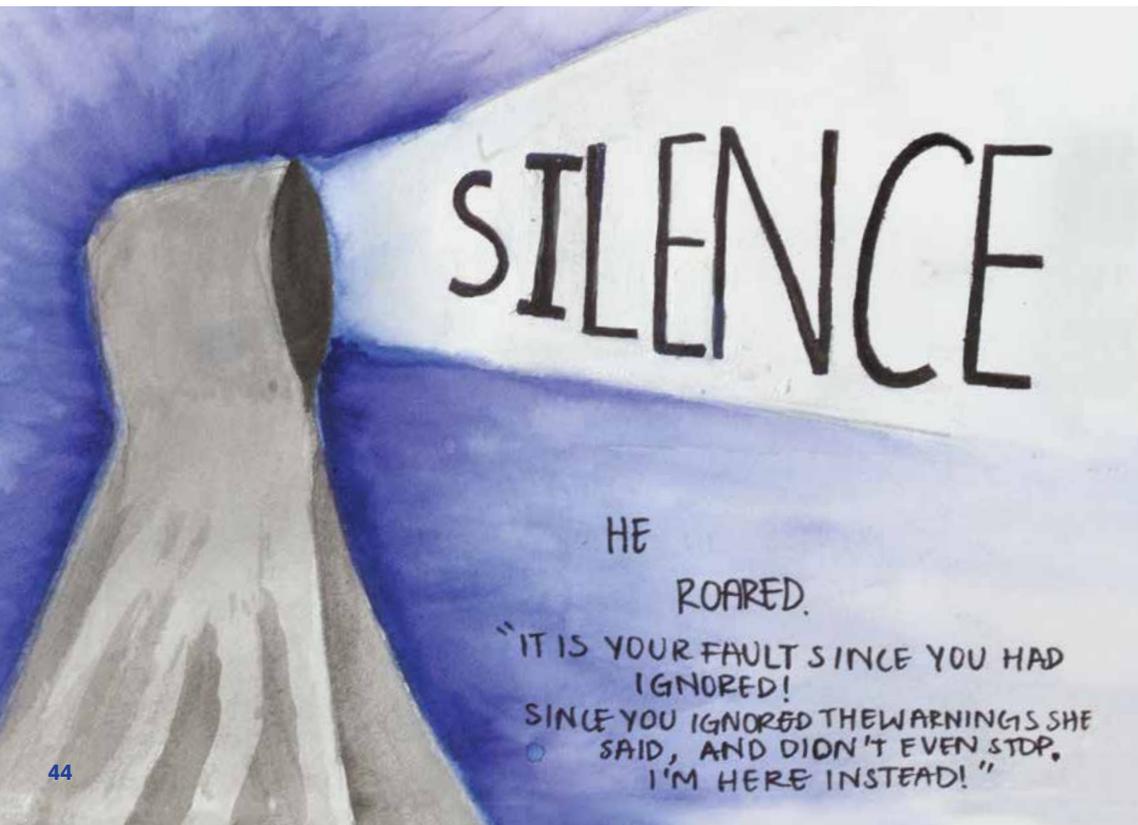
The Thing Forgotten

Grade: 12
Teacher: Adam Gordon
School: Maspeth High School, Queens
Principal: Khurshid Abdul-Mutakabbir



Erlina: Juliana and I created our book based on a superstition that she heard of long ago. When someone says a person's full name, they will get taken away or killed by the spirits that are around. We switched our story to make it apply to modern times while still connecting it to the Confucian rules about respecting our elders. Using this basic idea we started writing using a poetry format. We sketched the scenes in a storyboard/comic form then we applied watercolor and marker over the important parts of each scene. Finally, we added the words to the pages and bound our book.

Juliana: When creating our book, Erlina and I first thought about the theme and plot of our story. After much thought, we realized that the way children treat parents today is completely different from the way parents were treated in Ancient China. The beginning of the book references the Confucian idea that a child must obey the parent. As we developed the story we tried to modernize the concept to relate to today's society where these ideas are not always held. The appearance of the Grim Reaper was an attempt to tie Confucian ideas to the notion that most people fear death.



Honorable Mentions

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A-Z about Antarctica</i>	Jason Jiang	William C. Wilcox, PS/IS 48R	Christine Gross	Jaqueline Mammolito
<i>Bella The Magic Dog</i>	Yingyu Lei Sanella Beharovic	PS 255K, Barbara Reing	Rachel Karlin Miriam Rankin	Kelly McCann
<i>Friend</i>	Luke Macwan	PS 29R, Bardwell School	Rose Mary Castro Nina Hansen	Linda Manfredi
<i>Wonder Island</i>	Jayla Lafortune	PS 38Q, The Rosedale School	Theodora Zavala	Julia Soussis
Grades 6-8				
<i>A Mid-Autumn Moon</i>	Matilda Sieger	MS/HS141X, Riverdale/ Kingsbridge Academy	Julia Loving	Lori O'Mara
<i>Bella's One Day Vacation</i>	Dominique Cichocki Isiac Ayala	P53K@562	Judith Tantleff-Napoli Amy Williams	Heather Leykam
Grades 9-12				
<i>How To Fly a Rocket Ship</i>	Doris Morales	Queens Metropolitan High School	Debra Firestone	Greg Dutton
<i>Slow Down for Poesy</i>	Ruby Lowery	Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan	Maggie Chang	Lisa Mars

School-Wide Winners

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A Dream Come True</i>	Selina Li	PS 205K, Clarion	Tanya Vazirani Mary Ellen Ambrosio	Beth Grater
<i>A Message Overseas</i>	Kano Kitaguchi	PS 174Q William Sidney Mount	Marilyn Friedman Marie Russell	Karin Kelly
<i>A Terrible Start</i>	Lynn Tang Gabriella Palma	PS 120Q	Serena Forzaglia Dana McMahon	Robert Marino
<i>A Voice In My Head</i>	Erica Indman Anastasia Ditmarova	PS 195K, The Manhattan Beach School	Cara Bianchi	Bernadette Toomey
<i>Amelia's Magical Shoes</i>	Olivia Donato Mia Sherman	PS 50R, Frank Hankinson	Stephanie D'Alcama	Joseph Santello
<i>Around the World</i>	Chinemerem Emenogu Elisabeth Tonrey	PS 23R, The Richmondtown School	Laura Christie	Paul Proscia
<i>As One With My World</i>	Rose Hochkeppel	PS 15K, The Patrick F. Daly Magnet School of the Arts	Clare McCarthy	Peggy Wynn-Madison
<i>Caught</i>	Khadein Washington	PS 233K, The Langston Hughes School	Merla Monize	Denean Stephens-Spellman
<i>Dancing Feet</i>	Melissa Dubrow	PS 179K, The Kensington School	Sue Stengren	Bernadette Amato
<i>Fear of Coyote</i>	Ashley Liang	PS 105K, Blythebourne School	Ellen Post Lee Anne Infantino	Johanna Castronovo
<i>If I Were a Sun</i>	Erica Lindo Jesus Remigio	PS 151K	Urszula Kubrak	Jayne Hunt
<i>Inside the Painting</i>	Venetia Erogenous Alexandra Avdoulos	PS 193Q, Alfred J Kennedy	Denise Markbreit	Diane Tratner
<i>Jack's Life</i>	Alexford Codrington, Jr.	PS 189X The Cornerstone Academy for Social Action	Elisa Grotto Ludwig Leslie Fiske	James Bellon
<i>Keep Calm and Walk On</i>	Orya Shusterman-Bachi	PS 527M, The East Side School for Social Action	Jessica Clark	Daniel McCormick
<i>Learn to be Kind</i>	Perla Martinez	PS 532K, New Bridges Elementary	Kelly Watson	Kevyn Bowles
<i>Lorenzo's Life</i>	Lorenzo Richichi	PS 75Q Robert Peary	Jamiee Kaplan	James Thorbs
<i>New York</i>	Stacey Kourbanov	PS 153K	Frances Tangari Kaitlyn McCormack	Carl Santa Maria
<i>Rockin' Ballerinas</i>	Alanis Santana	P 226M	Melissa Formisano	Rachelle Klainberg
<i>Special Penguins</i>	Luke Blumm Luisanya Gonzalez	PS 314M	Lisa Brunner	Camille Wallin

School-Wide Winners 2013 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Standing Up</i>	Joshua Ramon	PS 41R, The Stephanie A. Vierno School	Susan Alvarez	Jennifer Logan
<i>Tap Champ</i>	Alejandra Guadarrama	PS 182Q, Samantha Smith School	Sarah Rubin Debbie Flaum	Andrew Topol
<i>The Berry Theft</i>	Christopher D'Amico	PS 139Q, The Rego Park School	Charissa Contrino	Natalie Perez-Hernandez
<i>The Great Day</i>	Derek Miro	PS 6R, The Corporal Allan F. Kivlehan School	Andrea Conroy Dana Pazzas	Elizabeth Waters
<i>The Little Heart</i>	Hilary Nuñez	PS 48M, Police Officer Michael J. Buczek School	Felix Portela Sydney Plummer	Tracy Walsh
<i>The Song of a Bird</i>	Olivia Woo	PS/MS 282K, Park Slope School	Karen Kettyle Lisa Masdeu	Rashan Hoke
<i>The Tale of the Princess and the Cat</i>	Amy Rukaj	PS70Q, Lt. Joseph Petrosino School	Carmela Mroz Mary Karalekas Maryann Zupo	Donna Geller
<i>The Vietnamese Orphans and Their New Mother</i>	Annie Reets Joyce Delacruz	PS 399K, Stanley Eugene Clarke	Nell July Sealey	Marion Brown
<i>The White Blanket</i>	William Liu	PS 250K, George H. Lindsay School	Catherine DePasquale	Rose Ann LaCioppa
<i>Try Your Best!!</i>	Jahmire Williams	P3 68K, Star Academy	Catherine Brewer	Joycelyn Nedd
<i>Who Wears Hearing Aids?</i>	Bashudeb Halder	PS 47X, The John Randolph School	Ronda Rufsvold Debra Yasinsky	Thomas Guarnieri
Grades 6-8				
<i>A Little (Too Confident) Robin</i>	Diana Yang	JHS 194Q, William H. Carr	Lauren Sabatini-Cabrera	Jennifer Miller
<i>A Real Page Turner</i>	Kayla Cousin	IS 252Q, Queens School of Inquiry	Yeon Ji Park Linda Blanche Vicki Yang	Meredith Inbal
<i>An Overnight Journey</i>	Liana Zofrin	IS 98K, The Bay Academy for the Arts and Sciences	Mandi Brancho Marietta Falconieri	Maria Timo
<i>Bonnie's Adventure</i>	Gianna Pittari	Paulo Intermediate School 75R	Harriet Goldman	Kenneth Zapata
<i>Composition of Life Problems</i>	Leslie Urglies Jasmine Chabla	IS 145Q, Joseph Pulitzer Intermediate School	Ivan Asin Samatha Chung	Dolores Beckham
<i>Grandma Esther</i>	Jorge Paz	IS 77Q	Ruth Varghese Dolores Vialet	Joseph A. Miller
<i>Hamilton Glaze, Pig Detective</i>	Rose E. Alliacin	IS 381K	Patricia J. Murphy Dawn Foster-Jones	Mary Harrington
<i>Prom Over Pills</i>	Kate Hagen Madeline Salinardi	IS 7R, Elias Berstein	Mary Beth Quick	Dr. Nora De Rosa

School-Wide Winners 2013 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>The Artist</i>	Brandon Rios	277Q, The Riverview School	Lucinda Kalin	Susan McNulty
<i>The Life of a Crayon</i>	Isabella Segalia	IS 2001K, Dyker Heights	Tonia Franzese	Robert Ciulla
<i>The Special Boy</i>	Latchmi Singh Lisa Ramkissoon	MS 137Q, America's School of Heroes	Melissa Potwardski	Laura Mastrogiovanni
<i>Walking in Our Shoes</i>	Barry McClam Nasiem Irving	ALC@ MS53, Queens	Diana O'Neill Sonia Zizilas	Mery Leon Garcia
Grades 9-12				
<i>Broken</i>	Vianed Cholula	William Cullen Bryant High School, Queens	Alexandra J. Mercado	Maria Troianos
<i>Grandma's Star Pie</i>	Diamond Hargrove Reshme Appu	Academy for Scholarship and Entrepreneurship, Bronx	Susan Alicea	Zenobia White-DaCruz
<i>Shadows</i>	Alexandra Dadona	Tottenville High School, Staten Island	Wynter Carnevale	Joseph Scarmato
<i>The Little Chicken Wants to Fly</i>	Gulsun Murtazaeva	International High School at Prospect Heights, Brooklyn	Cynthia Chatman	Nedda DeCastro
<i>The Mandala Boy</i>	Yohany Montero Nabiha Shehadeh	New World High School, Bronx	Susan Alicea	Fausto Salazar
<i>Zenoth and the Romax Authority</i>	Tyrese Reid-Wint	Fredrick Douglass Academy—A College Preparatory School, Manhattan	Jason Estrin	Joseph Gates

Ezra Jack Keats Selection Panel

Elizabeth Naylor-Gutierrez
Coordinator,
Office of Library Services,
NYC Department of Education

Rachel Payne,
Coordinator, Early Childhood
Services,
Brooklyn Public Library

Barbara Orenstein
Former Children's Specialist,
Central Library
Brooklyn Public Library

Jo Beth Ravitz
Artist/Art Consultant

Susan Straub
Founder, The Read to Me Program

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NEW YORK CITY DEPARTMENT OF EDUCATION

Carmen Fariña, *Chancellor*

OFFICE OF ARTS AND SPECIAL PROJECTS

Paul King, *Executive Director*
Karen Rosner, *Coordinator of Visual Arts*

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Jennifer Macaluso, *Bookmaking Project Manager*
Ken Grebinar, *Catalogue Editor*

OFFICE OF LIBRARY SERVICES

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Melissa Jacobs, *Coordinator of Library Services*

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Rachel Payne, *Coordinator Early Childhood Services*
Danielle Bullock, *Program Coordinator*
Barbara Wing, *Manager, Exhibitions*

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