

Ezra Jack KEATS

28th Annual Book Awards Catalogue



EZRA JACK KEATS AWARDS EXHIBITION SCHEDULE

Central Branch of the Brooklyn Public Library

10 Grand Army Plaza
Brooklyn, New York 11238
718. 230.1001
May 5 - May 23, 2014

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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: Aleksandra Stanisavljevic, *In Praise of Plants: Part V*, Stuyvesant High School, Manhattan

Back cover image: Joshue Socias, Tony Mapeke, *The Dog who Saved the Day*, PS 214X, The Lorraine Hansberry
Academy, Bronx

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28th Annual Book Awards Catalogue

The Annual Ezra Jack Keats Bookmaking Competition

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

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

Because all books entered into the competition are winners, all are exhibited from May 5th to May 23rd at the Brooklyn Public Library, 10 Grand Army Plaza, Brooklyn.

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Letter From Carmen Fariña

Dear Student Authors and Illustrators, Families, Teachers, and Librarians,

Congratulations to all city and borough wide winners whose exemplary work appears in this catalogue celebrating the 28th Anniversary of the Ezra Jack Keats Bookmaking Competition.

The work in this catalogue demonstrates that creating a picture book is a complex and labor-intensive process. Students must demonstrate inventiveness and originality as well as perseverance. The writers and artists whose work is showcased in this catalogue thoughtfully considered the audience as they developed text. They made artistic decisions incorporating elements of art and principles of design as they prepared illustrations.

Many of these winning entries began with the study of picture books. Good picture books are powerful teaching tools in the visual arts and language arts classrooms; with both their images and words, they enchant, instruct, surprise, amaze and move us in incredible, unforgettable ways. Successful picture books become models for quality artwork and excellent writing.

The work represented in this catalogue demonstrates the talents of students from traditional and special education learning environments. All of these students experienced firsthand how authors and illustrators work to create picture books, and have learned valuable lessons from their artistic and literary efforts.

I want to thank the teachers and librarians who support the work of these young authors and illustrators, as well as the families who guide and nurture our students each day.

Finally, thank you to the Ezra Jack Keats Foundation for its generous support of this competition and for providing us with this beautiful catalogue.

Warmly,



Carmen Fariña

Letter From Deborah Pope

Dear Friends and Families,

You have this catalogue in your hands for a reason. Perhaps you are related to a student whose work is highlighted in these pages, or you are an educator whose dedication is reflected in the achievement of a student celebrated here. You might be the student who made the book everyone, including you, is so proud of. You might be someone considering participating in the competition in the future.

Whoever you are, I urge you to take part, again or for the first time, in this wonderful program. Student bookmakers refine their English language skills, achieve the goal of telling a story relevant to their real and imaginative lives, and gain the ability to analyze deeply what they read. It is an endeavor at which every child can succeed. Perhaps most important, students enjoy doing the work!

I am honored to thank the people who make the Ezra Jack Keats Bookmaking Competition possible. The Office of Arts and Special Projects of the Department of Education has maintained an unwavering commitment to the program for 28 years! We have been lucky to work with Karen Rosner, Coordinator of Visual Arts, who is our champion.

And thanks to Rachel Payne, Coordinator of Children's Services at the Brooklyn Public Library, Barbara Wing and Paquita Campoverde, who make our partnership with the library a joy.

In closing, thanks to the teachers, librarians and administrators whose vision and dedication have inspired the creation of hundreds of books throughout the city. You see the talent in your students, and you bring it out so we can see it as well. We are grateful for the work you do.

Sincerely,



Deborah Pope

GianLuca Pellegrini Ping Wen Lin

Journey to the Stars

Grade: 5

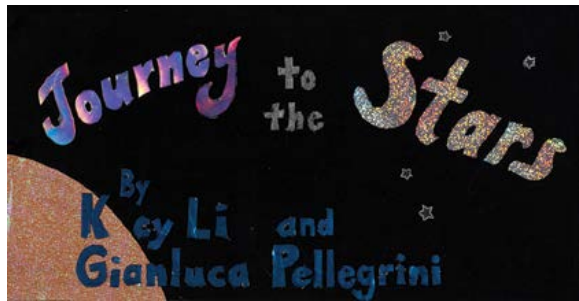
Teachers: Marie Dorval
Tanis Coniglione

Librarian: Ann Keegan

School: PS/IS 229, The Dyker School, Brooklyn

Principal: Robert Zappulla

Our book is about the Voyager 1 spacecraft that went beyond our solar system. We read about Voyager 1 and decided that this was an exciting and



important moment in space travel. Space proved to be an interesting topic for our story. Creating the Voyager I and the planets for our book took a long time. We looked at books and pictures in the newspapers and on line to develop ideas about colors and other details for the book. It took a lot of research to find interesting pictures of the 1970's. There was a great deal of detailed collage work involved in making the book. To make the artwork the center of attention we used different kinds of paper. We used a black background to make the pages look like outer space. It was not as easy as we had imagined it would be to write *Journey to the Stars* but we felt really proud when we saw our finished work. We learned a lot about space while we were doing our research.



Let me introduce myself. My name is Voyager 1 and I am a spaceship. Did you ever hear about the spaceship that went to the moon? Well now I went way, way past the moon.



Alex Trinidad Brian Tzic

New York City

Grade: 8

Teachers: Amie Robinson

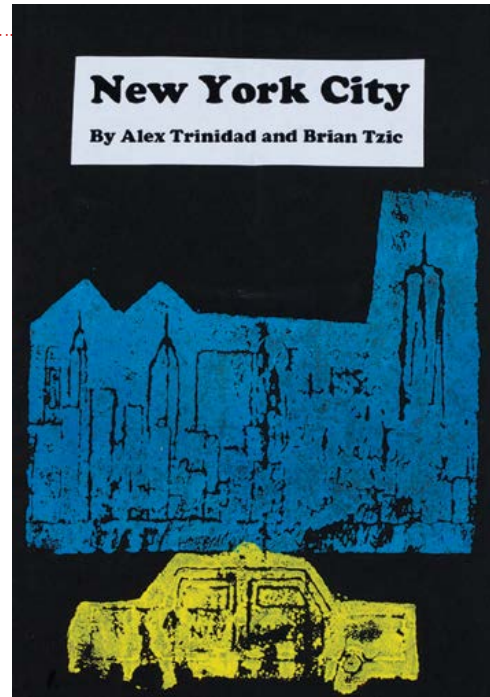
Devon O'Shanecy

School: PS 77, District 75, Brooklyn

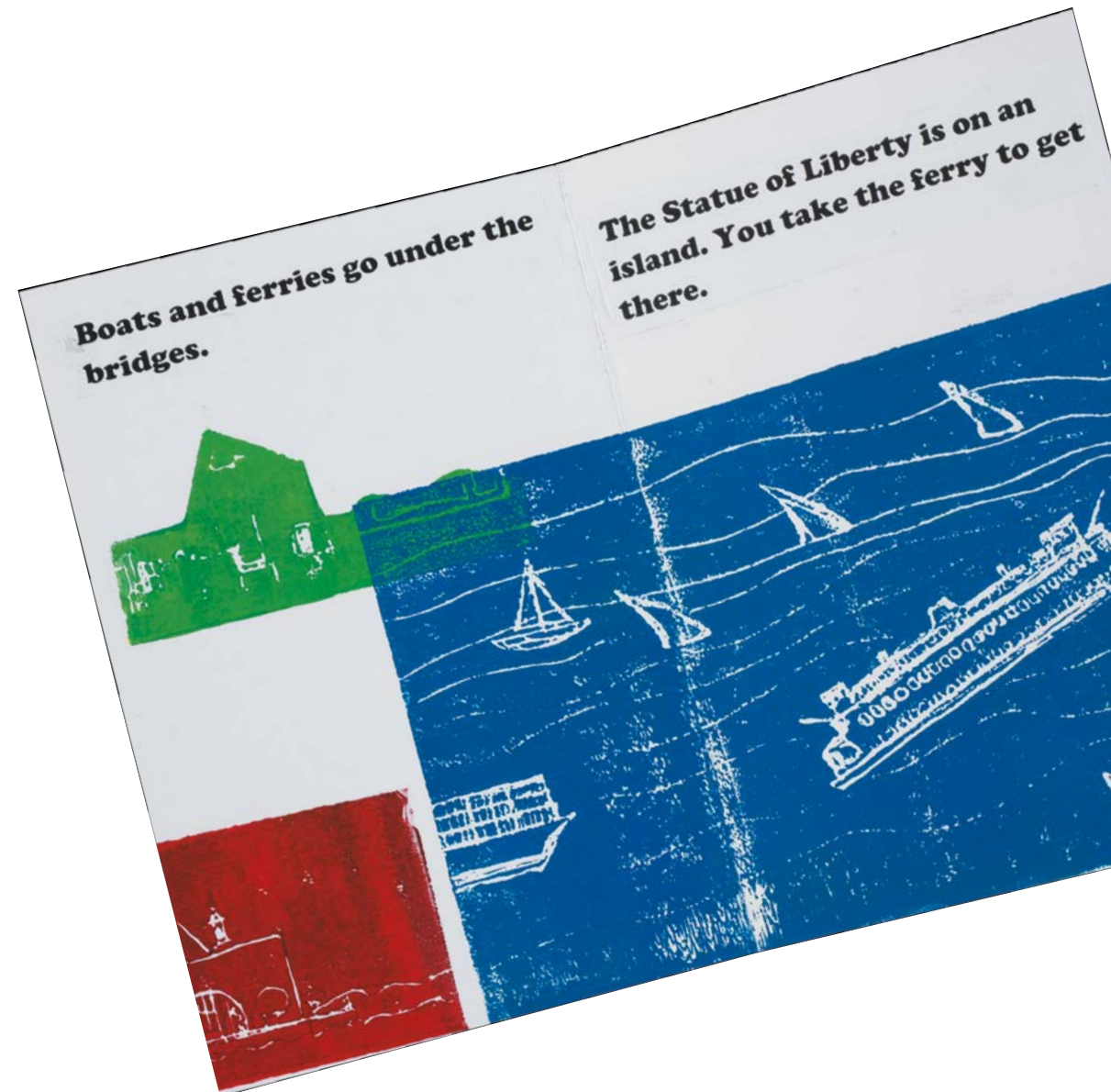
Principal: Merryl Redner-Cohen

Alex: In class we learned about different types of transportation in New York City. Brian and I like to draw different modes of transportation. I drew the Staten Island Ferry and the sharks in the water. We wrote the book in our classroom with guidance from our teacher. My favorite part in making the book was the printmaking. We picked a color of ink, rolled it on a foam plate and printed it on the book page. After the printing we pasted the printed story on each page. When you hold the book open you can see the whole city. I am really proud of the book we made together.

Brian: Our art teacher showed us examples of different types of books. As I have never created a book before, the accordion book looked best because it showed all the pages at once. To make the accordion book we had to fold the pages and glue them together. I am really good at drawing trains and airplanes and Alex is good at drawing boats and cars. We drew our illustrations on foam plates instead of paper. Drawing on the foam plate was fun because you can then print your drawings in different colors. The most challenging part of making the book was deciding on which page to print each illustration and what colors to use. Working on the book with Alex made the process of developing the book much easier.



The Q train goes from Manhattan to Brooklyn. There are 22 stops.

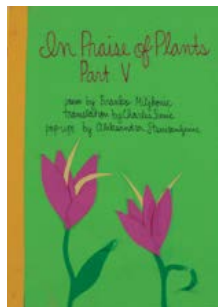


Aleksandra Stanisavljevic

In Praise of Plants: Part V

Grade: 12
Teacher: Leslie Bernstein
School: Stuyvesant High School, Manhattan
Principal: Jie Zhang

The creation of my book began with my interest in a poem by the Serbian poet, Branko Miljkovic, *In Praise of Plants: Part V* (translated by Charles Simic). When first reading the poem, its vivid imagery almost hypnotized me. I imagined



many colorful and complicated scenes of various plants and insects that could not be explained in words. To me the only way to be able to accurately

interpret the poem was through art. My book has pop-ups to help enhance my written text. Each page of my book is dedicated to a line in the poem and each pop-up represents the literal meaning of the line. The bookmaking process was tedious and complicated because every piece in the book is unique. Each piece was hand cut from card stock using scissors and/or a craft knife, scored and then glued to fit its respective page. I had difficulty gluing and cutting the very small pieces of the book and frequently had to use tweezers. Although the bookmaking process was stressful at times, it was still a most rewarding and enjoyable experience.

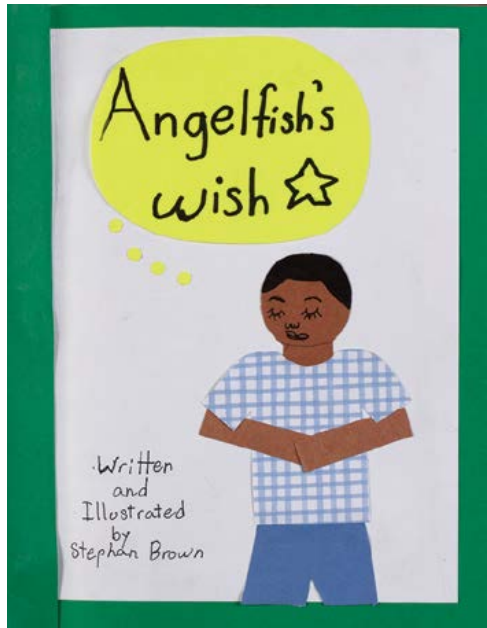


Stephan Brown

Angelfish's Wish

Grade: 3
 Teachers: Sibel Kececioglu
 Nicole Apostolou
 School: P368 @ PS 120 Star Academy, District 75, Brooklyn
 Principal: Joycelyn Nedd

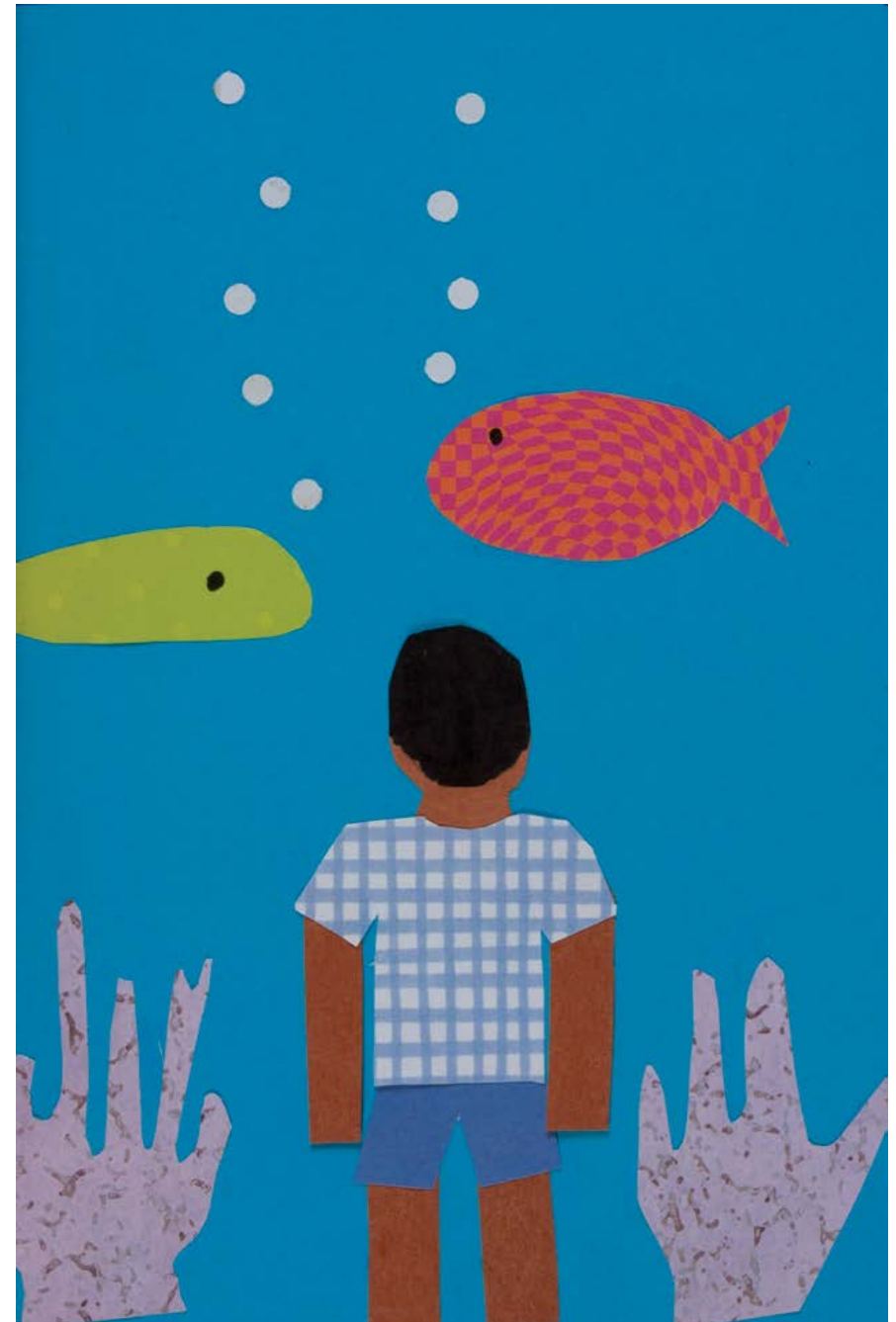
When my teacher told me about this book competition, it was difficult to decide what to write. My brother and I were fighting and suddenly I thought about bullying and decided my story would be about a boy who gets bullied. My friend's name is Angel and I like fish, so my character's name is Angelfish. It is okay to be



unique but it is not okay to bully people just because they are different. Billy, who is the bully, is drawn in a way that makes him look mean as if he had a teasing manner. Angelfish looks small and nice. It makes me sad seeing people fighting and being bullied. This book attempts to teach people to respect others. The story was written in my speech therapy class and then illustrated in my classroom.

Writing the book was a lot of

work, but making the illustrations and pasting them together was an easier task. I'm glad that I wrote this story and hope that many kids will get to read *Angelfish's Wish*.



Joshue Socias Tony Mapeke

The Dog who Saved the Day

Grade: 3

Teacher: Qin Qin Li

School: PS 214, The Lorraine Hansberry Academy, Bronx

Principal: David Cintron

Before going to school I watch the news and sometimes learn about people robbing stores or hurting people on the subway. In our book we wanted to create a character that has super powers



to save people. Dogs are intelligent and friendly. Some can be trained to help guide the blind, protect homes, and work with the police. After watching a cartoon called *Phineas and Ferb*, *the Bad Guy Dr.*

Doofenshmirtz, we decided to create our own super dog character. Our dog had the power to stop a robber by using his breath to freeze the criminal. We chose a bank as the location because we wanted to make the story even more dramatic than what we see in the news. The most challenging part of creating *The Dog who Saved the Day* was sketching our ideas. We Googled pictures of dogs and tried many drawings of roses until we were satisfied. The fun part of illustrating the story was using watercolor to paint our pictures. The rose and my dog, Blue, will be in *Super Dog Part II*, our next book.



Super Dog, our hero, saved the day!



Tommy Lema Wilfredo Roman

Man Down Vol. 1: The Life of Edward Nixon

Grade: 5
Teacher: Kate Woods
School: PS 274, Kosciusko School, Brooklyn
Principal: Maritza Olliviera

We wrote this book because we thought it would inspire others to learn more about the tragedy of the World Trade Center and 9/11. Many kids our age don't even know what happened on



September 11, 2001. We thought the idea of writing this book would help make the spirit of the World Trade Center live on, and also teach children about this event. Our book is a story of a man who was injured but then had the chance to return as a superhero. Edward Nixon had been working in the WTC on the day the Twin Towers went down. He survived but it did not change the fact that he was a victim. When he meets up with his co-worker, Nicole, at first she is afraid because she thought he was dead. Edward continued living on while trying to persuade Nicole

that he had not gone through the light. Both of us worked very hard on this awesome book and shared both the writing and drawing. The process was long and challenging but we learned many new ways of making art to create our book. The cover was created by using texture plates and collage. Our teacher helped us to research important facts about 9/11 to use in our story and drawings. We really hope people are inspired by our book and learn more about the World Trade Center and that awful day. We have dedicated this book to the memory of all of the innocent people who died in the terror attack of 9/11.

This is the story of a man named Edward Nixon. We never knew him. We found a journal he wrote while working in the World Trade Center. This is his story.



Ryan Mooney

Robert the Raindrop's Happy Day

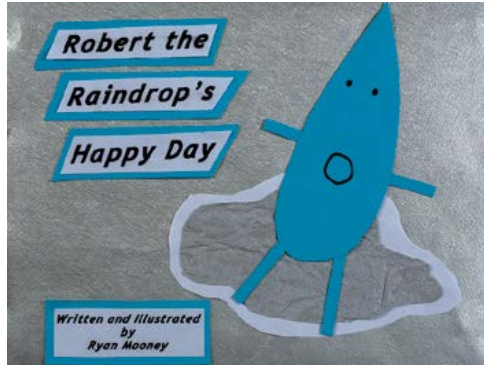
Grade: 3

Librarian: Stephanie D'Alcamo

School: PS 50, Frank Hankinson School, Staten Island

Principal: Joseph Santello

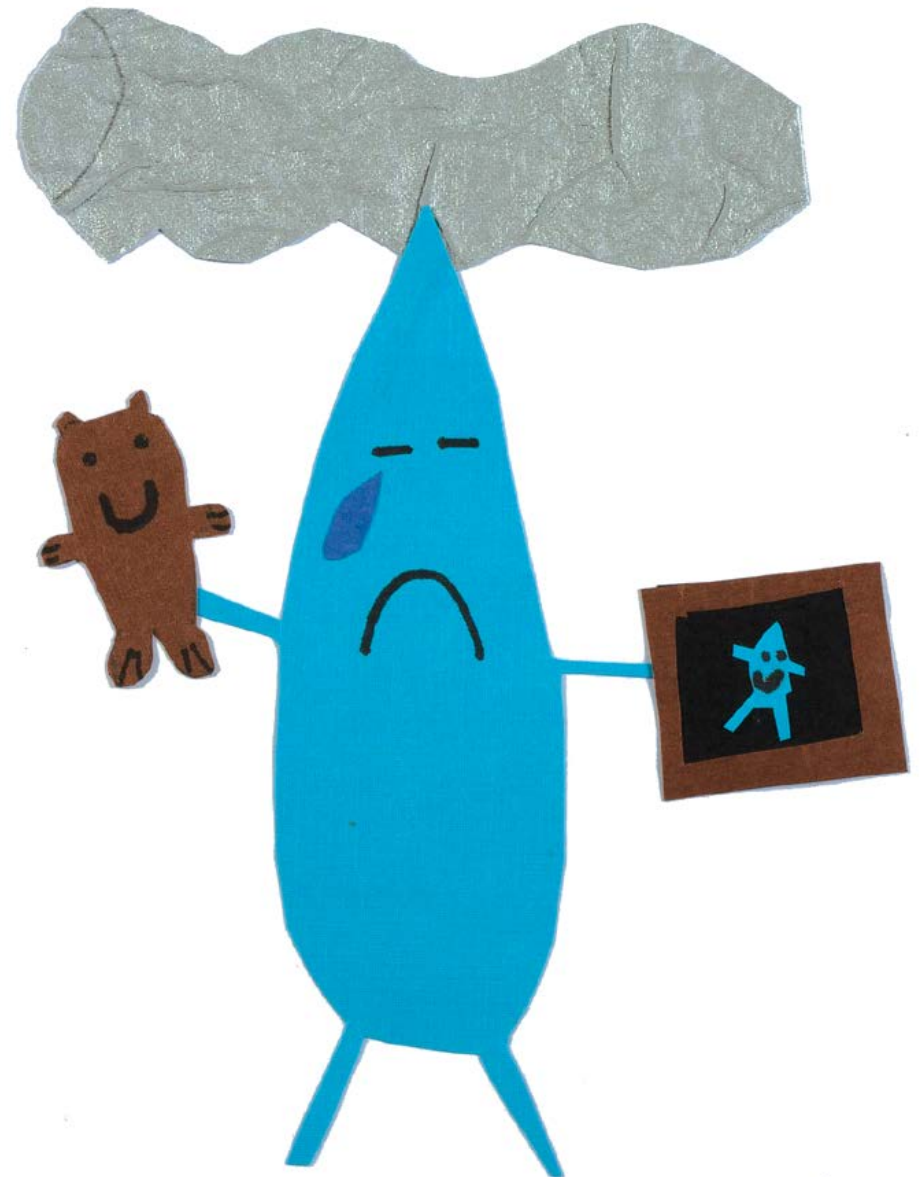
Robert the Raindrop's Happy Day was written to read to my little brother Liam before he went to bed. I hoped he would like this story because he likes funny things. The idea of a raindrop that screams about how he was scared of falling down from the sky was



a great idea. I tried to imagine how a raindrop might feel about his life up in the clouds. The life cycle of a raindrop should have a happy ending instead of a sad one. The story of Robert could not end by him dissolving into a puddle because I do not

like stories with unhappy endings. Robert was colored blue because raindrops appear to be that color. I drew his face with his mouth open because it looked funny and he is always screaming. Robert is a young inexperienced raindrop so that everything would be new, fun and exciting when he fell from the sky for the first time. I am really proud that my little brother liked this book and I hope that you do too!

He jumped off and closed his eyes hugging all his memories. He whispered, "Goodbye sky, goodbye sun, goodbye birds, goodbye cloud."



Devin Paul

Tom and the Very Scary Dragon

Grade: 5

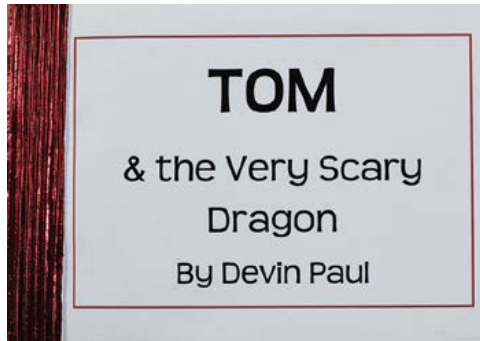
Teachers: Michael LaLima

Topez Patterson

School: PS 123, Queens

Principal: Anthony Hooks

Dragons are my favorite mythical creatures. Even though they are scary looking they can be awesome. People sometimes judge things by the way they look. This book tries to make people realize that sometimes a scary dragon could be nice and friendly



and that people should see them for what they are and not just how they appear. People as well should not be judged on how they look. This is an important lesson for everyone to learn. My art teacher taught me how to use watercolor paints and

how to create textures like bumpy lines for dragon scales. He also taught me how to break my story into parts, and to show action in the illustrations. That knowledge helped me move the story ahead in a fun way. My technology teacher taught me how to type my story and use colors and fonts to make important words stand out. After finishing the gluing of the shiny red spine on the book, it felt great to know that my hard work paid off and my goal was accomplished. My favorite part of the whole process was learning to be a painter. This project took four months of hard work to finish. It was worth the effort!



Juliana Scotti

The Warmest Star

Grade: 4

Teachers: Jennifer Skopp

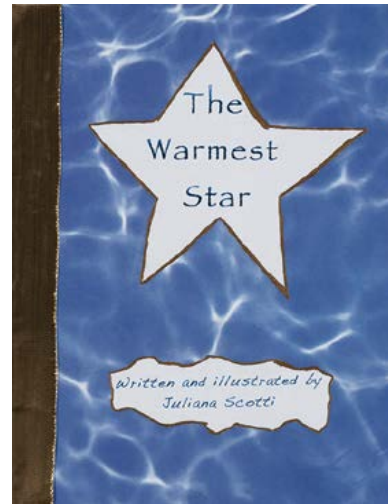
Joanne Cavanaugh

Naomi Epstein

School: PS 312, The Bergen Beach School, Brooklyn

Principal: Diane Denning

My art teacher's discussion dealing with warm and cool colors gave me the idea for the title *The Warmest Star*. Working on the book was not easy. It took me a long time to develop an idea and write the story. My favorite part of the book was when the Mommy star became the most important leader of the night. This was a good idea for the ending of the book. Even though my own mother has passed away, I did not want my book to have a sad ending. My art teacher suggested using collage materials because of the bold and simple shapes. So sparkles, and shiny and patterned paper were used and then stripes, circles and squiggly lines were added for the sun. After gluing everything on the page, it all looked beautiful. My grandmother gave me some good advice when making this book. I think my mother up there in heaven would be proud of me.



But now, the star had disappeared.
The next day the star was gone!

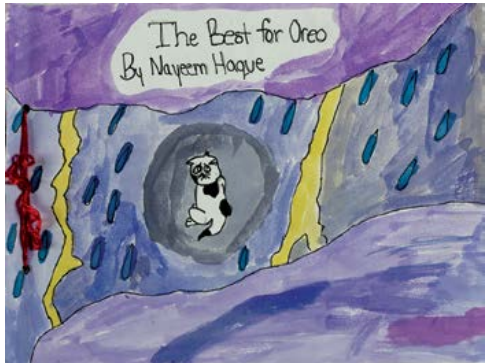


Nayeem Haque

The Best for Oreo

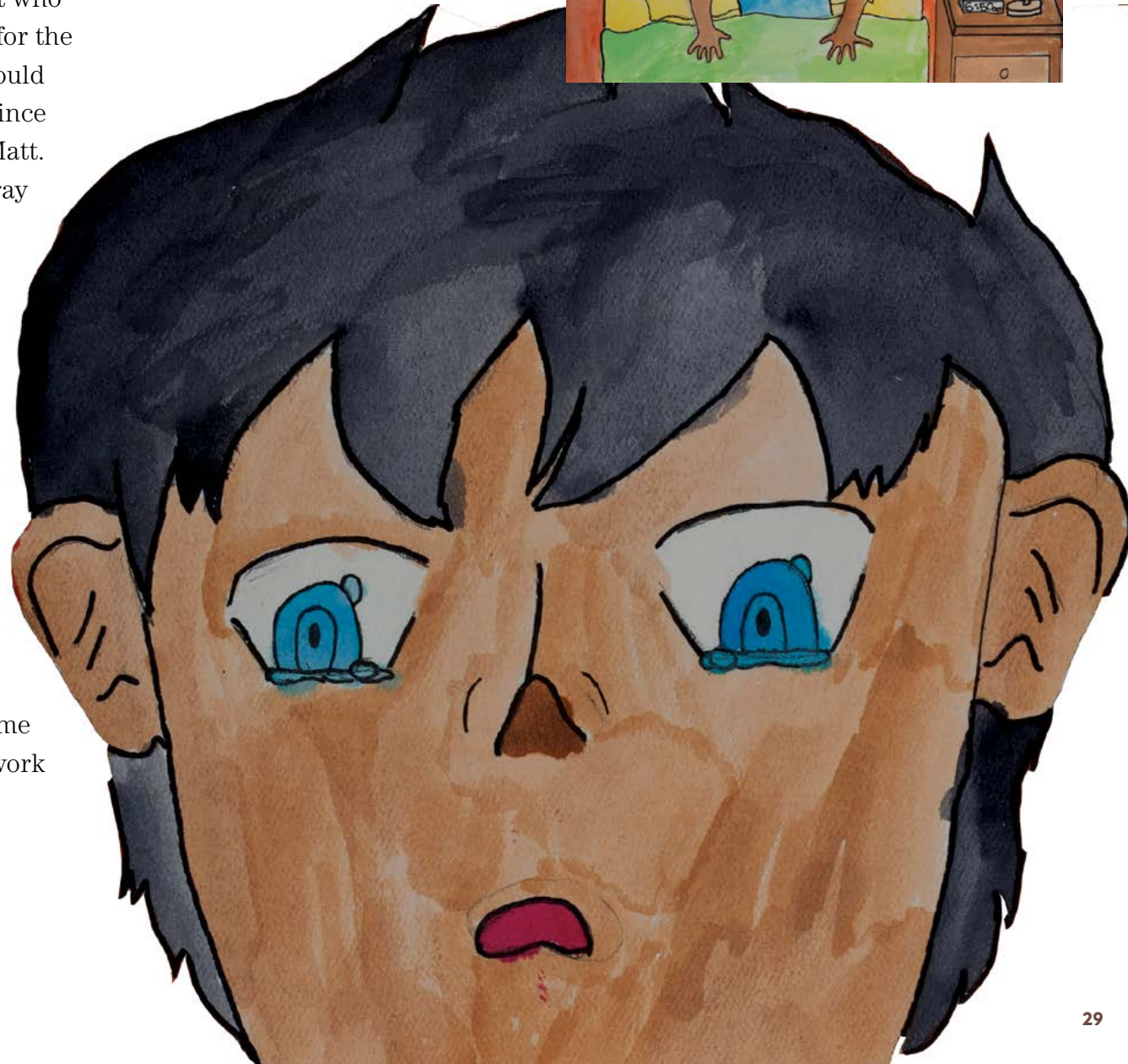
Grade: 7
 Teacher: Wendy Newman
 School: PS/IS 268, Queens
 Principal: Lissa Grant-Stewart

The Best for Oreo began as a story I wrote in my ELA class about a boy named Matt who thinks during his school day about who should have his cat. My art teacher suggested I use this story for the Ezra Jack Keats Bookmaking Competition, and I thought it would be fun to illustrate the story and turn it into a picture book. Since the story takes place inside Matt's head I added close-ups of Matt. Speech and thought bubbles were used and the setting was gray and gloomy to show that Matt was not focusing. The first step towards creating my book was to plan the layout of the story. I created a rough copy of my book by folding several sheets of copy paper into quarters and writing my story on the separate squares. The next step was to test the watercolor



paints and write the text. The final work was done on good watercolor paper following the storyboard sketches. After painting all of the pages and outlining the text with a Sharpie® marker, I bound my story with string. My art teacher guided me as I created this book. I am proud that all the weeks of hard work were rewarded.

It was a feeling
 of anguish
 but much more
 intense.



Amelia Samoylov

Dream

Grade: 7

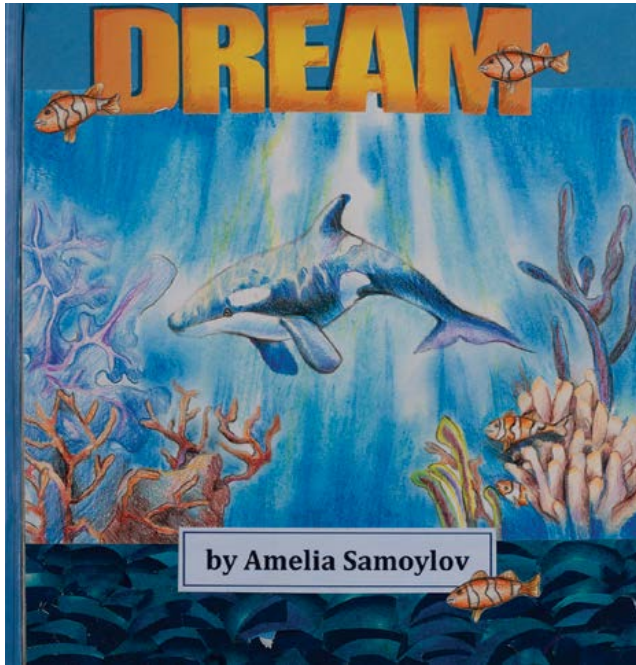
Teacher: Mandi Bracho

Librarian: Marietta Falconieri

School: IS98, The Bay Academy for the Arts & Sciences, Brooklyn

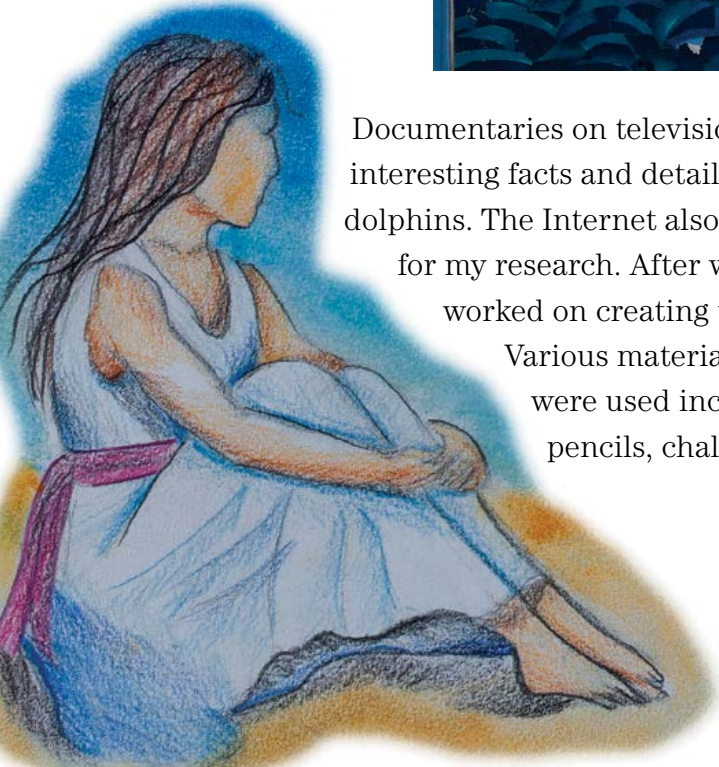
Principal: Maria Timo

The inspiration for my book came from my love and deep interest in the marine world. The series *Saving Willy* was a touching story of a friendship between a whale and a boy. This started my interest in whales and other sea animals.

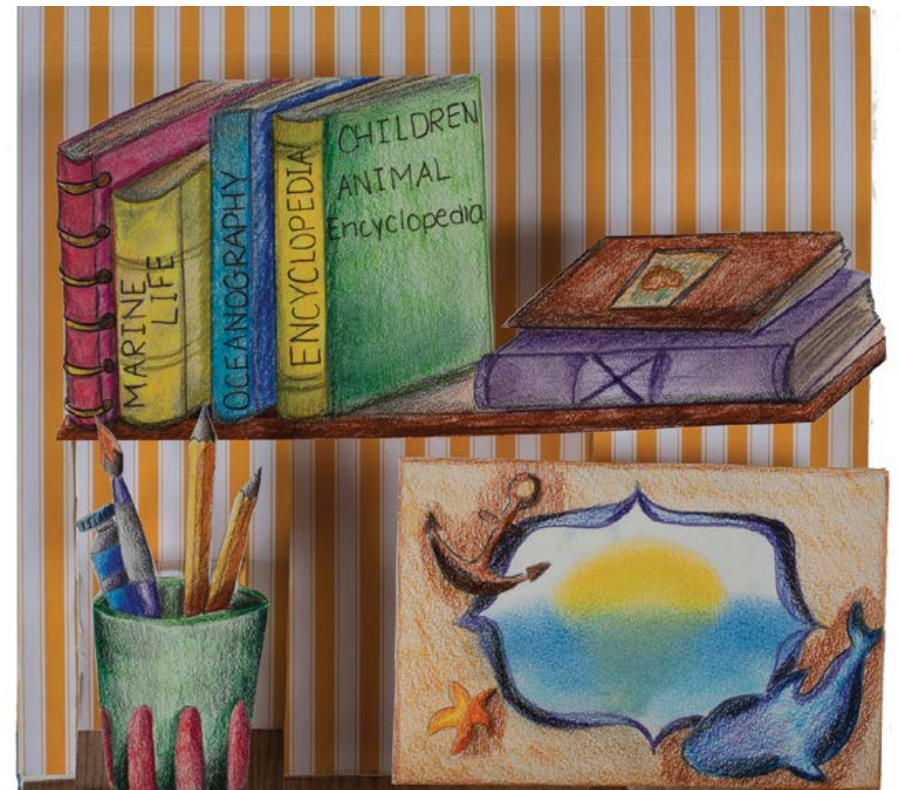


Documentaries on television provided me with interesting facts and details about whales and dolphins. The Internet also proved to be a source for my research. After writing my story, I worked on creating the illustrations.

Various materials and techniques were used including watercolor pencils, chinks, pop-ups and collage



to make my book visually interesting. While whales are my main focus, people who read my book should understand the importance of protecting ocean environments and taking care of all the plants and animals that live there. In my book, Anna has a dream that comes true. Just like Anna who never gave up hope, my readers should never give up their dreams.



Joshua Frometa

If I Had A Garden . . .

Grade: 8

Teacher: Roberta Klapper

School: P723 @ PS 189, District 75, Bronx

Principal: Christine Walsh

Two years ago, during an after-school program my best friend and I were inspecting the bushes and plants around the school for insects and bugs. Some of the flowers that we saw were small but still very beautiful. When you live in an apartment in the Bronx all your life you sometimes think about what it would be like to have your

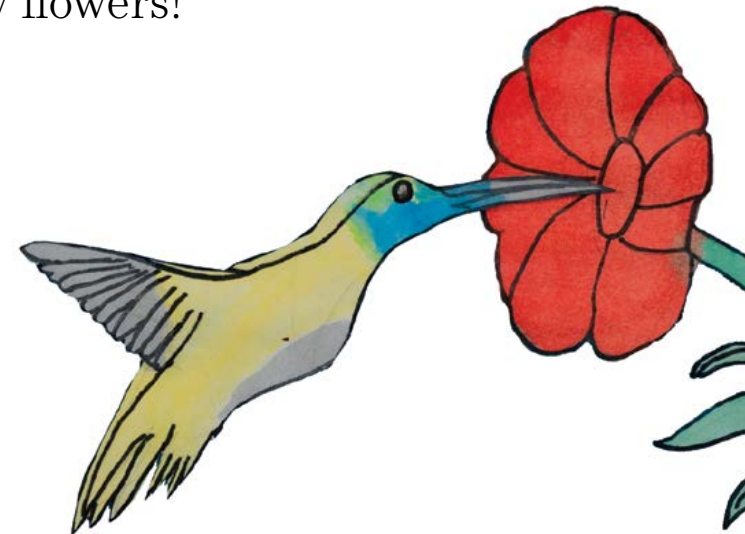


own garden even if it were on the roof of a building. So, I decided to write *If I Had A Garden...* This meant I had to research which plants and flowers would attract insects and birds. I learned that

sunflowers attract bees, pink flowers attract butterflies, hibiscus attracts humming birds, and that ladybugs and praying mantis eat other bugs that destroy flowers and plants. The fun part about this project was painting the beautiful flowers, birds, insects, and plants. Watercolor paint was used to achieve the striking colors that gave the book some very exciting effects.



I would plant sunflowers to attract bees, because bees help flowers to reproduce — that is, to make new flowers!



Caitlin Crowley

Mei's Dream

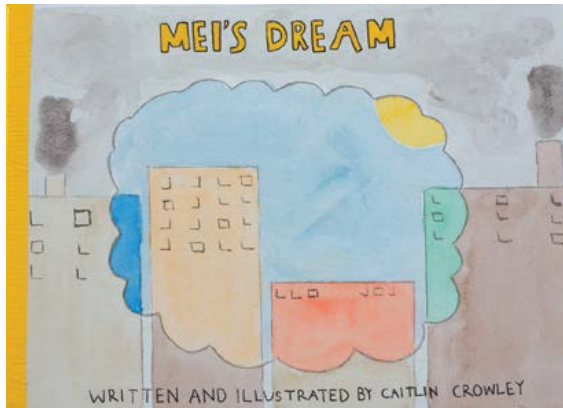
Grade: 8

Teacher: Shelly Cunningham

School: MS 51, William Alexander, Brooklyn

Principal: Lenore Berner

After reading an article about the air pollution in China, I decided to write this book. The air pollution in certain areas has reached toxic levels. Because of this condition people have to wear air masks outside and children and the elderly are sometimes



advised to stay indoors. While reading the article it was easy to sympathize with the people living in these harsh conditions. I was not aware

that this level of pollution exists in our world today and I became concerned with how pollution negatively affects so many people in their daily lives. The main young character in my book lives under these conditions. Hopefully my readers will envision a world where these problems no longer exist and will be inspired so that they can become a part of the solution. If we work together we can definitely make the world a better, cleaner and healthier place in which to live. It is our responsibility to take care of our world. After all, we must all protect our environment for future generations.

Mei wondered why the factories and cars had to do this. If there weren't as many factories or cars maybe people wouldn't have to wear masks and she could go outside. That night Mei dreamed that her town didn't have cars or factories.



Momo Takahashi

Silent Cries

Grade: 8

Teachers: Elisa Barresi

Kate Buckheit

School: IS 141, Steinway School, Queens

Principal: Miranda Pavlou



Issues regarding the environment interest me. Hopefully people will become better informed about the environment after reading my book. Having the story told from the perspective of a tree gave my book a unique spin. A poetry format seemed a suitable way to tell my tree's story. Several drafts of each poem were written and edited until I was completely satisfied. After organizing each poem on a page I made sure the illustrations had sufficient space. A sketch on each page was made that was relevant to the corresponding poem. Using watercolor to paint each page took the most time but proved to be my favorite part of the process of creating the book. After the painting process was finished, it was time to bind my work together. I decided to sew the book and use a thick cardboard cover for the front and back. The cover of the book uses painting as well as scraps of paper to depict trees in the forest. Making a book proved to be harder than I expected but it was worthwhile because I am very proud of what I have created.



I've seen helpless creatures.

I am ashamed, for my inability to aid them.

I remember the doe's eyes

As it scrambled on its frail legs

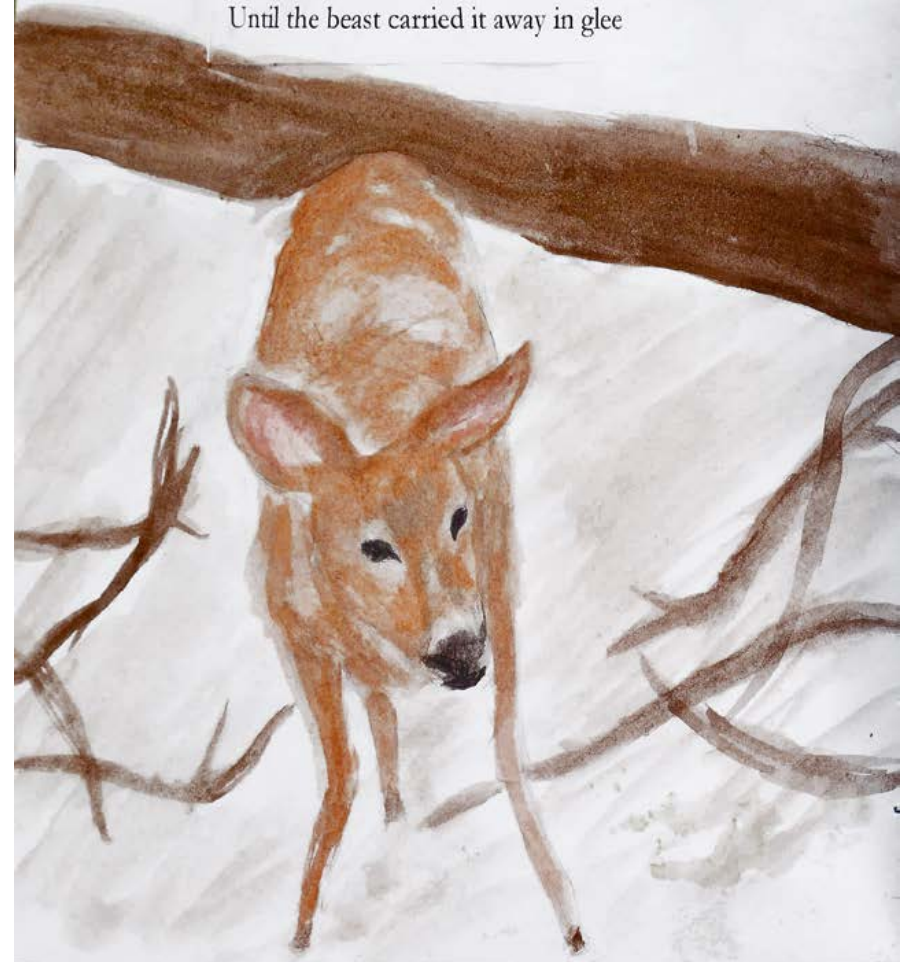
From its impending *BANG!*

I've seen a rabbit in a metal cage

It yearned to break free

At its final moments

Until the beast carried it away in glee



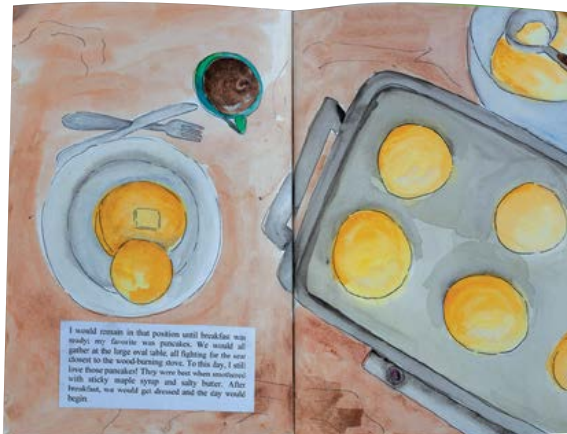
Mackenzie Traut

The Cabin

Grade: 12
Teacher: Wynter Carnevale
School: Tottenville High School, Staten Island
Principal: William Dugan

The inspiration for *The Cabin* comes from my childhood memories. When I was younger my entire family would take many trips to what we called “the cabin in the woods.” These trips occurred during every season. The trip I wrote about in this book was a summer vacation and it was the last time I ever saw that cabin. Since then, I frequently think about that ancient place owned by my grandparents. The actual cabin was tiny, quaint and precariously perched on top of a hill nestled into the surrounding trees. It had small rooms, each flirting with a feeling of claustrophobia. When there was a

spare inch of space, it was immediately filled with an interesting knick-knack. Even the ceiling was filled with trinkets. I always looked forward to seeing the little shack each year. It was a sad decision to sell the cabin. It might be gone but I still have my family and those wonderful memories and that is what is most important.



Everyone was counting down the days until the next visit and excited about the future memories we would make with each new visit there.

Karina Yusupova

Lost

Grade: 11

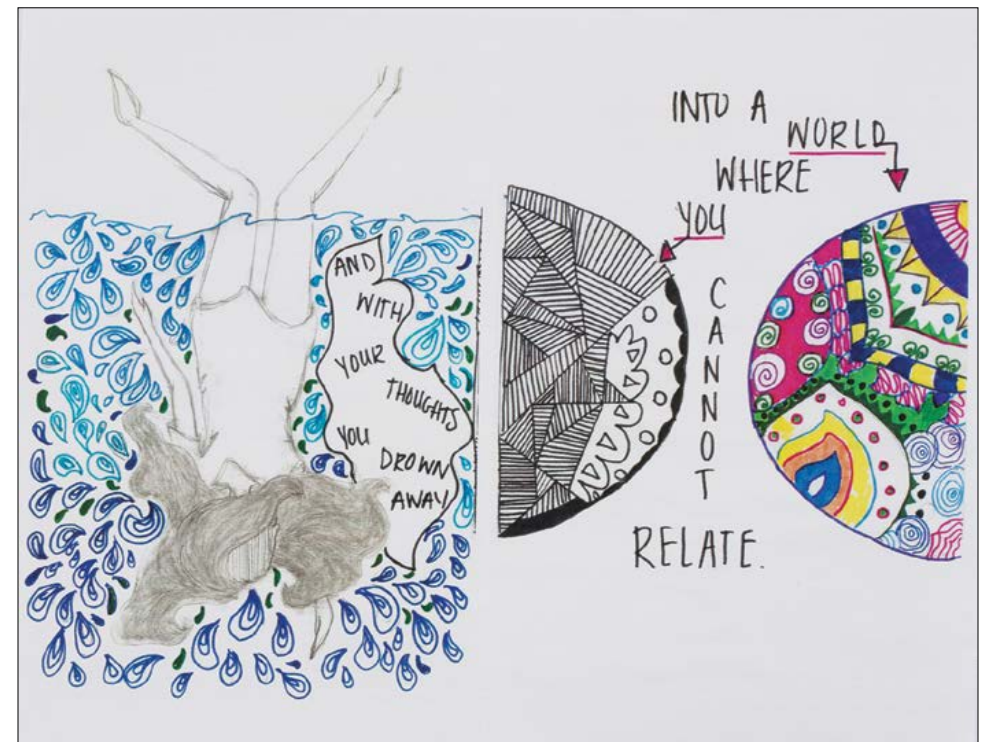
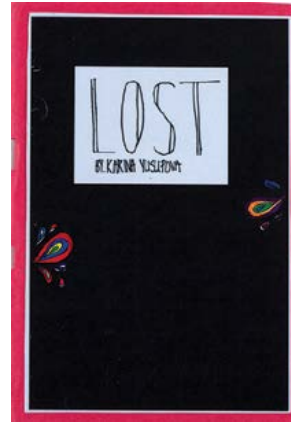
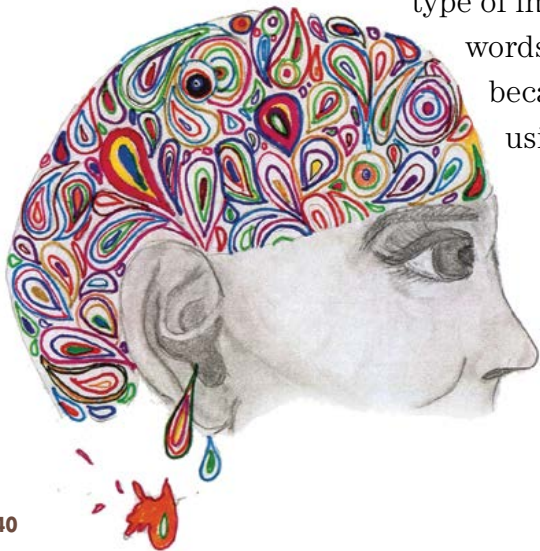
Teacher: Renee Andolina

School: Queens Collegiate: A College Board School

Principal: Jaime Anne Dubei

In creating this book I realized that not only the story, but also my feelings can be expressed through art. I went to my art club, grabbed some art supplies and started sketching a layout for the book. The decision to use a poetry format was made because it seemed to be a mysterious way to suggest a person's feelings. My book is based on a personal experience about people returning to something they know is wrong for them. It takes more than one instance to realize they are still troubled. The book is directed towards an older audience but everybody should be able to connect with my story. The illustrations came from my love for fantasy. My story needed to be straightforward but it needed to have mysterious illustrations. Therefore, my illustrations are both realistic and psychedelic in order to reflect my thoughts. Each page was sketched and retouched adding color marker where needed. My teacher helped me with the layout of the book and choosing what

type of imagery would work with the words. I'm really proud of my book because my feelings were captured using art as well as text.



Ruth Flores

The Sun & The Moon

Grade: 11

Teacher: Bennett Horowitz

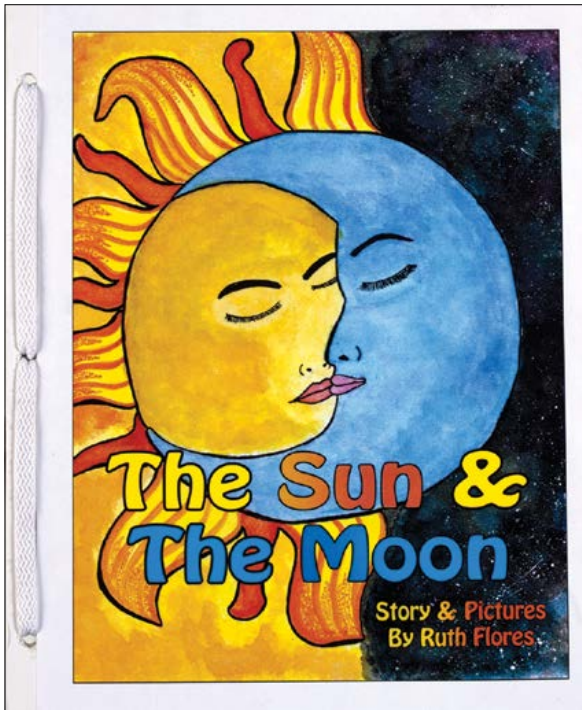
School: High School of Art and Design, Manhattan

Principal: Frances DeSanctis

What inspired me to write *The Sun & The Moon* was love. For some people love can be both beautiful and devastating. The sun and the moon are perfect examples of opposites that struggle to keep their love alive. My story is about a couple whose love is

impossible because they live far from each other. They could only get to see each other during eclipses. No matter what obstacles came their way they found a way to overcome them. They didn't care that they were miles away from each other because when they reunited in an eclipse they took advantage of every second they had together. If love is real

it overcomes all that might get in the way. The storyline was written first and then the illustrations were developed and scanned into the computer and finally printed. When all the pages were assembled to create the finished book, it proved an exciting and amazing experience. In this bookmaking project, I was able to express myself and teach something to my readers. Creating the book was a wonderful experience. I am honored to have participated in the Ezra Jack Keats Bookmaking Competition.



Rintaro Mori

A Tale from an Old Country

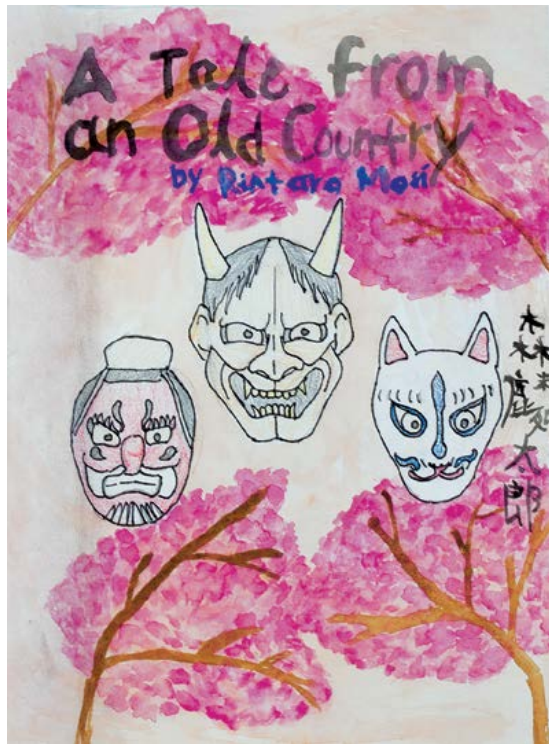
Grade: 12

Teacher: Eileen Horn

School: P233 @ QMHS, District 75, Queens

Principal: Debbie Edmonds

This book was inspired by an old Japanese tale from the Heian period. This is a mythical story of samurai warriors who slay a group of demons to protect the capital city. Since my childhood, stories about Japan have fascinated me. They have shaped my



creative thinking and my style of drawing. Most of the characters in my story are original. One character is based on a well-known member of the noble Fujiwara clan. Other Japanese myths and books based on samurai history have influenced me since both sides of my family are descendents of samurai. To create this book, the illustrations were drawn using pencil and then traced over using a Micron® pen. Color pencils were

used for the characters and watercolor was added in the background. My pictures were inspired by traditional Ukiyo-e art from Japan. Ukiyo-e has a simplicity that is fascinating for many people. The biggest challenge of making this book was trying to keep the pages bound together. I love how the book finally looks and in the future I hope to find other ways to show my true artistic potential and efforts.



Mehrangiz Voseeva

Uzbek Bears

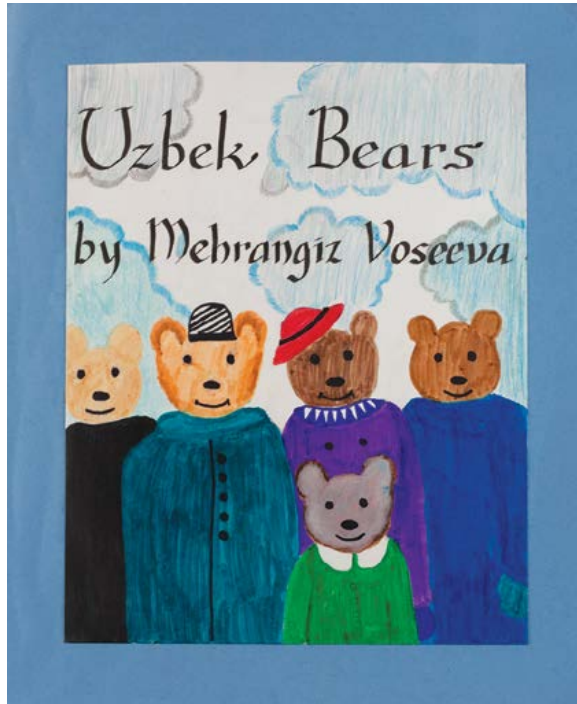
Grade: 11

Teacher: Cynthia Chatman

School: The International High School @ Prospect Heights, Brooklyn

Principal: Nedda de Castro

When I was first told about the Ezra Jack Keats Bookmaking Competition, I was not sure what to write. My art teacher told me to talk to my family about what it was like to migrate to



the United States and what happened to us in this new country. Bears represent my family because they symbolize my former homeland. There was not enough time to finish my book at school so I had to work hard at home to complete the book on time. It was fun creating it because telling my story was really satisfying. When you write about yourself you remember what

happened in your life, what you did in the past and what you want to focus on now. It was my dream to come to the United States. I studied really hard in my country of birth but never received any recognition. My artwork has been given three art awards since arriving here. I am very proud.



When we arrived, we lived with my neighbor, Martaba.

Honorable Mentions

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
All About Balls	Anthony Campoverde	PS 239Q	Jean Cohn	Robin Connolly
The Biggest Hero	Brandon McCray	P17X@43, District 75	Tany'a P. Wells-Vasquez	Marlin Hoggard
The Case of the Missing President's Daughter	Jaden Delgado	PS 231K@ PS 180, District 75	Marissa Boudreau Antoinette Bianco	Christina Foti
The Knight's Joust	Rosalie Bauer	PS 163M Alfred E. Smith School	Nia Mason	Donny Lopez
Neighborhood Walk	Yasairie Garcia, Herleen Castillo	PS 173M	Erin Belmont	Dawn Boursiquot
Over In The Sky	Soneha Zaman	PS 174Q, William Sidney Mount	Marilyn Friedman Neme Alperstein	Karin Kelly
The Three Brothers Raff	Riley Raff	PS/IS 187M Hudson Cliffs School	Jessica Mitchell	Cynthia Chory
The Water Bottle	Jiyad Quhshi, Alvin Chen	PS 170K Ralph A. Fabrizio	Cynthia Aweeky Suzanne Antonello-Kouros	Zhen (Tony) Wu
When Cuddy Came In	Rami Medina	K053@384, District 75	Judith Tantleff-Napoli Jane Schulman	Heather Leykam
Grades 6-8				
Art Block	Sterling Knight	JHS 190Q, Russell Sage	Colleen Glenn Jeff Storm	Marilyn Grant
The Blue Hypercube	Omar Abdelhamid, Thomas Lee	JHS 194Q, William H. Carr	Jodi Olivieri Adam Mastrosimone	Jennifer Miller
The Dark Journey of the X-D Gamer	Brandon Santos, Isaias Morales	MS 126K, John Ericsson	Nina Fagiola	Marcos Bausch
Journey to the Center of the Digestive System	Isaiah Gray	Tompkins Square Middle School, Manhattan	James Salazar Akeem Oliver	Sonhando Estwick
Things We Can't Forget	Mayra Bautista	IS 145Q, Joseph Pulitzer	Ivan Asin Manshan Chung	Dolores Beckham
Grades 9-12				
Ben's Coast to Coast Adventure	Israel Koumtog	P993Q @FSSA, District 75	Patrick Regan	Jacqueline Zaretsky
Parents	Daniel Hernandez	Academy of Innovative Technology High School, Brooklyn	Monica Daly	Cynthia Fowlkes

School-Wide Winners

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A Change of a Lifetime</i>	Daniela Mejia, Winnie Huang	PS105K Blythebourne	Lee Anne Infantino Li Xue	Johanna Castronovo
<i>A Day In the Life of a Fourth Grade Girl</i>	Kimberly Johnston	PS 193Q Alfred J. Kennedy School	Denise Markbreit	Joyce Bush
<i>A Great Idea!</i>	Elana Nguyen	PS 173Q, The Fresh Meadow School	Deborah Passik Rhea Newman	Molly Wang
<i>Animal Atlantis</i>	Micah Munoz	PS 146X Edward Collins	Linda Mondesire	Janet-Ann Sanderson
<i>Attack of the Cookie Monster</i>	Daniel Liu	PS 307K Daniel Hale Williams	Yolanda Blue	Roberta Davenport
<i>Christmas Terror!</i>	Celine Santiago	PS 36X The Unionport School	Nicole Procario	Elvira Maresca
<i>Fido's Tale</i>	Melissa Pico Natalia Brozek	PS 70Q Lt. Joseph Petrosino School	Carmela Mroz Sofia Mavromatis Mary Karalekas	Donna Geller
<i>Good Night My Darling</i>	Envyanna Mehmeti	PS 20R The Christy Cugini Port Richmond School	Tracey Viverito	Maria Munoz
<i>In the Life of a Flower</i>	Destiny Salinas	PS 213K New Lots School	Sandra Ruiz	Stanley Moise
<i>Letter to NYC School Chancellor</i>	Genesis Ventura Jose Reyes	PS 54X	Tracey Wong	Marybelle Ferreira
<i>Mischief Mosquito</i>	Sasha Ramai Israt Jahan	PS 95Q The Eastwood School	Anna Gerardi	Kim Hill
<i>My Big Brother</i>	Mia Gambaro John Gambaro	PS 6R Corporal Allan F. Kivlehan School	Andrea Conroy Angela Misiti Michael Anderson	Cynthia DiPolco
<i>My Mexican-American Thanksgiving</i>	Jasmin Vivaldo	PS 155M William Paca	Risa Schneider	Lillian Raimundi-Ortiz
<i>Once Upon a Squid</i>	Peter D'Agata Emil Seitmouratov	PS 200K Benson Elementary	Caroline Heffron	Javier Muniz
<i>Oh No! Here Comes Middle School!</i>	Jenna Como	PS 55R Henry Boehm School	Linda Scragg	Sharon Fishman
<i>Planet Earth</i>	Klementin Kurti	P352X@134 District 75	Mary McGaw Gina Pesca	Lourdes Mendez
<i>Sandy</i>	Kamila Lopez	PS 60Q Woodhaven School	Linda Graf	Frank DeSario
<i>Stopping the Great Hunt</i>	Jason Sethiadi	PS 139Q The Rego Park School	Charissa Gigatti	Monica Powers-Meade
<i>The Adventures of the Dreamer</i>	Yomaily Ramirez Bryan Ruiz	PS 463X Urban Scholars Community School	Agnes E. Freulich	Debra Jones
<i>The Bee Mystery</i>	Jai Clayton Jacob Cuthbert	MS311M Amistad Dual Language School	Rachelle Street	Zoraida Hernandez
<i>A Far Journey</i>	Christopher Nesensohn	PS 23R The Richmondtown School	Laura Christie	Paul Proscia

School-Wide Winners 2013 *continued*

<i>The Hook-Up</i>	Frank D'Amico Vincent Camerada	PS 41R The New Dorp School	Susan Alvarez	Elise Feldman
<i>The Jaguar That Cared A Lot</i>	Brailyn Herrera	Brooklyn Arbor Elementary School	Laurie Marcus Thea Laforestrie	Eva Irizarry
<i>The Missing Amulet</i>	Anaiyah Brown Melody Brahana	PS 48X Joseph Rodman Drake School	Elisabeth Colon	Roxanne Cardona
<i>The More the Merrier</i>	Natan Ost	PS 29R The Bardwell School	Joseph Cardone Barbara Camporeale Nina Hansen	Linda Manfredi
<i>The Paper Chase</i>	Haley McQuick	PS 153X Helen Keller	Susan LaSpina Anell Veras	Veronica Goka
<i>The Wish</i>	Bella Chau	PS 186K Dr. Irving A. Gladstone	Doris Hanel	Bayan Cadotte
<i>Welcome to the Big Apple</i>	Alison Letchford	PS 199M Jesse Isidor Straus	Mila Dau	Katy Rosen
Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 6-8				
<i>A Bowl of Chicken Soup</i>	Jessica Santosa	PS 323Q Scholars' Academy	Jennifer Shannon	Brian O'Connell
<i>Amber's Story</i>	Amanda Lee	IS73Q Frank Sansivieri	beth helfant- goldman Laura Smith	Camillo Turriciano
<i>At the Beach With My Family</i>	Jayden Rijo	P226MJREC, Manhattan	Sue E. Aronson Laura Lachok	Shelly Klainberg
<i>Azalia and The Candyland</i>	Alyssa Hanna	28Q287 The Emerson School	Jennifer Adams	LaJuan White
<i>Betrayal</i>	Syeda Islam	IS 204Q Oliver Wendall Holmes School	Adam Sirkis	Yvonne Leimsider
<i>Chicken's Favorite Food</i>	Ashrafur Rahman	MS 137Q America's School of Heroes	Melissa Potwardski	Laura Mastrogiovanni
<i>Colors of the Rainbow</i>	Rosferlene Tolentino Yanely Merquez	MS 311M Amistad Dual Language School	Rachelle Street	Zoraida Hernandez
<i>Luna and the Creatures of the Night</i>	Denise Galva	IS 302K Rafael Cordero	Dacia Howard	Lisa Linder
<i>My Vacation After School</i>	Carlos Medina	PS 176X@IS181 District 75	Chris Schmitz Brian Hansen	Rima Ritholtz
<i>Perfect Penny</i>	Merrick Eng	PS 229K, The Dyker School	Anne Keegan Marie Dorval Maria Vinciguerra	Robert Zappulla
<i>The Wait</i>	Tia Char	IS 201K Dyker Heights JHS	Tonia Franzese	Robert Ciulla
<i>It's Not About You</i>	Judy Ng	IS 49R Berta Dreyfus	Valerie Kimbrough	Linda Hill
<i>Why Me?</i>	Treyvon J. Sim Jaylah Stokes	MS 352K Ebbets Field Middle School	Catherine Brewer	Margie Baker
<i>Woods</i>	Alyssa Kattan	IS 7R Elias Bernstein	Mary Beth Quick	Nora De Rosa

School-Wide Winners 2013 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 9-12				
<i>Art of Origami</i>	Qiulin Wang Satomi Higuchi	Queens Metropolitan High School	Debra Firestone	Greg Dutton
<i>Designing Shoes</i>	Deark Ramsey	811K The Connie Lekas School, District 75	Patricia Freer	Antoinette Rose
<i>Dylan's Hair</i>	Kelly Arango	La Guardia High School of Music and Art and Performing Arts, Manhattan	Maggie Chang	Dr. Lisa Mars
<i>Ellie and Max</i>	Alysse Rodriguez	Williamsburg Charter School, Brooklyn	Alyssa Lombardi	Kathleen Gaffney
<i>Inner Beasts</i>	Jesus Morante	PS 77K District 75	Amie Robinson Sylvia Patterson	Merryl Redner- Cohen
<i>Mirrors of Miranda</i>	Natashna Anderson	Brooklyn Preparatory High School	Jennifer Spence Aldijana Adovic	Noah Lansner
<i>My First Experience in an Earthquake</i>	Marie Antoine	New World High School, Bronx	Julia Soare	Fausto Salazar
<i>Perculiar Creatures</i>	Gary Pavlus	Bronxdale High School, Bronx	Julia Loving	Carolyn Quintana
<i>Pride</i>	Dominic Pierre	High School for Public Service, Brooklyn	Marisa Boan	Sean Rice
<i>The Boy from Australia</i>	Maria Morales Herdai Mangal	Academy for Scholarship and Entrepreneurship, Bronx	Alicea Susan	Zenobia White
<i>The Ladybug with Purple Spots</i>	Crystal Montanez	NYC iSchool, Manhattan	Gretel Smith	Isora Bailey

Ezra Jack Keats Selection Panel 2014

Selina Alko
Children's Book Author & Illustrator

Barbara Genco
Visiting Associate Professor
Pratt Institute

Barbara Moon
Former Youth Consultant
Suffolk Cooperative Library System

David Mowery
Former Division Chief, Young Wing,
Central Library
Brooklyn Public Library

Hannah O'Neill
Member, Children's Book Committee at
Bank Street and *Assistant Manager,*
Bank Street Bookstore

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

Rachel Payne
Coordinator, Early Childhood Services
Brooklyn Public Library

Jo Beth Ravitz
Artist/Art Consultant

Christine Scheper
Children's Materials Specialist
Queens Library

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Paul King, *Executive Director*

Karen Rosner, *Coordinator of Visual Arts*

OFFICE OF LIBRARY SERVICES

Richard Hasenyager, *Director of Library Services*

Melissa Jacobs-Israel, *Coordinator of Library Services*

BROOKLYN PUBLIC LIBRARY

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Rachel Payne, *Coordinator Early Childhood Services*

Emma Carbone, *Program Coordinator*

Barbara Wing, *Manager, Exhibitions*



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