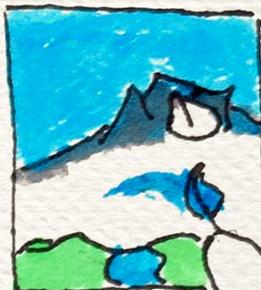


Ezra Jack KEATS

2017 Bookmaking Award Catalogue



Ezra Jack Keats Awards Exhibition Schedule

Brooklyn Public Library Central Library

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

May 2 - May 26, 2017

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: Jason Nazario, *Different*, East-West School of International Studies

Back cover image: Janet Liu, *A Very Special Seed*, Brooklyn Technical High School

Editor: Kenneth Grebinar
Designer: Jay Boucher
Photographer: Michael Ian

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Ezra Jack KEATS

31st Annual Bookmaking Award Catalogue

2017

The Annual Ezra Jack Keats Bookmaking Competition

Elementary, middle and high schools throughout the city enter this competition, in which New York City public school students write, illustrate and construct books in class. A team at each school selects one book as a school-wide winner, to send on to the next round.

From this group of books, a panel of judges selects city-wide and borough winners and honorable mentions. All authors and illustrators of city-wide, borough and school-wide winning books receive Ezra Jack Keats Bookmaking medals. It was a medal for art awarded to Ezra in junior high school that encouraged him to persevere and become an artist.

An exhibition of all books entered into the competition is on view from May 2nd to May 26th at the Brooklyn Public Library Central Library, 10 Grand Army Plaza.

About the Ezra Jack Keats Foundation

Founded by the late Caldecott award-winning children’s book author and illustrator Ezra Jack Keats, the Ezra Jack Keats Foundation fosters children’s love of reading and creative expression by supporting arts and literacy programs in public schools and libraries; cultivating new writers and illustrators of exceptional picture books that reflect the experience of childhood in our diverse culture; and protecting and promoting the work of Keats, whose book *The Snowy Day* broke the color barrier in mainstream children’s publishing. *Keats. Imagination. Diversity.*

For more about the Foundation, visit www.ezra-jack-keats.org.

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Letter From Carmen Fariña

Dear Student Authors and Illustrators,

Picture books teach and enchant us. Many of the picture books you have read either in school or at home with your families will be remembered as you grow into young adults. A successful picture book is a powerful tool for telling engaging stories, offering solutions to everyday problems, and teaching us about famous figures and events in history.

As the books we remember from childhood, the picture books recognized in this catalogue – each written and illustrated by you, our public school students in New York City – began with the kernel of an idea that grew into a meaningful work of superb writing and illustration. The books are tangible proof of your perseverance as authors and illustrators. Congratulations to each one of you.

To create your own picture books, you studied the genre, learned how other authors and illustrators carefully choose their words and phrases, and made artistic decisions. You took your knowledge of the link between text and image and created outstanding works of your own.

We know you receive solid instruction each day from your teachers and librarians at school, and are supported and nurtured by your families at home. I offer my respect and appreciation to the school staff who work with you, and to the families who are always there to guide you.

I also recognize the school leaders who understand the importance of this challenging initiative and supported your creative efforts.

The picture books represented in the catalogue demonstrate the talents and creativity of elementary, middle and high school students from traditional, alternative, and special education learning environments. We are proud of you all!

On behalf of The New York City Department of Education, I also wish to acknowledge the Ezra Jack Keats Foundation for its generous support. Its funding provides professional learning events, the medals and awards you receive, and the production of this beautiful catalogue.

With best wishes for continued success as authors and illustrators,



Carmen Fariña



Letter From Deborah Pope

Dear Students, Educators and Family Members,

Every one of you has contributed time and effort into making this program a success. Thank you and congratulations to you all!

I send a particular thank-you to the students and teachers whose dedication and determination went into the creation of the beautiful books we see pictured in this catalogue. The students combined what they learned in school with the story in their mind's eye and created a clear, illustrated narrative that readers can enjoy. These students met a challenge, daunting even to adults, and exceeded expectations.

To foster their students' talent, the teachers often extended their workday to give the extra time needed to complete the work. They provided additional instructional support when necessary and created partnerships with their fellow educators eager to join in. These books reflect the highest level of teaching skill.

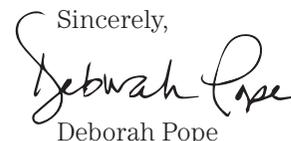
We hope that all who made books this year will continue to find joy in bookmaking. We hope that the educators who used this program to further their classroom curriculum this year will do so again next year, demonstrating how valuable they believe this program to be for everyone involved.

Today, more than ever, we need to highlight and celebrate the importance and effectiveness of our public schools. Bookmaking is one of many programs that gives us an opportunity to call attention to the unparalleled benefits of a strong public school system.

Students and teachers can take pride in knowing the success of this program in New York City has encouraged other cities to follow suit. The EJK Bookmaking Competition is completing its fifth year in San Francisco, its second year in Baltimore, and its first year in Atlanta.

The success of any program depends on the dedication and skill of those who tend to the details. Without the work of the Office of Arts and Special Projects in the Department of Education, this program would not be possible. Karen Rosner and Paul King have been our unflagging champions and leaders for well over a decade. In addition, I thank Linda E. Johnson, President of the Brooklyn Public Library, and Rachel Payne, Kim Grad, Barbara Wing and Paquita Campoverde, also of the BPL. All of these dedicated professionals have made this program a pleasure as well as a success.

Sincerely,



Deborah Pope

Amber Siurano

The Story of the Mirabal Sisters

Grade: 4
Teacher: Maria Panotopoulou
Librarian: Kathleen Cavanagh-Fleischmann
School: P.S. 63Q Old South School
Principal: Diane Marino

History is my passion, and I was inspired to write about the fascinating story of the Mirabal sisters. My mom told me about them, and how they, like my great-grandfather, Jose Mercedes Paulino, stood up to and fought against the Trujillo dictatorship in the Dominican Republic. I chose not to add facial features to the sisters; I felt that they could represent anyone who acted as they did. I did not draw mouths on the people's faces, only eyes, because at that time people could only observe and not speak against the cruelty of Trujillo. Throughout the pages, dark clouds represent a gloomy feeling. At the end of my book, the sun symbolizes a new beginning of hope. **The Mirabal sisters were freedom fighters. They inspired me to tell their story so that they would not be forgotten.** I worked very hard on this book and I enjoyed it. When I bound my book and saw it completed, I jumped for joy! I dedicate my book to my great-grandfather, who inspired me, too.

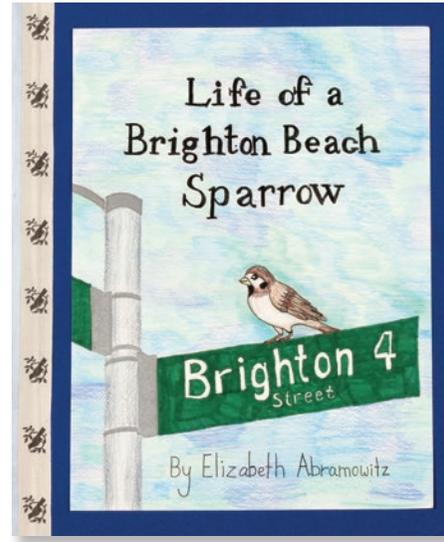


Elizabeth Abramowitz

Life of a Brighton Beach Sparrow

Grade: 6
Teacher: Meredith Samuelson
School: I.S. 98K Bay Academy
Principal: Maria Timo

Brighton Beach is a vibrant, diverse area, home to people from all over the world, and where being different is okay. I love going to its stores, parks and boardwalk, but **my inspiration for this book came from watching the sparrows in Brighton Beach.** Ever since I was little, I have been fond of these cheerful birds and I have enjoyed making sketches of them. I thought it would be a great idea to write about Brighton Beach as seen through the eyes of a sparrow named Wings. The other characters in my book



also have a connection to my life. Syrup, the tortoise, is really my pet. I wanted to convey my ideas through text as well as colorful illustrations that would reflect the beauty of my Brighton Beach neighborhood. My art teacher suggested that I combine different media such as watercolors, markers and colored pencils to make my illustrations exciting. After many days of hard work my book was finally finished. I read it to my little brother and received his approval. I really hope that other children will want to join Wings on his exciting adventures in one of the greatest neighborhoods in Brooklyn—Brighton Beach!

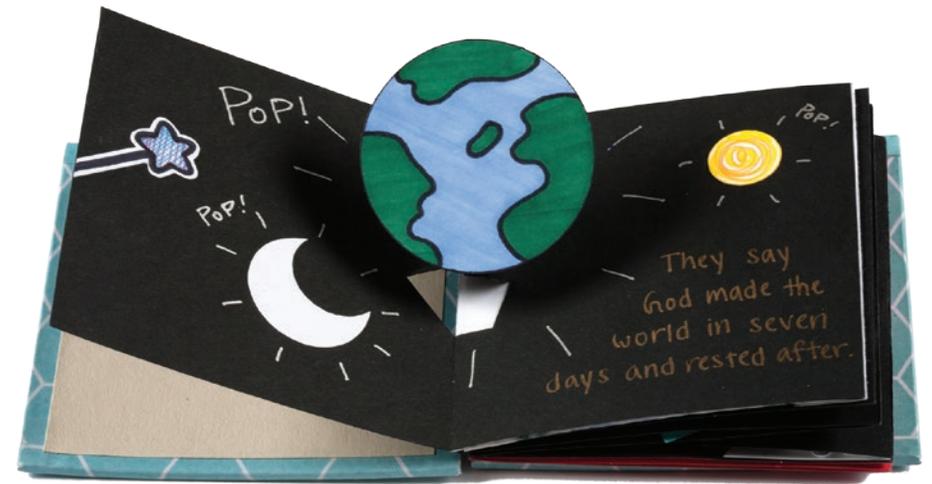


Jennifer Huang

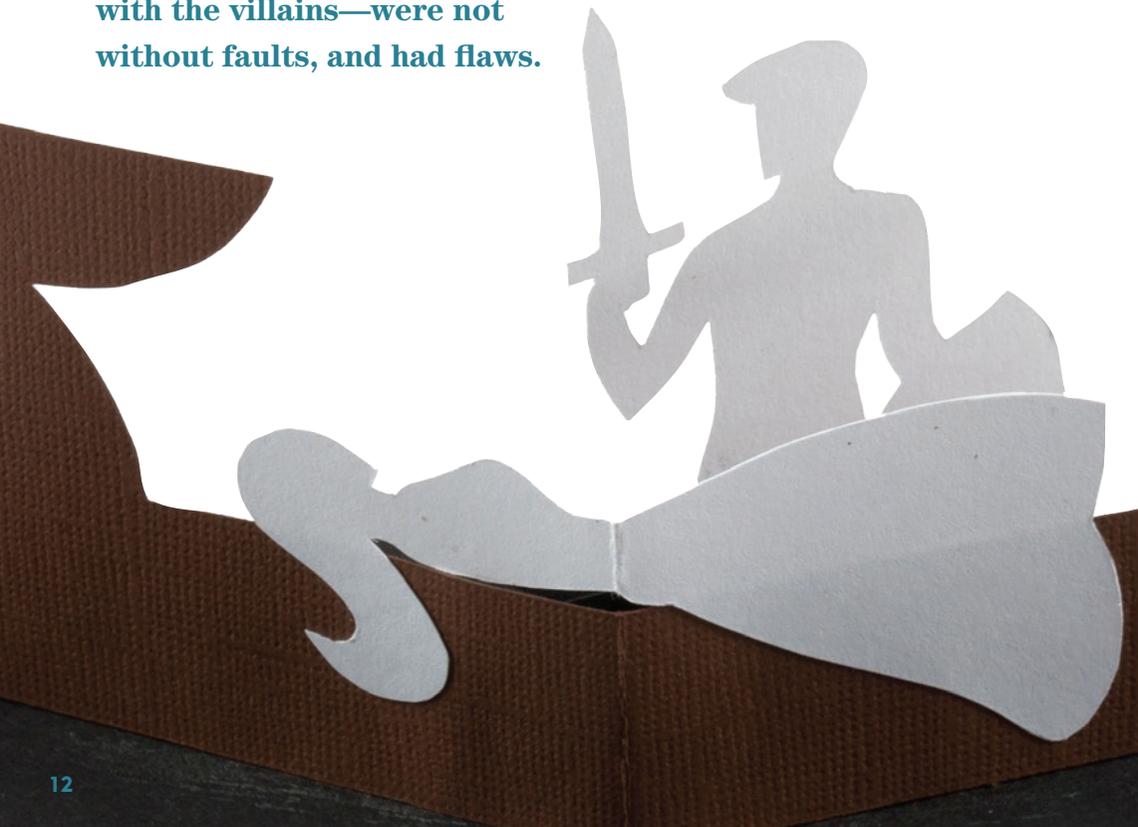
He Abandoned Us

Grade: 12
Teacher: Leslie Bernstein
School: Stuyvesant H.S., Manhattan
Principal: Eric Contreras

The seven sins and God have always been topics of interest to me. I used what I had studied from the Bible to re-create a possible theory: After six days of creation, instead of resting, God abandoned us on the seventh day. The reason could be that the people sinned. However, instead of using silhouettes of unknown people, I decided to use the silhouettes of fairytale characters to depict the seven deadly sins. By doing so, **I wanted to prove that our favorite characters—heroes and heroines along with the villains—were not without faults, and had flaws.**



The hardest part after deciding what I wanted to do was choosing which character would depict which sin. I had quite the dilemma, but after resolving that, the rest was fairly simple. The theory that God abandoned humans stems from my own thoughts that make me feel that perhaps God and miracles do not really exist. *He Abandoned Us* feeds on that theory and suggests that perhaps God did exist at one point but that He left because the humans He made in His image were failures, unworthy of miracles and of His presence.

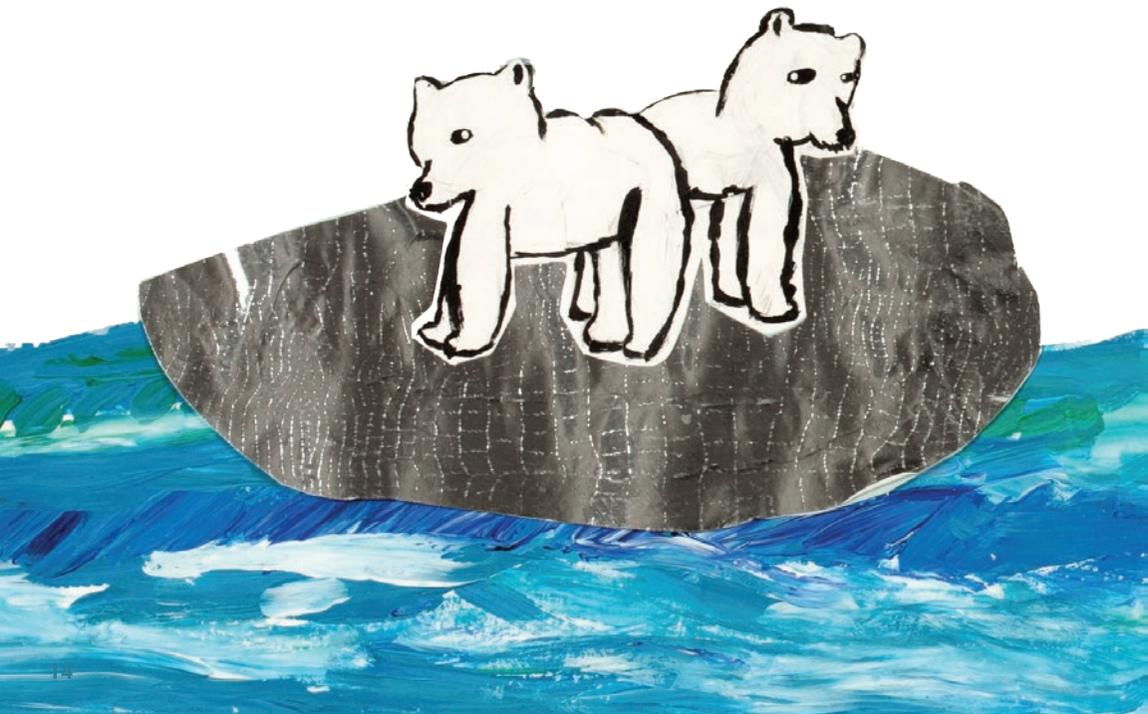


Iris Lin Sonam Thukral

Coco and Flurry, The Arctic Twins

Grade: 5
Teacher: Tanis Coniglione
Librarian: Ann Keegan
School: P.S./I.S. 229K The Dyker School
Principal: Robert Zappulla

In our school library we read an article about how polar bears are affected by global warming. We learned that in about forty years polar bears might become extinct.



This inspired us to write our story about twin polar bear cubs and their adventure to find their mother who left them to hunt for seals. **To write this book, we did research on global warming and how it is destroying the habitat of the polar bears.** We wanted to tell the story of what is happening in the Arctic. To create the effect of ice and snow we used watercolor and acrylic paint with white glitter. Collaborating to write and illustrate this book was most enjoyable. It took a lot of time and effort to create our book.

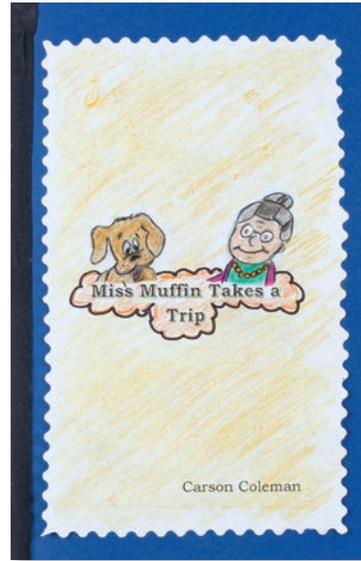
Carson Coleman

Miss Muffin Takes a Trip

Grade: 5
Teacher: Laura Christie
School: P.S. 23 The Richmondtown School
Principal: Paul Proscia

When my teacher told the class that we were going to create picture books, the whole class became excited. I started talking with my friends about ideas for a book. One of my friends was going to do a book about sports, another was going to do a book about pirates and treasures, and another was doing a book about receiving presents. When I arrived home from school, I talked with my mom about some ideas. I knew I wanted my book to be different. I started brainstorming and writing my ideas.

The inspiration for my book came from my great-grandma's life. She is 92 years old and spent a lot of her younger years traveling. Thoughts came to me of all the stories she told me about the



great trips she took over the years. I began to think about what it must be like for a tourist to come to New York City. There is so much to see and do here, and I finally decided to make my book about some of the great places to visit in our city. I thought my book might be easier for younger kids to read and understand if I wrote it in rhyme. It was a lot of fun making the book and drawing the pictures. The pictures were the most challenging because I am not a great artist, but I took my time and tried to do the best I could do.



Michael Grant Amarachi Eburu

Oh, What a Night!

Grade: 5
Librarian: Nell July Sealey
School: P.S. 399K Stanley Eugene Clark
Principal: Marion Brown

Michael: I volunteered to join the Ezra Jack Keats Bookmaking Club at my school because I thought it would give me a great opportunity to improve and test my skills in reading and writing. It was stressful to develop an idea for my book. Days passed and the days turned into weeks, and weeks turned into months. I thought designing a book would be “a walk in the park” but I was mistaken. I was struggling and time was running out. **Finally, we came up with an idea about a girl who opens a locked door to find a dream.** With the help of Amarachi’s illustrations and my librarian’s guidance, the book’s format was developed. The experience was extremely challenging but in the end being in the book club was a great experience I will forever cherish.

Amarachi: When I first decided to enter the Ezra Jack Keats Bookmaking Competition, I thought that it would be better for me to be an author. However, my drawing skills led me to the path of becoming an illustrator. Being the illustrator for Michael’s story was a great opportunity. My school librarian supervised the bookmaking project and she was always encouraging me to do my best. Overall, the Ezra Jack Keats Bookmaking Club was a great choice for me. I really enjoyed this experience.



Tyler Rivera

Reptiles vs. Dinosaurs

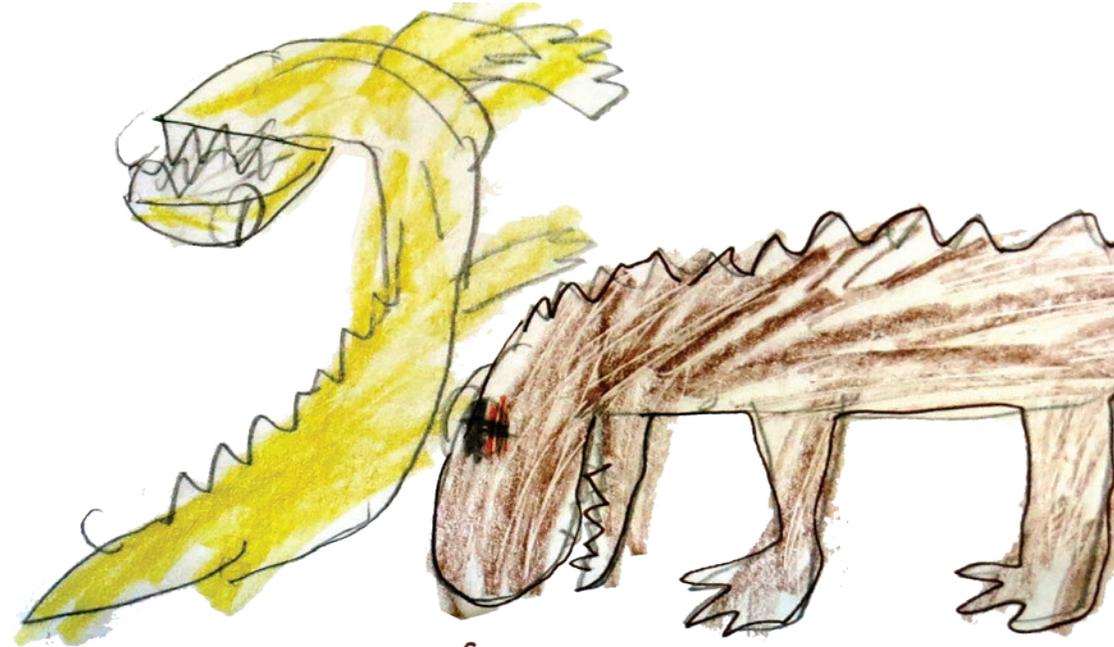
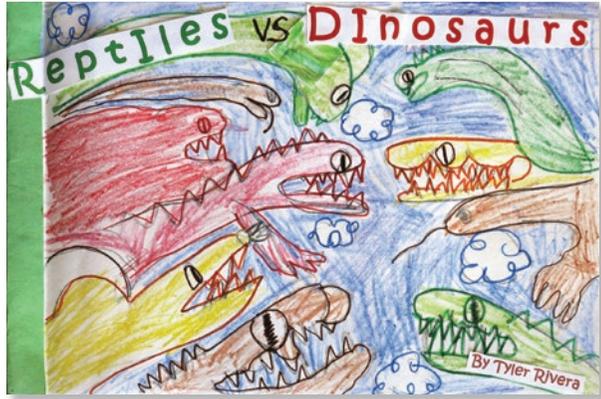
Grade: 3

Teacher: Catherine Brewer

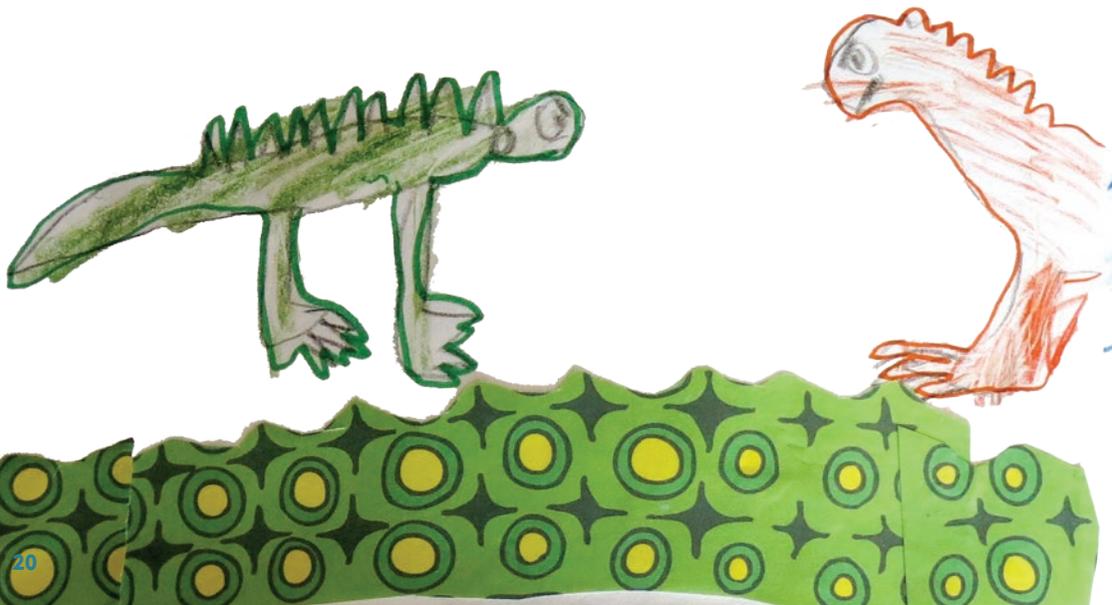
School: P368K Star Academy, District 75

Principal: Joycelyn Nedd

I learned about dinosaurs from books and I love to draw them in battle. My characters were created using color pencils and markers. The backgrounds were made using painted watercolor papers. **Reptiles and the dinosaurs were different, and in my book they don't like each other and they fight continuously.** Their wars go on and on. There are many dangerous battle scenes. The earth is almost demolished due to all the war. In this book, the reptiles are the winners! I had much fun making my book with the help of my art teacher. This was an awesome experience.



The battle lasted for years.



Rachel Zhang

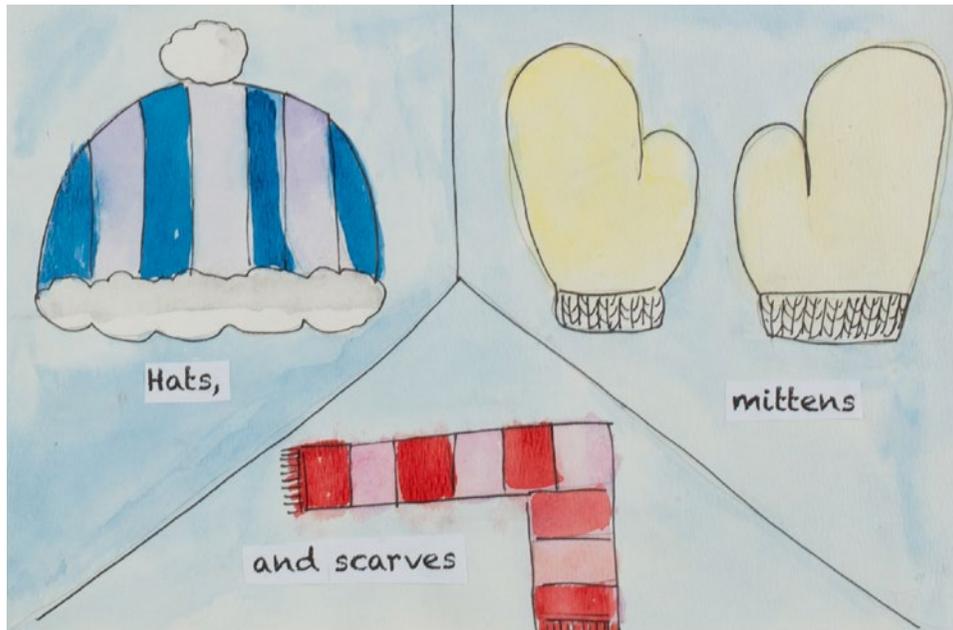
Winter

Grade: 4
Teacher: Denise Markbreit
School: P.S. 193Q Alfred J. Kennedy
Principal: Diane Tratner

I developed the idea for my book after my brother reminded me of all the fun we had last winter. My poem was first drafted on loose-leaf paper. My teacher gave me a small book to plan how the words and illustrations would work together. She called this a “dummy” book and said this is how real books are made in the publishing world. After completing my draft, I was off to a good start. I thought about the highs and lows of winter. **Winter came to life with such ideas as having hot cocoa by the fire and frosty fights with my siblings.** I wasn't sure about what the format should



be, but after all the pages were finished an accordion book seemed to be the perfect choice. I painted all the backgrounds and stamped snowflakes on watercolor paper. My characters were made out of assorted collage papers. I especially liked making the scarves and hats. It was tricky keeping the characters looking the same from page to page. Finally, I assembled the book by gluing the pages together and creating the covers. I'm very proud of how my book turned out. This challenge pushed me to give it my best shot!



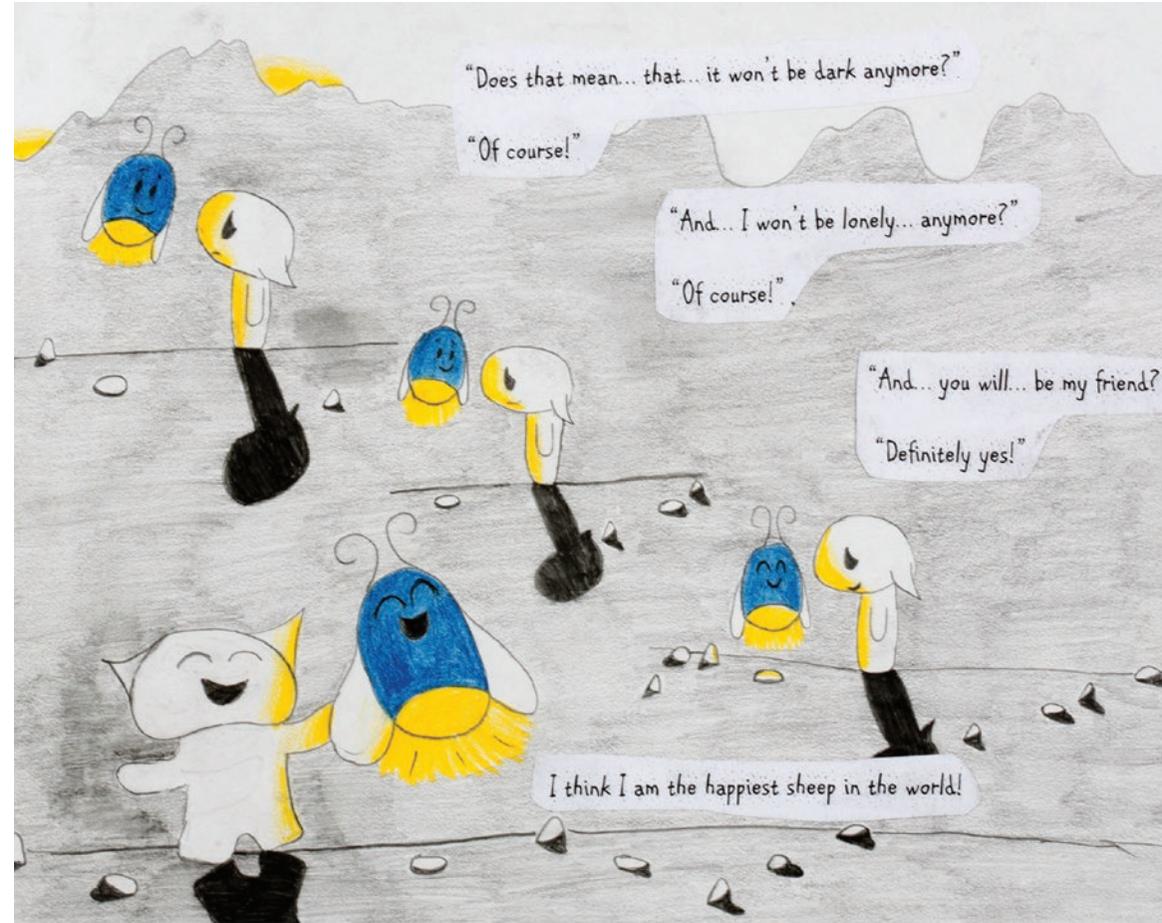
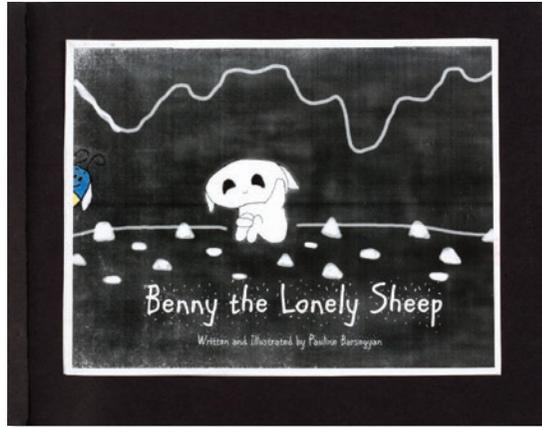
Pauline Barsegyan

Benny the Lonely Sheep

Grade: 8
Teacher: Michele Wallach
School: I.S. 239K Mark Twain School for the Gifted and Talented
Principal: Karen Ditolla

Making my book was a difficult yet rewarding task. Brainstorming ideas for the plot itself was quite challenging. I wanted to create an original story on a theme everyone could relate to...loneliness.

Creating an adorable, innocent, dynamic character took some time. I chose to use an image of a sheep. My lonely sheep found friendship where and when you would least expect it. The text had to be written and revised. The characters were drawn first and then colored. I used only black-and-white pencil drawings until Benny made a friend, then bright yellow was introduced. **This warm color emphasized the importance of how friendship can impact the characters.** I enjoyed participating in this contest and am glad that all the time and effort I put into creating this book was worth it.



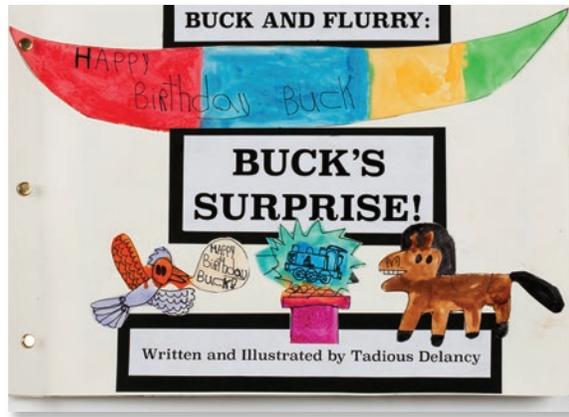
Tadius Delancy

Buck and Flurry: Buck's Surprise!

Grade: 7
Teachers: Amie Robinson
Kim Velez
School: P.S. 77K, District 75
Principal: Ebony Russell

My favorite thing to do in art class is to work in my sketchbook drawing many animal characters and thinking of new ideas for stories. Buck, a horse, and Flurry, a bird, were both characters from my sketchbook of mammals

and birds, and they are best friends. At first it was difficult to write the story. My teacher helped by giving me graphic organizers. I used my paintbrushes and pencils to sketch the story and to decide what the characters would say to each other. **When Buck thinks Flurry has lied to him, saying "I am sorry" becomes important.** I used markers to create the illustrations and then added watercolor



to color in the lines. My favorite part about using watercolor is mixing the colors. I really like watching the water on the page and in the cup turning different colors. *Buck and Flurry: Buck's Surprise!* is my first book, and I liked creating it. The hardest part was putting it all together and choosing which illustrations to include. I want to make another book about Buck and Flurry going to outer space. It is going to be great!



Jamie Morales

Holes Are Worth Exploring

Grade: 7

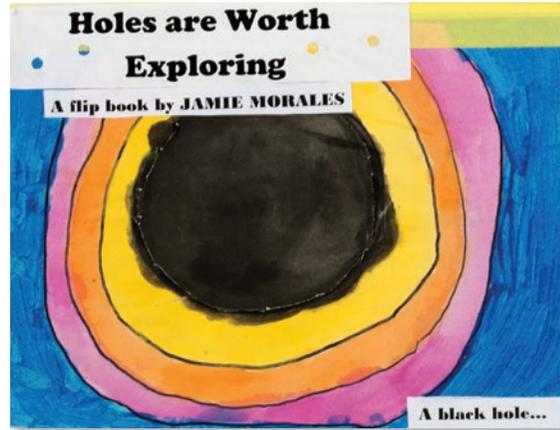
Teachers: Roberta Klapper

Daniel Tratt

School: P723X@189, District 75

Principal: Shante Chunn

My art teacher read our class the book *Beautiful Oops*, by Barney Saltzberg. One of the pages in this book was about holes that can be worth exploring. We talked about all the different kinds of holes in the world and what we might find in them. I looked at pictures of holes on the Internet and chose eight



of them to draw. I decided to make a flipbook so you could see inside each hole. First I drew each picture using pencil and then I used watercolor to fill it in. **My favorite hole is a manhole, because it is found in every street in the city.** I also like the ant hole because ants live inside. Ants move so fast but they make the hole their home. I am really happy with my beautiful book.



Delia Lima

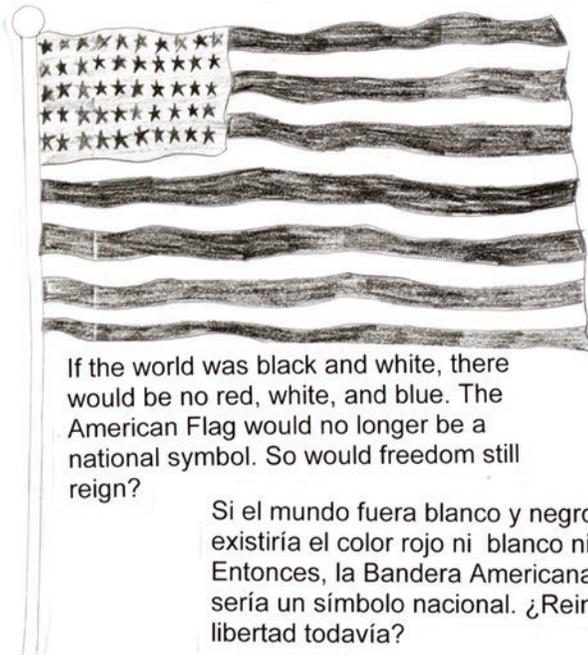
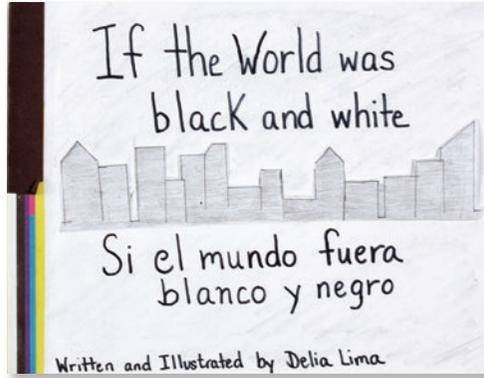
If the World Was Black and White

Grade: 7
Teacher: Isa Almonte
Librarian: Julia Loving
School: M.S./H.S. 141X Riverdale/ Kingsbridge Academy
Principal: Lori O'Mara

The inspiration for my book came from many sources.

It came from the news, the presidential election and the people around me. The most important inspiration was in school. We were learning about segregation and separate but equal rights. It made me realize that we as human beings have advanced very far. **It made me want to show others how lucky we are to live in a world with diversity and color.** The bookmaking process was fun

but hard work. I used an organizer for my ideas to set up my book. I thought about colorful and happy things such as rainbows. Then I thought about how they would be without color. If they should lose color, they would lose the special qualities that made them unique. After I planned the pictures, I used pencil to shade so that everything was a dull gray. This effect shows the feeling of emptiness in a world without color, and I hoped to show the necessity of color, diversity and individuality in our world.



If the world was black and white, there would be no red, white, and blue. The American Flag would no longer be a national symbol. So would freedom still reign?

Si el mundo fuera blanco y negro, no existiría el color rojo ni blanco ni el azul. Entonces, la Bandera Americana ya no sería un símbolo nacional. ¿Reinaría la libertad todavía?

La inspiración para mi libro vino de muchas fuentes. Vino de las noticias, la elección presidencial, y la gente que me rodea. La inspiración más importante estaba en la escuela. Fuimos aprendiendo sobre segregación y derechos separados pero iguales. Me hizo darme cuenta que como seres humanos hemos avanzado mucho. **Me hizo querer mostrar a otros lo afortunados que somos por vivir en un mundo con diversidad y color.** El proceso de crear un libro fue un trabajo duro pero divertido. Usé un organizador para configurar mis ideas para mi libro. Pensé en cosas felices y coloridas como el arco iris. Luego pensé en cómo serían sin color. Si perdieran color perderían las cualidades especiales que las hicieron únicas. Después de planeados los cuadros, usaba lápiz para sombrear de modo que todo era un gris opaco. Este efecto muestra la sensación de vacío en un mundo sin color. Esperaba mostrar la necesidad del color, de la diversidad y de la individualidad en nuestro mundo.



Maliha Tasnim

Wish Upon a Comet

Grade: 6
Teacher: Brian McKenzie
School: J.H.S. 127X The Castle Hill Middle School
Principal: Harry Sherman

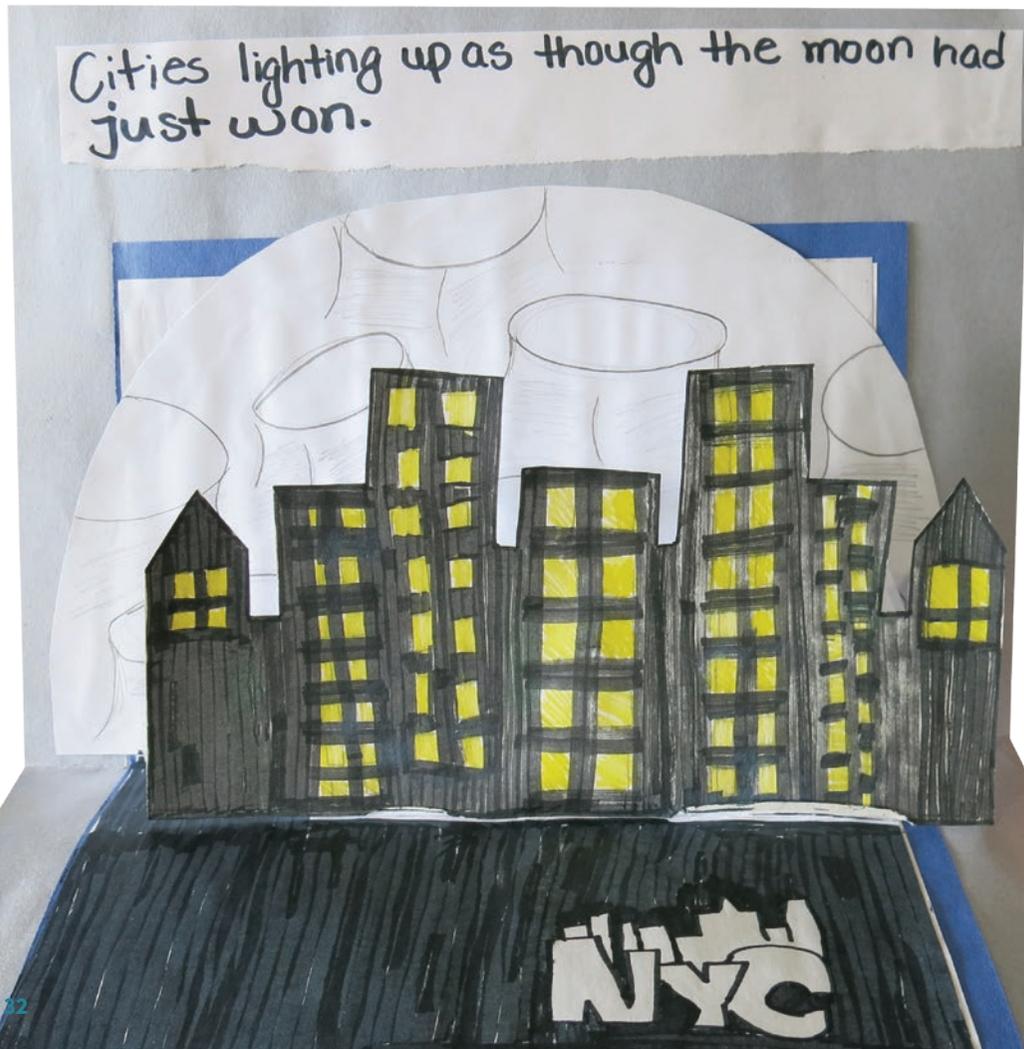
At first I did not have an idea about what to write about for my book, but then I remembered a story my mom shared with me when I was little. At first I was going to create



an illustrated picture book based on her story but decided against this at the last minute. I wanted to do something quite different. Later that week, I was watching videos on YouTube when I came across a “how to” series of videos on pop-up books. At that moment I decided to make a pop-up book.



Then I had to write an original story, but instead I chose to create a book surrounding an original poem. **The poem is about making wishes upon comets, and with each turn of the page the image matches the wish being presented.** My images embody the ideas presented in the poem.

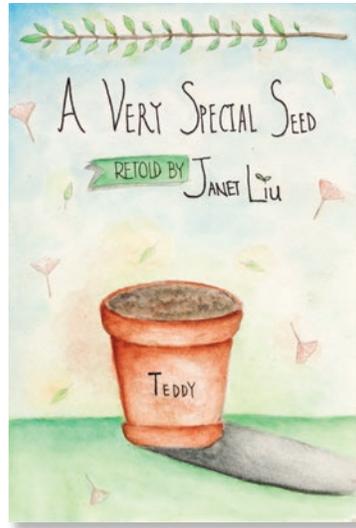


Janet Liu

A Very Special Seed

Grade: 10
Teacher: Monica Rowley
School: Brooklyn Technical H.S.
Principal: Dave Newman

When starting this project, I thought I was going to write a fairytale story, but changed my mind because another generic princess-falling-in-love story isn't going to make the cut. Just when I thought I had run out of great ideas I became really inspired to create a book that is filled with plant elements. The title, *A Very Special Seed*, came to my mind. When I shared this idea with my younger brother, he was excited by my idea



and we spent time coming up with ideas for the plot and characters. We decided that the characters should be cute forest animals with human personalities. The library and the internet became my inspirational tools during the process. **Looking through children's books at the library helped me understand that many authors' imagery is fun and amusing.** On the internet I got artistic inspiration for my book. I took screenshots of many references and pictures of plants and animals for my characters. When the watercolor was completed, using a fine black pen I traced all the texts and erased all the pencil marks. Finally, I did the bookbinding, using a needle and thread to poke holes and sew all the pages together.

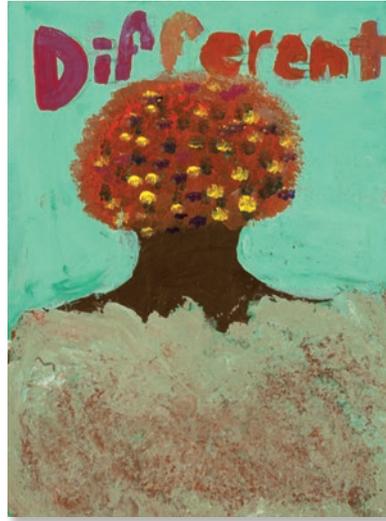


Jason Nazario

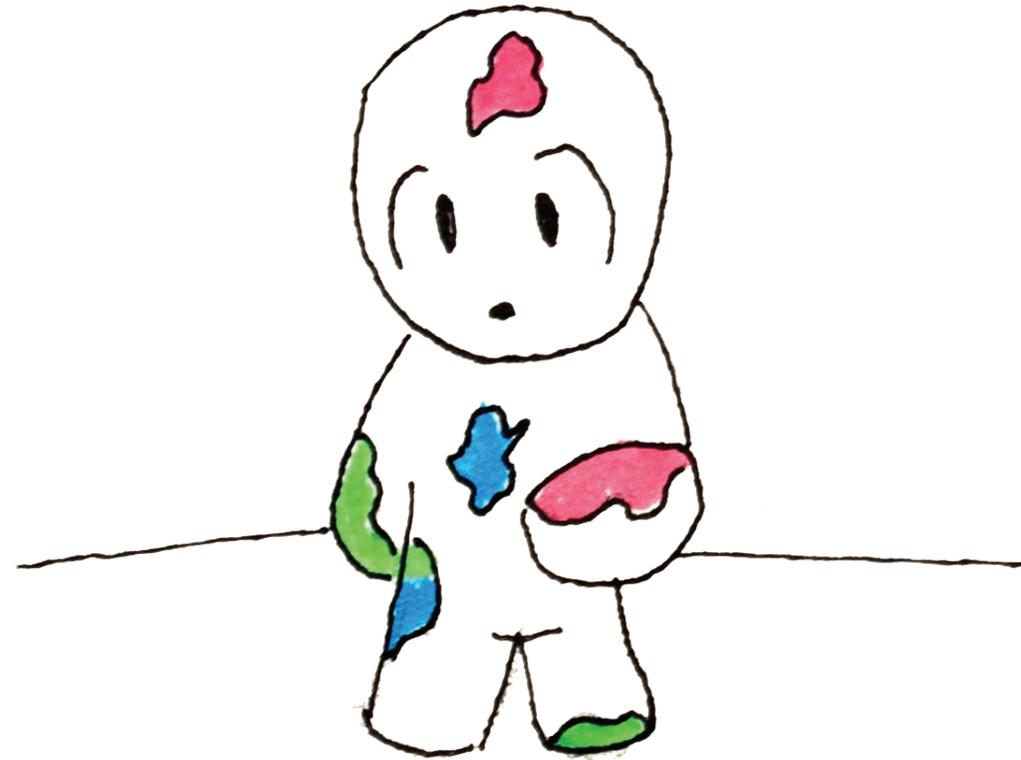
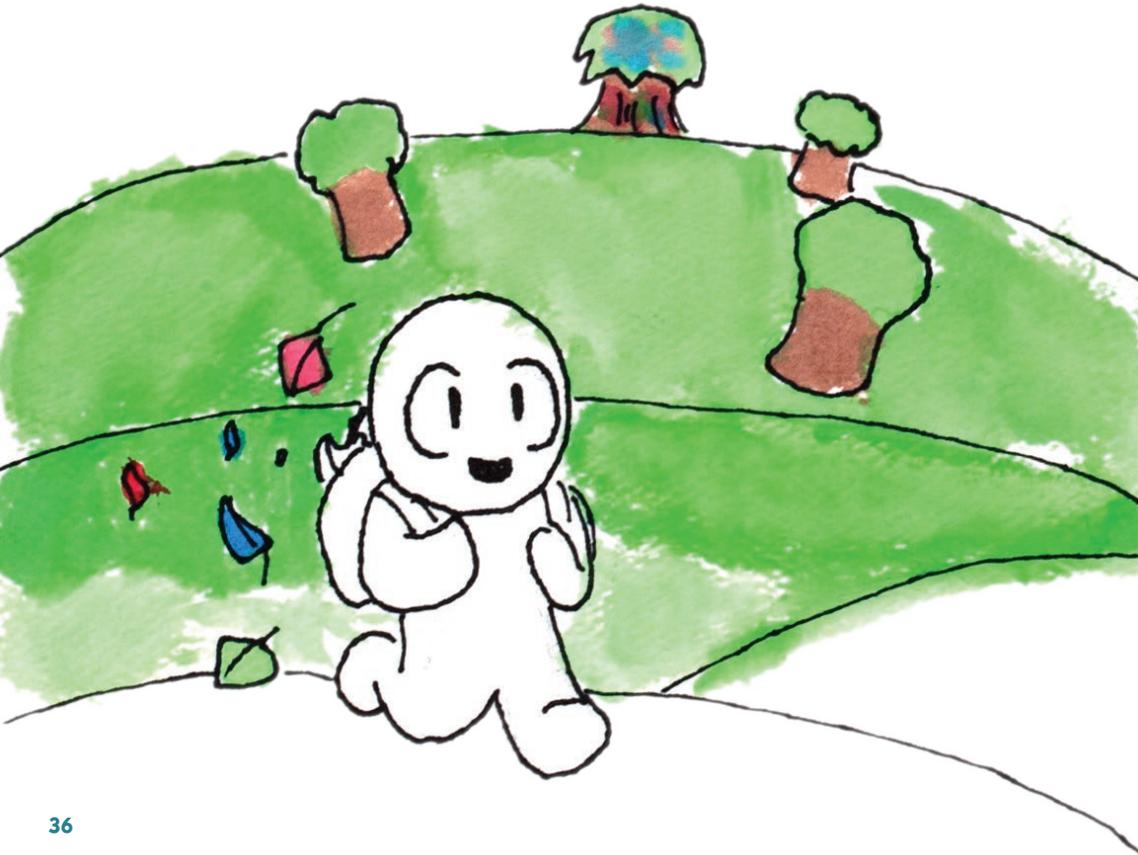
Different

Grade: 10
Teacher: Pauline Kim
School: East-West School of International Studies, Queens
Principal: Ben Sherman

Authors use animals, objects, nature, aliens, or other non-human beings to write about socially conscious issues and controversial events and ideologies. In *Different*, Pete lives in a world where everyone is identical. Individualism is absent, but Pete decides to be different from society's norm. **The message I want to convey is that one should be able to express one's individuality without repercussions.**



I decided to question the social acceptance of individualism versus uniformity. The vagueness of this theme is purposeful and this message can be applied to any situation. The two main ways we react to something that is unusual are acceptance and adaptation, and denial and extermination. Pete accepts the tree and adapts by using its painted leaves to express his own individuality. The people of his society react with denial and attempt extermination. They discriminate against Pete as they try to exterminate the tree that contains the roots of Pete's individuality. This concept can be present in any social construct, and it was most important for me in the creation of this book.



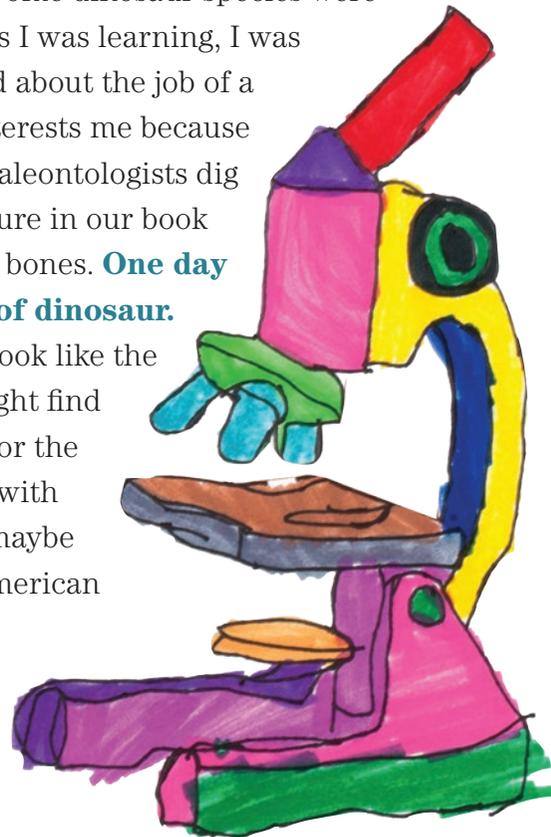
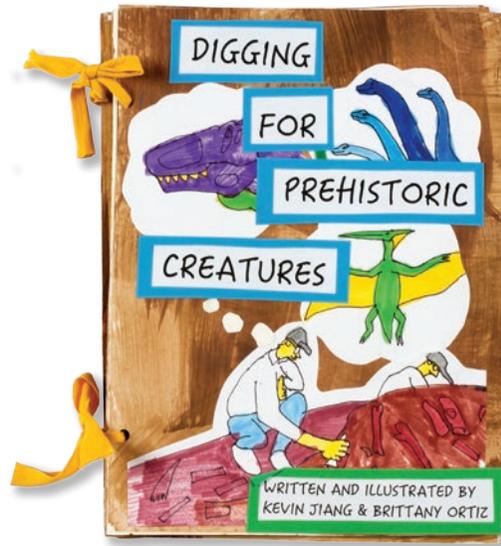
Kevin Jiang Brittany Ortiz

Digging for Prehistoric Creatures

Grade: 12
Teachers: Amie Robinson
Devon O'Shanecy
School: PS. 77K, District 75
Principal: Ebony Russell

Kevin: I love dinosaurs and studying new things. Our book is about exploration. Doing research and finding facts about different dinosaurs was rewarding. I went to the American Museum of Natural History to see the different dinosaurs. I read about them online and at the library. Some dinosaur species were giants and others were small. As I was learning, I was drawing. For this book, I learned about the job of a paleontologist. Paleontology interests me because I like to explore, and I learned paleontologists dig for dinosaur skeletons. One picture in our book is of a paleontologist digging for bones. **One day I want to find a new species of dinosaur.**

We painted the pages brown to look like the soil in which paleontologists might find bones. Markers were used to color the illustrations. It was fun to work with Brittany. Our book is cool, and maybe someday it will be sold at the American Museum of Natural History.



Brittany: I love going to the American Museum of Natural History with my mom and looking at the saber-tooth tiger and woolly mammoth. During the Ice Age dinosaurs froze in the ice, and now scientists are able to study their bones. **My book is about digging for dinosaur bones and making discoveries.**

Working with my friend Kevin was my favorite part of creating my book.

He is good at art and knows everything about dinosaurs. We used markers to illustrate our book and I think the drawings are fabulous.

The hardest part for me about creating a book was putting it all together.

It took a lot more time than I thought it would take to make this book. I am so proud of my book. I hope people have fun with the book and find all the bones!

PTEROSAURS FUN FACTS!

Pterosaurs are flying reptiles from the late Triassic period. They have hollow bones just like birds.



GIGANTOSAURUS FUN FACTS!

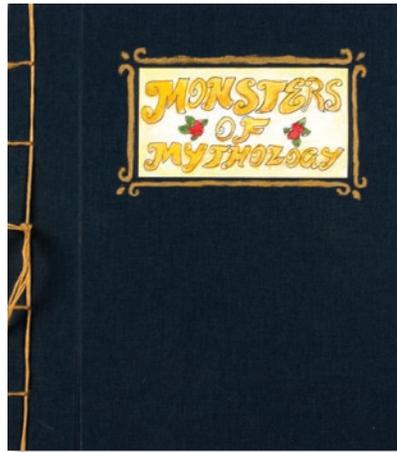
Giganotosaurus is a dinosaur that lived in what is now Argentina. It was a meat-eater that walked on two legs and was probably very fast.



Jayvaughn Hall

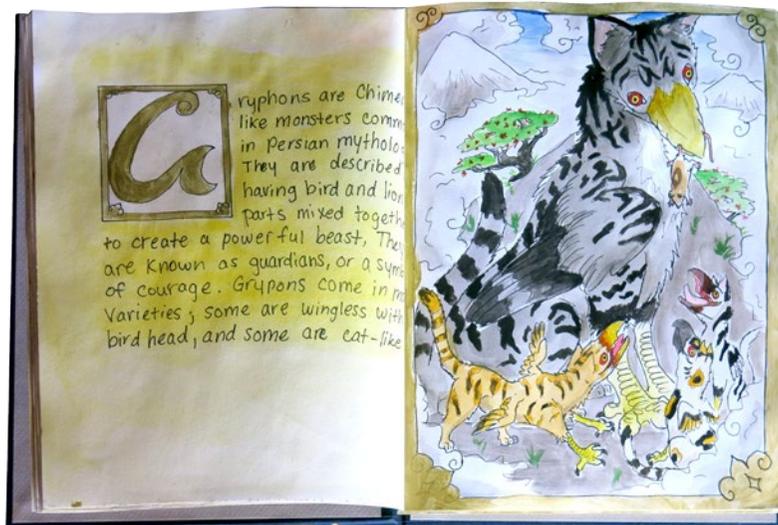
Monsters of Mythology: A-Z

Grade: 12
Teacher: Laura Blau
School: Millennium Art Academy, Bronx
Principal: Herman Guy



Monsters of Mythology: A-Z is intended to be a children's book that could appeal to audiences of all ages. I began by choosing creatures, some well-known and some more obscure, that come from the mythology of many cultures. I looked at many children's books at the library as I began to think about ways to best showcase my idea. Each illustration in my book represents a letter of the alphabet. Inspiration came from historical references including illuminated medieval manuscripts where each alphabet letter was placed on the left side of the page. The ornate style of the manuscript fonts was simplified to complement my own youthful and loose drawing style. **The process of making a book was exciting for me because I have never before taken on such a challenge.** To create the flow from one image to another took a great deal of thought. As I worked

I asked my peers and teachers for constant feedback to make sure the book continued to make sense and would be readable. Achieving design continuity among all parts of my book, inside and out, was a primary objective. I feel my book is successful both as an instructive document and as a source of entertainment and joy. The monsters were illustrated and described in a way to bring them to life.

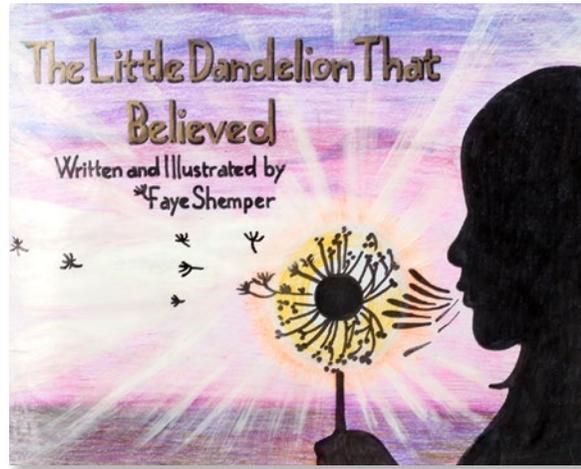


Faye Shemper

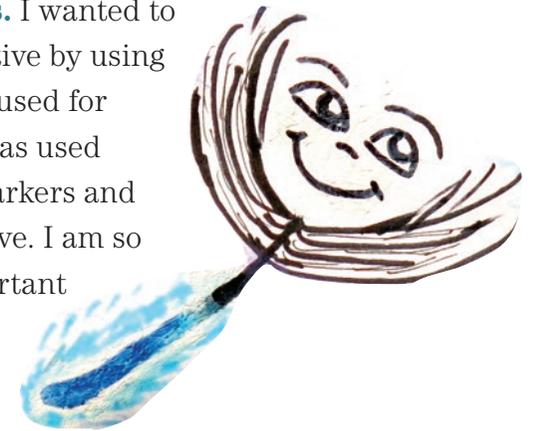
The Little Dandelion That Believed

Grade: 9
Teacher: Jessica Stillman
Librarian: Arlene Laverde
School: Townsend Harris H.S., Queens
Principal: Rosemarie Jahoda

On a beautiful October day, my Writing Process class was taken outdoors to observe the Queens College campus. My eye happened to fall on a solitary little dandelion sitting on a patch of grass,



and my mind raced with questions about how it got there and what its journey was like. This became the inspiration for my book, in which the main character, although small, is large with confidence. **The Little Dandelion That Believed captures the importance of believing in your abilities and overcoming the many surrounding obstacles.** I wanted to make my book fun and interactive by using movable parts. Cardboard was used for particular animations, string was used for the binding, and various markers and papers made my book come alive. I am so happy to express such an important message and it comes in the form of one word: BELIEVE.



Honorable Mentions

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A New Friend</i>	Subaita Chowdhury	P.S. 70Q Lieutenant Joseph Petrosino School	Carmela Mroz Mary Karalekas Mary Zupo	Donna Geller
<i>Artist Angel</i>	Harlem Newbold Damian Wessam	P.S. 386X School for Environmental Citizenship	Brenda Lopez Mario Hernandez	Lynnann Fox
<i>My Visit To The Library</i>	Kaiden Kerr	P.S. 5K Dr. Ronald E. McNair	Gwynn White-Best Joy Suarez	Lena Gates
<i>The Tragic Day That Changed Our Country</i>	Andy Lin	P.S. 105K The Blythebourne School	Ellen Post Dino DeAscentiis	Johanna Castronovo
<i>Think Before You Ace</i>	Anwasha Panda	P.S. 120Q	Eileen Conlisk	Robert Marino
Grades 6-8				
<i>Cedar</i>	Lana Zheng	J.H.S. 216Q George J. Ryan	Kasey Stofflet	Dr. Reginald Landeau Jr.
<i>Halloween Choices</i>	Yasmine Benjelloun	P.S./I.S.30K Mary White Ovington	Alla Umanskaya David Askew	Carol Heeraman
<i>Stitches</i>	Nicholas Gallina	I.S. 201K Dyker Heights	Dorothy Serposs	Robert Ciulia
<i>The Grids</i>	Sophie Woelfling	M.S. 51K William Alexander Middle School	Shelly Cunningham	Lenore Berner
<i>The Secret Land of Domsdwarf</i>	Anja Drakulovic	I.S. 10Q Horace Greeley	Maria Haydn Sharon Malkin	Clemente Lopes
Grades 9-12				
<i>A & A</i>	Die Gu	Lower East Side Prep, Manhattan	Rachel Tsivitis	Rene Anaya
<i>A Knight's Tale</i>	Mary Catarata	Queens School of Inquiry	Yeon Ji Park	Meredith Inbal
<i>A Trip That Changed Everything</i>	Bin Long Wu	Manhattan International H.S.	Jane Lawrence	Gladys Rodriguez
<i>Lost Boy Acceptance is Key</i>	OJay Ellis	Bronx High School for Writing and Communication Arts	Elizabeth Fidoten	Terri Grey
<i>Make Lemonade</i>	Samantha Haase Rachel Ilardi	M.S./H.S. 141X Riverdale/Kingsbridge Academy	Julia Loving	Lori O'Mara

School-Wide Winners

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A Planet with Various Shapes and Colors</i>	Caleb Pierre	P.S. 174Q William Sidney Mount	Marilyn Friedman Marie Russell	Karin Kelly
<i>A Snowball in Florida</i>	Anna Bodzin	P.S./M.S. 282K Park Slope School	Karen Kettlye Lisa Masdeu	Rashan Hoke
<i>Alexis' First Plane Ride</i>	Melania Khomchenko	216K The Arturo Toscanini School	Regina Nichilo-Festa Lucia Abbaticchio	Donna Neglia
<i>Aliens!</i>	Camilla Hajallie	P.S. 290Q Ace Academy for Scholars	Vicki Heit	Jose Jimenez
<i>Banshi The Creator</i>	Nicholas Baillargeon Blake McNutt	P.S. 1R Tottenville School	Allison Eberle	Grace Silberstein
<i>Eda's Bookish Arts Book</i>	Eda Ekinci	P.S. 59M Beekman Hill International School	Judy Londa Lori Talish	Adele Schroeter
<i>Eliot Around The World</i>	Claudia Martinez Escorial	International School of Brooklyn	Jaclyn Alexander	Delphine Michaud
<i>Emily's Sister- A Story of a Flamingo Family</i>	Nikol Hajdari	P.S. 264K	Kristen Meehan	Patrice Edison
<i>Insula Forgotten (Island of the Forgotten)</i>	Veronica Korolev Victoria Sepp	P.S. 195K The Manhattan Beach School	Cara Bianchi	Bernadette Toomey
<i>Milly and Me</i>	Aurora Fernandez	P.S. 29R The Bardwell School	Jennifer Rosa Nina Hansen	Linda Manfredi
<i>My Cat Leo</i>	Gabriela Pezo	P.S. 151K Lyndon B. Johnson School	Urszula Kubrak Robinson Ortiz Cinthia Diaz	Jayne Hunt
<i>My Favorite Things</i>	Sidratul Muntaher	P.S. 131K	Nancy Vido	Ruth Quiles
<i>My Proactive Story</i>	Chelsea Guzman	P.S. 250K George H. Lindsay	Catherine Depasquale Keren Kelly Gabriella Garcia	Roseann Lacioppa
<i>Screaming Souls of the Night</i>	Juzette Celis	P.S. 96X Richard Rodgers School	Kristen Vassallo-Warren	Marta Garcia
<i>Shy Drakey</i>	Dimitra Tsirias Orestis Skountzos	P.S. 362K Hellenic Classic Charter School	Heather Prince	Christina Tettonis
<i>Souliman and the Cat</i>	Souliman Abdelkhalek	P255@P.S. 7Q	Janice Crofton	Michael Diangelo

School-Wide Winners 2017 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Splash!</i>	Hayley Chiang Hannah Chiang	P.S. 748 The Brooklyn School for Global Scholars	Katherine Cheregotis Jennifer Guido	Ursula Annio
<i>Stop Bullying</i>	Jocelyn Martino	P.S. 41R Stephanie A. Vierno	Amanda Alexander	Jennifer Logan
<i>Superstar to the Rescue</i>	Cloris Li	P.S. 99K Isaac Asimov School	Kathryn Azhar	Gregory Pirraglia
<i>The Best Christmas Ever!!!</i>	Taylor Austin	P.S. 36Q Saint Albans School	Stacie Austin	Lynn Staton
<i>The Breakfast Book</i>	Gabriella Moniaci Emilia Moniaci	P.S./I.S. 30K Mary White Ovington	Alla Umanskaya Valerie Shepps David Askew	Carol Heeraman
<i>The King of All Phoenix</i>	Ummi Shabiha	P.S. 179K The Kensington School	Assuntina Stengren	Bernadette Amato
<i>The Lie</i>	Tatiana Hasan Torres	P.S. 139Q The Rego Park School	Charissa Contrino	Natalie Perez-Hernandez
<i>The Life of a Paintbrush</i>	Juliana Paradizzo	P.S./I.S. 87Q	Debra Farrugia	Caryn Michaeli
<i>The Lucky Ballet Shoes</i>	Gianna Volpe	P.S. 6R Corporal Allan F. Kivelehan	Andrea Conroy Dana Pazzas	Elizabeth Waters
<i>The Lucky Locket</i>	Isabella Modica	P.S. 50R Frank Hankinson	Stephanie D'Alcamo	Joseph Santello
<i>The Magic Pond</i>	Ritika Subedi Bignyapti Tripathi	P.S. 239Q Police Officer Ramon Suarez	Anita Komae	Michele Dzwonek
<i>The Seven Pages</i>	La'Aiysah Griffin*	P94M, District 75	Keneisha Turner	Julia McCrosson
<i>The Seven Sisters</i>	Soleil Burgess	P.S. 38Q The Rosedale School	Theodora Zavala	Julia Soussis
<i>The Three Kind Princesses</i>	Nicole Lewis	P.S. 153K	Frances Tangari Kaitlyn Mc Cormack	Carl Santa Maria
<i>The Trip to Playland</i>	Andres Osorio	P.S. 335X The Academy of the Arts	Ashley Cox	Glorimer Lopez
<i>The Trouble with Animals</i>	Matthew Kim	25Q079	Kimberly Habermehl	George Carter
Grades 6-8				
<i>Accounts of Art</i>	Jessica Nyaim	I.S. 61Q Leonardo da Vinci School	Susan Kern-Carpente	Joseph Lisa
<i>Baby Blue</i>	Vanessa Mendoza Genesis Navarrete	I.S. 77Q	Valentina Loseva Dolores Violet	Joseph Miller

School-Wide Winners 2017 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Dreams</i>	Isabella Bovt Emily Tomchuk	I.S. 228K David A. Boody	Lisa Banker Victoria Barsky	Dominick D'Angelo
<i>Freedom of Speech</i>	Nodi Khan	Hunters Point Community Middle School, Queens	Lucinda Kalin	Sarah Goodman
<i>Identity</i>	Mayra Ianakieva Youssf Hegazy	I.S. 141Q The Steinway School	Kate Buckheit	Miranda Pavlou
<i>If I Could...</i>	Jessica Rosario	I.S. 98X Hermann Ridder Intermediate School	Sean Yeam	Mark Turcotte
<i>Lola and the Nymph</i>	Nicole Boyadhieva	P.S./I.S. 87Q	Debra Farrugia	Caryn Michaeli
<i>Lost and Found</i>	Layla Boyce	P.S./I.S. 276M Battery Park City School	Julie Smith	Terri Ruyter
<i>Lost in Central Park</i>	Yuxin Waitkus-Tsang	P.S./I.S. 187 The Hudson Cliffs School	Jessica Mitchell Nilda Marrero	Cynthia Chory
<i>Meet Kirstin Maldonado</i>	Rayna Eisenhart	I.S. 234K	Sinde King Pauline Hunter	Susan Schaeffer
<i>Megan and Chloe . . . The Cupcake Incident</i>	Keila Mercedes Ashley Reynoso	P.S./I.S. 18M	Marilyn Casey	Connie Mejia
<i>No Rules</i>	Tiffany Ordonez	M.S. 137Q, America's School of Heroes	Melissa Potwardski	Laura Mastrogiovanni
<i>One Hacker and His Many Problems</i>	Ava Halpern	I.S. 75R Frank D. Paulo	Harriet Goldman	Kenneth Zapata
<i>Santa After Christmas</i>	Christina Jayarajah	I.S. 72R	Rhonda Holm	Peter Macellari
<i>Steve and Bob on a Run!</i>	Mykyta Sheptukhin	P.S. 99K Isaac Asimov School	Kathryn Azhar	Gregory Pirraglia
<i>The First Day of School (Bullied On the First Day)</i>	Alaisia Clark	P.S./I.S. 155K Nicholas Herkimer	Lisa Ryan	Michelle Manns
<i>The Punny Life For Food</i>	Hannah Guan	I.S. 125Q Woodside	Clarisse Frenkel	Judy Mittler
<i>The Red Umbrella</i>	Valerie Hoetzel Diana Yang	J.H.S. 194Q William H. Carr	Adam Mastro Simone Ashley Jun Lauren Cabrera	Jennifer Miller
<i>The Way I See It</i>	Jenifer Alvarado Shine Andersen	M.S. 577K	Jennifer Murphy-Isca Susan Carden	Maria Masullo

School-Wide Winners 2017 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 9-12				
<i>ABC's of Astronomy</i>	Tatiana Fernandez	Martin Van Buren H.S., Queens	Lisa Hitchcock	Sam Sochet
<i>Abuela's Garden</i>	Chanel Lebron	Academy for Scholarship and Entrepreneurship, Bronx	Susan Alicea	Zenobia White
<i>Bayou's Birthday Adventure</i>	Felicity Hernandez	High School of Art and Design, Manhattan	Ian Pasetky	Manuel Urena
<i>Faces</i>	Tyshae Shields	Frederick Douglass Academy, Manhattan	Jason Estrin	Joseph Gates
<i>How does it feel to be home-schooled? "Before I wrote in a binder, now I plug in my charger"</i>	Israel Liriano	Central Office of Home Schooling, Bronx	Isa Almonte	William Harrington
<i>My Classified High School Survival Guide</i>	Roberto Torres	High School for Law Enforcement and Public Safety, Queens	Stefanie Abbey	Laura Van Deren
<i>Neread</i>	Ilana Yeschenko	Queens Metropolitan High School	Debra Firestone	Saida Rodriquez-Tabone
<i>Trouble in the Schoolhouse</i>	Jennifer Taveras	P721Q John F. Kennedy Jr.	Christina Hoerning Crystal Valentin Courtney Kresic	Henry Renelus
<i>What Goes on Inside Michael's Brain</i>	Michael Jean	Cultural Academy for the Arts and Sciences, Brooklyn	Maryann McCabe	Sanatha Alexis
<i>Who Monkey Makes a Friend</i>	Jacob Ocasio	Newtown High School, Queens	Kerry Pati	John Ficalora

2017 Panel of Judges

Kimberly Grad
Coordinator, School Age Services, Brooklyn Public Library

Melissa Jacobs
Coordinator of Library Services, New York City Department of Education

Jeanne Lamb
Former Coordinator, Youth Materials Selection, New York Public Library/Book Ops

Yesha Naik
Children's Librarian, Brooklyn Public Library

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

Sean Qualls
Guest Artist, Children's Book Author and Illustrator

Jo Beth Ravitz
Artist, Art Consultant

Mark Tuchman
Art Director, School Library Journal

Phoebe Yeh
VP/Publisher, Crown Books for Young Readers, Random House Children's Books

Project Teams

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*

WORKING WITH THE OFFICE OF ARTS AND SPECIAL PROJECTS

Jennifer Macaluso, *Bookmaking Project Manager*

Kenneth Grebinar, *Catalogue Editor*

OFFICE OF LIBRARY SERVICES

Melissa Jacobs, *Coordinator of Library Services*

BROOKLYN PUBLIC LIBRARY

Paquita Campoverde, *Manager, Youth & Family Programs*

Kimberly Grad, *Coordinator, School Age Services*

Rachel Payne, *Coordinator Early Childhood Services*

Laura Sims, *Program Intern*

Barbara Wing, *Manager, Exhibitions*

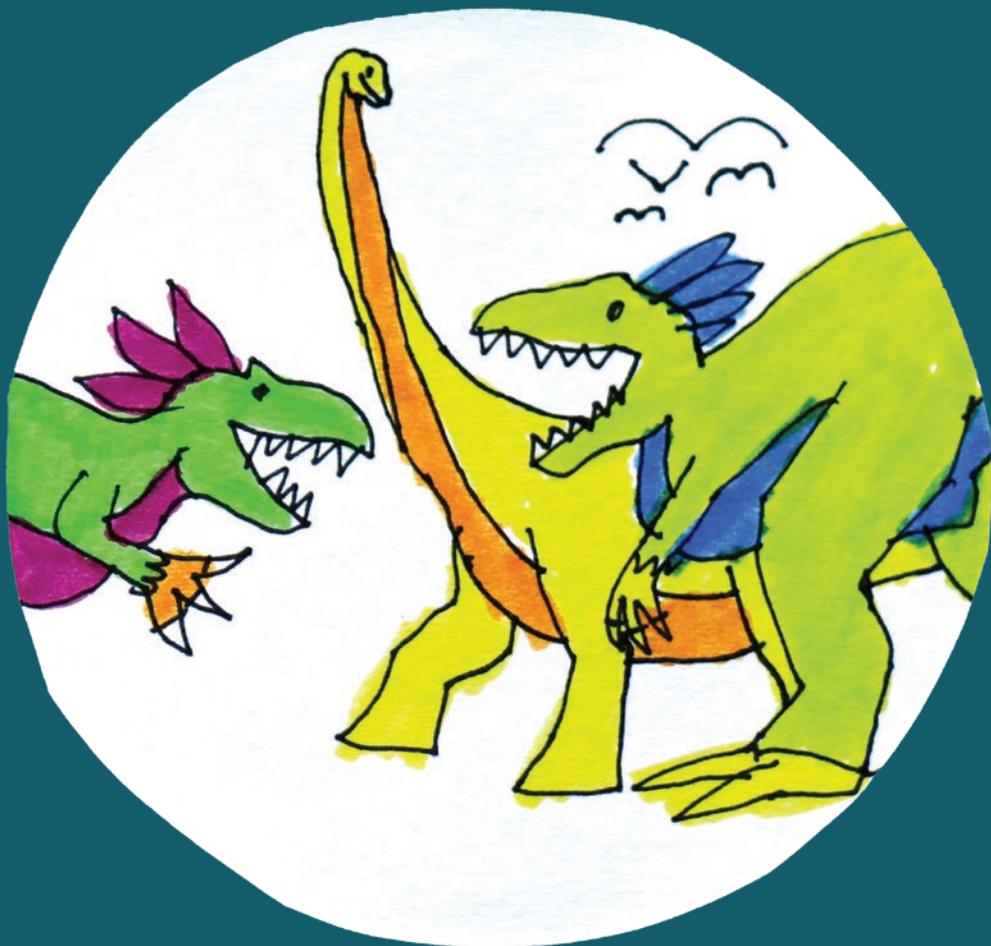
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Deborah Pope, *Executive Director*

Margot Abel, *Associate Director*

Diana Vozza, *Director of Digital Media*





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