



New York Department of Education, 52 Chambers Street, New York, NY 10007

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"Let's take a taxi," one of them said. And they did!

EZRA JACK KEATS

26th Annual Book Awards Catalogue



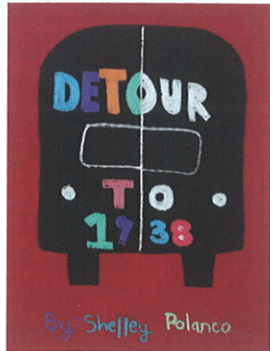
Ezra Jack Keats Foundation



SHELLEY POLANCO

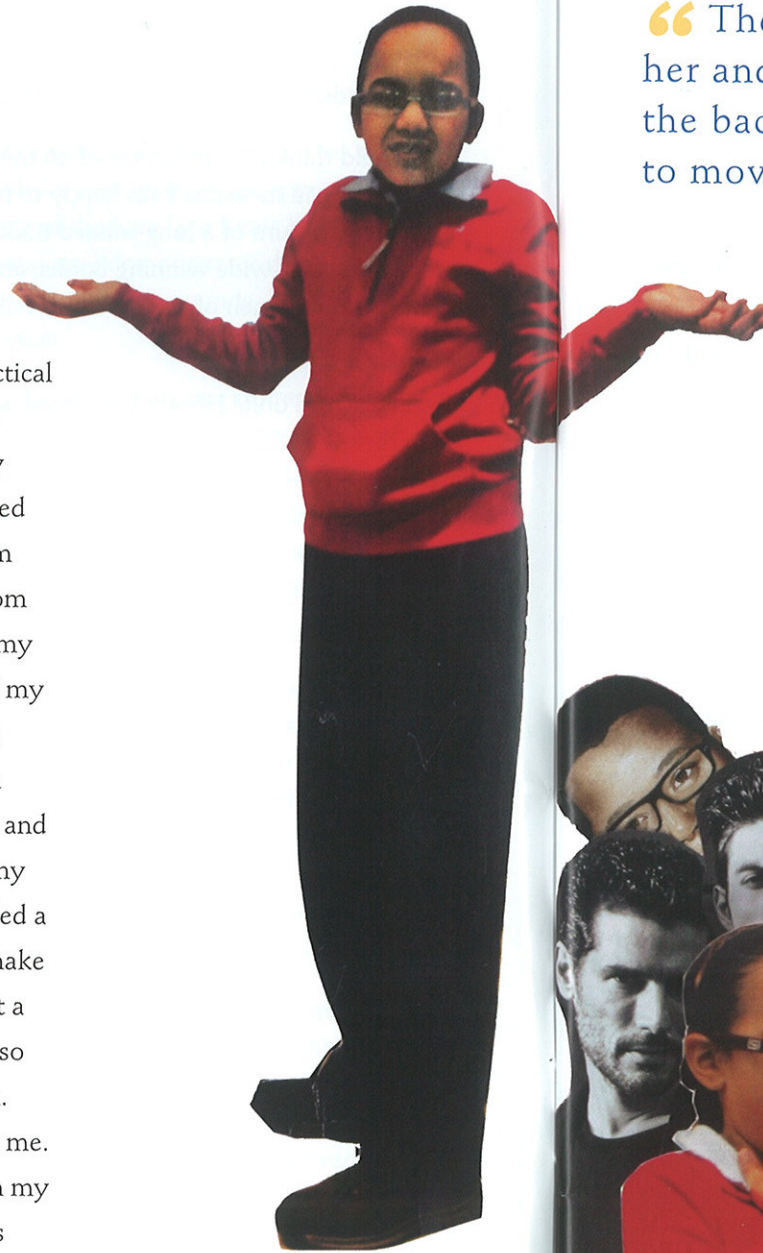
Detour to 1938

Grade: 4
Teachers: Quiara Escobar
School: P.S. 333X The Museum School, Bronx
Principal: Arthur Brown, Jr.



The medium of collage was the most practical method for me to use in creating my book since I wanted to use images from magazines and from

the Internet. I used a glue gun to attach all my images. After securing my pictures I bound my book by sewing it with a needle. Duct tape was used to make my pages stronger when they are handled. All the pop-ups, flip-outs and mini books were created with the help of my art teacher. In the back of my book I included a sheet of "how to do tips" so students can make pop-up books themselves. In addition, I put a list of my Internet links on a resource page so that everyone can make use of my research. The main character in the book is based on me. I even took photographs of myself to use in my book. The process of making this book was very time consuming but overall was definitely worth it! Enjoy!



“ The person in front of her stares then points at her and yelling loudly, exclaims “You’re black, go to the back!!” Shelley gets really offended and refuses to move and then gets kicked off the bus!”



ANNE WANG

Rebirth, New York

Grade: 7

Teacher: Roma Karas

School: J.H.S. 259K, William McKinley, Brooklyn

Principal: Janice A. Geary

My social studies teacher was talking to us about the 10th anniversary of the attack on the World Trade Center. I found this discussion really moving yet I only knew a few facts about this event. After hearing about what happened at the World Trade Center and

watching the film *In Memoriam*, I decided to create a piece of artwork dedicated to the victims and heroes of 9/11. When my art teacher came to me and asked if I wanted to create a book, I realized that

this was my chance to have my ideas interpreted by using visual images. I concentrated on the remaking of Ground Zero. When I started creating the book, all went smoothly until I had to make the pop-up of the Freedom Tower. I tried a lot of times to make it work but I continually failed. After many tries, I finally figured it out. When you open the pop-up page to the Freedom Tower, you have to pull up the roof antenna for it to go up. This is probably my favorite page in the book because it was the hardest to complete. My book starts with cool colors such as light blues and grays to emphasize my feelings and emotions. Towards the end of the book, I use warmer brighter colors. The final page is full of color to create a sense of freedom and a message of peace for the future.



DEIDRE DARIUS

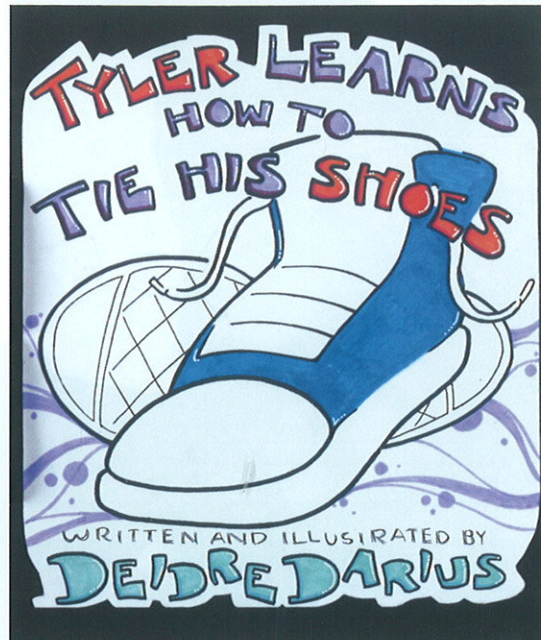
Tyler Learns How To Tie His Shoes

Grade: 11

Teacher: Carlos Nunez

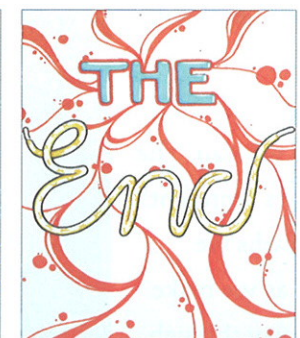
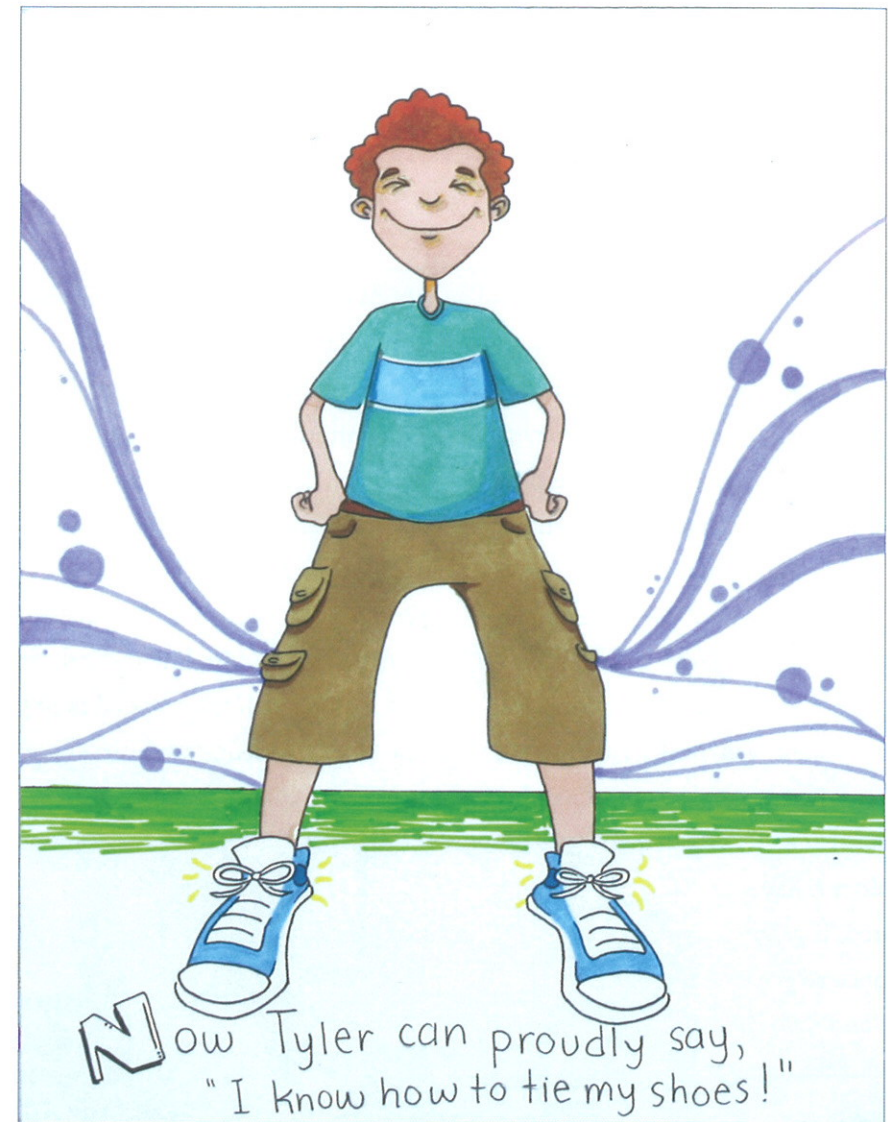
School: Fiorello H. La Guardia High School of Music and Art and Performing Arts, Manhattan

Principal: Kim Bruno



While brainstorming for a story line for my book, I became sidetracked by my friend who was noticing my untied shoes. She asked me the question that I had heard so many times before, "Why don't you ever tie your shoes?" I smiled and gave her my well-rehearsed response. I explained that no matter how I tied my shoes, they would always come undone within the hour. All of a sudden I realized my concept. If my shoelaces want to stay untied then let them stay

untied. Everyone at the table started talking about different ways to securely tie your shoes. Even my teacher chipped in with his special double knot shoe-tying trick. While the conversations floated around me, my mind went to work. I said out loud, "What if I wrote a story about this?" Everyone chimed in, "maybe" and "it could work", but those words did not register, I was already into the idea. My mind began racing with never-ending possibilities as I grabbed the nearest scrap of paper and began sketching panels for my original children's story. So I wrote and illustrated a children's book about learning how to tie your shoes. Ironically, I still do not tie my own shoes.



DYANARA BANANA

Arrows and the Butterfly

Grade: 12
Teacher: Diane Kosup
School: James Madison High School, Brooklyn
Principal: Joseph Gogliormella

The book is based on my own struggles as a high school senior. I felt lost and I didn't know what to do with my future. *Arrows and the Butterfly* is based on the idea of the "Butterfly Effect". This is a chaos theory; when you go back and change something from the past, even if it's something irrelevant, it could snowball into something big and thus change a whole lot in the present. We think of actions we wish we had never done or remember

instances we should not have ignored. If given a chance to go back and redo our choices many of us will say let's do it. *Arrows and the Butterfly* symbolizes the lives we lead. The arrows represent the paths we take as we make our way through



life. We turn, go straight-ahead, circle around, turn back again and then we eventually end up with tangled paths. The butterflies represent our small but beautiful delicate lives. Our lives don't last long, and most of the time we have a hard time finding happiness and appreciating it. Hardships and trials wear us down easily, blinding us from joy and making us fragile. We all only get one chance to live, so we should not waste that chance.

“ Each day is the same: wake up and try to survive for the rest of the day, trying to go through the trials as quickly as possible. ”

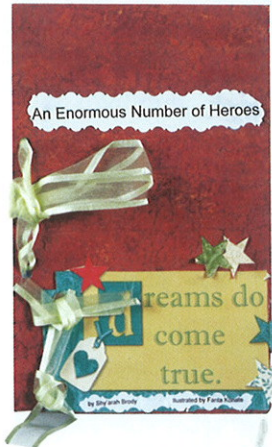


SHY'ARAH BRODY

FANTA KONATE

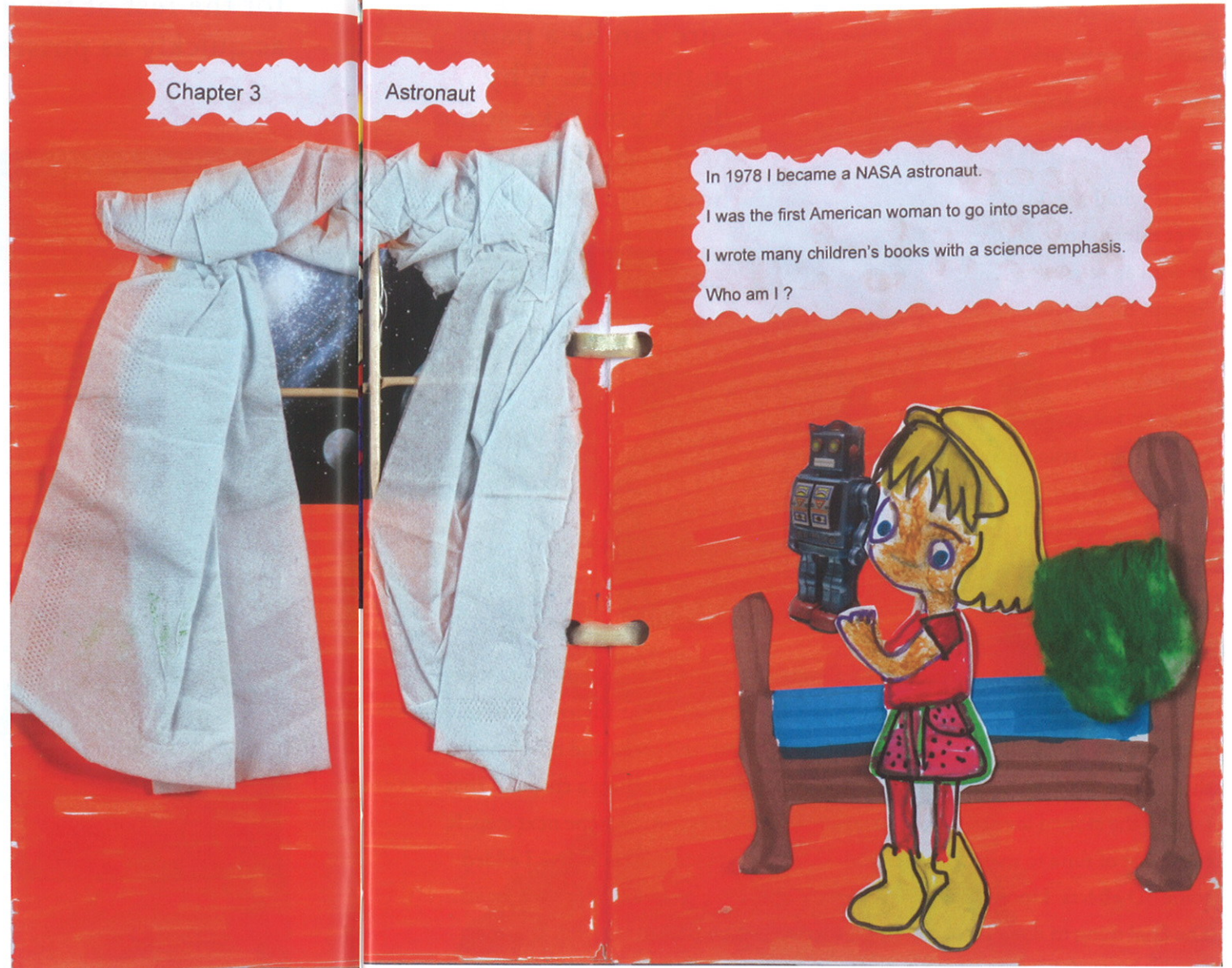
An Enormous Number of Heroes

Grade: 5
Teacher: Tracey Wong
School: P.S. 63X, Author's Academy
Principal: Reinaldo Diaz



At first we wanted to write this book to honor all our 9 /11 heroes and Mayor Giuliani. He helped New York City come together and unite after this terrible crisis and became a hero as well. We have many heroes that we see

everyday but don't think much about. People don't often get to see or think about how much the world has changed due to many individual's heroism. We want people to have a different view of heroes and a better understanding of what a hero is so they can try to live the lives of heroes as well. We all have the power to be heroes. Many things happen in the world that go unnoticed and underappreciated. Our mothers are our favorite heroes. We know some people may not be able to realize that mothers are our everyday heroes, and that they sometimes are taken for granted. *An Enormous Number of Heroes* presents us with a different point of view. We want to open people's eyes.



FARIHA TAHSIN

The Joy of Life

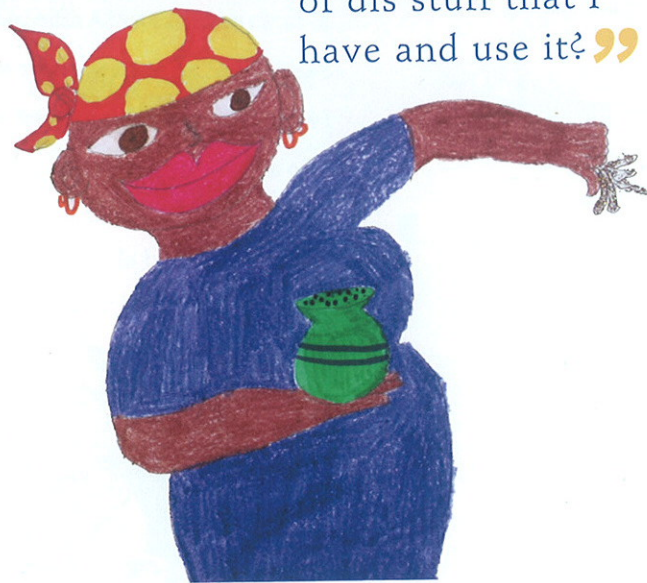
Grade: 6

Teachers: Bridget McCarthy
Ashley Napoli

School: I.S. 118X, William W. Niles

Principal: Megan Franco

It required a little bit of thinking to come up with an interesting concept for my book. I got some of my inspiration by reading folktales, fairytales, and other books. I wanted a clear message explaining something important that children should know about. One book I looked at was a recipe book on how to write a story. It talked about how to add flavor to spice up a story. You can put on a nice topping and start cooking the story! That advice helped me a lot in creating my story. I added some honesty, truth and greed and developed a theme that "it's not only you that matters; you have to give others a chance." First I wrote the story. I love to draw and creating the illustrations was the next step. It took a lot of time to make all the nice drawings. For spicing up my book I added some 3D effects. I took a piece of cloth that works like a curtain. It looked great! The final thing to do was to make a great cover. I added foam letters and made a spine with joyful words on it. On the back of the book I wrote all the words that make up a joyful life! I then bound the book. And I was finished! My brain and heart went into creating this story so that all students can enjoy it. I am very proud of all my hard work. Creating a book for this competition was an inspiring and fun accomplishment for me!



“ You know lil’ kiddies, dat king sure can be a pain in the neck. Why don’t you take some of dis stuff that I have and use it? ”



JUSTIN ROSA

Star Wars: The Book of Justin

Grade: 12

Teacher: Shari Rothfeld

School: P.S. 721X Stephen McSweeney School

Principal: Jean Chin

I chose to create my book based on the book and movie *Star Wars*. I really love the characters, the weapons and vehicles they use. I love to read about the battles that take place in the *Star Wars* story. I wanted to create a book that relates to me as well as to *Star Wars*. Therefore I chose to make an "All About Me" book based on my absolute, all time favorite thing; *Star Wars*. First I wrote out my name, J-U-S-T-I-N, and tried to find something in *Star Wars* that stood for each letter of my name. For example: J was obviously Jedi, and U was for Utapau Chrome Trooper, S was for Sith Warriors, and so on and so forth until I spelled my entire name. I used pictures and images from books and the Internet to help me perfect my drawings. I chose to make an accordion book so all the pages could be viewed at the same time.

I is for Imperial troops.



N is for Nabu.



SOLOMON BIRMAKHER

The Three Hairs

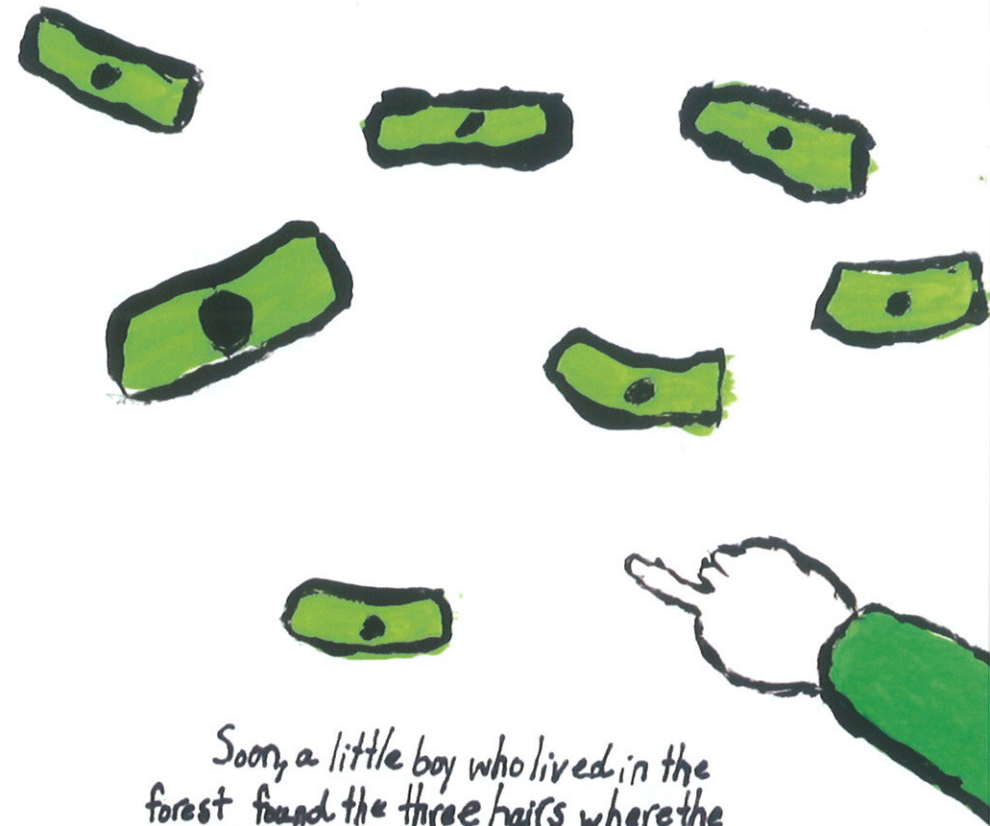
Grade: 4
Teacher: Jennifer Skopp
School: P.S. 312K, Bergen Beach School
Principal: Diane Denning

When I was trying to create my story, I first thought of magic. Next, I thought of talking animals. Both of these things remind me of children's books. For the three wishes, I thought of what I would want. A tree that grows money would be everyone's wish, so let it rain money! Who wouldn't want to be king of this world? At first I thought it would be easy to create a book but it turned out to be much more difficult. My teachers liked my story. They edited it and helped me with the art. After doing all the drawings

I painted them by using skinny, medium, and large brushes. I worked in class and on the weekends at home.

The book took me about a month to complete. I thought the cover should have a title inside an organic shape so I put the title in the sky inside a cloud-like shape. I like unusual animals, so I chose a moose as one of the characters. I also like penguins and peacocks so I included them as well. I want to thank all my teachers and especially my art teacher, Ms. Skopp, for all the inspiration and help.

He took the last hair and announced, "I wish I was king!" He was crowned and still wanted more wishes. He became very greedy.



Soon, a little boy who lived in the forest found the three hairs where the house had once been. He picked them up and said, "All I can find are hairs! I wish I could find money in stead!" In a flash, he saw a lot of rain. Green rain? He touched it. It was raining money! The next day, he bought a palace and hired servants. He realized that the hairs must have powers.

EMILY RUAN & EMILY HUA

A Day in New York

Grade: 8


Teacher: Meredith Samuelson

Librarian: Marietta Falconieri

School: I.S. 98K The Bay Academy For The Arts and Sciences

Principal: Maria Timo

We came up with the idea of a girl exploring New York City with her Dad. Since the emphasis in our school this year was to incorporate informational text into our work, we decided to write about our hometown, New York City. We want everyone who reads this book to learn about the place where we grew up. Our story is about immigrants because our parents came to this country as immigrants. We want to give readers the message that they should be open to new ideas that are presented in a new world



The light from the sun shone through the window. The birds chirped and the sound of cars and noisy people crowded Sherry's room. As Sherry's alarm rang, she got up.

"Today is a brand new day!" Sherry replied happily. She was excited to start her day, especially since her dad promised to take her to see all the famous places in New York. Just about a month ago, Sherry and her parents moved to New York from the Philippines. Luckily, she knew how to speak English fluently since she took many English courses before. Sherry rushed downstairs to greet her parents.

“ The light from the sun shone through the window. The birds chirped and the sound of cars and noisy people crowded Sherry's room. As the alarm rang, she got up. ”

even if these ideas are different from their usual ways of thinking. To create this book we did the writing, editing, sketching, drawing, coloring, painting, cutting and pasting. The editing of the writing as well as the choice of pictures were most important in making certain that the story was comprehensible. We wanted an exciting and beautiful opening title page. For the illustrations, we chose colors that would best represent New York City. We tried to include as many details as possible in our book.



JAZZMIN SMITH

Royal Blood

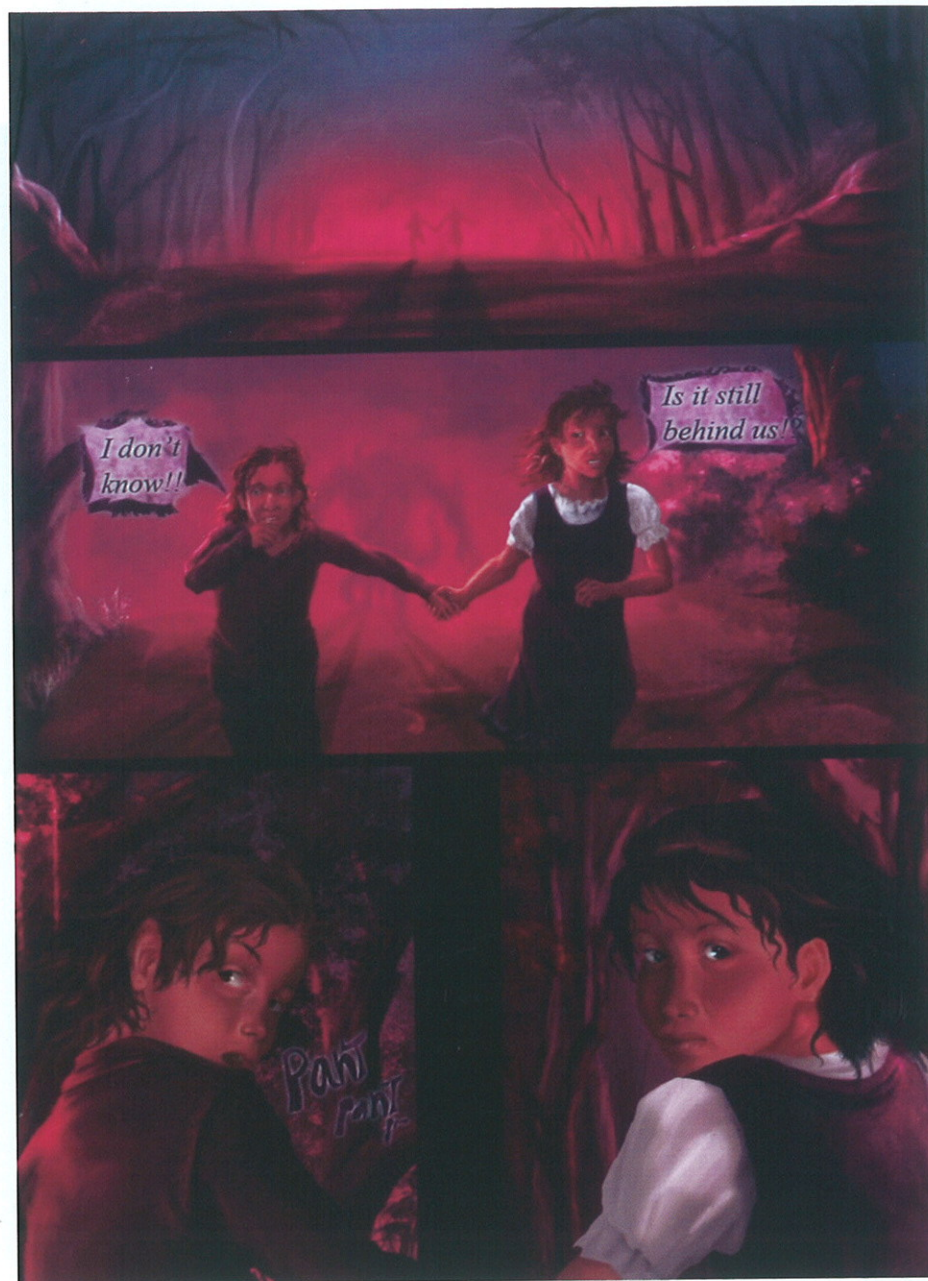
Grade: 12
 Teachers: Carlos Rosado
 Spy Kontarinis, Assistant Principal
 School: Edward R. Murrow H.S.
 Principal: Anthony Lodico

Fantasy art is fun to create and forces you to work to solve a lot of uncommon problems. It is a never-ending style that brings something new to the viewers. You could tell the same story over and over again but add a little twist and

the plot stays fresh. In creating *Royal Blood* I first painted a background as a way to create a mood. Once the background was completed I was able to visualize the values and hues to use for each character. I then sketched out the characters, measuring the proportions to make sure that they were matched; then painted a lot of different textures. I also mixed a lot of different colors in



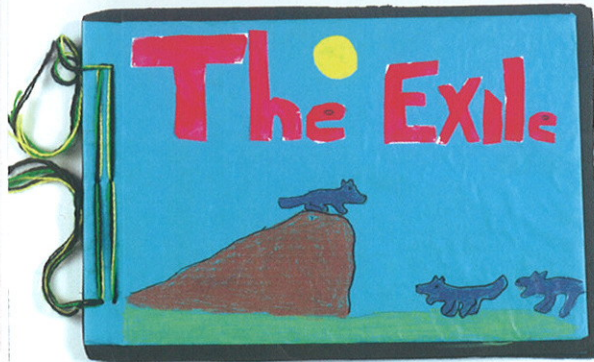
experimenting and found that I absolutely love this process. My inspiration for this book comes from many people such as Hayao Miyazaki, Hironobu, Sakaguchi, and Kehinde Wiley. Miyazaki is the creator of *Spirited Away*, which is a breathtaking animated film that has me jumping with excitement every time I watch it. This film is detailed and extremely smooth and flowing. I had a lot of help and support from my inspiring art teachers in creating this book. I worked digitally and printed my work in school. My teachers taught me how to mount my work, and showed me a variety of bookbinding techniques before I decided on the one to use. I love that my work can be replicated because it is digital.



BRYAN VILLAMAR & ESTEFANO GARCIA

The Exile

Grade: 5
 Teacher: Rachel Song
 School: P.S. / I.S. 161M Pedro Albizu Campos School
 Principal: Pamela Price

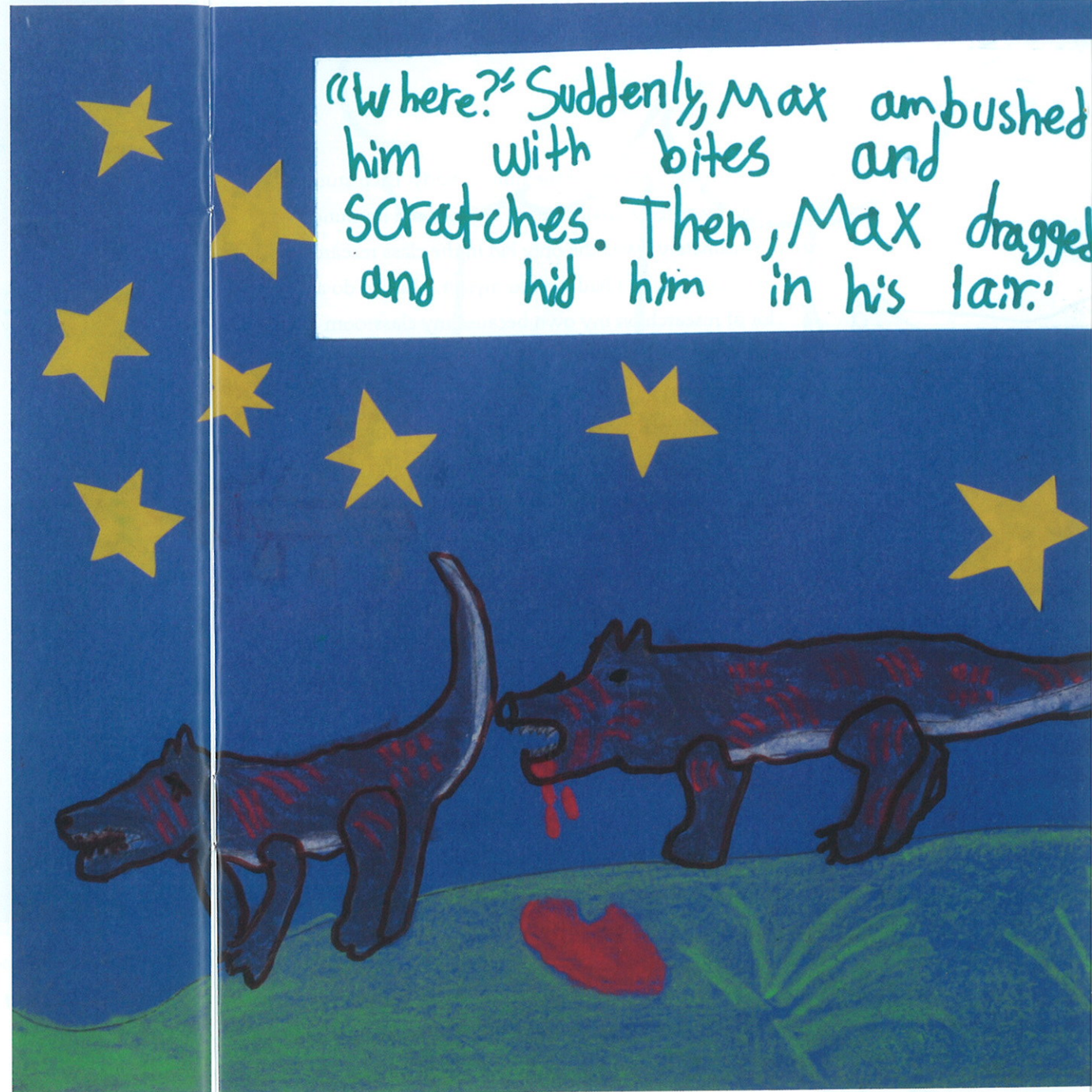


Bryan Villamar

Our book is about twin wolves. One of them is jealous because the other one becomes the new leader. Our inspiration came from looking at folktales, fairytales, fantasy stories, mystery stories, and horror stories. We decided on creating a folktale because it could teach a positive lesson. There are talking animals in folktales and we picked a wolf to send the message of being loyal to your pack. It was fun but hard work creating our book. We worked with Ms. Song to illustrate and bind our book. When we finished we realized that all that work was worth it.

Estefano Garcia

Wolves are usually not alone but travel in packs hunting and helping each other. In our book Max killed his brother, Ben, but wolves never do that to members of their own pack. Since wolves are loyal to their pack we decided to title this book *The Exile* because the pack exiled Max for killing his own brother. To create the book I used hard black cardboard for the covers. My teacher punched holes and helped me make the bow ties to bind the pages together.

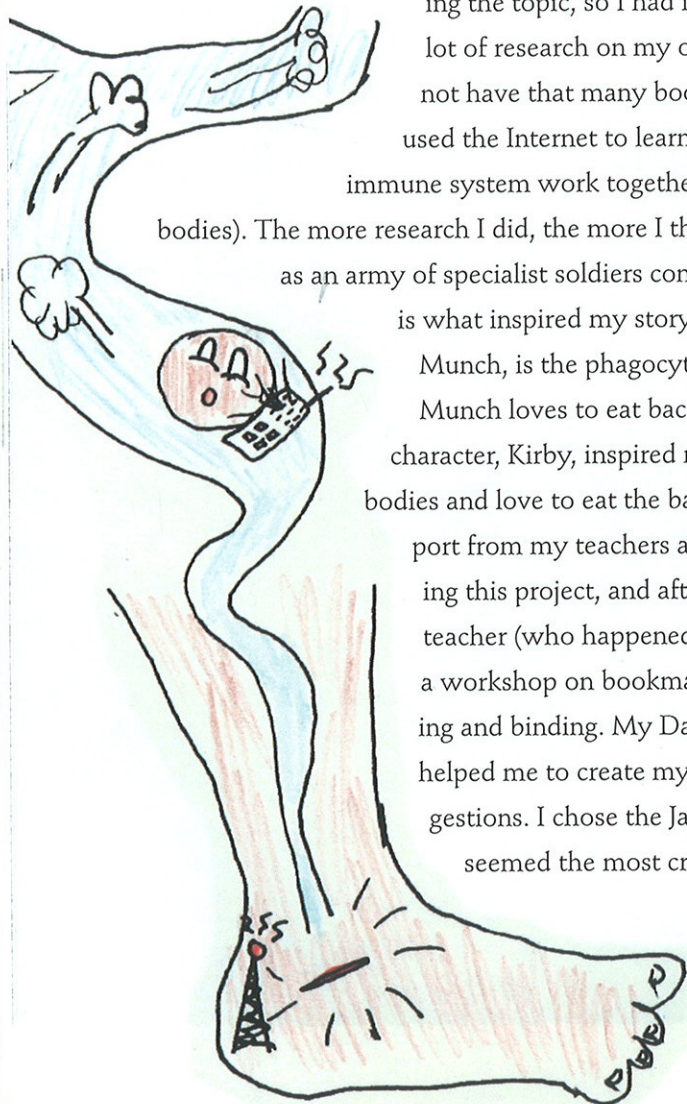


JAMES SANDLIN

A Soldier's Story

Grade: 7
 Teachers: Judith Jean-Bruce
 Mary Hauser
 School: M.S. 839M Tompkins Square Middle School
 Principal: Sonhando Estwick

Our class was doing a project on the systems of the human body. Each student picked one system to study. I wanted a challenge, so I picked the immune system. Fortunately I was the only kid in the class researching the topic, so I had it all to myself. I had to do a lot of research on my own because my classroom did not have that many books on the immune system. I used the Internet to learn how the different cells of the immune system work together to fight antigens (invading bodies). The more research I did, the more I thought of the immune system as an army of specialist soldiers constantly battling invaders. This is what inspired my story line. My main character, Munch, is the phagocyte (a type of white blood cell). Munch loves to eat bacteria. My favorite video game character, Kirby, inspired my character. Both have round bodies and love to eat the bad guys. I received a lot of support from my teachers and my parents before and during this project, and afterwards. Our class had a guest teacher (who happened to be my Dad), and he gave a workshop on bookmaking methods such as folding and binding. My Dad was the main person who helped me to create my book; he gave me tips and suggestions. I chose the Japanese binding method, which seemed the most creative. I really liked making this book. It allowed me to combine my love of art and my interest in science.



Munch and the other leucocytes called for backup from the T-cell soldiers to fight off the germs. Could the T-cells hold them off?



MAGDALENA KOWALSKI

Capsule

Grade: 12
Teacher: John Filardi
School: High School of Art and Design
Principal: Eric Strauss

As I grew up I was exposed to lots of artwork. I became fascinated with the imaginative drawings in comic books.

Capsule is about a girl named Alice who lives in a world very similar to ours except there are contests for fame or fortune or just for the thrill of adventure in a virtual reality system called Capsule. Alice's motive for playing the game revolves around a childhood rivalry with her friend and they always seek to outshine each other. Alice usually comes in second but she pledges to never give up trying to come

in first. My idea for this book comes from the music

I listened to on my playlist and stories that I

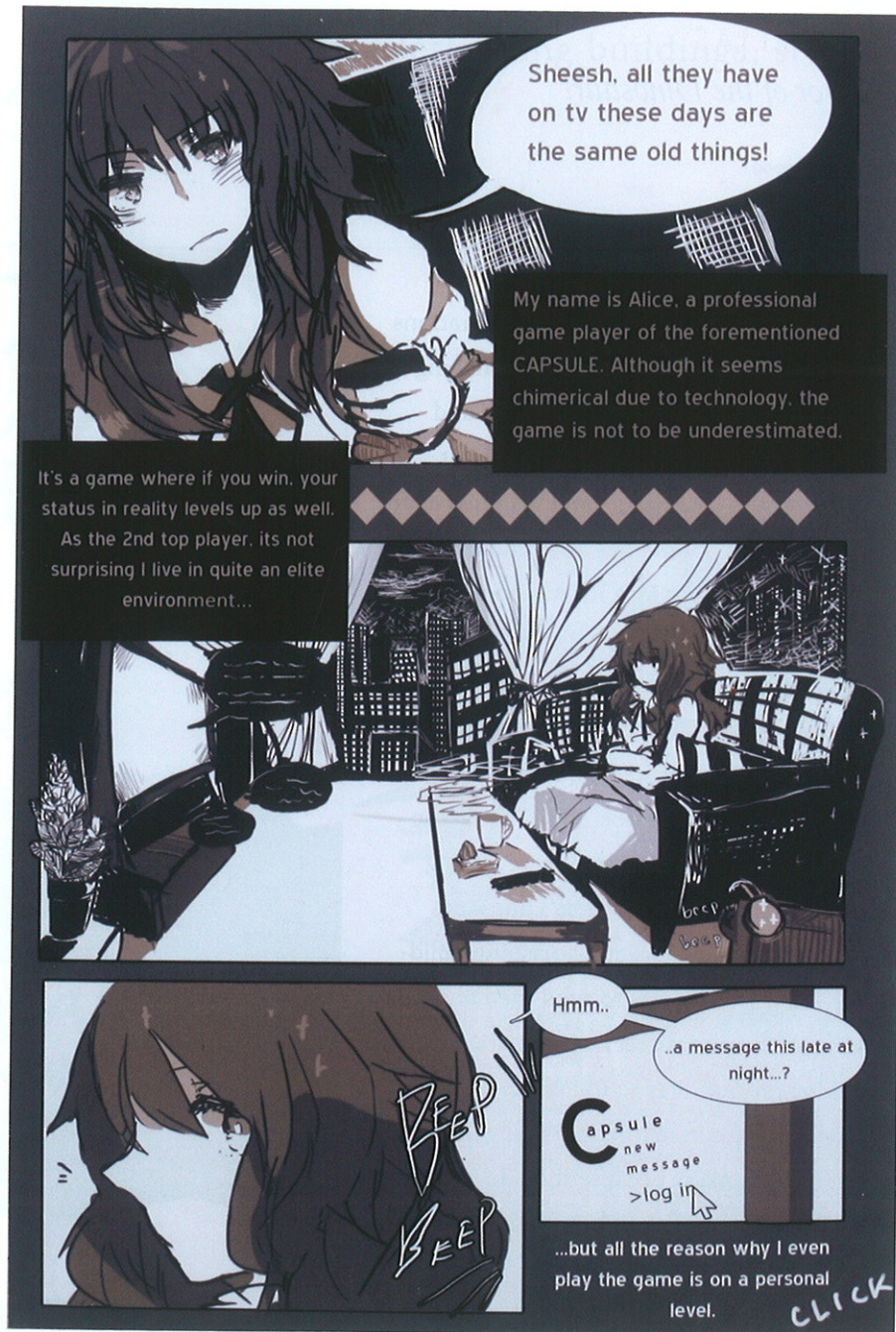
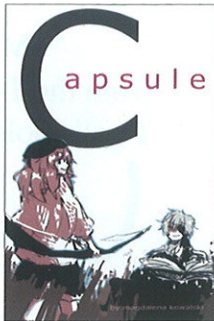
have read over the past few years. I've

always loved fantasy and

sci-fi genres and *Capsule*

symbolizes my passion for these stories.

I'm proud to be able to transform my story into a real book. I would like to pursue a career in the art field and this book marks the beginning of my pursuit.



DANIEL ELIAS

The Terror of the Dinosaur!

Grade: 3
Teachers: Helen Leong
Julia Sbordoni
Librarian: Kathryn Leavens
School: P.S. 182Q Samantha Smith School
Principal: Andrew Topol

Because I love to draw and create illustrations I was looking forward to this bookmaking project. I wanted to use mostly drawings and not a lot of words. I read many stories about



dinosaurs and watched a lot of movies about dinosaurs. My idea for my book comes from a great movie called *The Lost World: Jurassic Park*. The movie was so exciting that it inspired me to create this book. In my book the

scientist makes a portal to bring the terrifying Dinosaur into his science lab. The Dinosaur starts eating human beings and smashing buildings. The scientist then has to send the Dinosaur back through the portal that he has made. The bookmaking process was so much fun. I enjoyed designing the pages in my book. I really like to paint but used markers because they do not spill and I could draw many details with the markers. I added words that worked with my illustrations. I glued the paper together to make an accordion book. Accordion books are fun to make because you can flip, turn and stretch the pages. The cover that I made covered three pages so I could show the terrifying Dinosaur.

“ The Dinosaur was destroying buildings, stores and everything in its sight! ”

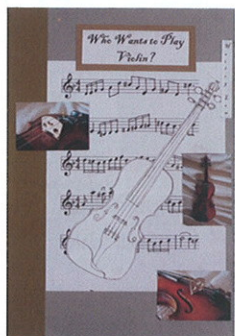


HAILEY LAM

Who Wants to Play Violin?

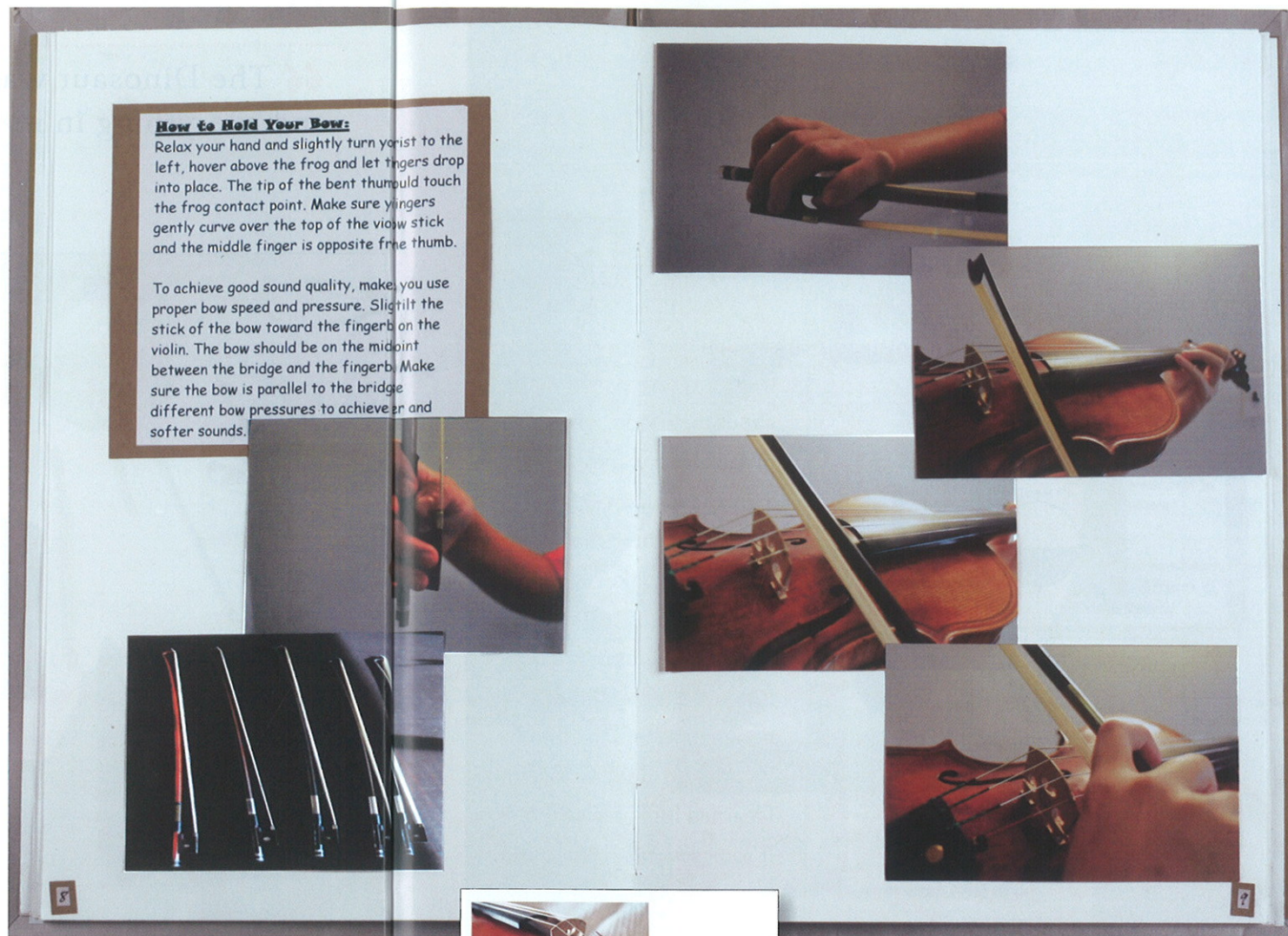
Grade: 8
 Teacher: Valerie DeMato
 School: I. S. 141Q The Steinway School
 Principal: Miranda Pavlou

The violin has played a major part of my life. Playing the violin gives me confidence and makes me happy. Playing the violin can open

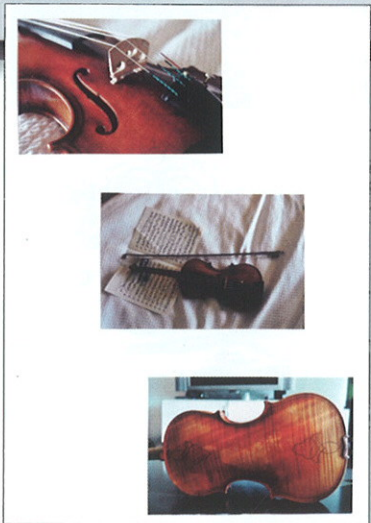


doors to new experiences. Whenever I pick up my violin and set my bow down on the strings I feel a thrill of power. I am the creator and my violin is the tool to express myself.

Playing the violin takes a lot of practice time and sacrifice, but in the end it all pays off. The ability to exclaim to the audience, "This is who I am!" through music is a beautiful and exhilarating sensation. In my book I show a variety of photos featuring three violins. I took photos that would allow the reader to see the true beauty of the violin. No one will be able to fully comprehend the secrets of the violin through photographs. It is only when people hear the breathtaking sound of a violin that they can they begin to understand what a wonderful instrument it is. Creating this book was a lot of fun, especially taking the pictures. When I saw my book in its completed form I felt incredibly content. When I showed the finished book in school, a lot of people commented on its large size. I purposely made it large so that kids would be attracted to it. Throughout the years I noticed that most "how to" books are meant for adults. I wanted to create a book similar to those, but for kids! I particularly hope that this book will stimulate the desire within people to learn to play the violin.



How to Hold Your Bow:
 Relax your hand and slightly turn wrist to the left, hover above the frog and let fingers drop into place. The tip of the bent thumb should touch the frog contact point. Make sure fingers gently curve over the top of the violin stick and the middle finger is opposite first thumb.
 To achieve good sound quality, make you use proper bow speed and pressure. Slight tilt the stick of the bow toward the finger on the violin. The bow should be on the midpoint between the bridge and the finger. Make sure the bow is parallel to the bridge. Use different bow pressures to achieve louder and softer sounds.

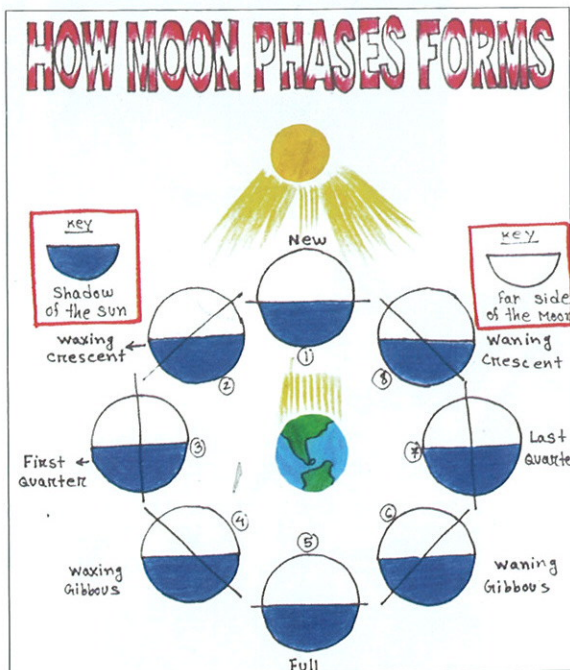


“ Learning the violin is an enriching experience that will let you explore the depths of music. This book will teach the basics of violin that will send young instrumentalists on a life long adventure. ”

ZAN-E PROMEE

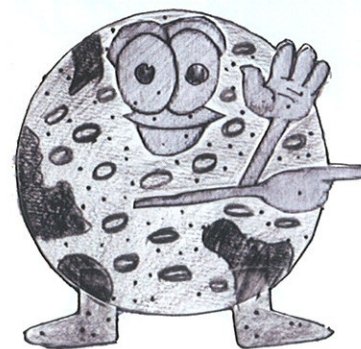
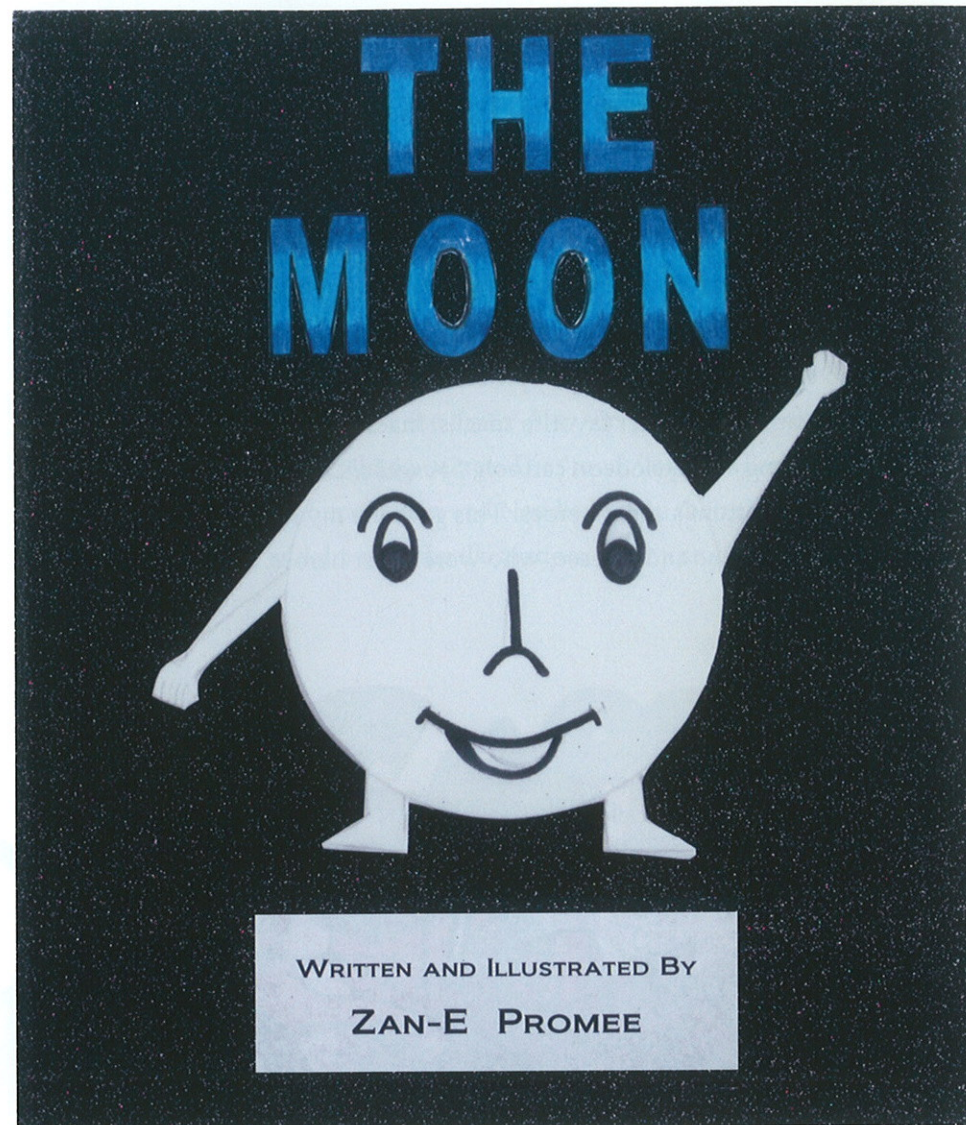
The Moon

Grade: 12
 Teacher: Stephanie Saddler
 School: Hillcrest High School
 Principal: Stephen M. Duch



I wrote this book for children because they seem to be interested in learning about the moon. The process of making a picture book was a great experience. It took me almost three months to finish this book. I worked late at night during my winter vacation and used many Internet sites and library books for references. As I worked on creating this book I learned lots of new things. It took several drafts and many suggestions from my

art teacher to make the book more interesting and attractive. I especially liked creating the illustrations and I created an eye-catching cover to grab a child's attention. The picture of the moon, drawn on puffy paper and then put on a fine sparkly black paper which looked like the night sky still inspires me. In the end I felt much pride in being able to rise to the occasion and create this book. I hope children and teenagers will enjoy reading it.



“ Hello. I am moon. You guys know me I guess. I always show up in the sky at night. Would you guys like to know more about me? For example: what do I actually look like and how far am I from you? ”

MICHAEL DELUCA

The Adventures of Mac and Cheese

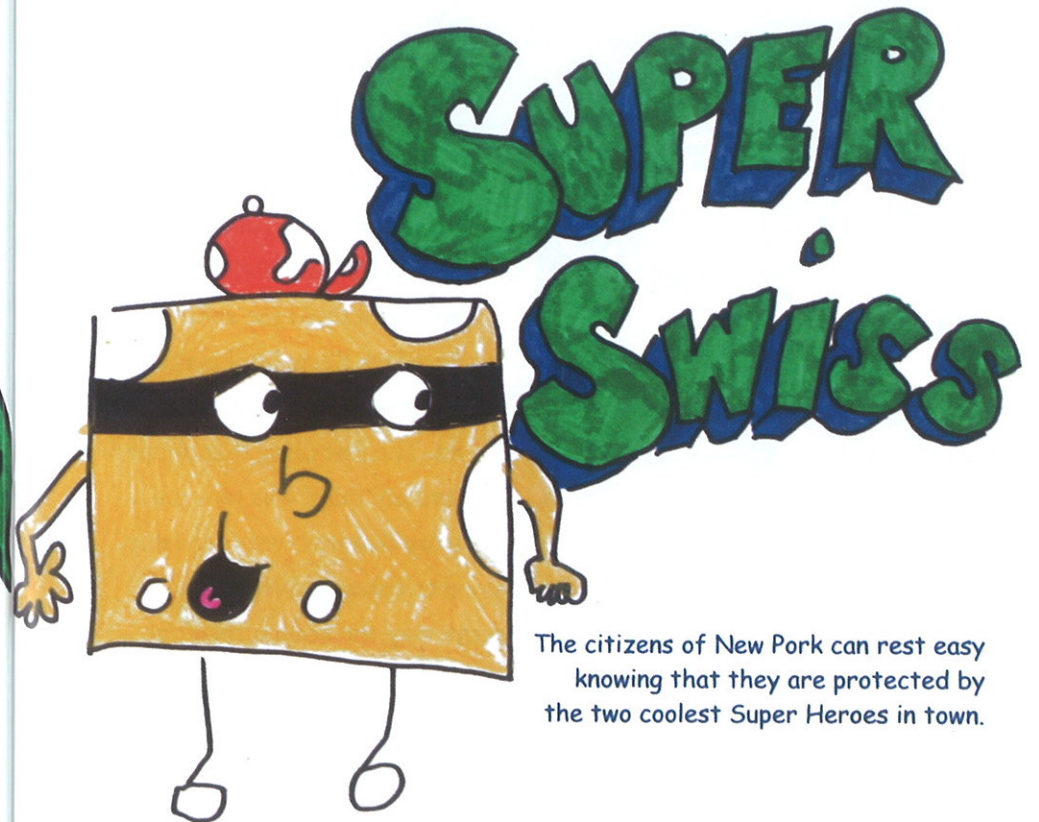
Grade: 5
 Teacher: Laura Christie
 School: P.S. 23R Richmondtown School
 Principal: Frank Campagna



When I was first given this assignment, I was excited about getting started. I had to first think of a good topic for my story. My sister gave me an idea. She was eating one of her favorite snacks, macaroni and cheese. Later that day, I was watching a Nickelodeon cartoon, *SpongeBob SquarePants*. The episode was about Bikini Bottom's super heroes. This gave me my idea. I decided to write about two buddies, Mac and Cheese, who were super heroes. I had to think about

No one knows when or where or how, but Super Swiss and Noodle Boy are always there to save the day!

NOODLE BOY



The citizens of New Pork can rest easy knowing that they are protected by the two coolest Super Heroes in town.

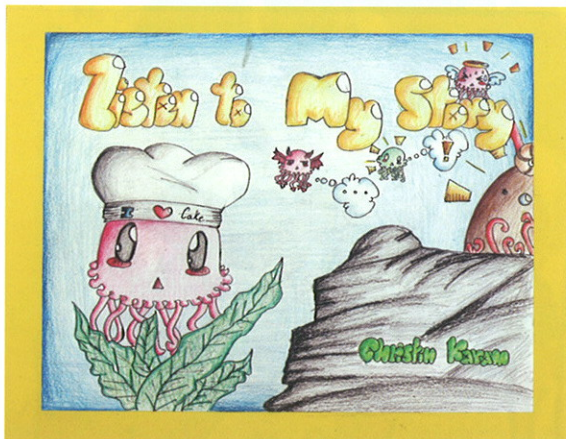
how my characters would look. I envisioned Mac looking like a noodle, wearing white gloves and sports glasses. He would be called Noodle Boy. Cheese looked like a flat piece of Swiss cheese. He would wear an orange hat with cheetah prints. When he was Super Swiss, he would be wearing black goggles. The next step was to find a good setting for my story. I decided to set the tale on Staten Island, New York where I live. I named the setting after New York, and called it New Pork. It was shaped exactly like a pig. The "foods" of New Pork loved their heroes. They never found out that the heroes had a secret. I love the *Spider-Man* series, so like the character Peter Parker from the movies, they had a secret. The "foods" of New Pork knew that they were safe when they had Super Swiss and Noodle Boy on their side. I really enjoyed the process of writing and drawing the illustrations for my story.

CHRISTIN KARAM

Listen to My Story

Grade: 7
 Teacher: Harriet Goldman
 School: I.S. 75 R Frank D. Paulo Intermediate School
 Principal: Marc Cannizzaro

My story comes from my own experiences with my best friends who live in Queens. We all met last year, and it felt like a dream come true. Unfortunately I had to move from Queens to Staten Island so we all became separated. We never forget each other and we always exchange messages or chat on the phone. At my new school, Frank D. Paulo Intermediate School,



I was placed into major art. I was excited since this was only the second time I actually had an art class in school. When my art teacher told me about the Ezra Jack Keats Bookmaking Competition I got really excited. The first thing that popped into my mind was to write a story that involves friendship.

Even though I based my picture book on my own experiences, I gave it a totally different twist in the end. I am very satisfied with the way the book turned out.

“ Mai wanted to reward Misu-chan for all that she did for her , so Mai baked her a cake! ”

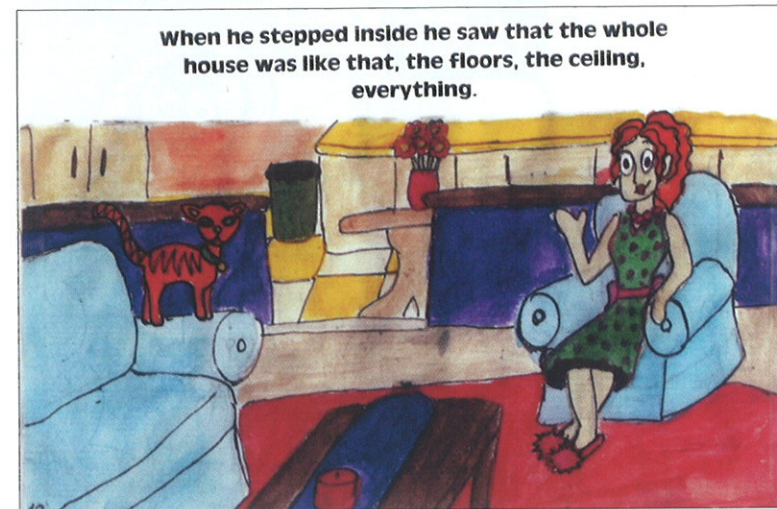
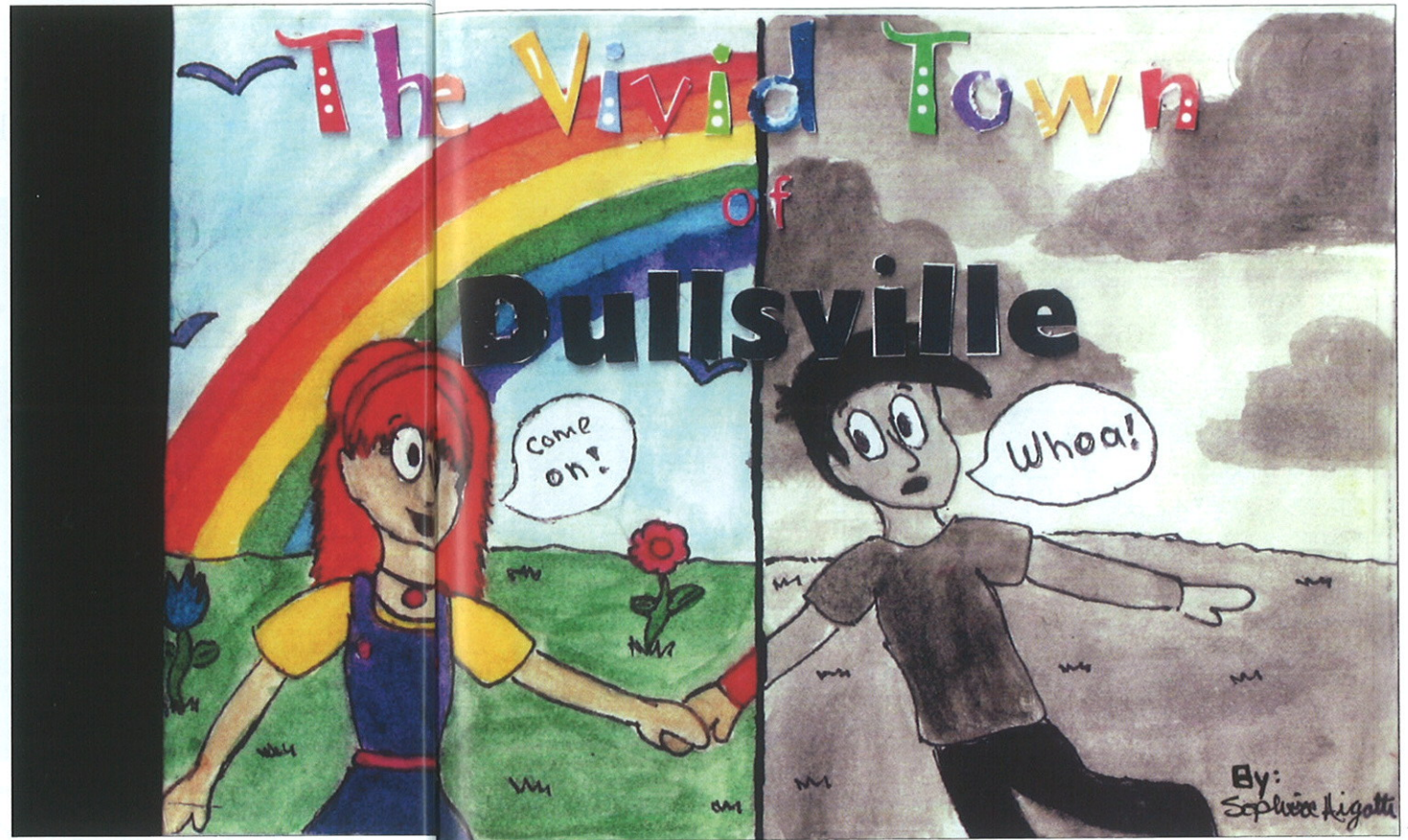


SOPHIA AIGOTTI

The Vivid Town of Dullsville

Grade: 12
Teacher: Wynter Carnevale
School: Tottenville High School
Principal: John Tuminaro

Color is one way for an artist to express feelings and emotions and can be used to bring a message to the viewer. Not everyone takes the time to notice and appreciate the wonderful colors in the world. I asked myself, what would it be like if someone lived in a world where there was no color? That's when I thought of Jimmy. Jimmy is like any normal kid except he lives in Dullsville. In Dullsville, there is no color and everyday the routine is the same. When a little girl named Violet moved there, she showed Jimmy all the colors that he had been missing. Violet helped to open Jimmy's eyes and helped him to see that the world is full of color and vibrancy. In my book, I want kids to understand that as they get older, they should not lose themselves in the hustle and bustle of the adult world. Kids should always take the time to appreciate all the wonderful things around them because then they always will have something to remember. As an artist I can sometimes lose touch with the things that life has in store for me. When I am involved in my artwork and start to use colors, I feel good about myself again. Color affects how we see and feel about everything everyday. We definitely would be lost without the understanding and enjoyment of color.



MANJOT GILL &
ADAM RIOS

If I Had a Dog

Grade: 9 years old
Teacher: Wendy Schwerdt
School: P.S. 255Q @ 154Q
Principal: Richard Marowitz

Adam Rios

I like to draw a lot. First, I looked at dog pictures on the computer. I like brown dogs with long ears. I drew the dogs with big teeth to be funny! I used crayons and paint. I made orange hair on Adam and the mom. I glued some paper on my pictures. I wish I had a dog like the one in the story.

“A dog! A dog,” he shouted “I’ll name him Rocky!” The words came out so fast, he almost choked on his cereal.”



Manjot Gill

I like to write about pets. The dog’s name is Rocky. The boy’s name is Adam. I saw *How to Care for a Dog* on the computer. This is how I learned about toys, collars, food, rabies, and exercise for dogs. If I had a dog I would feel very happy. I would like to visit a shelter and see the dogs living there. I would like to play with them.

MALIQ A. SPENCE

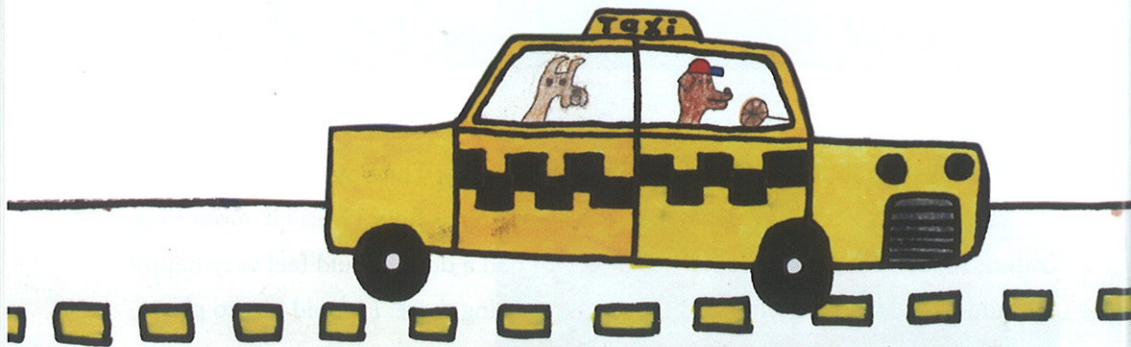
Dogs' Day Off

Grade: 8
Teacher: Roberta Klapper
School: P.S. 723X @ I.S. 189X, Bronx
Principal: Christine Walsh

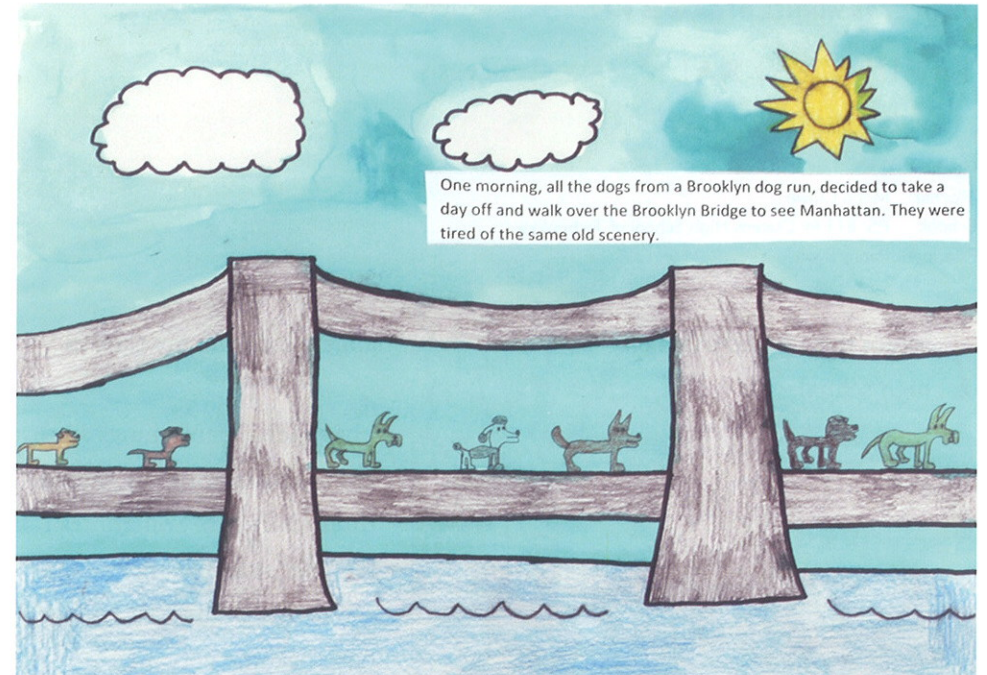
My art teacher gave me a drawing book about dogs, and I practiced drawing a lot of different dogs. She liked my drawings so much that she said I should write a book about dogs. So I did. It's about dogs visiting famous places in New York City, such as the Statue of Liberty and Central Park. I went to both of those places. I like drawing bridges, so I had my dogs crossing over the Brooklyn Bridge. I looked at a lot of pictures of the bridge. I colored in my pictures with markers, colored pencils and paint. I worked on my book for many months. I wanted it to be just right.



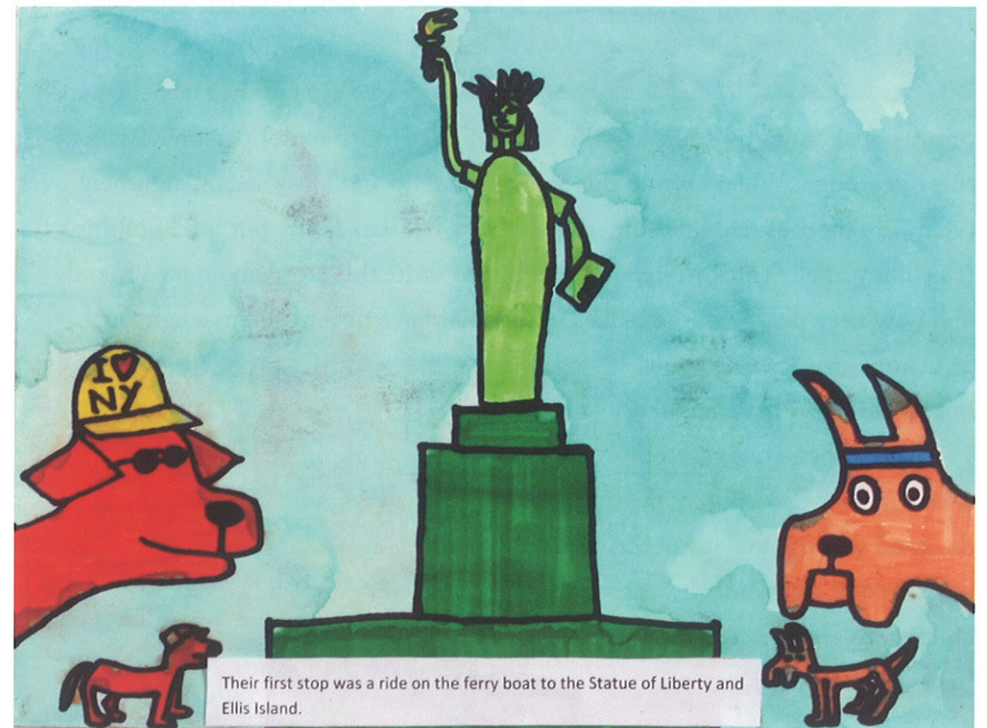
“They were tired and hungry and wanted to go back to Brooklyn. One of them asked “How are we going to go home?”



“Let's take a taxi,” one of them said. And they did!



One morning, all the dogs from a Brooklyn dog run, decided to take a day off and walk over the Brooklyn Bridge to see Manhattan. They were tired of the same old scenery.



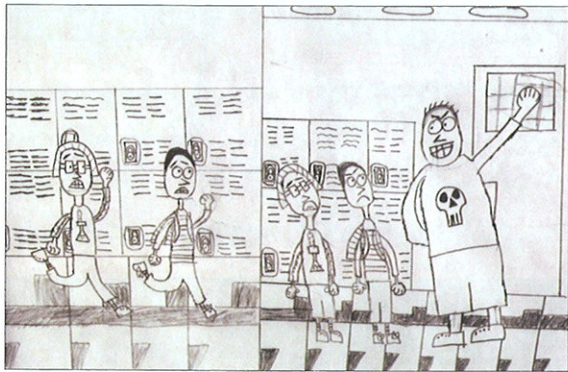
Their first stop was a ride on the ferry boat to the Statue of Liberty and Ellis Island.

TANUJ THAKRAL

A New Friend for Carl

Grade: 11
Teacher: Maria Crowe
School: P.S. 811 @ Queens High School of Technology
Principal: Penny Ryan

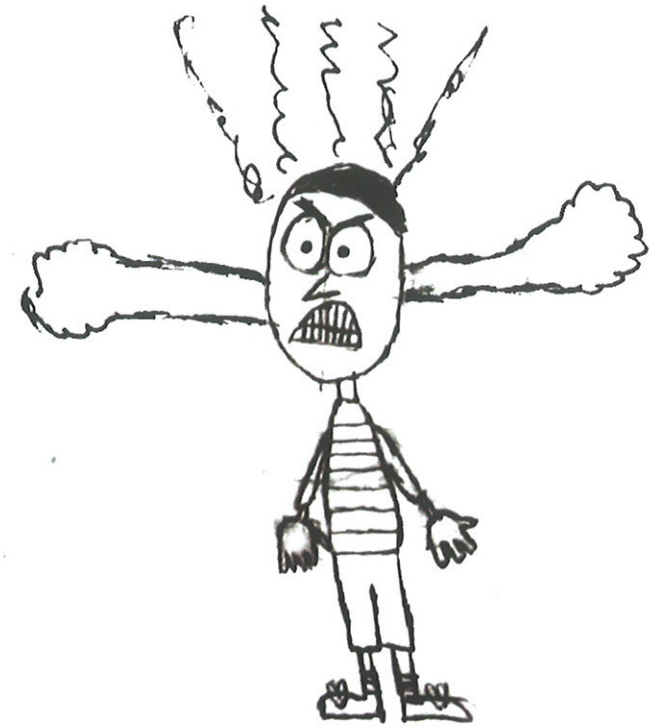
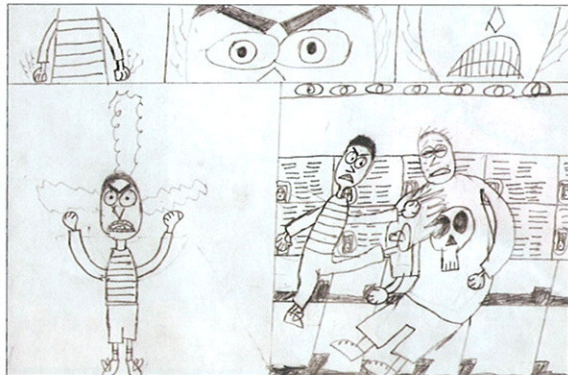
I wrote this story thinking about situations that happened during my time in high school.



I have seen many things since I started attending my school three years ago. Sometimes I feel that students are making fun of me. In the past I would have become very angry. Lately, I have been able to control my anger with the help of my family, teachers, para-

professionals, and my counselor. I feel that I am a much better person now than three years ago. When I wrote this story my friend and I just had an argument over what is humorous. He said something that he felt was funny but I did not think it was funny at all. This inspired me to begin to write this story about two friends and how they deal with the bullies in school. I have never been in a fight such

as the one that I wrote about but sometimes I have felt like I wanted to be in one. I wrote this story to help children understand that fighting is not the way to solve problems. I want children to see that all people have good qualities.



“ There once was a little boy named Carl who had a serious anger problem. He did not like it when others made fun of him, pushed him or bullied him.”