

Ezra Jack KEATS

2022 Bookmaking Award Catalogue



Ezra Jack Keats Bookmaking Awards

Exhibition

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Catalog

Front cover image: Lena Goings, *The Adventures of Harper and Friends: The Doggy Beach*, Summer Arts Institute

Page 43 inset image: Gloria He, *Building a Friend*,
I.S. 239K, Mark Twain for the Gifted and Talented

Back cover image: Bella Zhang, *Birds of A Feather*,
P.S. 105K, The Blythebourne School

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Ezra Jack KEATS

36th Annual Bookmaking Award Catalog

2022

About the Ezra Jack Keats Foundation

The **EJK Bookmaking Competition, EJK Award** and **Mini-Grant Program** together further the two central goals of the Ezra Jack Keats Foundation to support public education and to promote the creation of outstanding diverse literature for children.

The **Ezra Jack Keats Bookmaking Competition** was designed to give teachers an effective teaching tool and demonstrate to students that learning can be fun. The program has proven to be successful in improving the reading and writing skills of students at all levels.

The **Ezra Jack Keats Award**, now in its 36th year, recognizes children's authors and illustrators early in their careers, encouraging them to continue creating exceptional books that reflect our diverse culture. Many past winners are now celebrated leaders in the field.

Ezra Jack Keats Mini-Grants support public school teachers and librarians for their own special programs that enhance the learning experience. Since 1986 thousands of grants have been awarded to educators in all 50 states.

The Ezra Jack Keats Foundation was established by children's book author and illustrator, Ezra Jack Keats, whose 1962 book *The Snowy Day*, broke the color barrier in children's publishing. *The Snowy Day* was adapted by Amazon as a holiday special (which won two Emmy Awards); a set of *The Snowy Day* stamps were issued by the U.S. Postal Service; and the New York Public Library announced that *The Snowy Day* was the most checked out book in their 125 year history. For more about all of the Foundation's activities, visit www.ezra-jack-keats.org.

Ezra Jack Keats (1916-1983)

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

The first book Ezra illustrated and authored was *The Snowy Day*. It won the Caldecott Medal in 1963, the highest honor a children's book could win at that time, and it remains a beloved classic.

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

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HONORABLE MENTIONS

SELECTION PANEL

SPECIAL THANKS & GUEST ARTIST



From **David C. Banks**, Chancellor,
NYC Department of Education

Dear Student Authors and Illustrators, Educators, and Parents,

Picture books, as demonstrated in this catalog of creative student work, offer readers of all ages a fusion of text and art that teaches and engages us. You can see how these talented young authors and illustrators powerfully share personal and universal themes, their own deeply felt experiences, or fantastical flights of fancy.

This catalog honors Citywide and borough wide winners of the 36th Annual Ezra Jack Keats Bookmaking Competition by grade-level, honorable mentions, and school-wide notables. Congratulations to all for the originality, imagination, and effort they put into their stories and illustrations! These books are testaments to the determination required to complete the long, challenging process of creating works of art. From sketchbook to storyboard to narrative draft to the finished book, these authors and illustrators proceeded from start to finish as professionals.

Each of the students highlighted in these pages studied the picture book genre, learned how other authors and illustrators make choices, and then developed their ideas into the exceptional results you see here. Their work is displayed along with each student's personal statement conveying the thoughts that went into each book.

Across New York City schools, hundreds of students participated in the picture book project, supported and nurtured by visual arts and classroom teachers, librarians, administrators, and families. The work presented in this catalog provides a compelling microcosm of the talent and creativity that exists citywide among elementary, middle, and high school students from traditional, alternative, and special education learning environments. I am so proud of all the students and adults who once again made this undertaking such a success.

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

With best wishes for continued success to all our outstanding authors and illustrators!



From **Deborah Pope**, Executive Director,
Ezra Jack Keats Foundation

Dear Students, Educators and Families,

Students, you have conquered an extraordinary challenge. You have written and/or illustrated a book, and in addition, your books are beautiful, original and uplifting. Thank you for making the world a better place by using your talent and the tools you've gained as writers and artists.

Under normal circumstances your books would inspire pride, pleasure and great expectations. But now, with unsettling world events and two years into the COVID-19 pandemic, your work is even more important. We have a greater need for events and accomplishments that bring us joy and spark hope, as your books so brilliantly do. This is why we thank you and it is how you've made the world a better place.

Educators and families, we have enormous admiration for your dedication and thank you for supporting the creativity and determination of these young people. This is a perilous time but the work you do with your children and students builds a bridge to a future for all of us. You cultivate our greatest natural resource.

Great thanks go to Karen Rosner, Director of Arts, Office of Visual Arts & Special Projects, and Melissa Jacobs, Director of Library Services, Department of Library Services, both at the NYC/Department of Education, with whom I've worked closely for many years. Karen and Melissa have each designed and implemented outstanding professional development support for teachers and librarians, facilitating their participation in this program.

Linda E. Johnson, President and C.E.O. of Brooklyn Public Library, gives us her strong support and a warm home in the Central Library. Judy Zuckerman, Kevin Kelley, Brandon Graham, Paquita Campoverde, Gregg Richards and Sally Chen of BPL have made the organization of the competition, jury deliberations, exhibition and award ceremony successful and beautiful. Deep thanks to all of you!

Keep each other safe!

Sincerely,

Hannah Karten

The Tree On My Block

Grade: 4
 Teacher: Melissa Browning
 School: P.S. 008K, The Emily Warren Roebling School
 Principal: Patricia Peterson



First, I wrote and edited a poem about a tree on my block in Brooklyn, New York during the COVID-19 lockdown. Then, I sketched ideas for the illustrations, created a dummy book, painted the illustrations in watercolor, penciled and inked the text onto the pages and joined everything together. I searched the internet for a way to bind the book and decided to use cardboard binder board, book cloth and PVA glue to create a binding that would hold the accordion fold. Finally, I watercolored the cover painting and glued it on. All of this took about two and a half months of extremely hard work! I was very surprised at how long it took to write, illustrate and bind one picture book! **I chose to write about the pandemic because it affected all of our lives and we NEED to talk about it.** I was stuck inside my house and this tree was the only thing I could see outside my window. As the tree survived brutal weather, wind and the changing of seasons, I too, learned to be strong. I'm trying to communicate to my readers that you can persevere through any obstacle you face.



Gloria He

Building a Friend

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



The idea for Building a Friend came from a fascination with immortality and thinking about the ramifications of never dying. **Living forever means outliving everyone you love.** I thought that everyone has to deal with this feeling at some point. Everyone will have to deal with grief, no matter

their age, and representing that with something like a snowman makes the message applicable to any sort of loss. I started with a small storyboard, sketching tiny thumbnails of poses I knew I wanted to use. These were translated to full-sized images on Krita using a small drawing tablet. I jumped around with the pages, drawing in whatever order I wanted, and coloring with a digital watercolor brush to mimic the appearance of a published children's book. I tried to represent my character's reluctance to heal from her loss through subtle changes in her clothing color to match her snowmen friends, and by switching her position to the left or the right to represent the different dynamics of her new relationship. Once all the pictures were drawn, all I had to do was type up the text, print out the pages, and bind my book.



Ines Donnelly

Pigeon's Passions

Grade: 10
 Teacher: Mary Jo Lombardo
 School: P.S. 299Q, Bard High School Early College Queens
 Principal: Valeri Thomson



My earliest memories of art come from children's books. I recognized myself in the characters, and they fostered my creativity. I was also lucky to have enriching art instruction in each grade. I attribute much of who I am and who I strive to be, to my teachers. But not everyone sees themselves in picture books or has rich art experiences in school. While art is considered universal, many famous painters we learn about are hardly representative of diversity. **I based Pigeon on those I knew who felt their identity didn't match the artists they learned about.** I wanted to show that anyone can be an artist no matter what their looks or background. In my illustrations, I enjoyed using the contrast between bustling New York City life and serene nature to

underscore Pigeon's internal conflict. Pigeon's home in Prospect Park, is comfortable and serene, but hardly furthers his dream of becoming an artist.

So, when he is ridiculed by his narrow-minded classmates, he hops a subway to Manhattan and is surrounded by inspiration. Through his joyful reunion with his parents he discovers that his love of art and his cultural identity can co-exist, and intertwine to create something beautiful.



Isabell Lee

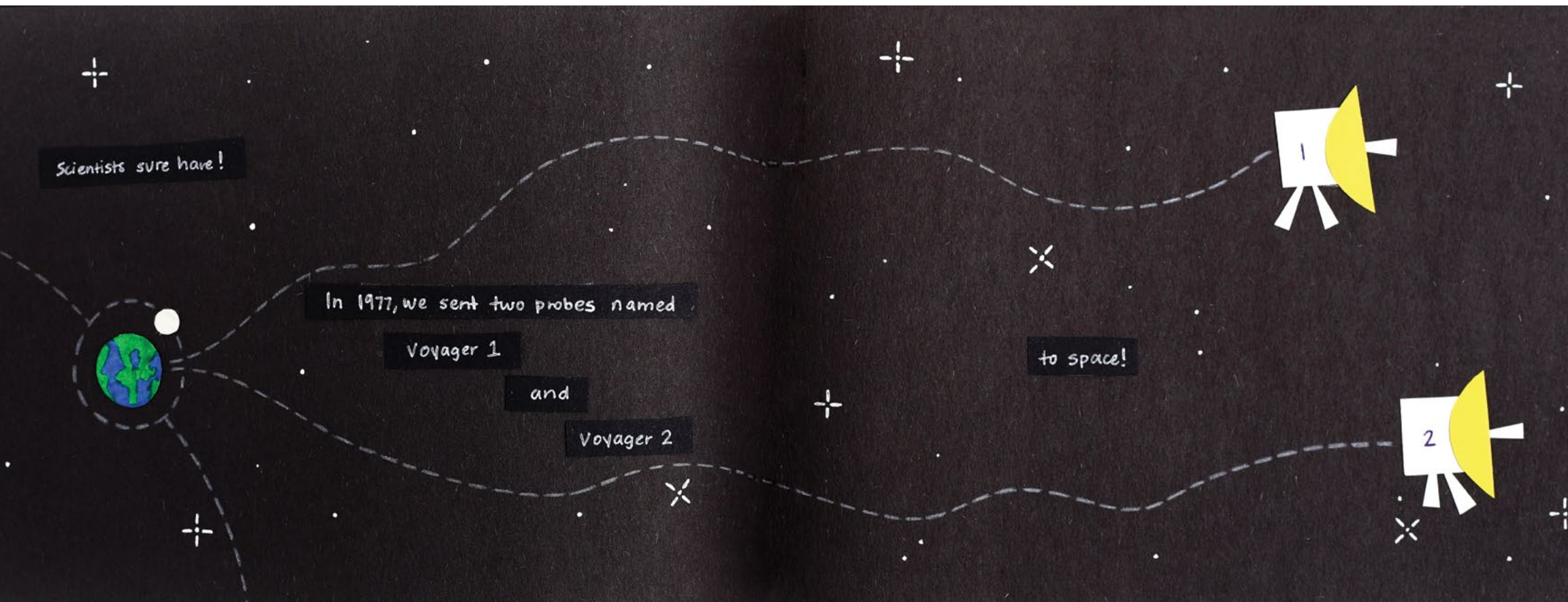
Voyage

Grade: 12
Teacher: Elizabeth Filipelli
School: H.S. 430K, Brooklyn Technical High School
Principal: David Newman



I wrote a book about the Voyager probes, which we sent into space in 1977, carrying records of our humanity. **I aimed to teach about tolerance and diversity.** It feels like we forget that we all share the same Earth, so I wanted kids to know about the things we share, as well as our differences. We aren't aliens to each other. We should be showing the *actual* aliens things

we are proud of, like ice cream, and dolphins, and our beautiful languages. The probes carry things we consider everyday objects on Earth, but I find it romantic how aliens would think it was fascinating. Since the book is a representation of Earth, I put a lot of effort into including every language that I could, even ones we'd consider as 'lost' today. As someone who loves to create art, I wanted to end the book with encouragement to create, whether it be music, film, robotics, anything. If you think what you make isn't good enough, there's an alien out there who thinks otherwise.



Blakely Paul Isabeau Alcantara

Back Off COVID! I'm Going to Have a Baby Sister!

Grade: 3
Teachers: Leanne Anderson
Ryan Nicholson
School: P.S. 156K, The Waverly School Of The Arts
Principal: Nayima Moore-Allen



Blakely Paul: This book is really dear to my heart. I don't like the situation this world is in with COVID 19. When my teacher asked if we were going to write about COVID, I was not sure. However, talking to some of my peers I realized it would be a good idea to write a story from a child's point of view, maybe not my story, but one I could imagine another student going through. There are so many sad situations, but I thought of writing something that was a little sad, a little funny, and something that would make us look forward to something good. **Writing this book**

was very emotional because it was a bit sad but still hopeful. Partnering with my illustrator was great because I saw how my words were visualized.



Isabeau Alcantara: This project was important to me because it gave me an opportunity to express my feelings through my art. **Being part of making a book and having the words come out in my art for other people to see, read and experience was great.** At first it was difficult to express the written words visually. I thought of what my feelings about COVID would look like in my heart, and how other students described COVID's impact on them. I read the story over and over so I could feel what the characters feel. My teacher said, "Try to understand and then express how and why the characters are feeling as they do so we can better understand the story." That's exactly what helped me match my visuals to the words of the characters.



Bella Zhang Olivia Huang

Birds of a Feather

Grade: 5
Teachers: Aizhen Li
Jane Yuille
Flora Zhong
School: P.S. 105K, The Blythebourne School
Principal: Shirley Chen



We started by brainstorming an idea of what we wanted our book to be about. First, we thought about a story on racism. Instead of doing our book based on people, we decided to use birds because it would be more interesting for our readers. We both love birds!

Doves represented white people and sparrows represented Black people. We kept in mind while we wrote the story how some white people treated Black people unfairly, as with segregation, and discrimination. We also knew how unfair slavery was. Therefore, we made slavery one of the main points of our book. We mirrored some important things such as racism and human rights. We etched those ideas into an educational and an enjoyable story. **While much of the story is based on racism and discrimination, it also includes a positive ending.** The central message to our readers is that no matter what color your skin or what race you are, everyone should be treated equally and fairly. Everyone's culture and traditions should be respected. There is no room for discrimination in our world!make a book again since this experience was challenging, but very enjoyable.



Suhala Hassan

Faded with the Minute's Breeze

Grade: 5
Teacher: Maria Panotopoulou
Librarian: Kathleen Cavanagh-Fleischmann
School: P.S. 063Q, The Old South School
Principal: Denise De Jesus-Bustamante



I was inspired to write this book by the movie, "The Imitation Game." I learned about the hardships the people in Bletchley Park endured during World War II. I was very inspired by the story of Joan Clarke, a cryptanalyst who worked closely with mathematician Alan Turing to break Nazi codes in real time. Their achievement saved countless lives during the war. Creating my book involved some difficult tasks. I painted most of my pages and then collaged over them. I used paint, cardboard, construction paper, beads, watercolors, acrylic paint, and even Witeout. I had to revise many parts of my poem until I was satisfied with the meaning and the sound of the words. Figuring out how to illustrate your words takes a lot of thinking, effort, and time. **Creating this book was a HUGE accomplishment!** I felt so

thrilled the moment I added my final little touches in the book! It feels good being an author and an illustrator. This is definitely an accomplishment I will always remember.



Ihotu Adoyi

The New Cow on the Farm

Grade: 5

Librarian: Staci Balice

School: P.S. 058, Space Shuttle Columbia School

Principal: Michael LaMorte



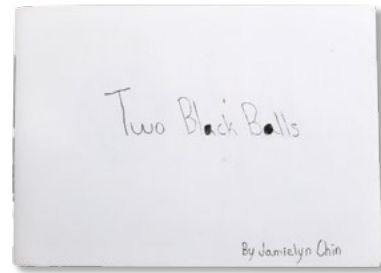
In September, I started brainstorming and drafting ideas to make the book. In November I started to make the backgrounds and draft the characters. I spent my winter break drawing the characters and gluing them in. I spent another week editing dialogue and pages out of the original book and making the official pages. The book is about a cow named Cindy who is getting bullied by two other cows. When a new cow joins the farm, Cindy wonders if the cow will be a new friend or just another bully. I enjoyed making this book because it brought out my creativity and art skills. I used humor and visuals to share my message. It may have taken a while, but this book made me work hard and I really love the final results. **I chose to write about bullying because it's a big problem in schools and online and I wanted to inform others that it actually happens.** I don't think I've ever been bullied, but I know others have experienced bullying and it affected them a lot. As student council president, I wanted to change that.



Jamielyn Chin

Two Black Balls

Grade: 5
Teacher: Stephanie Iuvara
School: P.S. 050R, The Frank Hankinson School
Principal: Joseph Santello



I first wanted the book to be about two colors and how they mixed and became best friends. I decided to show the colors as balls. Then I thought that maybe it could be one ball but instead of colors I wanted it to be a black ball. The black ball was going to roll all over the world and as it rolled, its color of black would start to fade.



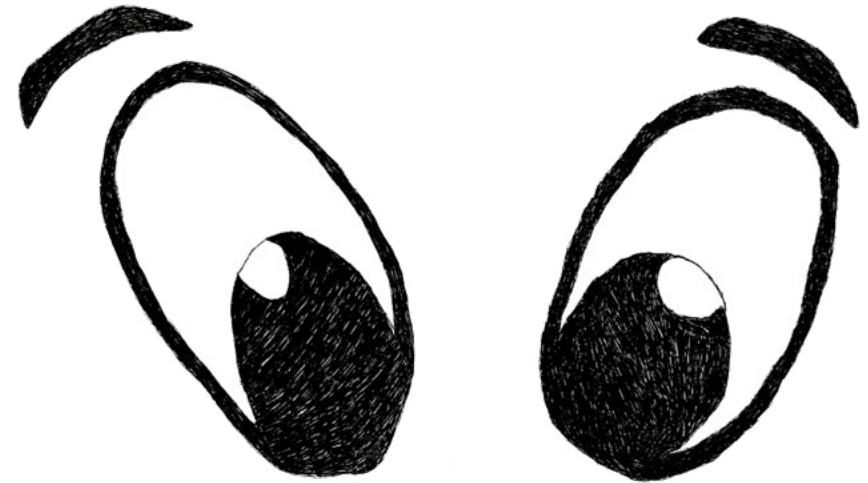
People think that
they are hidden
in the dark,
but some day
soon they will
light up like
a spark



As they cruise
throughout
the oceans and



land, they reveal
something that seems could
be held by your heart

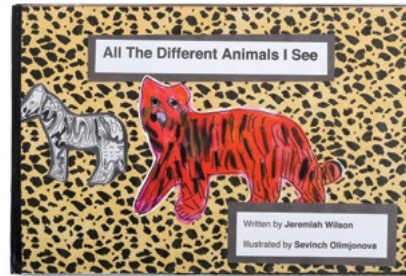


The ball would become more colorful as it traveled, seeing all of the different places in the world. The word “seeing” reminded me of eyes and that gave me an idea. Instead of one ball, I changed it into two balls that would later become eyes. **I wanted the reader to know that despite a global pandemic, these places around the world are still very much there with their beauty, color and diversity.** I wanted to show that something can have way more meaning than what you see on the outside.

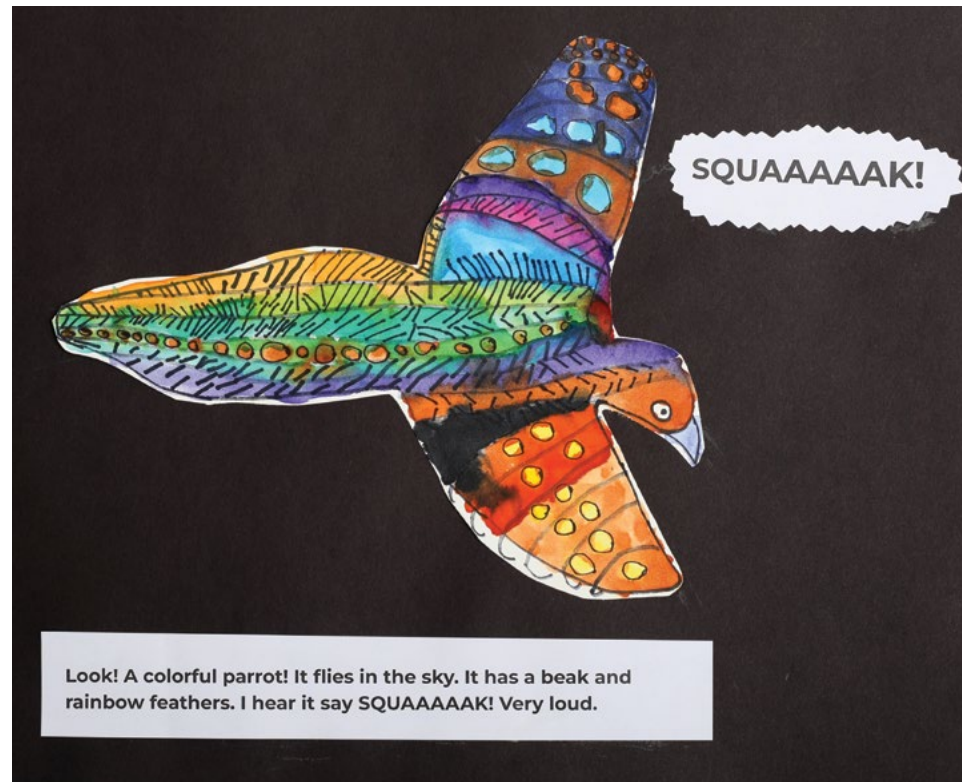
Jeremiah Wilson Sevinch Olimjonova

All The Different Animals I See

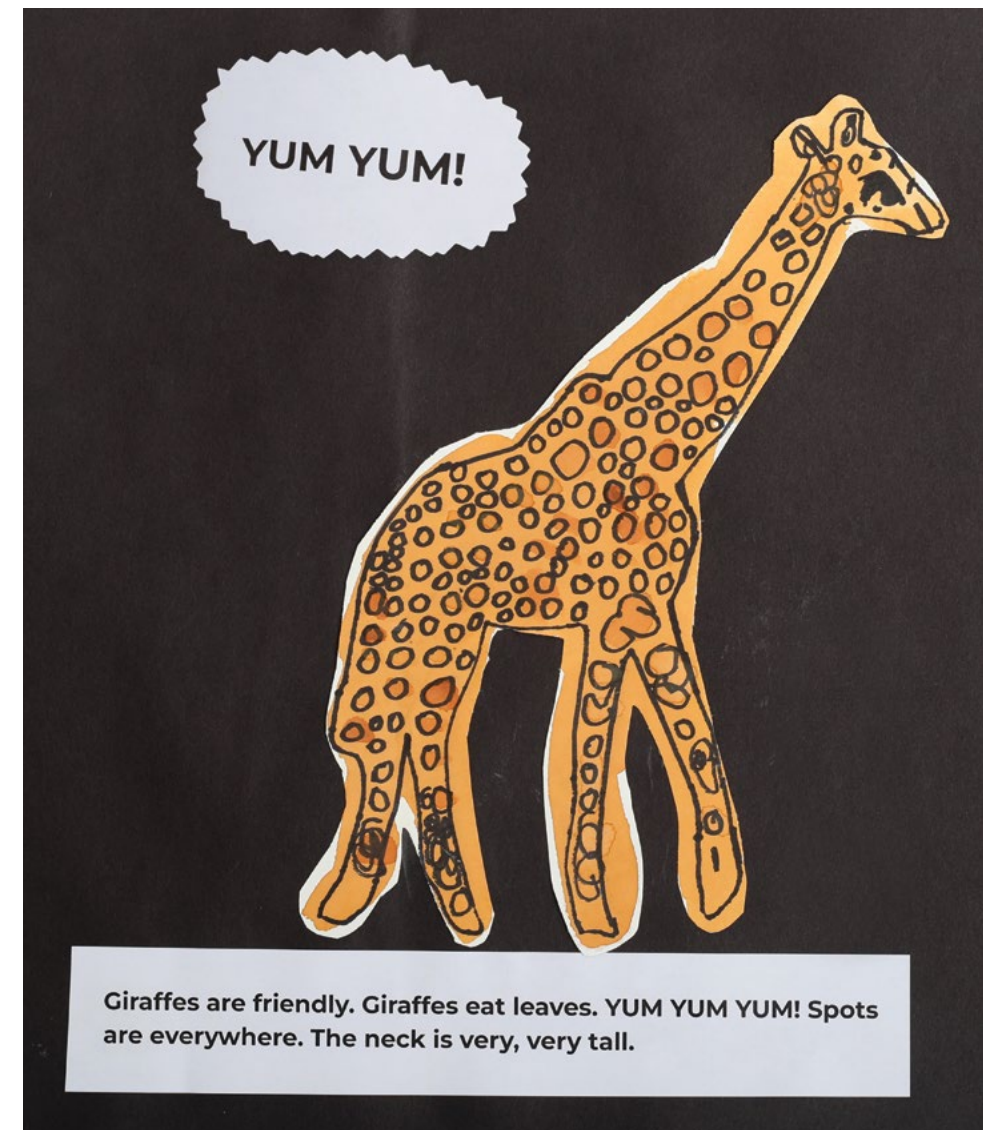
Grades: 7 & 8
Teachers: Amie Robinson
Dina Kospetas
School: P.S. 077K, District 75
Principal: Ebony Russell



Jeremiah Wilson: This book is all about animals. I love different animals. My story is inspired by the book “Library Lion”. It is my favorite book and the lion is my favorite animal. I liked learning about the sounds that animals make. Some of them made me laugh. **I had fun making this book with my friend Sevinch.** She is a good artist. I hope you like the book.



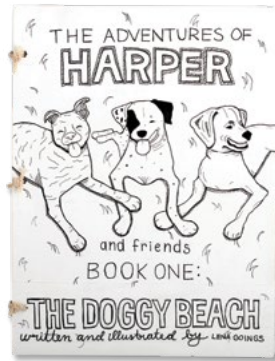
Sevinch Olimjonova: Using her communication device, Sevinch indicated that she loves art and had fun creating the illustrations for the book. She likes using watercolors because they are bright, and the set has all of the colors. **She thinks that her friend Jeremiah did a great job writing the story.** Her favorite animals are ocean animals and her favorite color is pink.



Lena Goings

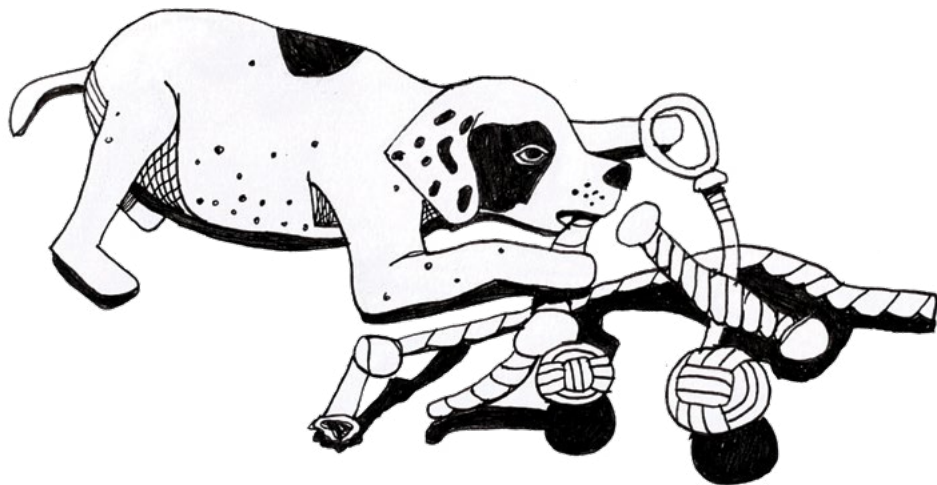
The Adventures of Harper and Friends: The Doggy Beach

Grade: 8
Teacher: Laura Blau
School: Summer Arts Institute
Principal: David LaMorte



This book is about my hilarious dog, Harper and her adventure with two of her best friends, and our neighbors, Buffy and Sammy. Harper's black and white spots always made me think she looked like a cartoon dog, so when we were assigned to create a book at the Summer Arts Institute, I decided to make her the focal point. Her appearance prompted me to try a more graphic drawing style and I liked the way it turned out. I had originally created a shorter version. Encouraged by my teacher Ms. Blau, I elaborated on my idea more and more, until I was satisfied with the more developed plot.

This is actually based on a true story. I adopted Harper during the pandemic. Over the summer, I took her to Prospect Park many times to cool off and socialize safely. There, we discovered Dog Beach. At first, she was very apprehensive of getting into the water, but after seeing Buffy swim, she dove in! So, this is a story of friendship and encouragement.



Anthony Borshchevskiy Anthony Pareja

The Adventures of Whale Guy and Normal Guy

Grade: 6

Librarian: Teresa O'Brien Israel

School: P.S. 323Q, Scholars' Academy

Principal: Michele Smyth



Anthony Borschchevskiy: I wasn't really into writing until I heard that in graphic novels you get to draw whatever you want and make a story out of it. So, I asked my colleague Anthony Pareja to help me make a novel and here we are now. **The hardest part about making the novel was coming up with the characters.** I got the idea of my character when I was watching a National Geographic documentary on whales. That's how I thought of Whale Guy. The other character Normal Guy came through trial and error. The plan was for a story about two guys living life and having fun. After we finished, we had one of our favorite creations, "*The Adventures of Whale Guy and Normal Guy*."

Anthony Pareja: I am a big fan of graphic novels and comic books. I used some of the Manga books in our school library as inspiration for this story. **I wanted to make a book about time travel, and pirates and thought other people would like to read about their adventures, as well.** My co-author and I worked together on the story and illustrations. We wanted a mix of serious and goofy scenes so our audience would be entertained. I love to draw anime and graphic novels. Writing, to me, is like building with legos. It takes time and patience but when it's finished, you feel very accomplished. In the future, I want to pursue a career in art or graphic design.



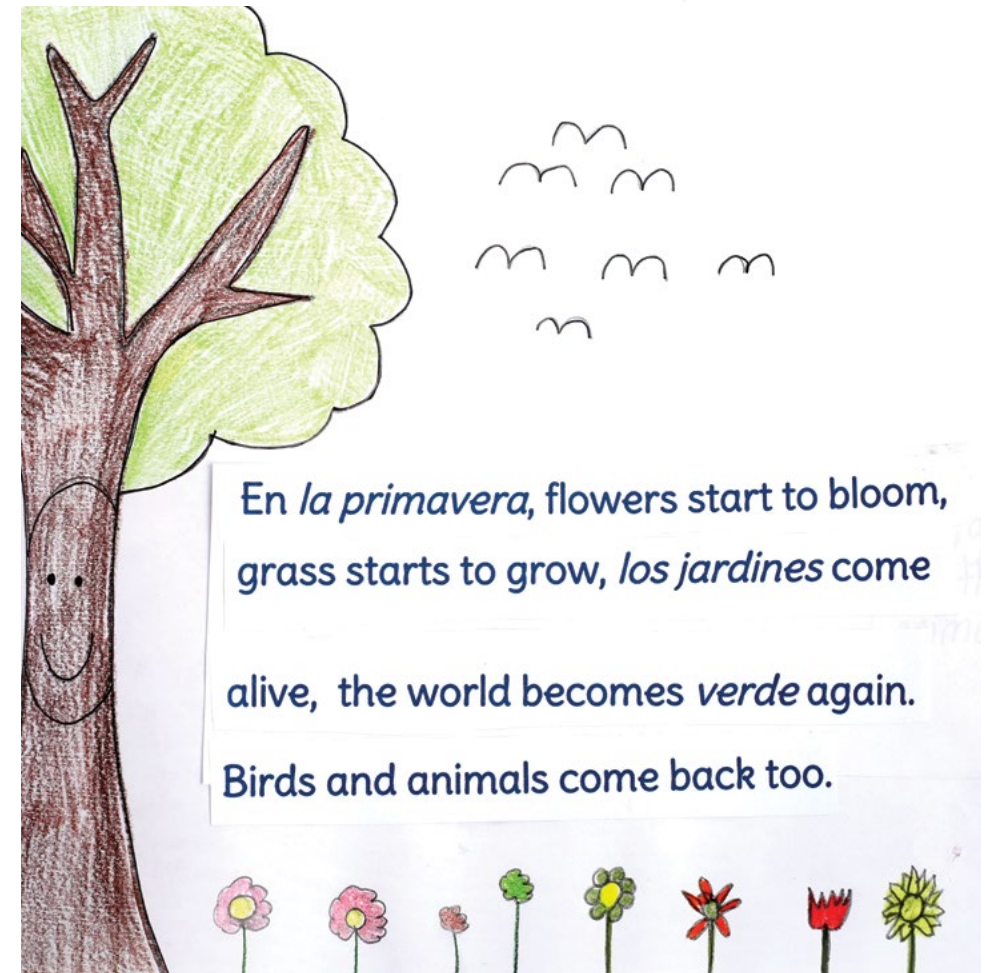
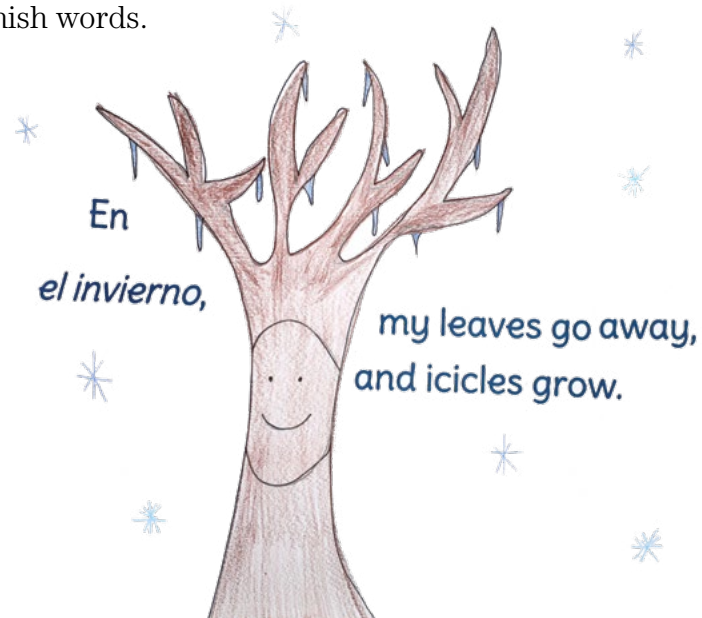
Stella Cereola

The Seasons With Fernando: Las Estaciones con Fernando

Grade: 8
Teacher: Isa Almonte
Librarian: Julia Loving
School: M.S. / H.S. 141X, Riverdale Kingsbridge Academy
Principal: Lori O'Mara



I brainstormed what my book would be about. When we started the book making process, it was early winter and I love seeing the transition between seasons and how each is different. Then, I started researching. Activities, clothing, and food were among some of the things I researched for each season. After that, I looked at my Spanish workbook glossary so I could incorporate Spanish words as well. Then I wrote my draft, received feedback from my teachers and librarian and began my illustrations. Once my illustrations were finished, I added the actual story, a glossary of the Spanish words, and final touches. I did my book binding and I was done. **I wanted my book to incorporate Spanish words because I am learning Spanish.** In all it was a great learning experience and I learned a lot more Spanish words.



Ally Zhao

Yuan's New Year

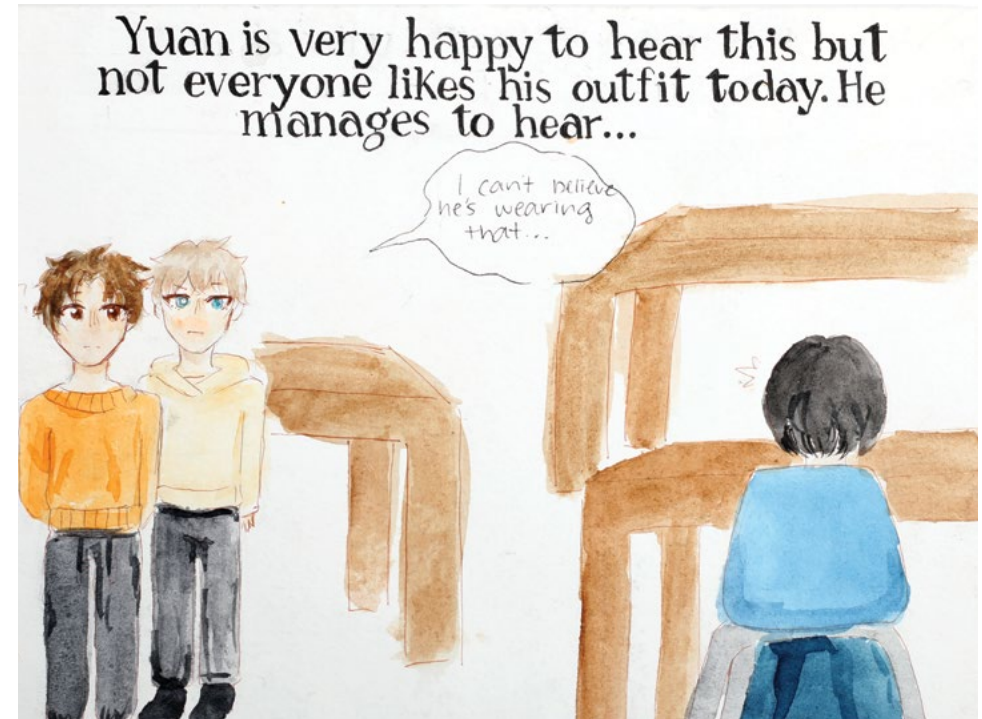
Grade: 8
Teacher: Meredith Samuelson
Librarian: Marietta Falconieri
School: I.S. 098K, The Bay Academy for
the Arts & Sciences
Principal: Mara Timo



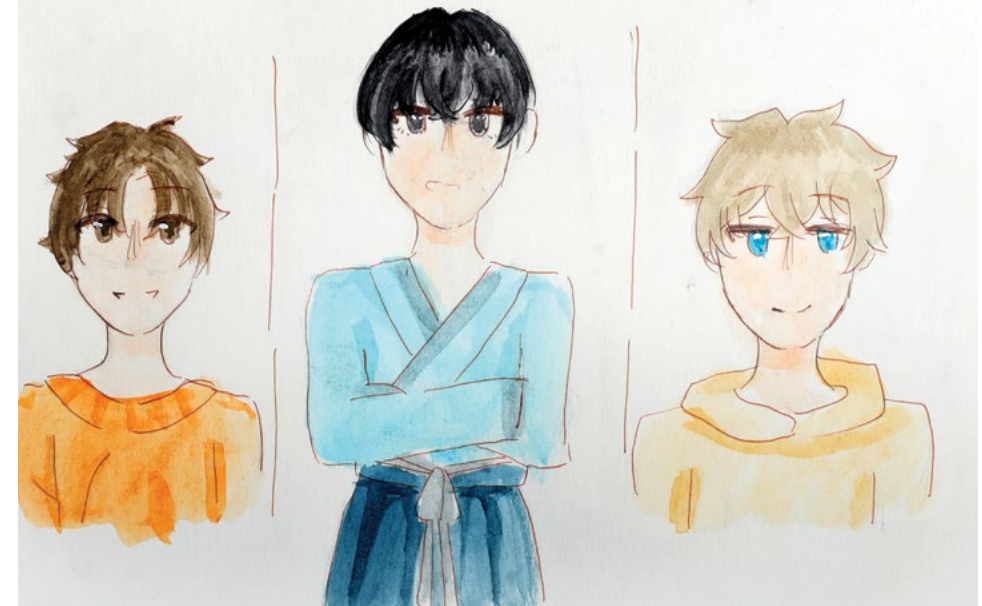
At first, it was challenging for me to come up with an idea for my book. Then, I decided to draw about something I was interested in. My family is from China and I've always been interested in traditional Chinese clothes and so, I included them in the story. Since the pandemic started, there have been cases of hate crimes against Asians. With that in mind, I decided to make my book about a young boy who gets bullied in school for wearing traditional Chinese clothing. I ended the story with the bullies apologizing to the young boy to show that everyone should be accepting toward others despite their differences. **Illustrating this book was more fun than I ever thought it would be.**

I enjoyed using watercolors for my illustrations. Since I enjoy writing in different fonts, I chose a neat serif font for my book.

I received a lot of inspiration from my peers in art class.



After thinking twice, Yuan realized they were serious and said "Ok but never do that again!"

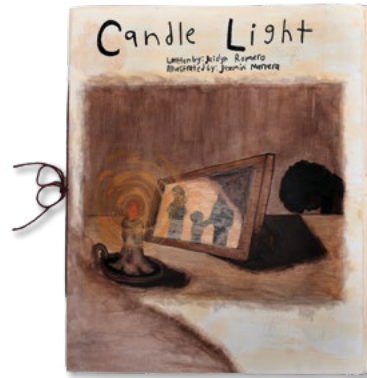


Jaidyn Romero Jazmin Marrero

Candle Light

Grade: 11
Teacher: Laura Blau
School: Millennium Art Academy, Bronx
Principal: Herman Guy

Jaidyn Romero: Our book is a short story based on the ideas of fantasy, grief, and loss. A lot of clues and ideas are scattered within the story and a lot is left up to the interpretation of the reader. **We used dark themes with fun, and magical elements along with an important plot twist at the end.** Our setting and characters are simple but convey a lot even with spare dialogue. After planning we split up the workload. I did the storyboarding, Jazmin made the cover, and both of us did a mix of character design and coloring details. Our medium is mixed media. We used paper with watercolors and a bit of Micron pen, tools both of us enjoy and are comfortable with.



Jazmin Marrero: Choosing the color palette was one of the most important parts of the book. I decided to use sepia tones to give the story a very old and worn aesthetic, while giving it the familiar look of graphic novel pages. **It is meant to appeal to teenagers but also to make the reader reminisce about the innocence of childhood.** We were inspired by the visuals and the ominous feeling conveyed by the video game "Little Nightmares," and by the game "Fran Bow" because it's from the dark point of view of a child who has had a hard life. We took our cues from the dark surrealism of both of these games when developing our story. We are pleased that the book is a little mysterious in the end.



Hellen Reyes Abreu

Invisible

Grade: 11
Teacher: Ikuko Wakiya
School: H. S. 400M, High School for
Environmental Studies
Principal: Heather DeFlorio



Being separated from people during the pandemic made me realize the importance of human contact. It was a lonely time but I used my sketchbook to express myself through imaginary characters. **I chose a ghost as a main character for this book because he symbolizes my disconnection and loneliness.** The wispieness of the watercolors I used best describes the texture of the ghost and the mysterious, melancholy planet. I write dramatic and cryptic poems to document my feelings, and so developing the character was an easy process. Specific, descriptive words appeared in my head and represented my feelings as a ghost. I divided the poem and developed the imagery for each line on each page. The process was tedious, but I enjoyed seeing my characters and words come to life. To expand the meaning of the words, I chose specific collage materials, including translucent paper, aluminum foil, and an aged magazine page. On one page, I used transparent paper to show the ghost was truly soulless and without feelings. Finally, the ghost is freed from his thoughts, implying that people sometimes overthink but it's important to let go to be okay. I hope the ghost's realization resonates with my readers.



Honorable Mentions

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
Grades 3-5				
<i>A Family Vacation</i>	Hoda Dahha	P.S. 070Q, Lieutenant Joseph Petrosino School	Carmela Mroz	Izett Thomas
<i>About Life</i>	Fintelow Sainthilaire	P.S. / I.S. 184Q, The Newport School	Noemi Alers	Lisa Linder
<i>All Cultures Can Be Beautiful in Every Way!</i>	Tamara El Eshmai, Nina Romero	P.S. 151M, Yorkville Community School	Jessica Suarez	Samantha Kaplan
<i>An Adventure Through Worlds</i>	Sarah Kwo, Lydia Pfaendler	P.S. 011K, Purvis J. Behan	Niaren DeSilva	Abidemi Hope
<i>Covid 19: A Pandemic to Remember</i>	Yvelise Castillo	P.S. 015Q, Jackie Robinson	Serrena Hospedales-Brown	Anthony Pignataro
<i>Gus the Crocodile Goes the Library</i>	Alexander Rudnev	P.S. 003R, The Margaret Gioiosa School	Heather Pidan	Elmer Myers
<i>Happy Chinese New Year</i>	Jillian Tsang, Demi Lee	Hellenic Classical Charter School	Heather Prince, Julia Owen	Natasha Caban
<i>House Tour</i>	Orion Chen	P.S. 193Q, Alfred J. Kennedy	Alexandra Budnick	Diane Tratner
<i>I Defied the Odds</i>	Luis Velez, Jordin Rodriguez	P.S. 044R, The Thomas C. Brown School	Alisa Bialor	Nancy Storms
<i>Template Face</i>	Karl Fenning	P.S. 160X, The Walt Disney Magnet STEAM School	Veronica Doherty	Lori Baker
<i>The Equivalent</i>	Benjamin Makovoz	P.S. 195K, Manhattan Beach	Cara Bianchi	Bernadette Toomey
<i>The Great Race Car</i>	Tate Davidson	P.S. 196Q, Grand Central Parkway	Carmela Mroz, Eden Stevenson	Susan Migliano
<i>Trans</i>	Stella Mombiola	P.S. / I.S. 099K, Isaac Asimov School	Kathryn Azhar	Hrysoula Niarhos
Grades 6-8				
<i>A Cat's Journey</i>	Taylor Moy	H.S. 539M, New Explorations into Science, Technology, and Math High School (NEST+m)	Elizabeth Zacharia	Meaghan Lynch
<i>A Day at the Zoo</i>	Mubinabonu Arapbaeva	I.S.014K, Shell Bank	Michelle Wiener	Teri Ahearn
<i>Drawing</i>	Jacqueline Hernandez Martinez	Hellenic Classical Charter School	Heather Prince, Julia Owen	Natasha Caban

Honorable Mentions *continued*

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
<i>The Story of Scholars' Green Team</i>	Mrittika Sikder, Esmeralda Pettersen	P.S. 323Q, Scholars' Academy	Teresa OBrien Israel	Michele Smyth
<i>In Between the Two Worlds</i>	Noor Saleh	M.S. 002K, Parkside Preparatory Academy	Katherine Dinerman	Arlene Burnett
<i>Kenji's Life as Samurai</i>	Janely Salcedo	P.S. 993Q, Mayflower School	Gwen Baltimore	Jonathan Lonshein
<i>Lost and Found</i>	Nicolas Ferrera, Alara Eris	I.S. 201K, Dyker Heights	Dina Pizzarello	Robert Ciulla
<i>My Birthday Party and My Four Best Friends</i>	Harleny Castillo Estrella	P.S. / I.S. 184Q, The Newport School	Noemi Alers	Lisa Linder
<i>Pollution and Covid</i>	Jessica Candia	P.S. 293M, City College Academy of the Arts	Gloria Adams	Burnedette Drysdale
<i>Princess Himiko and the White Crane</i>	Seema Sandal	M.S. 137Q, America's School of Heroes	Lidia Menniti	Pamela Trincado
<i>So Unique</i>	Naimah Ali	J.H.S. 127X, Castle Hill School	Brian McKenzie	Bryant Jackson
<i>The Big Bad Monster Who Scared me</i>	Ziling Liu	I.S. 187K, The Christa McAuliffe School	Melina Badia	Justin Berman
<i>The Enchanted Tree</i>	Zarbonu Karshieva, Nermin Zafar	P.S. / I.S. 99K, Isaac Asimov School	Ann Preis, Kathryn Azhar	Hrysoula Niarhos
<i>Tooth Man</i>	Ean Barona	P.S. 323Q, Scholars' Academy	Teresa OBrien Israel	Michele Smyth
<i>What We Did in Quarantine</i>	Eva Lenton	P.S. 497K, The Boerum Hill School for International Studies	Louise Butler, Vincent Hyland	Samantha Schmoeger
Grades 9-12				
<i>Andre and Maria: A Love Story</i>	Jayvon Wright	P.S. 721X, Stephen McSweeney School	Nicole Boggi	Sara Byas-Aracena
<i>Bad Cartoons Need Love Too</i>	Nasir James	H.S. 544X, High School for Contemporary Arts	Elizabeth Fidoten	Melissa Peters
<i>Food Alphabet</i>	Yarick Urena	H.S. 432X, Bronx Bridges High School	Crystal Lamb	Nelsie Castillo
<i>It's Up to All of Us</i>	Bella Palaguachi	P.S. 293M, City College Academy of the Arts	Gloria Adams	Burnedette Drysdale
<i>The 12 Eastern Zodiac Spirits</i>	Cory Watson Jr.	P.S. 077K	Amie Robinson	Ebony Russell

Bookmaking Competition Selection Panel

Jessica Agudelo
Youth Collections Coordinator, BookOps, New York Public Library & Brooklyn Public Library

Ruth Guerrier-Pierre
Senior Children's Librarian, New York Public Library

Kevin Kelley
Coordinator, School Age Services, Brooklyn Public Library

Darcy-Tell Morales
Managing Educator, Family & Teen Programs, Metropolitan Museum of Art

Jo Beth Ravitz
Artist/Art Consultant

Karen Rosner
Director of Visual Arts, NYC/Department of Education
Supervising Librarian, Bronx Library Center, New York Public Library

Project Teams

NEW YORK CITY DEPARTMENT OF EDUCATION

David C. Banks, *Chancellor*

OFFICE OF ARTS AND SPECIAL PROJECTS

Maria Palma, *Executive Director*
Karen Rosner, *Director of Visual Arts*
Amber Lodman, *Arts Program Manager*

DEPARTMENT OF LIBRARY SERVICES

Melissa Jacobs, *Director of Library Services*

BROOKLYN PUBLIC LIBRARY

Judy Zuckerman, *Director, Youth & Family Services*
Kevin Kelley, *Coordinator, School Age Services*
Paquita Campoverde, *Manager, Youth & Family Programs*
Brandon Graham, *Program Coordinator, Programs, Events, & Exhibitions*
Sally Chen, *EJK Bookmaking Competition Manager*

EZRA JACK KEATS FOUNDATION

Deborah Pope, *Executive Director*
Diana Vozza, *Associate Executive Director*
Jocelyn McCarthy, *Director of Media Strategy*

Special Thanks

We are grateful to Penguin Random House for its generous donation of gift book collections for the students and educators here today.



Guest Artist: Katie Yamasaki

Katie Yamasaki is a muralist and children's book artist who focuses on themes of social justice and stories from underrepresented communities.. She has painted over 80 murals around the world representing diverse communities. Her most recent book, *Dad Bakes*, tells the story of a father and daughter reconnecting after a separation caused by the father's incarceration. The story has earned starred reviews from School Library Journal, Kirkus and Publishers Weekly. Some of her other books, especially, *When the Cousins Came* and *Fish for Jimmy* recount personal family stories about the WW II internment camps in the United States and growing up in a multi-racial family. Yamasaki earned her MFA from the School of Visual Arts in NYC, where she served on the faculty for several years. She worked for 14 years as a public school Spanish and Art teacher in Detroit and NYC. Yamasaki lives in Brooklyn with her family. You can explore more of Yamasaki's work on her website, at katieyamasaki.com or on her Instagram page, @katieyamasaki.



