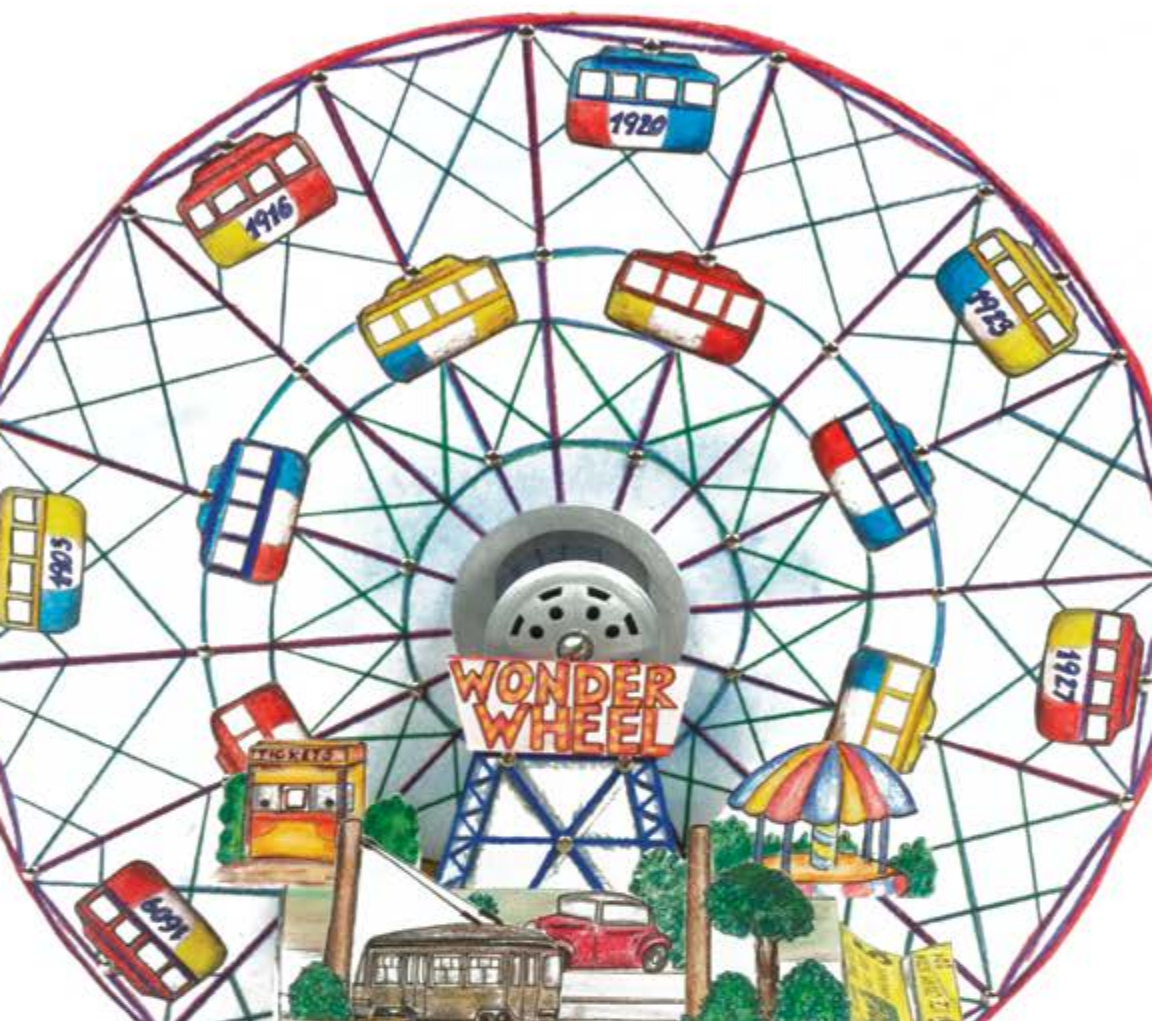


# Ezra Jack KEATS

29th Annual Book Awards Catalogue



## EZRA JACK KEATS AWARDS EXHIBITION SCHEDULE

### Central Branch of the Brooklyn Public Library

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

**May 4 - May 22, 2015**

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

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Front cover image: Amelia Samoylov, *The History Wheel of Coney Island*, IS 98K, The Bay Academy for the Arts and Sciences, Brooklyn

Back cover image: Rosemarie Carrion, *Why Birds Have Wings*, PS 130X, Abrahams Stevens Hewitt, Bronx

Editor: Kenneth Grebinar  
Original catalogue design by Pam Pollack  
Artwork photographed by Michael Ian

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# Ezra Jack KEATS

## 29th Annual Book Awards Catalogue

# The Annual Ezra Jack Keats Bookmaking Competition

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

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

Because all books entered into the competition are winners, all are exhibited from May 4th to May 22nd at the Brooklyn Public Library, 10 Grand Army Plaza, Brooklyn.

## Table of Contents

<b>LETTER FROM CARMEN FARIÑA</b>	6
<b>LETTER FROM DEBORAH POPE</b>	7
<b>CITY-WIDE WINNER IN GRADES 3-5</b>	
John Lee, <i>When Fall Turns into Winter</i>	8
<b>CITY-WIDE WINNER IN GRADES 6-8</b>	
Amelia Samoylov, <i>The History Wheel of Coney Island</i>	10
<b>CITY-WIDE WINNER IN GRADES 9-12</b>	
Kevin Zeng, <i>The Brown M Train</i>	12
<b>ELEMENTARY SCHOOL WINNERS</b>	
Alanna Gimadeyeva, Vincent Chen, <i>A Grandmother's Gift</i>	14
Liddi Ronquillo, <i>Entre sueños y temores: Emigrando de Honduras a America</i>	16
Ryan Macwan, <i>How did the SHARK and the STARFISH become FRIENDS?</i>	18
Stella Vayner, Michael Golshteyn, <i>Lost In Time</i>	20
Rosemarie Carrion, <i>Why Birds Have Wings</i>	22
<b>MIDDLE SCHOOL WINNERS</b>	
Catherine Matute, Maryfe Coronel, <i>Please, Remember Me</i>	24
Maggie Zhao, <i>Rainbow Dream</i>	26
Talia R. Kampton, <i>Thanksgiving Dilemma Solved</i>	28
Emme Wong, <i>The Lonely Square</i>	30
Kimora Whitehall, Jamie Lee, <i>The Ruby Express</i>	32
<b>HIGH SCHOOL WINNERS</b>	
Laura Wang, <i>Atmosphere</i>	34
Michael Hynes, <i>In The Land of Giants</i>	36
Michael Jean, <i>Our 16th President</i>	38
Marian Louise Callanta, <i>The Special Days of the Year</i>	40
<b>HONORABLE MENTIONS</b>	42
<b>SCHOOL-WIDE WINNERS</b>	43
<b>EZRA JACK KEATS SELECTION PANEL 2014</b>	46
<b>PROJECT TEAMS</b>	46

## Letter From Carmen Fariña

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

Congratulations to all the students whose exemplary picture books are represented in the annual catalogue of city and borough wide winners of the Ezra Jack Keats Bookmaking Competition. Through words and images, each one of you has created a meaningful picture book to be shared with friends and families. Compliments also go to the teachers and librarians who worked with these young authors and illustrators, and to the families who are always there to support their children.

A successful picture book is a powerful tool for relating enchanting fantasies, offering solutions to everyday problems, and referencing figures and events in history. Each picture book in the catalogue you are now holding is the dynamic result of the merging of quality artwork, excellent writing, and perseverance. Each also is a testament to what our students can create when they receive solid instruction and are supported and nurtured by their families.

The work contained in the catalogue demonstrates the talents and creativity of elementary, middle and high school students from traditional, alternative, and special education learning environments.

Before they embarked on their own books, students studied the work of other authors and illustrators, and came to appreciate their craft. To create their own picture books, students carefully chose words and phrases, made artistic decisions incorporating Elements of Art and Principles of Design, and gained a clear understanding of the link between text and image.

Their work is outstanding.

On behalf of The New York City Department of Education, I wish to acknowledge the Ezra Jack Keats Foundation for its generosity. Its funding provides for professional learning events in support of educators who guide their students, medals and awards, and the production of this catalogue.

Warmly,



Carmen Fariña

## Letter From Deborah Pope

Dear Students, Families and Educators,

As participants in the 2015 Ezra Jack Keats Bookmaking Competition, you are part of a long and illustrious New York City Department of Education tradition. Now in its 29th year, this program has touched the lives of thousands of schoolchildren who have gone on to careers in the arts, sciences, and professions. It is amazing to realize that the oldest alumni of the Bookmaking Competition are now forty-three years old!

Over the years we have often heard from students who made books for the EJK Competition. Some want to tell us what they are doing, and others want to tell us how important the program was to them. And some, even after twenty years, want to know if we can locate their books. So when your books are returned to you, remember to keep them in a safe place! As you grow and move out into the world, you may be surprised how important this accomplishment will continue to be. Whether or not you have won an award, your book shows that you can achieve excellence using the skills and information you have learned in school. Learning and knowing how to use what you learn can take you wherever you want to go in life.

If you are one of the teachers, librarians or administrators responsible for bringing this program to your students, I thank you. The bookmaking project supports the classroom curriculum, but it does require stepping off the normal track and it takes additional energy, determination, and vision on your parts. Without you, these incredible books would not exist, and that would be a great loss for the students and for all of us.

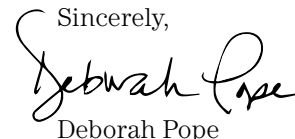
Friends and families, you know how important you are. And so do we. We thank you for nurturing such creative students. They make us all proud.

As always, I thank the people who make the Ezra Jack Keats Bookmaking Competition such a wonderful event each year. We thank you for nurturing such creative students. We have been especially lucky to work with Karen Rosner, Coordinator of Visual Arts, whose spirit is unstoppable.

We are also lucky to be able to work with Rachel Payne, Coordinator of Children's Services at the Brooklyn Public Library, Barbara Wing and Paquita Campoverde, who have raised the bar on all we do.

Congratulations to all!

Sincerely,



Deborah Pope



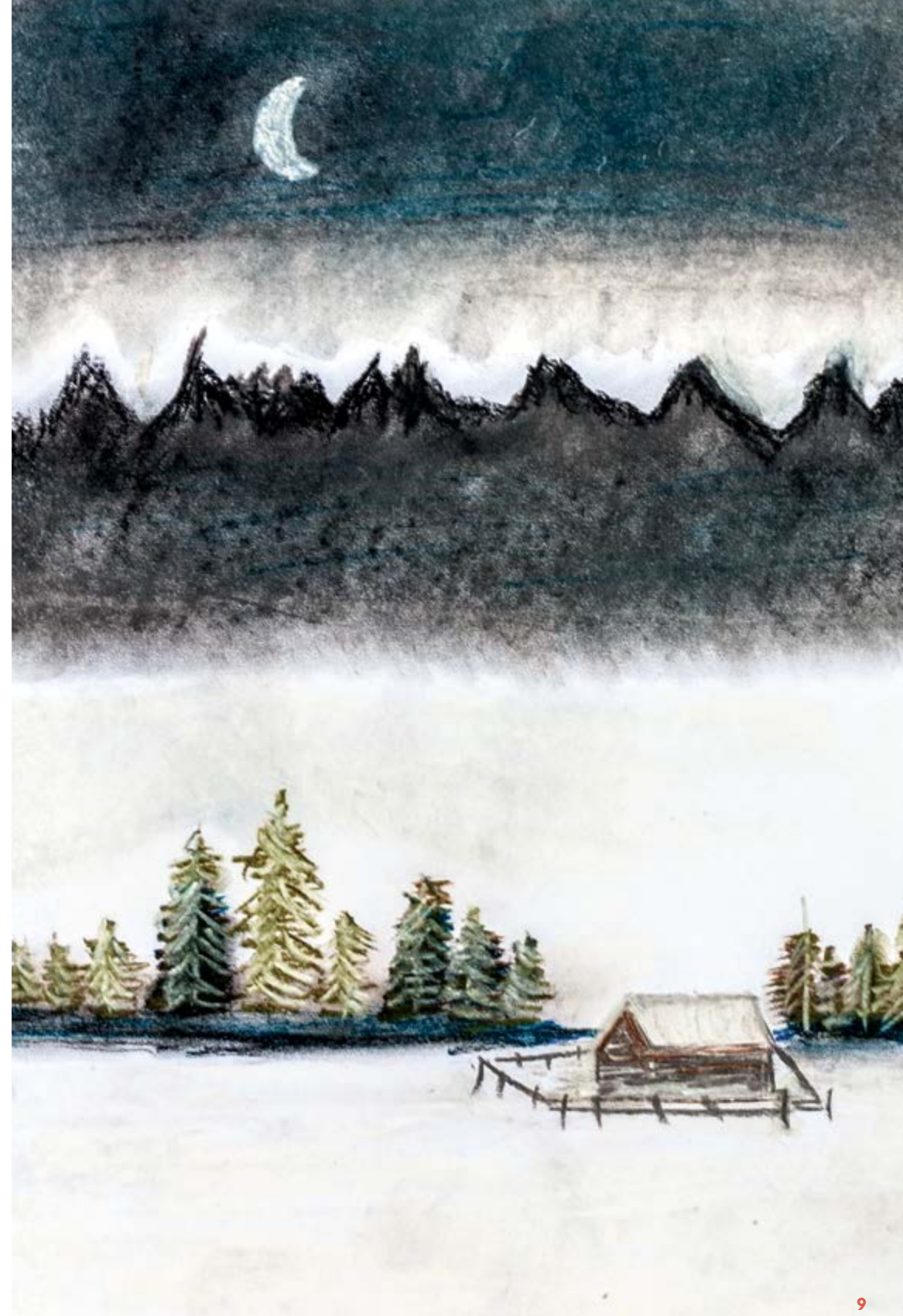
## John Lee

### When Fall Turns into Winter

Grade: 5  
Teacher: Denise Markbreit  
School: PS 193Q, Alfred J. Kennedy  
Principal: Joyce Bush

Every year I marvel at the beauty of the change of seasons. The vivid colors attract my attention and it is fascinating to learn how animals react

to this change. I see snow as winter's greeting. This gave me the idea for my book. I drew how I feel about the beauty of nature in my pictures. I used pastels to bring the warmth and brightness of the dynamic change from fall to winter. My art teacher inspired me to use various colors and mix them to express the characteristics of nature. I never made a book before but I can now see myself making another one someday. It's important to follow your heart when you are creating something. I would like to thank all those who work so hard to protect our natural environments around the world.





## Amelia Samoylov

### The History Wheel of Coney Island

Grade: 8

Teachers: Mandi Bracho

Marietta Falconieri

School: IS 98K, The Bay Academy for the Arts and Sciences

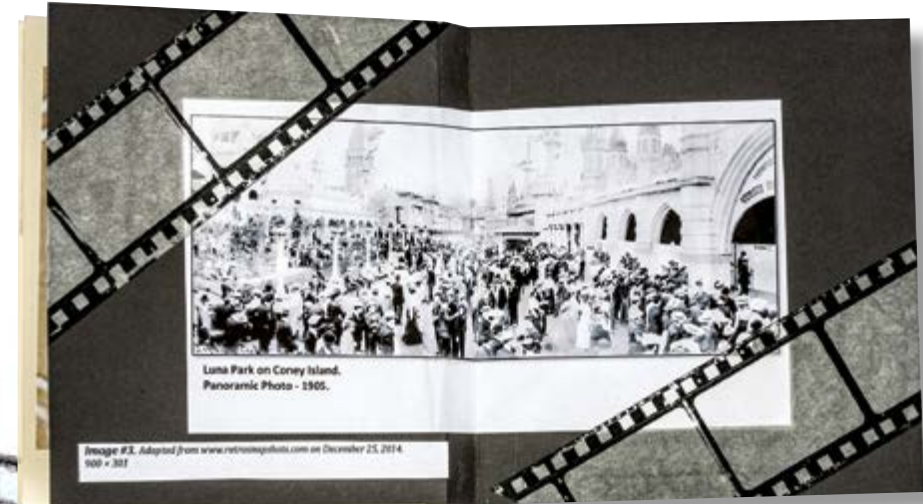
Principal: Maria Timo

This year I conducted research about the place where I live, Coney Island. I already knew that Coney Island was a special area with a rich historic background. It was only during the process of collecting information that I learned additional fascinating facts about Coney Island that I never knew.

I wanted other children to understand this information. My teachers helped me by teaching me to organize my thoughts and revise the writing by adding details. There have been so many amazing books created in the past that I decided to make my book different by making it three-dimensional. I used different materials and techniques such



as watercolor pencils, chalk, collage and pop-up pages. I created a model of the Wonder Wheel that could turn around just like the real one. I want everyone to realize the importance of my topic. My goal was to provide my readers with new information and make them want to visit the Coney Island area.





## Kevin Zeng

### The Brown M Train

Grade: 12

Teachers: Amie Robinson

Sylvia Patterson

School: PS 77K, District 75

Principal: Merryl Redner-Cohen

I want the MTA to restore the brown M train. The R train runs too slowly and the D, N, and R trains are too crowded on the 4th Avenue line in Brooklyn. Working on this book started by my researching the history of the M train and reading about the service cuts online. Then I began writing the text for the book and drawing and coloring the illustrations. I used color pencils so the results would be



beautiful. The process of making a book was not completely new to me because I made a book last year. This year the design and layout were much more complicated. I chose to use white text over a black background so it



would look like the signs on the subway station. I put the words in the correct order and then glued the text onto the pages. This was the most difficult part because I wanted to make my book perfect so that I could present it, along with a petition to bring back the brown M train, at the MTA board meeting in January. Making this book made me very happy and excited because I want the MTA to restore the brown M train.



# Alanna Gimadeyeva Vincent Chen

## A Grandmother's Gift

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

**Alanna:** In class we were learning about slavery and the Civil War. I thought slavery would be a good topic to write about. We found a book in the school library about the Gee's Bend quilters whose ancestors were slaves. That gave me the idea to write a story about a grandmother giving a quilt to her granddaughter. My grandmother makes quilts and taught me how to quilt. In addition to the writing, I enjoyed



stitching the squares together for the cover. I love crafting as much as writing, and creating this book was an interesting mix of both.

**Vincent:** Drawing a picture is just like trying to solve a math problem because I had to measure the many angles and lines. I used a computer to research what life was like on a southern plantation. Certain pages like the plantation page were challenging. Drawing in perspective was somewhat difficult but I tried and was able to do it. I used acrylic, watercolor paints and Sharpies to outline the figures. It was fun making this book and we learned a lot about slavery.



# Liddi Ronquillo

*Entre sueños y temores: Emigrando de Honduras a America*  
(Between Dreams and Fears: My Emigration from Honduras to America)

Grade: 5  
Teachers: Sarah Rubin  
Dayana Negron  
School: PS 182Q, Samantha Smith School  
Principal: Andrew Topol

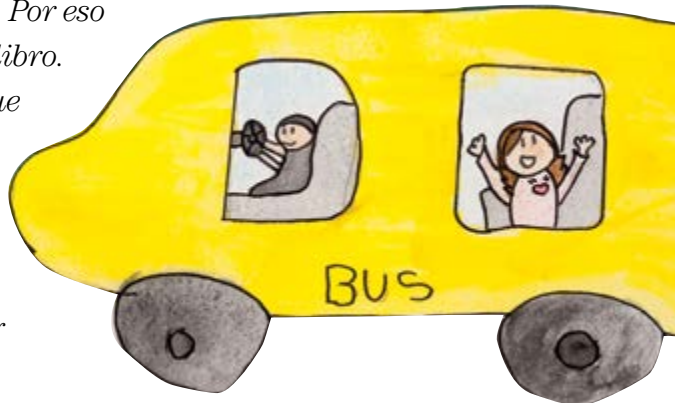
Cuando la maestra habló de una competencia de libros ahí mismo pensé que era mi gran oportunidad para contar mi experiencia. Era una oportunidad para inspirar a niños y aun adultos que todo en la vida con esfuerzos y dedicación se puede lograr; y que nunca



digan “no puedo.” Yo con tan solo tener 11 años pude lograr mi sueño de volver a estar con mis padres después de cinco años de no verlos. Había muchos obstáculos emigrando de mi país, Honduras, a Los Estados Unidos de América. Viajé ocho horas en bus y tuve que irme

a dormir con hambre. También tuve que caminar por un bosque toda una noche, atravesar un río peligroso en lancha, y dormir por dos noches en un lugar tan frío que le llaman “hielera”. Este viaje fue toda una aventura para mí. Me enseñó que con esfuerzo puedo lograr lo que me proponga. Por eso me propuse a escribir este libro.

Así que lo que les digo es que nunca se den por vencidos, que todo se puede. Ahora puedo seguir soñando y luchando por cumplir mi otro sueño, que es de ser maestra.



When my teacher talked to us about entering this book contest I thought this was my big opportunity to tell everyone about my experiences. This was a chance to inspire children and even adults to believe that everything in life can be accomplished with hard work and dedication, and that they should never say, “I can’t.” I am only 11 years old and after five years of not seeing them, I was able to achieve my dream of returning to my parents. There were many obstacles when I left Honduras to come to the United States. I had an eight-hour bus trip and had to go to bed hungry. My trip included walking through a forest overnight, crossing a dangerous river by boat, and sleeping for two nights in a place so cold that they call it *the cooler*. This trip was quite an adventure for me. It taught me that with effort I could achieve what I aim for. This is why I decided to write this book. You should never give up because anything is possible. Now I can continue to strive to achieve my other dream of becoming a teacher.



# Ryan Macwan

## How did the SHARK and the STARFISH become FRIENDS?

Grade: 3

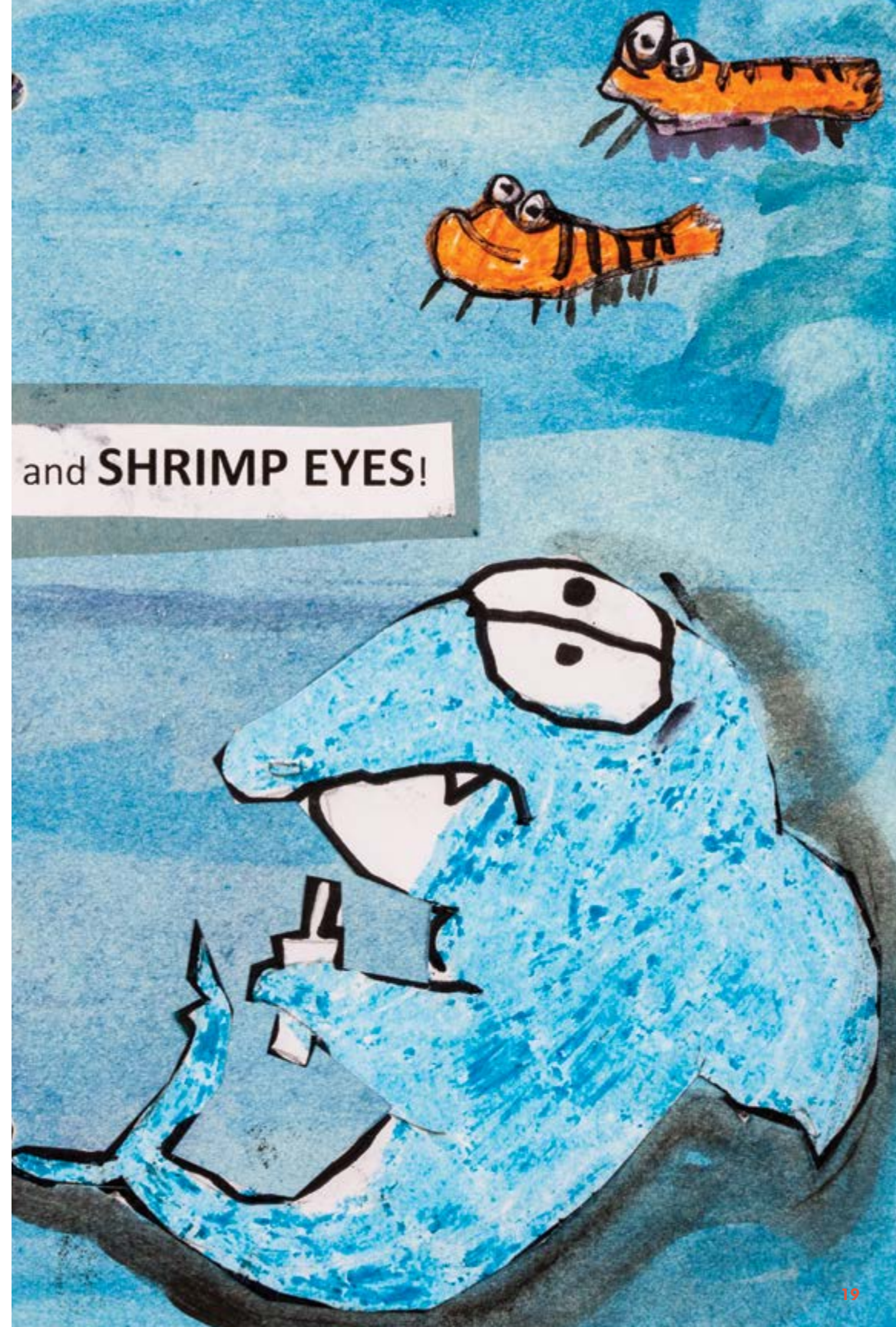
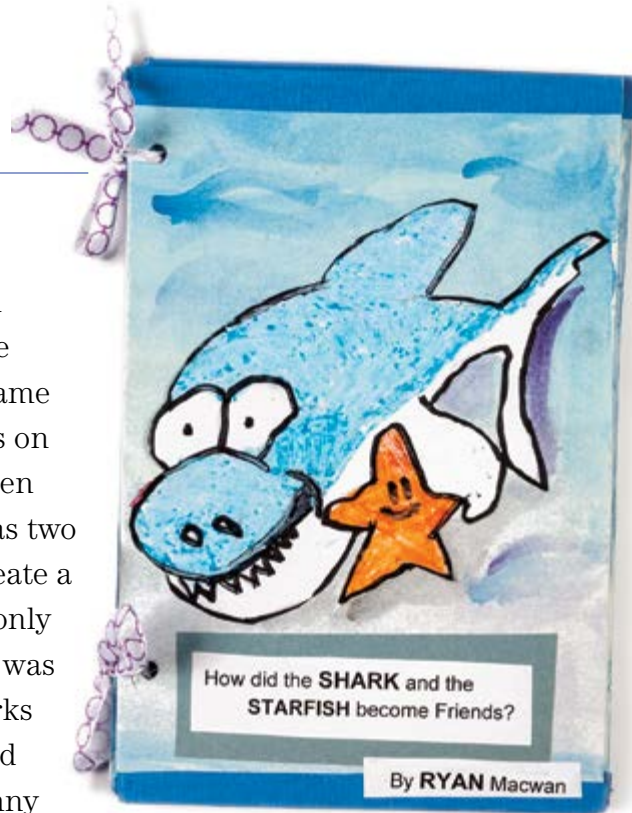
Teachers: Cathy Conti

Nina Hansen

School: PS 29R, Bardwell

Principal: Linda Manfredi

The Ezra Jack Keats competition was a challenge. Once I started writing about my favorite animal, the shark, it became easier. I own many books on sharks because I have been studying them since I was two years old. I needed to create a story about sharks. The only fact I could think of that was interesting was that sharks lose their teeth. I started to think about all the funny things sharks would have to eat if they were toothless. To make my story more interesting, I had the shark promise the starfish never to eat him. For my backgrounds, I used watercolor because it was easy creating the colorful oceans. For drawing the sharks I used color pencils and cut out the shapes and glued them to the background and outlined them with marker. I typed the words on my computer and glued them into my book. To put the book together I used blue masking tape and punched holes with rings to hold all the pages together. I enjoyed making this book and I am proud of it. I hope everyone enjoys reading my book.





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# Stella Vayner Michael Golshteyn

## Lost In Time

Grade: 5  
Teacher: Cara Bianchi  
School: PS 195K, The Manhattan Beach School  
Principal: Bernadette Toomey

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**Stella:** A time machine was the inspiration for the story *Lost in Time*. The idea for the book came quickly but the writing took quite a lot of time. There were many rewrites of the story before I arrived at the final copy. I had to visualize a scene in my imagination and then put the scene into words. The emotional scenes were the most challenging to write. I had to make the reader realize the sadness and pain that Sophie felt after losing her parents, the exhilaration of swinging on a chandelier, as well as the curiosity of Wilfred, the man in the shadows. I wanted to create a book that was both interesting and would hold readers' attention so that they could not put the book down until reaching the surprise ending.

---

**Michael:** The inspiration for the artwork for *Lost in Time* came from my brother. Using the text that Stella wrote, I had the challenge of turning this text into art. The bookmaking process and drawing were not easy. Even though we chose a classic format there were many difficult steps until the book was complete. We sewed the pages together and glued them onto the cover. Our cover is cardboard wrapped with construction paper. Finally, we glued on the text and completed creating the illustrations.

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# Rosemarie Carrion

## Why Birds Have Wings

Grade: 4

Teachers: Sheila Rubin-Newfeld

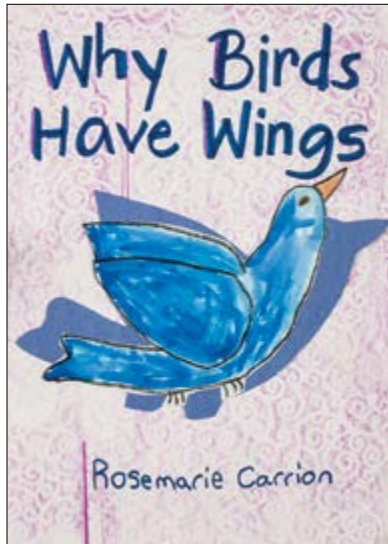
Eileen Rutherford

Tayla Moncrease

School: PS 130X, Abrahams Stevens Hewitt

Principal: Lourdes Velazquez-Peay

We learned about legends in my Social Studies class. This is where I got the idea to write my story *Why Birds Have Wings*. In my art class I looked at many different types of books for ideas to use when making my own book. When I was happy with my written results, I sketched the characters and the backgrounds, and added



important details in the story. I decided to make my book as an accordion fold. My background papers were made by using texture plates and rubbing them with crayons to make impressions. After gluing all my texture papers into the book I drew my characters on separate pieces of paper. I went over my pencil drawings in black crayon and colored in my pictures creating a watercolor resist by using watercolor paints over the crayon. I cut out all of my characters, matched my words with

the images and glued all the work onto the textured backgrounds. I added my front and back cover and wrote the title in marker and I even found a place to use a little glitter. Finally, I glued ribbon to the inner front and back pages to keep my book together. I am very proud of my book.



Next, Emmalyse turned all of the birds Arms into Wings, and so birds lived for a really long time. That's why birds have wings. THE END



# Catherine Matute Maryfe Coronel

## Please, Remember Me

Grade: 8

Teachers: Ivan Asin

Samantha Chung

School: IS 145Q, Joseph Pulitzer Intermediate School

Principal: Dolores Beckham

We got the inspiration for our book, *Please, Remember Me*, from a subject that was truly fascinating for us, the Holocaust. We started doing an investigation and little by little we started to create



characters, develop our plot and then compose the book. We decided to create a romance story between a Nazi and a Jew. The guidelines for creating this book were strict, and we had to find a way to follow them. We combined romance and history to keep our readers interested. The process of making this book was time consuming but worth it. It took us about a month and a half working many hours a day to create our final book. We worked together on the illustrations and the text.

This brought us together, not only as classmates but also as friends. We spent a lot of time together, and never had a conflict that was related to creating our book. This project required much patience, dedication, and cooperation. As we reminisce about all the time and effort we put into this project, we can proudly say, "This is one of our best projects yet."



**Bruno**

She fell asleep  
on my shoulder  
and it was starting  
to get dark.  
I couldn't sleep, fear coursed  
through my body,  
the Nazi's should be looking for us by now.  
Slowly and finally  
my eyes begin  
to close.



# Maggie Zhao

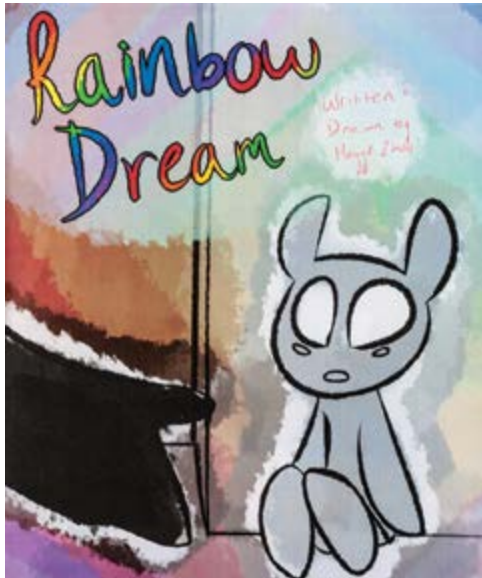
## Rainbow Dream

Grade: 8

Teacher: Michele Wallach

School: IS239K, Mark Twain School for the Gifted and Talented

Principal: Karen Ditolla



My book's inspiration originated from various songs as well as my own experiences of wanting to be accepted. Initially, I had many ideas, but none of them felt right to me. I decided to go for something that I would relate to everyone, both young and old. I based my book on my life. The feeling of loneliness and being left out or left behind is something I think everyone feels

at some point. I decided to write a book focusing on the life of a gray creature living in a society of color. My protagonist, who was neither male nor female, lived in a colorful world filled with outcasts who did not fit into society. I used a simple school setting. The characters that show up near the end of the book represent the hope and friendship that come with time. I decided early in the creative process that I would draw everything on the computer. I already had some experience with drawing comics so it was fun creating the pages. Making this entire book was actually a lot more difficult than I had expected but in the end I was extremely satisfied with my book.



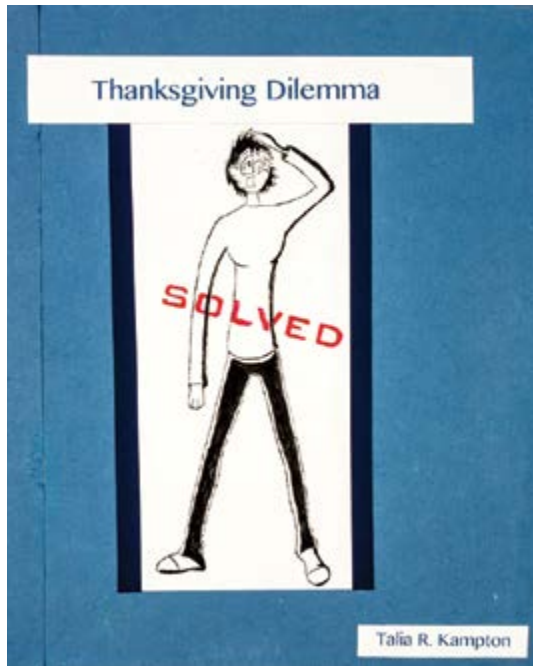


# Talia R. Kampton

## Thanksgiving Dilemma Solved

Grade: 7  
Teachers: Ashley Ward  
Stephanie Lamere  
School: JHS 157Q, Stephen A. Halsey  
Principal: Vincent Suraci

It was Thanksgiving and we had an assignment in my English class to compose a statement of what we were thankful for in our lives. The words I chose seemed to fascinate my classmates. After class, my teacher praised me for my writing and for my choice. Walking to lunch, I had an epiphany - what if I used this concept instead of what I was working on for my Ezra Jack Keats entry?



I decided to change the format of the book to verse to make it more captivating. It would be less like an essay and more like a fun statement. I struggled with the right style in which to create the art. My previous submissions had been in watercolor but I wanted to try a new technique. I decided it would be unique and exciting to use nib pens and ink. I used different pen nibs to achieve both thicker and more detailed lines. I loved working with these materials although at times it proved to be a difficult challenge. Overall, creating my book was a wonderful experience!



It's language! It's words! And without a doubt  
Without words, you wouldn't be reading right now.  
And what remains of this brief odyssey,  
What follows is a list, of things we wouldn't be,  
Couldn't do, wouldn't know  
Without language to help us show.





# Emme Wong

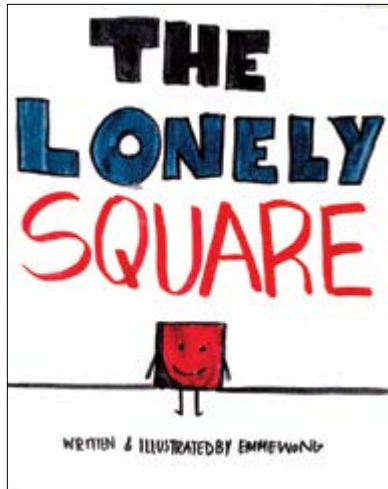
## The Lonely Square

Grade: 8

Teacher: Lauren Sabatini-Cabrera

School: JHS 194Q, William H. Carr

Principal: Jennifer Miller



**T**he *Lonely Square* deals with the important message of having strength and belonging. Little Red Square, the main character, represents the feeling of loneliness and desperation in all of us. Through perseverance, determination, and will Little Red Square prevails over adversity. Throughout the entire story Little Red Square does not belong in a universe of various shapes and sizes. Little Red Square attempts to find his place in the world by using its sense of purpose and determination. The message I want to convey is that we all have the will and courage to discover where we truly belong. The colored pages were accomplished through color pencils. I do not regret using color pencils because the results were worth all the effort. I used simple



bright colors, shapes, and structures so that it would be easier for children to understand the concept of the story. The binding of the book was quite simple and it turned out to be sturdy and durable. My decision to participate in the Ezra Jack Keats bookmaking competition proved to be an excellent one of which I am most proud.



# Kimora Whitehall Jamie Lee

## The Ruby Express

Grade: 7

Teachers: Amie Robinson

Sarah McDowell

School: PS 77K, District 75

Principal: Merryl Redner-Cohen

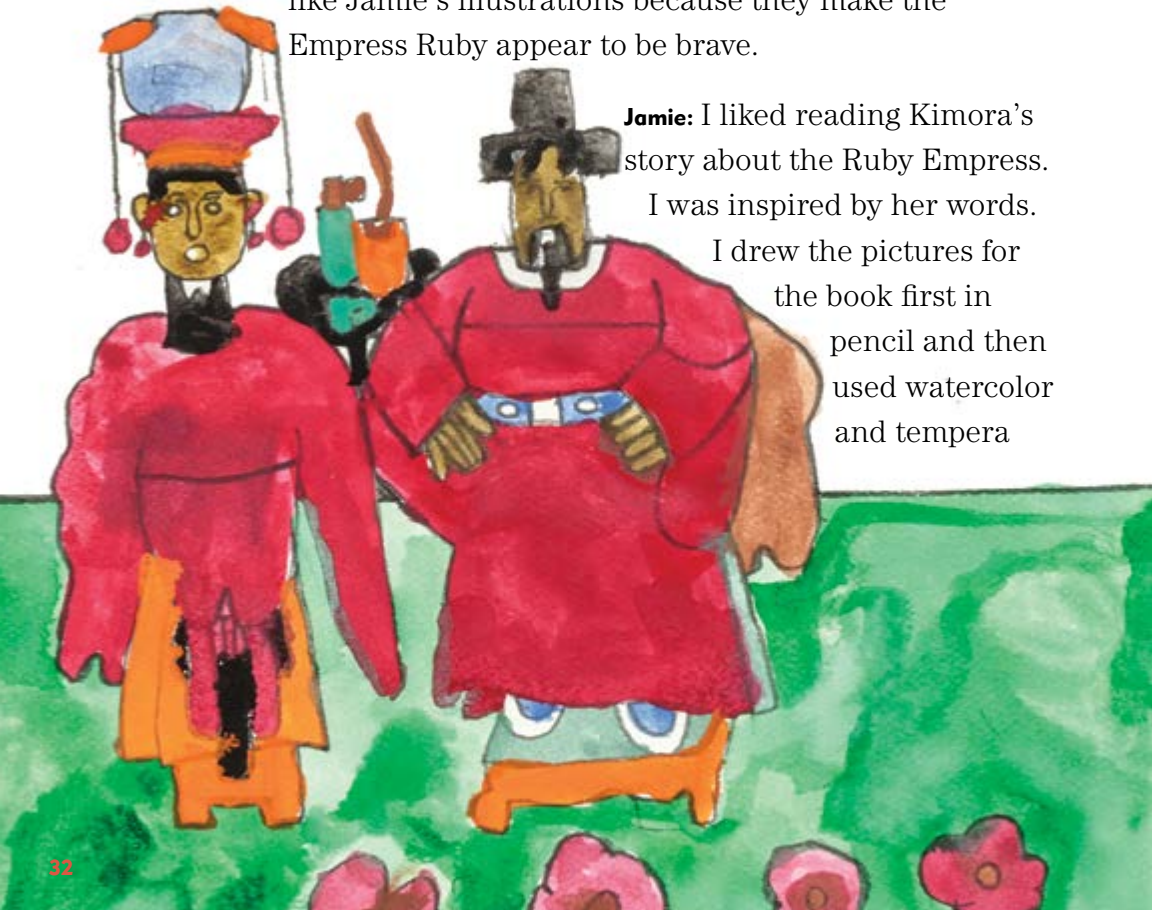


**Kimora:** I like learning about Chinese culture and so I set this story in ancient China. It is about two sisters. One is good and the other is evil; good wins in the end. To write the story I did research at the library with my teacher and learned about the Ming Dynasty. I learned that princesses were called empresses in China. My inspiration for the butterfly princess was Chinese fashion. The hardest part of writing this story was deciding on an ending. I really like Jamie's illustrations because they make the Empress Ruby appear to be brave.

**Jamie:** I liked reading Kimora's story about the Ruby Empress.

I was inspired by her words.

I drew the pictures for the book first in pencil and then used watercolor and tempera



to paint them. I prefer paint because the colors are bright and beautiful. My favorite thing to paint was the boat. I found pictures on the computer and at the library that inspired my illustrations. I researched images of different kinds of birds and butterflies and also found pictures about ancient China like the Great Wall. I love to paint and draw but this is the first time that I have ever created illustrations for a book.



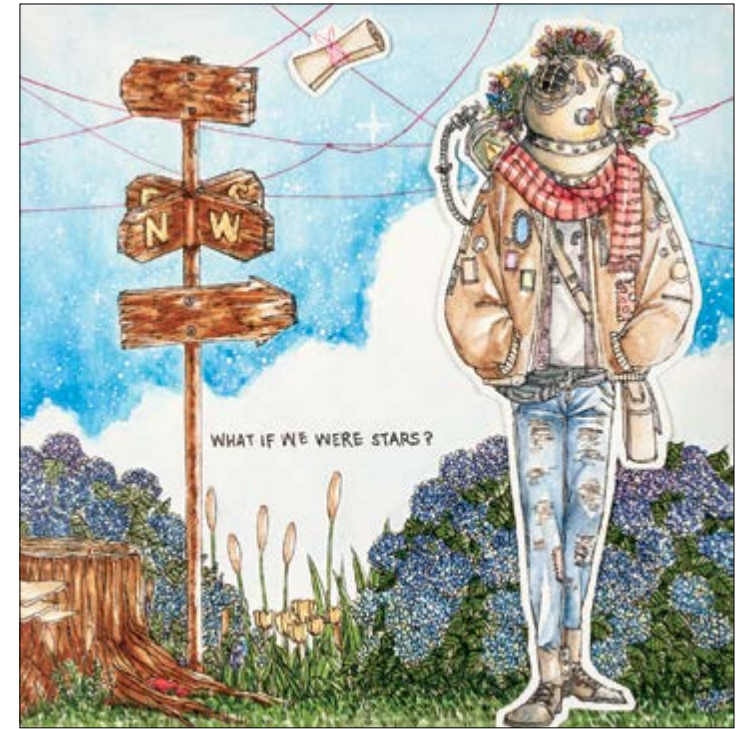


# Laura Wang

## Atmosphere

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

Inspiration is not something that can be perfectly described. Inspiration is like a grain of sand that lies at the bottom of the pond. When the sands gather together, you develop a theme made up of many different ideas. I let my heart do the creation and my pen do the writing. This book was a product of the word 'stars' and a field full of sunflowers that reflect nostalgia and loss. It is my message and dedication to a friend who passed away. It is okay to face the world and move on but it is wrong to forget. Things that happen to us are essential in shaping what will happen in our future. I didn't totally plan this story. I let a word or a phrase stimulate my power of expression. The words I wrote unfolded into a monologue that I should have expressed years ago. My sub-conscience chose to tell the story of a passing moment that I thought I had forgotten, but apparently had not.





# Michael Hynes

## In The Land of Giants

Grade: 11

Teacher: Maria Jimenez

School: High School of Art and Design, Manhattan

Principal: Francis DeSanctis



When I began brainstorming ideas for my book, I did not want to just teach children their ABC's or how to tell time. I wanted to go a little deeper into uncharted territory. My concept was one I had thought about for a long time. There are two major themes in my book and two distinct ways to read and interpret them. The first idea is that the spark is the representation of how we, like fire, burn out. The three characters that Little Spark encounters are representations of the impact you have

on the people you leave behind. The Spark touches these characters and shows that he never really died in their minds. The second theme is more visual. In the background you can see hints of a world that has been destroyed. There are graves, abandoned factories, missiles, and giant robots. The title implies that Little Spark's world once belonged to a great civilization as powerful as giants. In this interpretation, the three characters Little Spark encounters are those left behind in the abandoned world. Spark represents a race of machines that inherit the earth. I tried my best to create a clearly told story that would appeal to audiences and teach children a valuable lesson about life.





# Michael Jean

## Our 16th President

Grade: 9

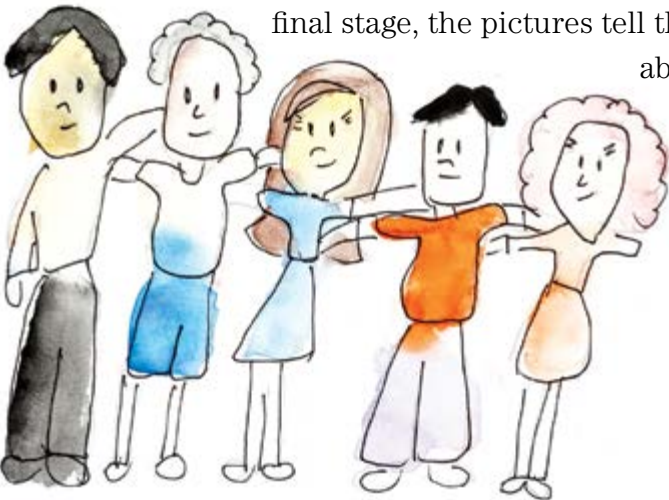
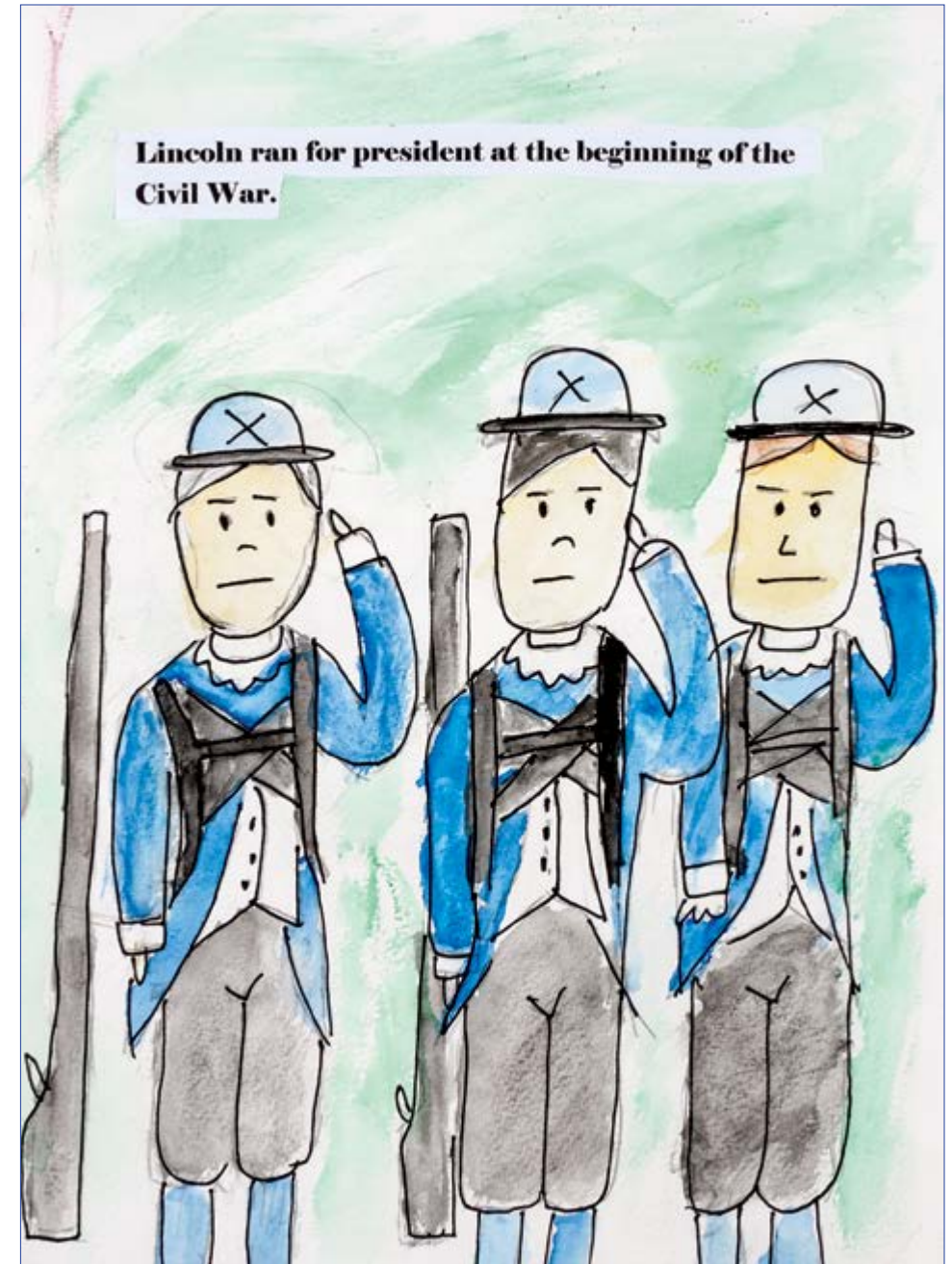
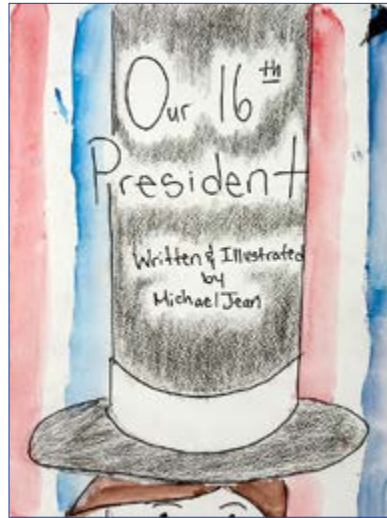
Teacher: Maryann McCabe

School: Cultural Academy for the Arts and Sciences, Brooklyn

Principal: Diane Varano

I had a difficult time deciding on the topic for my book. I had to do a lot of thinking and planning. I picked Abraham Lincoln because he represented what I believe is the most important historical point in our country: the Civil War and the abolishment of slavery. The research for my book was difficult. I started by looking through many pictures of Lincoln and noticed how the people dressed. I learned many new facts about Lincoln that I wanted to include in my book. After looking at published children's books and observing their formats, I realized I had to decide if my book would be shaped oblong or portrait. Then I had to determine what medium I would use - either watercolor or color pencils. I began planning and drawing the storyboard. This became my blueprint from which I drew my book. I looked for colors to match the pictures and began the watercolor process. After I painted and reinforced

the cover I sewed the pages together and glued the binding. At the final stage, the pictures tell the story that I want to tell about Lincoln. Each step in the making of my book made me feel like a real author and illustrator.





# Marian Louise Callanta

## The Special Days of the Year

Grade: 11

Teacher: Kerry Pati

School: Newtown High School, Queens

Principal: John Ficalora

After reading various picture books and reflecting on my childhood, I was inspired to create a book that educates children. Since it was the New Year, I decided to create my book based on the holidays that take place each month of the year.



My book resembles a calendar. To understand what other children enjoyed and were celebrating, I found a holiday for every month that I had looked forward to when I was younger. I gathered my materials and used scrapbook paper as pages and patterned paper as borders. I used watercolor to paint the illustrations along with gel pens. To create the text, I used alphabet stamps to individually stamp the words in the book. I completed my book by binding it with

string. I wanted to make the book look creative, colorful, and a little different from the other picture books. The process of creating a book was fun and I hope that others will enjoy reading it as much as I enjoyed the process of creating this book.





## Honorable Mentions

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<b>Grades 3-5</b>				
<i>11-Sept.</i>	Lis Morillo Julian Ramirez	P.S.173M	Erin Belmond Carrie Leslie	Dawn Boursiquot
<i>Eliza's Dream</i>	Svetlana Russell	P.S. 174Q William Sidney Mount	Marilyn Friedman Neme Alperstein	Karin Kelly
<i>I Want To Be President</i>	Makah Langhorne	P368K Star Academy	Catherine Brewer	Joycelyn Nedd
<i>Our Visit To the Inca World</i>	Birmaniam Cuzco Cynthia Montero	P.S. 195X	Brenda Lopez Elizabeth Mendez	Andrew Kavanagh
<i>Owned</i>	Oumou Barry	P.S. 46X Edgar Allan Poe	Karen Ramirez	Jennifer Alexander- Adé
<i>The Girl Who Swallowed a Fear</i>	Jana Elwassif	P.S. 70Q Lt. Joseph Petrosino School	Carmela Mroz Mary Karalekas	Donna Geller
<i>The "Little Community" That Could</i>	Frank D'Amico Vincent Camerada	P.S. 41R The New Dorp School	Susan Alvarez	Elise Feldman
<i>The March for Rights</i>	Melena Sarikov	P.S.173Q The Fresh Meadow School	Deborah Passik	Molly Wang
<b>Grades 6-8</b>				
<i>Aliyah's Secret</i>	Nusrat Begum Noushin Hasan	J.H.S.202Q, Robert H. Goddard School	Dawn Woods	William M. Fitzgerald
<i>Bangladeshi Independence: A True Family Memoir</i>	Nishat Sadia	M258 Community Action Middle School	Jeanie Chu	John Curry
<i>Darkness in the City of Lights</i>	Andrea Perez Izzabelle Ross	I.S. 141Q The Steinway	Steven Tenaglia	Miranda Pavlou
<i>The Pawsitive Tablet</i>	Christian Chambers Mark Curtis	P53K@296	Judith Tantleff- Napoli Amy Williams	Heather Leykam
<b>Grades 9-12</b>				
<i>A Playground From the Past</i>	Mymuna Begum	Brooklyn Technical High School	Monica Rowley	Randy Asher
<i>Trip to the Museum</i>	Raymondy Ciceron	The International H.S.@ Prospect Heights, Brooklyn	Cynthia Chatman	Nedda de Castro

## School-Wide Winners

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Grades 3-5</i>				
<i>A Day of Persistence</i>	Soraya Altmirano	P.S. 312K The Bergen Beach School	Jennifer Skopp Joanne Cavanaugh Cory Goodman	Sungmin Yoo
<i>A Dream</i>	Anna Belenko	P.S. 186K Dr. Irving A. Gladstone	Alexia Termini Anna Bizzarro	Bayan Cadotte
<i>A Kimono For Kayla</i>	Emily Dixon	P.S. 279K The Herman Schreiber School	Erica Giller Jeannine Donadio	Lorenzo Chambers
<i>An Unlikely Friendship: The Story of the First Thanksgiving</i>	Ella Overton Kelsey Menoni	P.S.50R Frank Hankinson	Stephanie D'Alcama	Joseph Santello
<i>Bangladesh</i>	Sidratul Muntaha	P.S. 179K The Kensington School	Sue Stengren	Bernadette Amato
<i>Best Friendemies</i>	Joseph Rakhmimov Yaying Liang Li	P.S. 212 The Lady Deborah Moody	Beatriz Cordoba	Josephine Marsella
<i>Helen Keller</i>	Lindita Selmani Nathalie Castanedo	P.S.199K Fredrick Watchel	Elaine Greenstein	Rosalia Bacarella
<i>Helping Martin Luther King</i>	Xin Lan Huang	P.S. 105K Blythebourne	Ellen Post Lee Anne Infantino	Johanna Castronovo
<i>I Want To Do Something</i>	Armughan Choudhry	P.S.65Q Raymond York Elementary	Joanne Karol	Rafael Morales
<i>Jesse Owens</i>	Mosiah Herbert	P.S. 25K The Eubie Blake School	Wendy Avon Anita Coley	Anita Coley
<i>Journal of Charles Mills #1 Battle of Tragedy</i>	Jerry Liang	P.S.139Q The Rego Park School	Charissa Contrino	Monica Powers- Meade
<i>Kissed By A Jellyfish</i>	Giovanni Saputo	P.S. 6R Corporal Allan F. Kivlehan School	Andrea Conroy Cynthia DiFolco	Cynthia DiFolco
<i>Mayans and Aztecs</i>	Sindy Ariza Mehvish Ali	P.S. 238K Anne Sullivan School	Wendy Newman Francesca Givelekian	Harla Musoff Weiss
<i>Me and My Brother Have a Race in the Park</i>	Miguel Heredia	P.S.246X Poe Cottage School	Annette Coan	Beverly Pascal Miller
<i>My First Sister</i>	Jacob Sanchez	P17X@43	Tany'a Wells-Vasquez	Marlin Hoggard
<i>My Human, Gabby Douglas</i>	Matthew Romiel Brianna Richardson	P.S. 213K New Lots School	Sandra Ruiz	Stanley Moise
<i>Operation Overlord: Journey of an American Soldier</i>	Frederick Len	P.S. 686K Brooklyn School of Inquiry	Slobhan Cintula	Donna Taylor
<i>Pencil and Eraser the Unbreakable Team</i>	Julianna Raimonda	P.S. 23R The Richmondton School	Laura Christie	Paul Proscia



## School-Wide Winners 2013 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Sabrina and Mille Visit George Washington</i>	Jasmine Palma Jaci Rojas	P.S. 14Q The Fairview School	Marisa Mathew	Heather Benson
<i>Soul in the Black Folks</i>	Arianna Ramsey	P.S. X132 Garrett A. Morgan School	Ana Lopez	Anissa Reilly
<i>Stella in the City</i>	Juliet Allen	P.S./M.S. 282K The Park Slope School	Karen Kettyle Lisa Masdeu	Rashan Hoke
<i>The Bully Ball</i>	Tyrena Moore Rachael Ramkissoon	P.S. 243K The Weeksville School	William Howard	Karen Glover-Hambright
<i>The Climb to Mount Everest</i>	Sebastian Franco-Romo	P.S. 89Q Elmhurst Public School	Elizabeth Chacon	Casper Cacioppo
<i>The Crash!</i>	Anesxa Polanco Alberto Celi	P.S. 154X Jonathan D. Hyatt	Kendra Brown	Alison Coviello
<i>The Crime Fighters Mac and Cheese</i>	Jadelyn Tejada	Pioneer Academy P.S. 307Q	Meredith Tateo David Tenenzaph	Cecilia Jackson
<i>The Dino Journey</i>	Brandon Garcia	P.S.96X Richard Rodgers	Kristen Vassallo Warren	Marta Garcia
<i>The Dino Riders</i>	Dominic Vasquez	P.S.146X Edward J. Collins	Linda Mondesire	Janet-Ann Sanderson
<i>The Food Fight</i>	Emerald Yee	P.S.165Q Edith K. Bergtraum	Madeleine Arthurs	Raquel DeMillio
<i>The Lost Treasure of Pompeii</i>	Alina Kargin-Utkin	P.S. 748 The Brooklyn School for Global Scholars	Katherine Cheregotis	Ursula Annio
<i>The Mystery Behind the History</i>	Veronica Fernandez Samiha Hasan	P.S. 308K Clara Cardwell	Marina Darling	George Patterson
<i>The Silence and Mystery of Helen Keller</i>	Alyssa Gobin	P.S. 14X Senator John D. Calandra	Kerry Silva Aimee Goldstein	Ira Schulman
<i>The Time Travel Necklace</i>	Leticia Gonzalez Yanelly Florez	Amistad Dual Language School, Manhattan	Rachelle Street	Zoraida Hernandez
<b>Grades 6-8</b>				
<i>Arek's Walk Through World War II Poland</i>	Daria Stoklosa	I.S. 61Q Leonardo DaVinci School	Susan Kern-Carpente	Joseph Lisa
<i>Do You Believe in Magic?</i>	Jazmine Saint Victor Rose Allancin	I.S. 381K The School for the New Millennium	Patricia Murphy Debra Sigismondo	Mary Harrington
<i>Ghosts, Demons and Felicity</i>	Julia Feldman	I.S.75R Frank D. Paulo Intermediate	Harriet Goldman	Kenneth Zapata
<i>How a Snowball Fight Changed History</i>	Aileen Downes	I.S.73Q The Frank Sansivieri Intermediate School	beth helfant-goldman Stefanie Salino	Michael Casale
<i>It's My Right</i>	Lydia Dufour	M.S./H.S. 141X Riverdale Kingbridge Academy	Julia Loving Rachel Swartz	Lori O'Mara

## School-Wide Winners 2013 *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Little King of the Nile</i>	Angelique Bailey	K543 STAR Early College School at Erasmus	Sandra Campbell Judith Kaplan	Dr. Eric Blake
<i>Dr. Martin Luther King Jr.</i>	Shaqeeb Uddin	I.S. 127X Castle Hill Middle School	Brian McKenzie	Harry Sherman
<i>Merica</i>	Armando Maldonado	I.S.77Q	Jeannine Difiore Ruth Varghese	Joseph Miller
<i>Mom, Is That You?</i>	Brian Torres	Amistad Dual Language School, Manhattan	Rachelle Street	Zoraida Hernandez
<i>Saved by Compassion</i>	Amal Abjelaziz	I.S.72R Rocco Laurie Intermediate School	Jessica Corchado	Peter Macellari
<i>The First Time I Rode on a Roller Coaster</i>	Angie Zeng	I.S. 201K Dyker Heights	Dorothy Serposs	Robert Ciulla
<i>The Night Before Thanksgiving</i>	Brandon Roldan David Ramos	P.723X@Bivona	Frann Rizzo	Christine Walsh
<b>Grades 9-12</b>				
<i>Buildings All Over The World</i>	Kim Louise Tomasulo	PS 754X Jeffrey M.Rapport School for Career Development	Maura Lane	Daniel Hoehn
<i>Lilly's Best Birthday</i>	Julia Ramkissoon Diamond Hargrove	Academy for Scholarship and Entrepreneurship, Bronx	Susan Alicea	Zenobia White
<i>Listen to Cassandra</i>	Lauren Daniels	William Cullen Bryant High School, Queens	Jannath Ahmed	Namita Dwarka
<i>My History</i>	Miguel Yanez	Robert F. Wagner Secondary School for Arts and Technology, Queens	Pamela Perlman Peggy Jayne	Stephania Vu
<i>No Bullying Zone!</i>	Briana Martinez Cristal Butler	PS 811X@184 The Academy for Career and Living Skills	Latasha Ford Tawanda Felix	Rosa Nieves-Greene
<i>Picasso's Paintbrushes</i>	Anthony Tranchina	Tottenville High School, Staten Island	Wynter Carnevale	Joseph Scarmato
<i>Realization</i>	Joseph Adrian Lapasaran	Queens Metropolitan High School	Debra Firstone	Greg Dutton
<i>Remembering Montauk</i>	Denasha Rodriguez	HS 419 Landmark High School, Manhattan	MJ Marx	Caron Pinkus
<i>The American Revolution</i>	Scott Strowbridge	P811K The Connie Lekas School	Patricia Freer	Antoinette Rose
<i>The Lost Fish</i>	Monique Greenwood Nia Dunn	Bronxwood Preparatory Academy	Susan Alicea	Janet Gallardo
<i>The Stars</i>	Karina Yusupova	Queens Collegiate	Renee Andolina	Jamie Dubei
<i>The Tail of Abigail</i>	Gary Pavlus	Bronxdale High School	Elyse Arrington	Carolyne Quintana



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## Ezra Jack Keats Selection Panel

Jennifer Baker

*Social Media Manager, We Need  
Diverse Books*

Melanie Okadigwe

*Lower School Learning Specialist,  
Greene Hill School*

Pat Cummings

*Children's Book Author & Illustrator*

Barbara Ornstein

*Former Children's Specialist, Central  
Library*

Nicole Deming

*Senior Communications Manager,  
The Children's Book Council Inc. &  
Every Child a Reader, Inc.*

Brooklyn Public Library

Rachel Payne, *ex. Officio*

*Coordinator, Early Childhood Services,  
Brooklyn Public Library*

Melissa Jacobs-Israel

*Coordinator,  
NYC School Library System*

Jo Beth Ravitz

*Artist/Art Consultant*

David Mowery

*Former Division Chief, Youth Wing,  
Central Library  
Brooklyn Public Library*

Susan Straub

*Founder, The Read to Me Program*

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## Project Teams

### NEW YORK CITY DEPARTMENT OF EDUCATION

Carmen Fariña, *Chancellor*

### OFFICE OF ARTS AND SPECIAL PROJECTS

Paul King, *Executive Director*

Karen Rosner, *Coordinator of Visual Arts*

### OFFICE OF LIBRARY SERVICES

Richard Hasenyager, *Director*

Melissa Jacobs-Israel, *Coordinator*

### BROOKLYN PUBLIC LIBRARY

Paquita Campoverde, *Manager, Youth & Family Programs*

Rachel Payne, *Coordinator Early Childhood Services*

Jessica Ralli, *Program Coordinator*

Barbara Wing, *Manager, Exhibitions*





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