Ezra Jack Keats Bookmaking Awards

Exhibition

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For information, contact the Office of Arts and Special Projects, New York City Department of Education, www.nyc.gov/schools/artseducation.
About the Ezra Jack Keats Foundation

The Ezra Jack Keats Bookmaking Competition was designed to give teachers an effective teaching tool and demonstrate to students that learning can be fun. The program has flourished in New York City for over 30 years and expanded to Atlanta, Baltimore and San Francisco.

The competition is one of the signature programs funded by the Ezra Jack Keats Foundation in support of public education and the creation of diverse children’s literature.

The Ezra Jack Keats Book Award, now in its 32nd year, recognizes children’s authors and illustrators early in their careers and encourages them to continue creating exceptional books that reflect our diverse culture. Many past winners have gone on to distinguished careers.

Ezra Jack Keats Mini-Grants support public school teachers and librarians for their own special programs that enhance the learning experience. Over 30 years, thousands of grants have been awarded to educators in all 50 states.

The Ezra Jack Keats Foundation was established by the late children’s book author and illustrator Ezra Jack Keats, whose 1962 book The Snowy Day broke the color barrier in children’s publishing. More recently, The Snowy Day was adapted by Amazon as a holiday special (and winner of two Emmy Awards), and a set of Snowy Day stamps were issued by the U.S. Postal Service. For more about all of the Foundation’s activities, visit www.ezra-jack-keats.org.

Ezra Jack Keats (1916-1983)

Ezra Jack Keats was born in Brooklyn. His parents were Polish immigrants and the family was very poor. Even when he was very young, he loved to draw. In junior high he won a medal for drawing, which he treasured his whole life because it encouraged him to persevere and helped him become an artist.

Ezra had a successful career illustrating books when he was asked to write, as well as illustrate, a book of his own. It was The Snowy Day, about the adventures of a little African-American boy named Peter playing in the snow. It won the Caldecott Medal in 1963, the highest honor a children’s book could win at that time, and it remains a beloved classic.

Ezra went on to write and illustrate over 20 children’s books, including Goggles!, A Letter to Amy and Peter’s Chair. He is considered a pioneer in the field for his realistic, urban, multicultural portrayal of childhood. He believed no child should be an outsider and wanted to cultivate a love of reading and learning that would last for a child’s lifetime.

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Dear Student Authors and Illustrators,

Congratulations!

Your amazing picture books are a testament to your creativity, your hard work and your determination to be authors and illustrators. Your work stands out among the hundreds of books made by students across the city who participated in the Ezra Jack Keats Bookmaking Competition.

Your picture books, highlighted within the pages of this catalogue, represent the best of New York City. Each of you began with the seed of an idea, studied the picture book genre, learned how other authors and illustrators make careful choices, and developed that seed into a work of art and literature. It was a true creative process, and now you are being recognized as an accomplished writer and artist. Treasure this honor.

I hope you will celebrate with the adults in your life whose support makes this possible—your families, teachers, librarians and principals. I also want to thank the Ezra Jack Keats Foundation for its generous support of this contest.

I wish you the best in your continued success as authors and illustrators, and I look forward to seeing what you’ll think up and bring to life next.

Richard A. Carranza

From Richard A. Carranza, Chancellor, NYC Department of Education

Dear Students, Educators and Families,

For over 30 years the EJK Bookmaking Competition has given voice to students’ concerns—ranging from AIDS, global warming and gun violence to the loss of a beloved subway line and how to tie a shoelace.

This year, the books in our competition focused on matters more personal than public. Perhaps the Bookmaking Competition provided a haven from the concerns of the outside world. No matter the reason, it is clear that being encouraged to write their own books provides students with a haven in which they can express themselves, expand their skills and gain recognition.

We are sad to say goodbye to Chancellor Carmen Fariña, who is retiring after four years as an enthusiastic advocate for the improvement of public education in New York City. Ms. Fariña has served the Department of Education for over 40 years as a teacher, principal, Superintendent and Deputy Chancellor, as well as in her current position as Chancellor. We thank her wholeheartedly and we will miss her.

We are excited to welcome our new Chancellor, Richard Carranza, who comes to us after having successfully served as Superintendent of Schools in Houston, Texas. Chancellor Carranza has made clear his desire to build on the dedication and success of his predecessor to strengthen New York City’s public education system. We look forward to working with him.

I would like to thank the people with whom we work in the Office of Arts and Special Projects in the Department of Education. Karen Rosner and Paul King have been our unflagging champions for over a decade. It is through their efforts and vision that we are here today. Jennifer Macaluso, who facilitates many important details for the DOE, is also vital to our operation.

Linda E. Johnson, President of the Brooklyn Public Library, has embraced this program and given us a beautiful home in the Central Library. Kimberly Grad, Rachel Payne, Barbara Wing, Brandon Graham and Paquita Campoverde of the BPL are dedicated professionals who have made this program function successfully and happily.

Take this catalogue home with you and put it in a safe place. Someday you will look for it and when you find it, you’ll remember what you can do when you put your mind to it. Enjoy!

Sincerely,

Deborah Pope

From Deborah Pope, Executive Director, Ezra Jack Keats Foundation
I had just moved and left my old school and all of my friends. My new class was doing a special bookmaking project, and I became excited. I thought that I wouldn’t be entering because I hadn’t planned anything, but I started to work on my book anyway. One friend in my old school used to share his comics with me, and on the day I left I didn’t get to finish a comic that I really loved.

I was still thinking about this when my teacher told us about the contest, so I thought I’d make a book about reading. Books have inspired me, and my love for reading continues to grow. I worked so hard on this book. I drew, wrote, colored and edited almost every day. Working in pencil, Sharpie, crayon and finally watercolor, I created my book. This has been an amazing experience and one that I will never forget!
Anthony: It was difficult to decide on a topic. I wanted to draw dinosaurs, but Angelo was interested in learning more about sea creatures, so we decided to write an ocean book together. My favorite part was researching underwater animals. I drew all of the sea creatures each week in my art class. Angelo glued my drawings on his background, and we put the pages together. Making a book was a lot of hard work. This is my first book. I would love to write and illustrate another book on dinosaurs. I liked working with Angelo because he has many good ideas.

Angelo: For the background illustrations, I used colored tissue paper to create the ocean and the seaweed. I was really proud to create this on my own. My ocean backgrounds show the sea creatures’ habitats. I researched what dolphins eat and where starfish live. Writing this book was the most difficult part. I tried to imagine what it would be like to dive with my friend Anthony, and what we would say when we saw each animal, like, “AHHHHH! It’s a shark! Let’s get out of here!” In the future I want to work on another book... maybe a comic book about superheroes. I really had fun creating this book and working together.
I wanted to create a book that would entertain and inspire children. Creating a children’s book was a very challenging project. I brainstormed different concepts but was never satisfied. One day I realized I could actually use the struggle of coming up with a good idea as the inspiration for my story, and Bulby’s Light was born. Bulby has a similar experience striving to come up with an idea of how to fit into his society. I used drawings and handwritten text to connect visually with a younger audience and included a variety of page layouts so that children would be constantly engaged. I hope this book inspires children to be more confident as individuals and lets them know that being different is not a bad thing. If my story inspires even one child to approach or talk to someone different and perhaps unusual, then I think I have done a good job.
To create this book, I was inspired by the cool autumn and the atmosphere in New York around Halloween. The black cat, the focus of the book, is also integral to the image of Halloween. Living in the city, I have never had the opportunity for the quintessential Halloween experience—exploring the darkened woods in the night. I created a preliminary storyboard and refined it as I worked on the individual illustrations. I used gray markers on gray paper to heighten the somber feeling and white ink to add contrast. Because I chose to make a carousel book, a lot of time was dedicated to precise measurements so that the pages fit perfectly. The process of making a book allowed me to think about the story I wanted to tell and about how to choose the best scenes to portray that story. Creating this book was a new and unique experience. The time seemed to fly by as I worked. I am proud of the finished book.
The inspiration for this book comes from our love for both dinosaurs and space. We thought that writing similes that connected them would be interesting. We thought about how dinosaurs might be described using things related to outer space. To create our book, we first researched dinosaurs and the special features of each dinosaur. After we drafted what we were going to write, we decided what kind of book we wanted to make—a pocket accordion book. We like the idea that anyone reading our book can pull out the dinosaurs and play with them. Once we wrote the similes, Erick drew the dinosaurs and Robert drew the background for each page. Then we glued our book together and drew the cover. Throughout the process, we used our friends’ feedback to make our book better. We liked working together because we helped each other with problems, we saved time and we were able to get more done. We felt proud as well as relieved that our book was finally finished and on time.
My Ezra Jack Keats–inspired book concentrates on flowers. I especially focused on sunflowers because when looking at them we can reflect on the beauty of nature and of sunny, warm days.

The bookmaking process seemed quite challenging, but I knew it was achievable. First I made an outline of my book. Then I decided to use collage papers for my art because Keats’ book, *The Snowy Day*, incorporated collage techniques. His illustrations were simple yet beautiful and I wanted to use similar techniques. My book uses vivid images, paint, stickers and magazines. Oak tag paper was used for both the background and the collage. Ezra Jack Keats lived in Brooklyn, just like me. I was inspired by Keats to use just one line per page. I hope my book lets you see the beauty around us.
The inspiration for this book came from my wanting to do a nonfiction book about a woman who changed the world. While searching for a subject, I thought Sojourner Truth had a super impact. Her life taught me a lot about slavery and how the world has changed since she lived. I also learned that women did not get their rights easily in the United States. Making the book was a very slow process, but I was happy to devote the time needed to complete this project. The hardest part was creating the art that reflected the text on each page. Every time I looked at a page, I saw something that could be added to make it better.
Valencia Li
Charlotte Yih
Ten Life Tips For Kids

Grade: 5
Teachers: Marilyn Friedman
        Marie Russell
School: PS. 174Q, William Sidney Mount
Principal: Karin Kelly

Valencia: It’s not easy being a kid in today's world. The challenges we face in school and in life are the reasons Charlotte and I created this book. **We believe that if we give positive advice with visual examples, it would help the reader make the right choices.** Charlotte and I decided on ten life problems that most kids face. We took turns creating the pictures for the book. We chose crayons, markers, and colored pencils for our illustrations. I hope our book teaches kids to be kind and respectful, and to always practice tolerance.

Charlotte: I've always enjoyed reading so creating a book for others to read was a great experience for Valencia and me. We hear horrible news related to children, so we decided to create a book from our own personal experiences to help others. Bullying is just one of the problems we mention in our book. It is in the style of a “how-to” book, giving step-by-step directions on how to handle tricky situations. We wanted it to look like a real book, so we asked our parents (and my bunny) to write reviews, which you can see on the back cover. **We hope that our book will help spread awareness of these problems to children and adults, and create a brighter future for all.**
My art teacher told us about the contest and read us a book by Ezra Jack Keats. She suggested we make our own books about animal noses, and I wanted to do that. First she showed us lots of pictures of animal noses and we had to guess the animal. Then we picked out the ones we wanted to draw. I really like to draw animals. They are so easy to draw.

Every week we chose a different animal’s nose to draw. I drew my animals in pencil and then outlined them in permanent marker before painting them in with watercolors. Sometimes the colors ran together and made new colors. That was fun! My favorite painting is the one of a pig. I like its pink color. The last thing I had to do was cut around the nose of each animal and flip it up so that I could put the right name underneath. People read my book, look at the noses, and then it’s time to guess!
When we were first introduced to the bookmaking project, I did a lot of brainstorming before I came up with an idea I liked. Initially the story was entirely different. When I did my original storyboard, I realized that I didn’t like my idea. I wanted to make the narrator speak directly to the reader because I remember loving children’s books that did this, such as Don’t Let the Pigeon Drive the Bus, by Mo Willems. I decided to feature the Gooble-Gabble-Gull and make the physical book itself into the Gooble-Gabble-Gull. I thought that this would be a fun experience for the reader. After I finished all the pages in pencil and in color, I started to think about the covers. Inspired by the story of the Three Little Pigs, I decided to draw a front and back view of the different people Benny pretends to be in the book. I used the cover of my mom’s spiral notebook for the surface of the Gooble-Gabble-Gull’s head and tail because it was sturdy and not too thick. After my final touches, I think of the book with pride.
My inspiration in designing my book, *Horseback Riding in Colorado*, comes from my family’s vacation at a horse ranch. My goal in making the book was to capture the beautiful scenery as well as the adventurous experiences that we shared. We asked for a beginner trail since it was my and my brother’s first time riding. When we reached the top of the hill we were able to see mountains for miles around us. It was amazing to sit on a horse with my family while we took in the view. **One of my favorite memories of Colorado was that everywhere you turned you could see mountains.** I wanted my fan book to have one component that made it different from everyone else’s book. Mountains were incorporated into the background of every page of the book to make it look like it was a continuous picture. The pictures that corresponded to the story were first drawn on sketch paper. I prepared the pages and transferred my sketches to the fan book. Sharpies made the pictures come to life. After writing my story I created and colored my cover.
I developed an interest in sea creatures when my science teacher told me that there was a clam that was nicknamed Ming, which is also my name. Sharing my name inspired me to create this picture book and dedicate it to the ocean quahog. I learned that it was discovered during the Ming dynasty. That explains its nickname! It lived for approximately 500 years and is among the oldest living animals. To make the book visually appealing, I constructed it in the shape of a clam. Both the front and back covers were made out of fabric.

I used different colored fabrics for the various phases of Ming’s life. I used cardstock paper for the pages. The illustrations were drawn directly on the paper, outlined with a Sharpie and colored where necessary. I want readers to learn about many ocean creatures, so I created little flaps for them to open, each with a fun fact. I glued a piece of glittery ribbon to the spine of the book, which was bound together with a glue gun. During the process of making the book, I realized that people should not be judged for what we think they are or what we would like them to be. **We should understand that everyone is unique. Just like the clam, each person can make a difference.**
In class we were discussing Saudi Arabia’s lifting its national ban on women driving and how long it took for them to change this law. We are allies with Saudi Arabia even though they do not treat their citizens fairly. This got me thinking about times that our country disregarded human rights for economic growth. The first thing that came to mind was Eastern Asia. The hamsters in the book represent all the workers in Asian factories who work in harsh and often unsafe conditions with little pay. The parrots represent the United States and other countries that are greedy and have no regard for the consequences of their actions.

I wanted the text to rhyme to give the story a nice flow. My original plan was to do farm animals. The hamsters would have been pigs and the parrots would have been chickens, until a classmate remarked that my pigs and chickens looked like hamsters and parrots! Then I picked a vegetable to promote healthy eating. I like carrots, and carrots rhymes with parrots. I hope kids my age as well as younger kids will enjoy reading my book.
My book is about a girl named Mya, who lost her mother at a very young age. Mya's mother would often grow seeds and make tea with them when Mya was upset. One day Mya was searching through her mother's things and came across a seed. She decided to plant it. Seasons passed, but the seed would not grow.

Suddenly, a light burst from the ground and Mya looked up to see her mother's face in the clouds. A tear had dropped from the sky and the seed began to grow. At that moment, Mya knew her mother would always be with her and always be in her heart. I wrote this book to inspire kids around the world that have lost loved ones. I want them to know that their loved ones are still with them in their heart, even if it might not seem that way. The method I used for my artwork was to cut and paste. I did this because Ezra Jack Keats was famous for his cut-and-paste collage technique. Ultimately, this story teaches you that with family support you can overcome anything.
Our book follows a young girl who proclaims she wants to be a boy so she can do “boy things.” *I Want To Be A Boy* is about gender stereotyping, which impacts all ages and cultures. It is a concept that endorses defined behavior. Girls and boys are expected to do only certain things; for example, girls should wear pink and play with dolls, and boys should wear blue and play contact sports. The book was inspired by a boy in real life whose father did not want him doing “girly things.” Rachel came up with the idea for the book and Samantha wrote the story. We both got completely involved in every aspect of bookmaking and created a story we both love. We hope it expresses the importance of individuality, diversity, acceptance and social consciousness. Overall, this has been a wonderful and empowering experience for both of us.
My book is about a group of sheep who visit New York City. It was absolutely inspired by my own experiences! The sheep go to MoMA and Pizza Town, two of my favorite places in the city, and Brooklyn Bridge Park and Shake Shack, because I went there with my class. I draw sheep because they are so cute.

I draw them on my classroom chalkboard with funny sayings and in my sketchbook. My teachers encouraged me to turn my illustrations into a book. I thought it would be funny that sheep would want to go to New York City. It’s so different from living on a farm. I am really proud of my book, and I want my parents and friends to read it and to laugh. In my next book, the sheep will go on a trip to Pennsylvania because that is where I go on family vacations. They will travel by car and go to Hershey Park and the Train Museum.
As I have always been fascinated by Greek mythology, I thought it would be a perfect starting point for creating an original story. I love to draw characters and I thought that making a book would showcase my skills and interests. It was challenging to decide how to arrange the pages so that each one indicates some of the story but not too much. I learned a lot from the step-by-step process of transforming my ideas into a book that others could appreciate. I learned about the importance of choosing the right words and bringing dialogue into my story. I worked hard to make sure that my design concept came through using my own drawing style, and that the pages flowed seamlessly. I think my subject matter, along with my aesthetic design, will be appealing to readers young and old.
I like cartooning and creating my own characters. One of my unfinished drawings, that of a tiger gave me the idea for a story with a moral ending. I have worked on this character for six years and wanted to give him the story he deserved. My first draft had a dark tone, and I realized this would not be appropriate for younger children, so I rewrote the story to appeal to a younger audience. The title, *Tiger’s Difference*, makes it easy for children to understand the moral: that our differences make us unique. The illustrations were drawn with colored pencils. The words were typed, proofread and then corrected. The book was made from an orange folder, the binding created from pipe cleaners. The pages were glued on orange construction paper. Orange was chosen to reflect Tiger’s coloring, and because it’s my favorite color.

I drew Tiger’s face on the cover and also cut out his ears on the top. Overall, this book was easy to create and I had so much fun making it!
Victor Shemper
Athena Puliafito

When The Leaves Turned Their Colors

Grade: 9
Teacher: Jessica Stillman
Librarian: Arlene Laverde
School: Townsend Harris High School, Queens
Principal: Brian Condon

Victor: The inspiration for When The Leaves Turned Their Colors came from my belief that young children often disregard the allure of nature. This book emphasizes the importance and the beauty of Mother Nature. By observing and acknowledging the attraction of the world around us, we learn a valuable lesson about our environment. This is a book that instills appreciation of nature in young children through the vivid story and crisp illustrations. Although it was time-consuming, it was a pleasure to illustrate this book. The project allowed my creativity to flourish as I developed the characters and pop-up animations.

Athena: I wanted to write a story that would have a moral impact for a four-year-old but also work well with the beautiful visuals that Victor brought to life. Our book conveys a valuable lesson about our environment. Despite technology, children must always value the importance and beauty of the natural world. It is essential to guide the next generation towards appreciating a life focused not on a materialistic, virtual world but on the earth in its purest state. As the book unfolds, one can see the Earth’s busy cycle and hear its wonderful symphony. We both care about our surroundings and feel this is a topic that is important for everyone.
## School Winners

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<th>School</th>
<th>Teacher/Librarian</th>
<th>Principal</th>
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</thead>
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<tr>
<td>A Dream to be an Olympian</td>
<td>Grace Esposito</td>
<td>P.S. 53R, The Barbara Esselborn School</td>
<td>Nicole Nigro</td>
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<td>A Lucky Day For Stiffies</td>
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<td>Mom’s Amazing Cultural Food</td>
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<td>New Beginnings</td>
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<td>P.S. 217K, Ingrid Nufiez, Kathy Daniel</td>
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<td>Stop Bullying Me!</td>
<td>Christina Cen</td>
<td>P.S. 153K, The Homecrest School of Music</td>
<td>Frances Tangari</td>
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<td>Talents</td>
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<td>P.S. 217K, Colonel David Marcus School</td>
<td>Marianne Aalbue</td>
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<td>The Cool Adventures of AL</td>
<td>Ali Tariq</td>
<td>P.S. 166Q, Henry Gradstein School</td>
<td>Anastasia Smith, Ingrid Nufiez, Kathy Daniel</td>
<td>Jessica Geller</td>
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## Honorable Mentions

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<th>Grades 3-5</th>
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<tr>
<td>Andy the Rock</td>
<td>Jacob Magahis</td>
<td>P.S. 29Q, The Bardwell School</td>
<td>Jennifer Rosa, Nina Hansen</td>
<td>Linda Manfredi</td>
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<tr>
<td>The Impossible Voyage/El Viaje Imposible</td>
<td>Lola Moreno</td>
<td>P.S. 133K, William A. Butler School</td>
<td>Gloria Villanueva, Dalila Rabsatt, Heather Poster-Mann</td>
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<tr>
<td>The Magical Power of Art</td>
<td>Sander Goldsteyn</td>
<td>P.S. 195K, The Manhattan Beach School</td>
<td>Cara Bianchi</td>
<td>Bernadette Toomey</td>
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<td>No Paint</td>
<td>Alexander Mendez</td>
<td>P.S. 264K, Bay Ridge Elementary School for the Arts</td>
<td>Kristen Meehan</td>
<td>Patrice Edison</td>
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<td>A Summer at Moonlight &amp; Hope Bakery</td>
<td>Aimal Khan</td>
<td>P.S. 70Q, Lieutenant Joseph Petrovino School</td>
<td>Carmela Mroz, Mary Karalekas, Giannoula Michailopoulos</td>
<td>Donna Geller</td>
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<tr>
<td>Team Work</td>
<td>Nadia Savchenko, Mariya Kolyagina</td>
<td>P.S. 200K, The Benson School</td>
<td>Caroline Heffron, Zachary Lombardi, Irina Agafonova</td>
<td>Javier Muniz</td>
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## Grades 6-8

<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th>Title</th>
<th>Author/Illustrator</th>
<th>School</th>
<th>Teacher/Librarian</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Bad Breath Benny</td>
<td>Tasnuva Hasan</td>
<td>I.S. 61Q, Leonardo Da Vinci School</td>
<td>Susan Kern Carpenite, Joseph Lisa</td>
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<td>Culture Shock</td>
<td>Chrystel Bredeson</td>
<td>I.S.7R, Elias Bernstein</td>
<td>Mary Beth Quick, Dr. Nora De Rosa</td>
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<td>The Dreamer</td>
<td>Stella Vayner</td>
<td>I.S. 239K, Mark Twain School for the Gifted and Talented</td>
<td>Michele Wallach, Karen Ditolla</td>
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<td>Our Community</td>
<td>Juliana Whitener</td>
<td>J.H.S. 194Q, William H. Carr</td>
<td>Adam Mastrosimone, Jennifer Miller</td>
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<tr>
<td>Patience!</td>
<td>Sophia Mijias</td>
<td>I.S. 141Q, The Steinway School</td>
<td>Victoria Maccaroni, Miranda Pavlou</td>
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## Grades 9-12

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<tr>
<td>Exploring Outer Space</td>
<td>Gina Valdez</td>
<td>City College Academy of the Arts, Manhattan</td>
<td>Gloria Adams, Burnedette Drysdale</td>
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### School Winners continued

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The Dog and The Mad Cat</td>
<td>Geralie Cuadrado, Alexis Archer</td>
<td>P.S. 386X, School for Environmental Citizenship</td>
<td>Brenda Lopez, Mario Hernandez</td>
<td>Lynmann Fox</td>
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<td>The Dream-Catch Her</td>
<td>Penelopi Varga</td>
<td>P.S. 3R, The Margaret Gioiosa School</td>
<td>Heather Pidan, Lynda Broh</td>
<td>Elmer Myers</td>
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<tr>
<td>The Life Changing Game</td>
<td>Anjali LeDoux, Alina Esparragosa</td>
<td>P.S. 50R, Frank Hankinson School</td>
<td>Stephanie D’Alcama</td>
<td>Joseph Santello</td>
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<tr>
<td>The Lonely Kid</td>
<td>Mohamad Ali Fares</td>
<td>P.S./I.S. 30K, Mary White Ovington</td>
<td>David Askow, Naglaa Elbadawi, Alla Umanakaya</td>
<td>Carol Heeraman</td>
</tr>
<tr>
<td>The Money Mystery</td>
<td>Ciara Feliciano</td>
<td>P368, Star Academy (Dist. 75)</td>
<td>Catherine Brewer</td>
<td>Joyceelyn Nedd</td>
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<tr>
<td>The Ninja Princess</td>
<td>Gisela Ruggiero, Alexa Brown</td>
<td>Hellenic Classical Charter School, Brooklyn</td>
<td>Heather Prince, Julia Owen</td>
<td>Christina Tettonis</td>
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<td>The Perfect Choice</td>
<td>Angela Lin</td>
<td>P.S. 169K, Sunset Park School</td>
<td>Paul Zeichner</td>
<td>Eujin Tang</td>
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<tr>
<td>The Subway in the 1980’s</td>
<td>Brian Kong</td>
<td>P.S.131K</td>
<td>Helen Barry</td>
<td>Ruth Quiles</td>
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<tr>
<td>Where Are You Mitten</td>
<td>Neila Shaka</td>
<td>P.S.139Q, The Rego Park School</td>
<td>Charissa Contrino</td>
<td>Natalie Perez-Hernandez</td>
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<tr>
<td>You Tube Life</td>
<td>Ciana Bernard</td>
<td>P.S. 118Q, The Lorraine Hansberry School</td>
<td>Deborah Greene, Ellen Woodall</td>
<td>Michelle Soussoudis</td>
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<tr>
<td>Colors</td>
<td>Brandon Pinargote</td>
<td>P811K, The Connie Lekas School (Dist. 75)</td>
<td>Patricia Frer</td>
<td>Antoinette Rose</td>
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<tr>
<td>Flo</td>
<td>Emily Shang</td>
<td>M.S./H.S. 141X, Riverdale/Kingsbridge Academy</td>
<td>Julia Loving, Isa Almont</td>
<td>Lori O’Mara</td>
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<tr>
<td>How To Make A Cupcake</td>
<td>Violetta Gioulis</td>
<td>Hellenic Classical Charter School, Brooklyn</td>
<td>Julia Owen, Heather Prince</td>
<td>Christina Tettonis</td>
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<tr>
<td>Milk and Cookies</td>
<td>Dennise Barbosa</td>
<td>J.H.S. 127X, The Castle Hill Middle School</td>
<td>Brian McKenzie</td>
<td>Harry Sherman</td>
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<tr>
<td>Patrick The Pencil</td>
<td>Rebecca Rappaport</td>
<td>I.S. 75R, Frank D. Paulo Intermediate School</td>
<td>Allison Imparato</td>
<td>Ken Zapata</td>
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<tr>
<td>Please Find a Partner</td>
<td>Jessica Mulholland</td>
<td>The Scholars’ Academy, Queens</td>
<td>Kayla Montalto</td>
<td>Brian O’Connell</td>
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<tr>
<td>Powers</td>
<td>Dominique Jimenez</td>
<td>M.S. 137Q, America’s School of Heroes</td>
<td>Lidia Menniti</td>
<td>Laura Mastrogiovanni</td>
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<tbody>
<tr>
<td>Richard’s Journal</td>
<td>Richard Garcia</td>
<td>I.S. 383IK, Philippa Schuyler Middle School</td>
<td>Kenay Sudler</td>
<td>Jeanette Smith</td>
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<td>Star Luna Judge</td>
<td>Angelina Lambros</td>
<td>P.S./I.S. 206K, The Joseph F. Lamb School</td>
<td>Christina Sarquez</td>
<td>Ellen Quigley</td>
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<td>The Phoenix</td>
<td>Hiba Aamer</td>
<td>P.S./I.S. 102Q</td>
<td>Adela Leibowitz, Jake Goldin, Anthony Summo</td>
<td>William Ko</td>
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<tr>
<td>The Secret</td>
<td>Skye Hatchett</td>
<td>M.S. 129X, Academy for Independent Learning and Leadership</td>
<td>Yesenia Dallas</td>
<td>Raymond Granda</td>
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<tbody>
<tr>
<td>Andrew Goes On a Cruise</td>
<td>Andrew Ianas</td>
<td>P.S. 81Q (Dist. 75)</td>
<td>Encarnada Mercado Yournet</td>
<td>Penny Ryan</td>
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<td>Dio and the Big Scary House</td>
<td>Alisa Timolhee, Daniel Flores</td>
<td>Queens High School of Teaching</td>
<td>Maria Crowe</td>
<td>Ean Corrado</td>
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<tr>
<td>Lost Boy I’m a Liability with Issues</td>
<td>Ojay Ellis</td>
<td>High School for Contemporary Arts</td>
<td>Elizabeth Fidoten</td>
<td>Pedro Cubero</td>
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<td>Where is Pam Beach? The Adventures of Nana the Banana</td>
<td>Nana Frimpong</td>
<td>World View High School, Bronx</td>
<td>Caitlin Lewis</td>
<td>Martin Hernandez</td>
</tr>
</tbody>
</table>
Selection Panel

Kristen Balouch
Guest Artist, Children’s Book Author and Illustrator

Kimberly Grad
Coordinator, School Age Services, Brooklyn Public Library

Melissa Jacobs
Director of Library Services, New York City School Library System/
NYC Department of Education

Yesha Naik
Senior Children’s Librarian, Brooklyn Public Library

Felix Plaza
Retired Children’s Librarian, Brooklyn Public Library

Jo Beth Ravitz
Artist and Art Consultant

Susan Straub
Early Literacy 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
Richard Carranza, 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, Director

BROOKLYN PUBLIC LIBRARY
Kimberly Grad, Coordinator, School Age Services
Barbara Auerbach, Program Assistant
Paquita Campoverde, Manager, Youth & Family Programs
Brandon Graham, Curator, Youth Wing Exhibits

EZRA JACK KEATS FOUNDATION
Deborah Pope, Executive Director
Margot Abel, Associate Director
Diana Vozza, Director of Digital Media