

Ezra Jack KEATS

2024 Bookmaking Award Catalog



Ezra Jack Keats Bookmaking Awards

Exhibition May 7-31, 2024

Brooklyn Public Library

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Catalog

Front cover: Kathleen Halley-Segal, *The Girl Who Loved to Write*,
Summer Arts Institute

Page 6 inset: Abigail Luk, *To Love You*, H.S. 525Q, Townsend Harris High School

Page 44: Ignacio Mahecha Ossa and Junhan Gao, *Adventures of the Ninja Mouse 1*,
The Escape, P.S. 163Q, Flushing Heights School

Page 46: Carolyn Ling, *Crochet Yay*, J.H.S. 190Q, Russell Sage

Page 47: Emma Chu and Tanisha Mozumder, *The Magical Music-Box*,
J.H.S. 202Q, Robert H. Goddard Middle School

Back cover: Svea Van de Velde, *The House on the Hill*,
H.S. 580M, Richard R. Green High School of Teaching

Production: Ezra Jack Keats Foundation

Designer: Jay Boucher

Photographer: Lizzy Sullivan

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New York City Public Schools

52 Chambers Street, New York, New York 10007

For information, contact ArtsAndSpecialProjects@schools.nyc.gov

Ezra Jack KEATS

38th Annual Bookmaking Award Catalog

2024

About the Ezra Jack Keats Foundation

The EJK Bookmaking Competition, and EJK Award together further the 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 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.

The Ezra Jack Keats Foundation was established by children’s book author and illustrator, Ezra Jack Keats to contribute to the education and welfare of all children. It is through the Foundation’s work to keep Keats’ books in homes, classrooms and libraries that *The Snowy Day* was adapted by Amazon as a holiday special (which won two Emmy Awards); and that a set of *The Snowy Day* stamps were issued by the U.S. Postal Service. In 2023 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 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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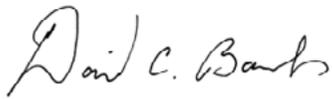
Dear Students, Teachers, Librarians, Administrators, and Families,

Books have the power to delight, move, and inspire us. From otherworldly fantasy novels to nonfiction stories dealing with real life issues, reading helps us imagine new possibilities and gain new perspectives. Literacy is the number one priority of my administration, and through NYC Reads, we are transforming our instructional approach to literacy to ensure our students become confident readers.

This catalogue represents the immense creativity and brilliance of our elementary, middle, and high school students who took part in the 38th annual Ezra Jack Keats Bookmaking Competition. I want to applaud all the students, schools, and families who dedicated time and effort to engage in the rigorous process of creating picture books. Congratulations on this achievement! We are proud of your work and thrilled to see the commitment and collaboration that went into each of these books.

I also want to extend my thanks to the Ezra Jack Keats Foundation for its generosity and partnership. We are grateful for your support and for your focus on literacy.

Soaring high,



David C. Banks



Dear Students, Educators and Parents,

This is what teachers, librarians and colleagues say about participating in the EJK Bookmaking Competition.

Cara Bianchi, a teacher from P.S. 195K, “I look forward to introducing the EJK Bookmaking Competition every school year. The students become so excited to share their ideas, and By the time we conclude the bookmaking project, they cheer for each other in all that they have accomplished.”

Jessica Saurez, an art teacher from P.S. 151 M, “It was a thrill to stand back and observe the numerous media and concepts being explored and the passion behind it.”

Michelle Brier, librarian from I.S. 202Q, “The attention given to each and every page by these young writers/illustrators was astonishing... I am so proud of their effort and of the hard work shown by all of our bookmaking participants.”

Students and educators, these are three of many glowing descriptions of the joy in learning inspired by this program. We thank you for taking this journey and in making it a success.

Friends and families, we know you are fundamental to the success of your children and we thank you for sharing their achievements with us.

Great thanks to Karen Rosner, Director of Visual Arts, NYCPS Art Office, and Melissa Jacobs, Director of Library Services, NYCPS Department of Library Services, who have been steadfast in their determination to nurture and protect this program.

Linda E. Johnson, President and CEO of Brooklyn Public Library, is an unflagging champion of the EJK Bookmaking Competition; as are Judy Zuckerman, Ben Perry, Brandon Graham, Paquita Campoverde, Gregg Richards and Sally Chen, who each demonstrate extraordinary dedication to excellence in every aspect of the program. A very special thank you to each of these outstanding professionals.

Congratulations to all!

Sincerely,

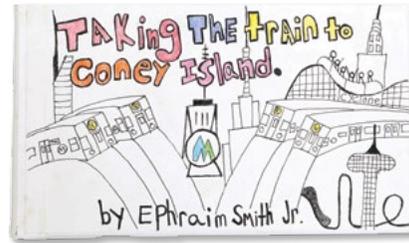


Deborah Pope
Executive Director

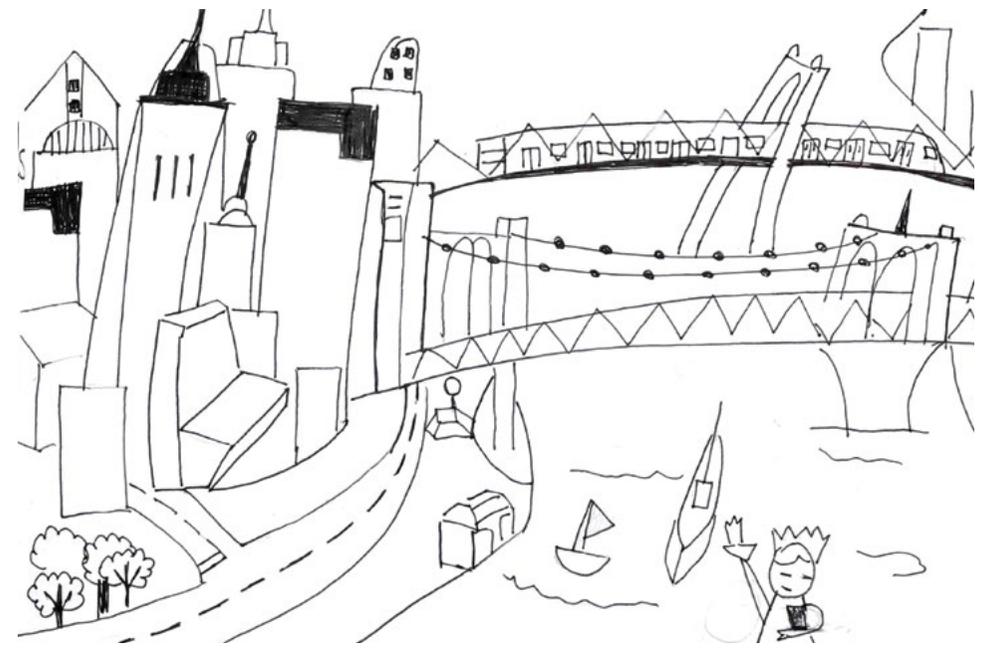
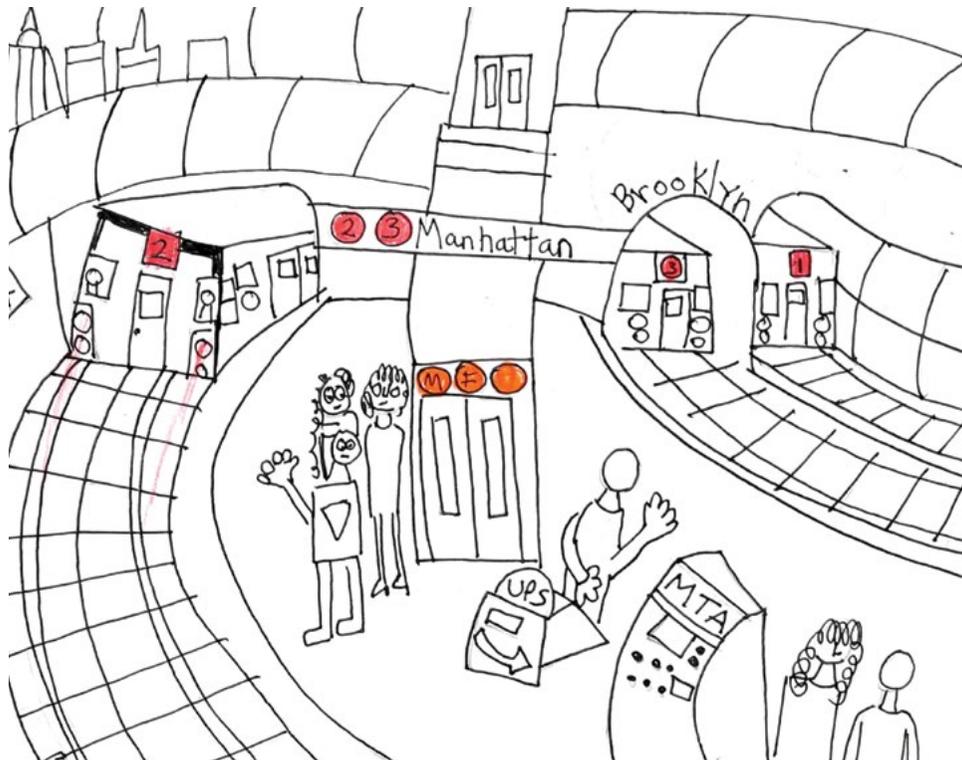
Ephraim Smith Jr.

Taking the Train to Coney Island

Grade: 3
Teacher: Veronica Doherty
School: P.S. 160X, The Walt Disney Magnet STEAM School
Principal: Lori Baker



I love trains, train stations, skyscrapers, and bridges. In my sketchbook I drew all my ideas, and I researched trains, buildings, and tunnels. With all my ideas I wrote my story. It's about the Q train that travels from Queens to Manhattan and then to Brooklyn. The Q train crosses the Manhattan Bridge and I can see all the skyscrapers, office buildings and different bridges in the city. I used a pencil to make my drawings and then I outlined everything with a pen.



It took a long time and my hand hurt. I added little bits of color to my drawings because they look cool like that. Sewing my book was hard, the needle was sharp and I was afraid I would hurt myself with it. Ms. Doherty helped me tie the knots because it was also difficult. **I feel proud and good about myself. It took a long time and I feel like a winner!**



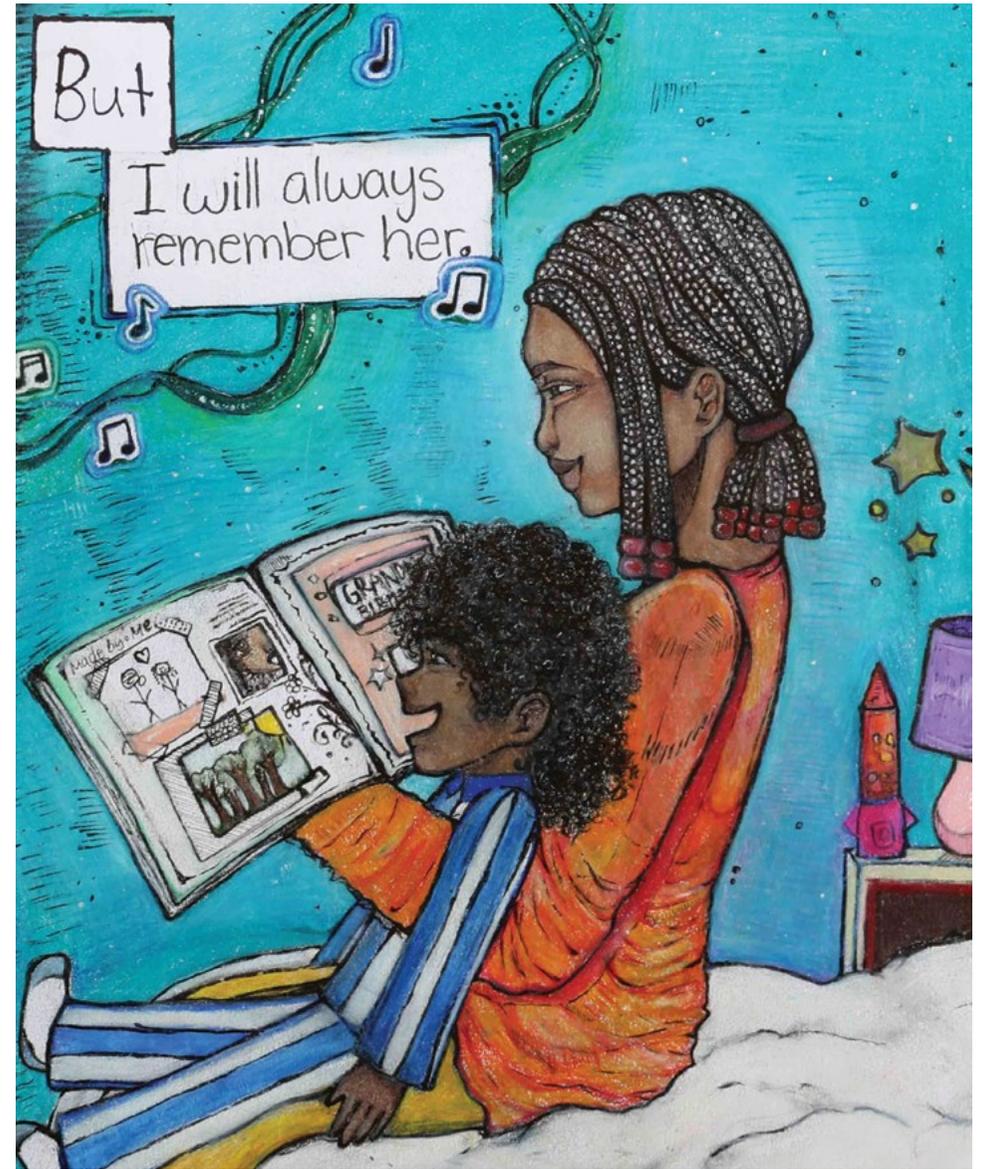
Emma Chu Tanisha Mozumder

The Magical Music-Box

Grade: 8
Teacher: Dawn Woods
Librarian: Michelle Brier
School: J.H.S. 202Q, Robert H. Goddard Middle School
Principal: William Fitzgerald



Emma: This process was an immense effort, filled with trial and error, but seeing everyone's heart-felt reactions to our story and illustrations made it all worthwhile! I struggle with deadlines and procrastination but I believe this project helped me deal with these issues. I saw myself grow as an artist as I learned to have better control with acrylic and oil paints. I loved taking inspiration from real world events, bringing them into the pages of our story. **I never knew how much bookmaking would influence me; it is an activity I highly recommend!**



Tanisha: The bookmaking process was strenuous, involving weeks of planning and hard work. However, our finished product makes all the work so worthwhile! **I learned that writing relies on content, the ideas and transitions between the scenes.** It was so much fun bringing the story to life, especially in the last pages of our book. **I think my skill with words and color improved with this experience and I want to thank everyone who encouraged us.**



Jiamin Zeng

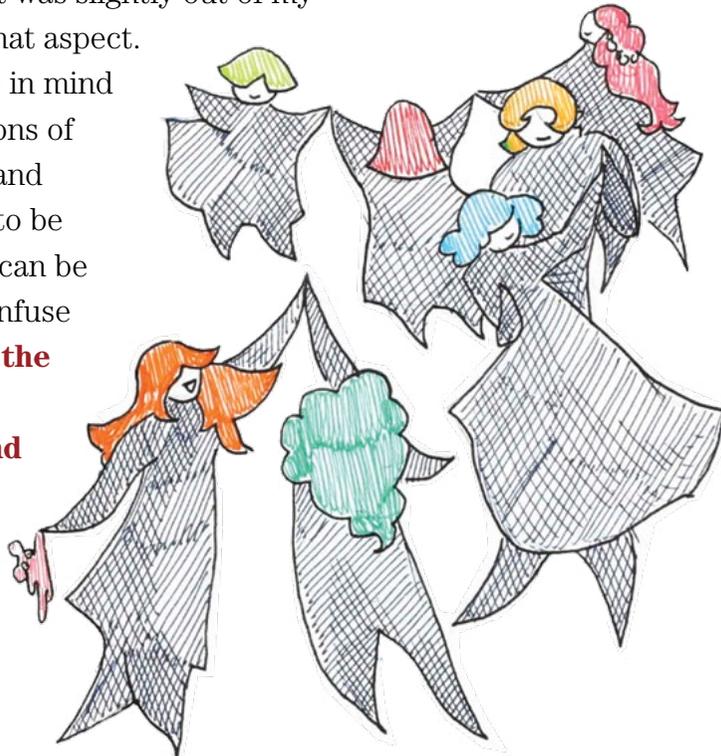
Space Doctor Milfred

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



I became fascinated by astronomy a few months before writing *Space Doctor Milfred*, reading articles on black holes and neutron stars. I wanted to share this fascination with young readers by having an adorable dog doctor travel through space on his little doggy mission. Doctor Milfred is able to help her cosmic patients by studying their cosmic properties, like spin and mass. I still haven't decided what medical school Milfred graduated from. Creating the book itself was an enjoyable process. I drew the storyboard first and made changes as I went along. I seldom color my art, so this project was slightly out of my comfort zone in that aspect.

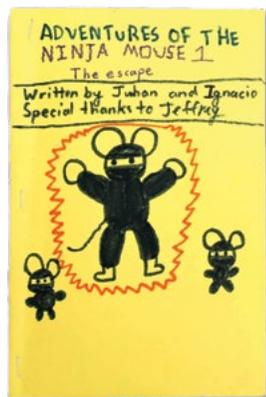
And I had to keep in mind that my descriptions of these characters and their issues have to be as simple as they can be in order to not confuse readers. **Despite the emptiness and fear in space, and our small size, it's okay, because at least we mean something to each other.**



Ignacio Mahecha Ossa Junhan Gao

Adventures of the Ninja Mouse 1, The Escape

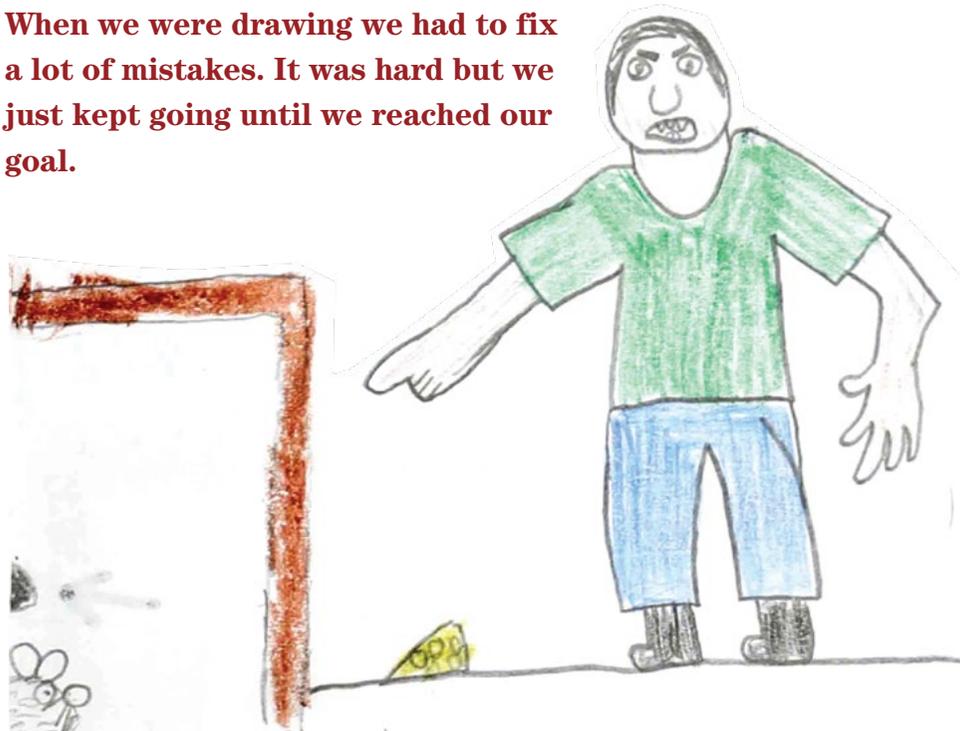
Grade: 4
Teachers: Kayla Georgiades
Laura Pashayan
Librarian: Darlene Gerasoulis
School: P.S. 163Q, Flushing Heights School
Principal: Francine Marsaggi



Ignacio and Junhan: Making this book was fun. We enjoyed that we could choose our own topic and we could work together. That made it a lot more fun. Junhan drew a lot and Ignacio wrote more. We took inspiration from the movie *Teenage Mutant Ninja Turtles* but we changed parts of it to make it funnier. We made our story about a mouse because in New York there are more mice than turtles. In our book, Teenage Mutant Ninja Mouse's dad is also a rat.

It was confusing at first because our ideas needed more development.

When we were drawing we had to fix a lot of mistakes. It was hard but we just kept going until we reached our goal.



Zoe Gilman

BIG

Grade: 5
Teacher: Melissa Browning
School: P.S. 008K, The Emily Warren Roebling School
Principal: Patricia Peterson



In class we were learning about bullying and being an upstander, (someone who stands up to a bully.) I decided this would be my subject because it is important to me, and bullying is a big problem in the world.

I also felt like I was passionate enough about bullying to write a good book on it. I made the characters who were bullied shrink, and the bullies grow because people who are bullied often feel smaller and weaker when being bullied. Bullies feed off their negative emotions to make themselves FEEL stronger. Another thing I did was to illustrate all the characters as stick figures to show that anyone can be a bully, be bullied, or be an upstander. Lastly, at the end of my book, the world becomes full of color to show how a whole world opens up with just a few kind words. This was my process.



Theodore McCafferty

I Am Different

Grade: 4
Librarian: Noreen O'Hagan
School: P.S. / I.S. 217M, The Roosevelt Island School
Principal: Mandana Beckman



I enjoyed working on this project very much. I really like drawing and creating these characters helped me express my feelings. My process included finding an idea that was inspiring.



I thought about how a lot of people don't like vegetables. A vegetable that I like, but not a lot of people like, is broccoli. I realized broccoli would be a perfect subject for my story. I decided on traits Broccoli could have, and that being different would be great. That's how I came up with the book title. From there, I started planning the different pages to show how Broccoli was different and how he solves his problem. I had an idea of creating a little brother for Broccoli who tells him how he solves his own problems. Then Broccoli could solve his problem using his brother's advice. **I really liked the moral of the story: Just be yourself. It doesn't matter who you are. You are special!**

Saywa Chuma Vasquez

Our Journey: Here and Now

Grade: 5
Teachers: Mary O'Sullivan
Elizabeth Vargas-Mendez
School: P.S. 195X
Principal: Richard Webster



As I wrote my book, I thought of my family, specifically my grandparents. I thought about how they still live in Ecuador and how beautiful it is on their farm. My papa had a dream to come to the USA, and even though we are in different countries now, family is still important to us all. **I like that my book is inspired by my family and I want to dedicate this book to them.** While creating my book, I loved that I got to use a lot of different colors to represent my memories. I also love to make art and use lots of colors, and Ecuador is so colorful. **I feel very happy that I have this opportunity to tell my story.**



Chloe Tan Zara Idrees

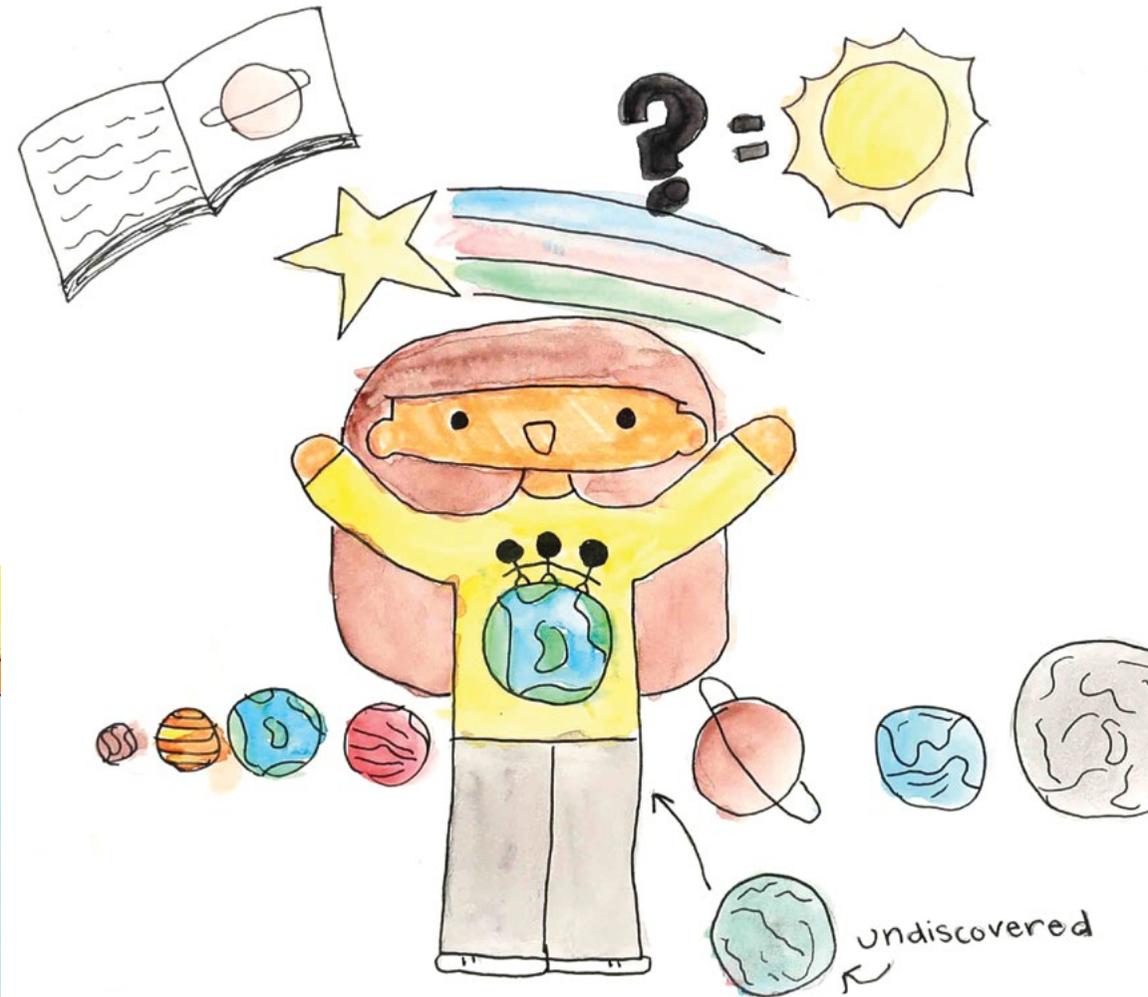
The Outer Space

Grade: 5
Teacher: Laura Bronzini
Librarian: Catherine Inniss
School: P.S. / I.S. 206K Joseph F. Lamb School
Principal: Ellen Quigley



Chloe: Our book is based on the character of Annabelle who has a lot of space around her that makes her lonely, like the stars in the sky. I took the story and worked on creating sketches of the characters. We discussed what colors we wanted to use for each character. We had to agree on what the illustration would look like on each page and what parts of our text would be used to create the pictures. We both agreed on the size of the book and even picked out what we would use for the binding. Zara and I were excited to work together as a team on the book.

Zara: The title of the book has a dual meaning. First, it is speaking about the project that two kids work on together which made them friends. The second meaning is that before meeting, each character was alone and surrounded by a lot of space. I came up with the idea for the story and Chloe worked with me to create a complete storyline.



We chose to write a story about a girl who makes a friend just by being herself and to show, you don't have to change for people to like you. Annabelle found a friend who shared her interest in space and they weren't alone anymore.



Zukhro Khusainova

Black Cat

Grade: 6
Teacher: Laura Bronzini
Librarian: Catherine Inniss
School: P.S. / I.S. 206K, Joseph F. Lamb
Principal: Ellen Quigley



When I first joined the bookmaking club I had a bunch of ideas but couldn't really choose one. **I decided on a cat story because I have a cat and when I see stray cats on the street I wish I could adopt them.**



But I feel bad because I can't, and I worry about how they became strays and what might happen to them. I wanted my story to have really big emotions.

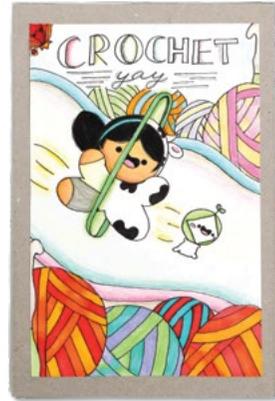
I decided to make it a black cat since some people have the idea that black cats are bad luck, which is very untrue. I gave my main character a few hardships, but in the end he has a happy ending in which he gets adopted and is well taken care of by a young woman named Rose.



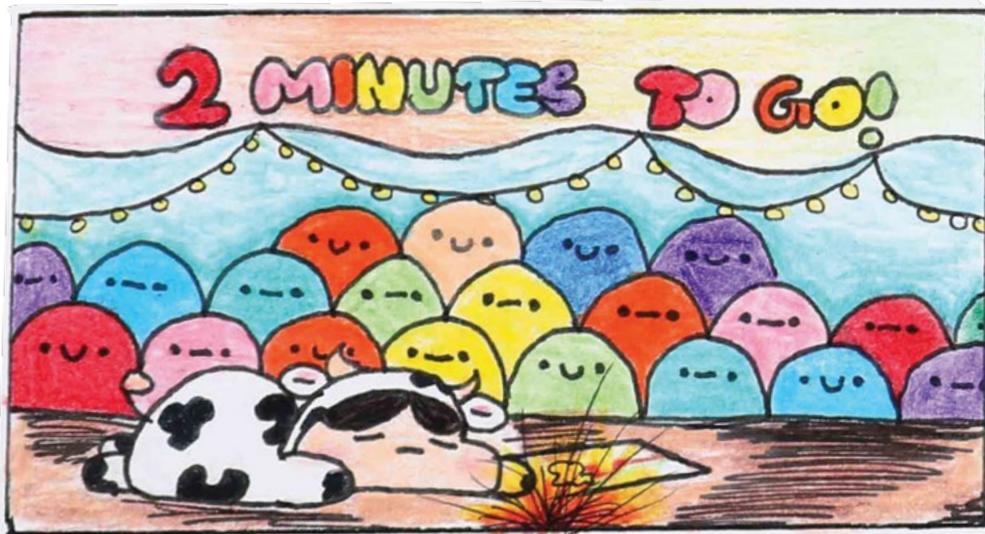
Carolyn Ling

Crochet Yay

Grade: 6
Teacher: Xiaolei Wang
School: J.H.S. 190Q, Russell Sage
Principal: John Greggo



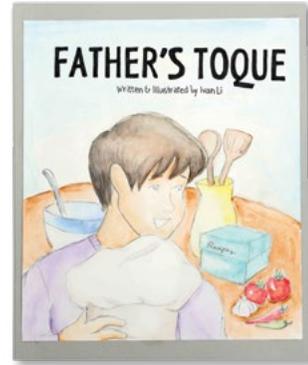
Making my exaggerated comic book was an exciting process. My story is about learning how to crochet a magic ring to create plushies. **Coming up with the storyline and characters was hard but I used the idea of going into the new dimension of Crochet Yay because I always wanted to have my own world of plushies.** I started brainstorming my story and exaggeration points, then wrote the text, and started the panel design. I sketched the story, outlined the words with a thin pen, and the designs with a thicker pen. After erasing, I used color pencils for blending and markers for an opaque base. I created a Zine book and then attached my pages to complete the book



Ivan Li

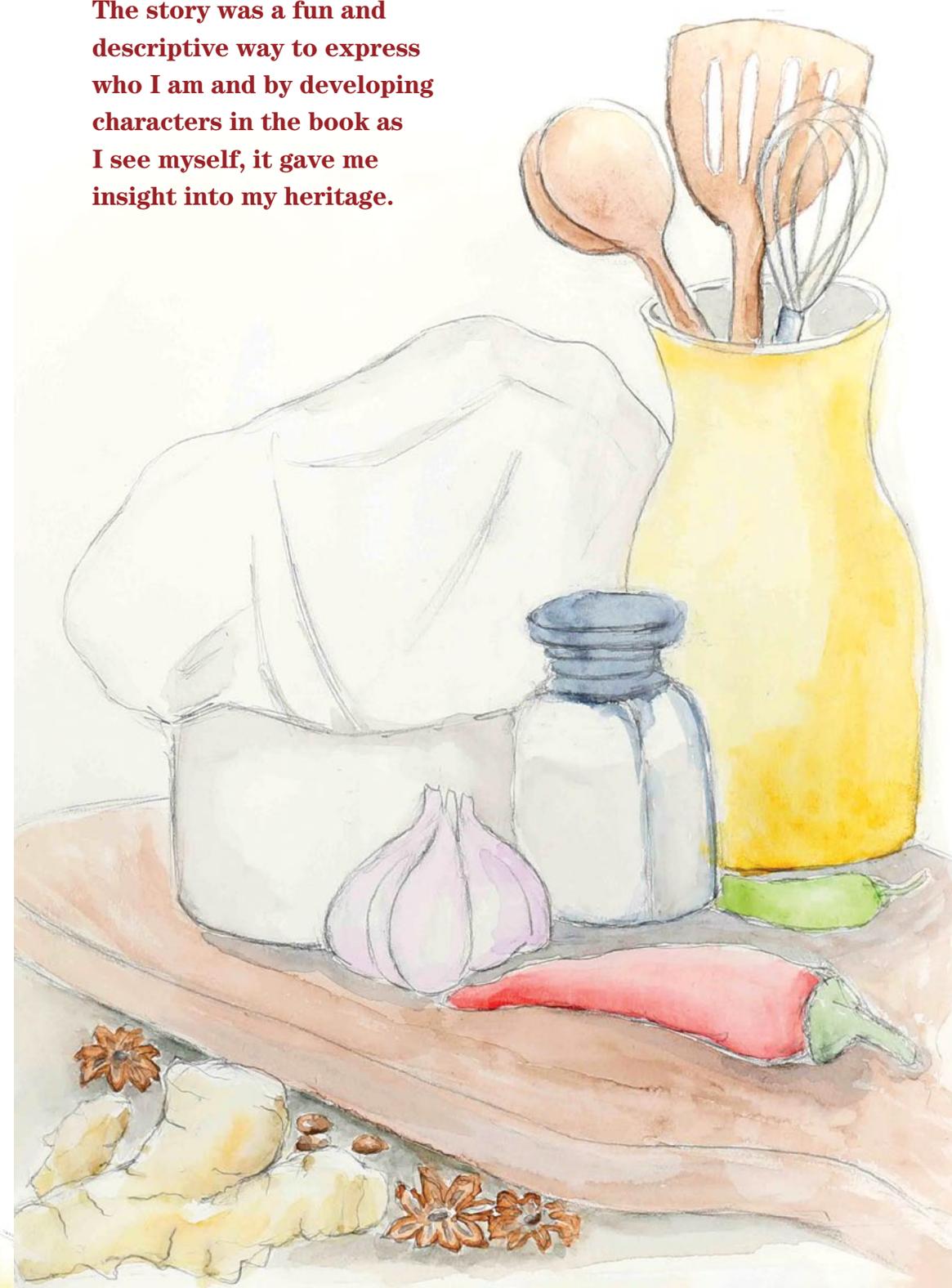
Father's Toque

Grade: 8
Teacher: Mandi Bracho
Librarian: Karen Goldberg
School: I.S. 098K, The Bay Academy
Principal: Maria Timo



When I began the writing process I focused on my Asian background, especially the cultural aspects of my life. This drew me towards the idea of painting because it was my mom who taught me how to use and control watercolor. I experimented with light and dark watercolor contrast to highlight details like the foods and background scenery. As for developing the story, I decided to do research and immerse myself in the important cultural meanings behind various foods. I spoke with my parents about how they grew up and what our celebrations meant to them.

The story was a fun and descriptive way to express who I am and by developing characters in the book as I see myself, it gave me insight into my heritage.



Nola Krug

Leaf Flight

Grade: 6
Teacher: Amy Egan
Librarian: Amy Rathgeb
School: I.S. 497K, The Boerum Hill School for International Studies
Principal: Samantha Schmoeger



My book making process took lots of planning and many drafts. I finally decided to make the book a fictional story about a non-human object. I chose to write about seasons changing and a leaf separating itself from its Mama Tree because it reminded me of growing up, and I thought that was poetic. The story would be about the leaf's process to get into flight. **I wanted the reader to think about how sometimes we have to trade one thing for another in order to get what we want.**



I drafted the general idea and storyline in a storyboard. A little later in the story I made Mama Tree and wind characters, and gave them each a humanoid design, which took some more planning.



It was very tiring to make this book but I listened to music to help me stay motivated. I didn't have a lot of confidence that I would win but writing and drawing are both things that I enjoy, so it was also very exciting!

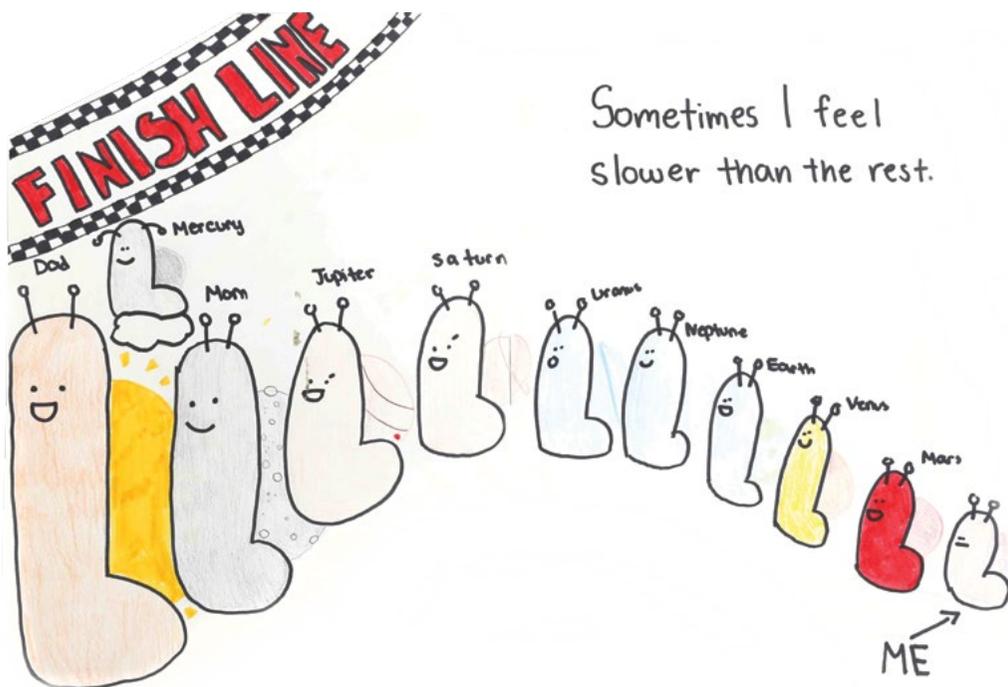
Coco Lee Demi Lee

Slower Than the Rest

Grade: 6
Teacher: Julia Molloy
School: P.S. / I.S. 362K, Hellenic Classical Charter School
Principal: Natasha Caban-Vargas



Coco: My sister Demi came up with the idea and sketched a snail and a little planet, and that gave us the idea for the story. **I wanted our book to make people feel that they are special. Pluto was small but when he found people who understood him, he felt special and like he belonged.** I chose the font for the book and when I didn't know what to write Demi and I helped each other. I'm proud of sticking with the project. I like the message and there's nothing I would change.

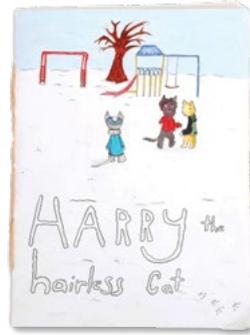


Demi: People in the world have different abilities, like Pluto is smaller than the other planets. But I think they should still be who they are and be their true selves. It was really hard to have enough time to work on the book. I used markers and colored pencils and Sharpies too. The markers gave it more 'pop' and I used the colored pencils to tone down the markers. Maybe I would change how some of the pictures matched with the words. But I'm proud of the background images and how I drew the characters.

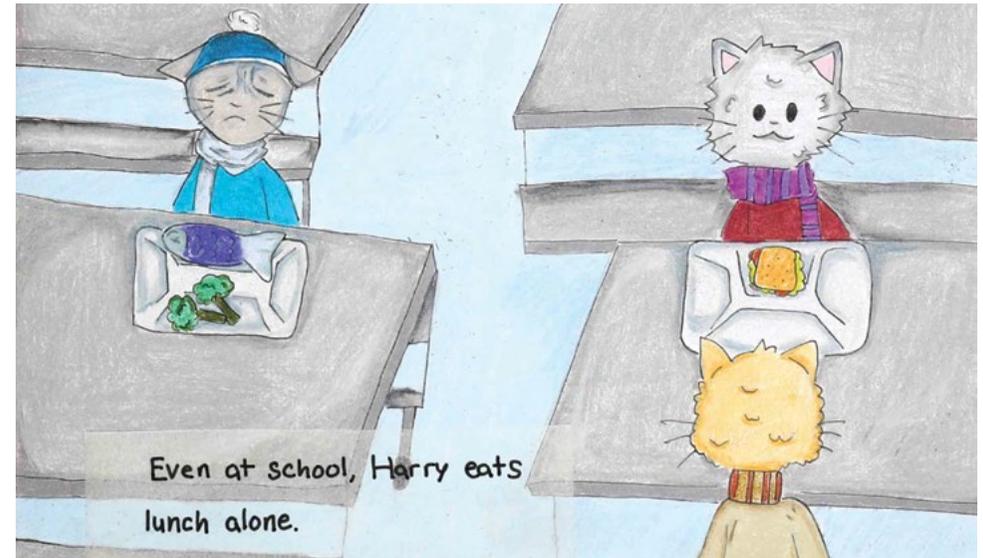
Gabriella Lucchese May Saw

Harry the Hairless Cat

Grades: 9, 10
Teacher: Mackenzie Traut
School: H.S. 460R, Susan E. Wagner High School
Principal: David Cugini



Gabriella: I worked hard to make the story come alive. With the help of my friend and my teacher, I'm proud of what I was able to accomplish. The original story was inspired by one of my cats. Everyone who met my cat said they thought he was ugly and scary. I felt this was because it was a type of cat they were unfamiliar with. I wanted people to get past his appearance and give him a chance. Also, for me this year was full of uncertainty. I wanted to express my feelings about entering high school and being surrounded by new people in a new building.



May: What I worried most about were the message and the order of events making sense within the text and story progression. Gabby and I worked hard establishing and revising our story using a storyboard. Another issue I was concerned about was having a cohesive visual style because two people were working on the book. To address this we both came up with a character design and style we wanted for the book and then decided which one looked best.



Kathleen Halley-Segal

The Girl Who Loved to Write

Grade: 12
Teacher: Laura Blau
School: Summer Arts Institute
Principal: Laurie D'Amico



This story illustrates the joy of a young woman who loves to write and carries that love into old age. It is intended to teach young girls that creativity expands with age and one's passions are constantly growing.

I began this project knowing I wanted to implement as much color as possible. I wanted to use images from my own childhood and imagery of my own grandmother to make the story feel as true as possible to my own life and my grandmother's. I began each illustration with a wash of watercolor and then layered in colored pencil and ink. The cover of the book is inspired by doodles I believe the main character may have done on the borders of her writing notebook.



Through these illustrations, and the entire book I hope to show that women as they age continue to take up space, be joyful, create, and be fully human.



Svea Van de Velde

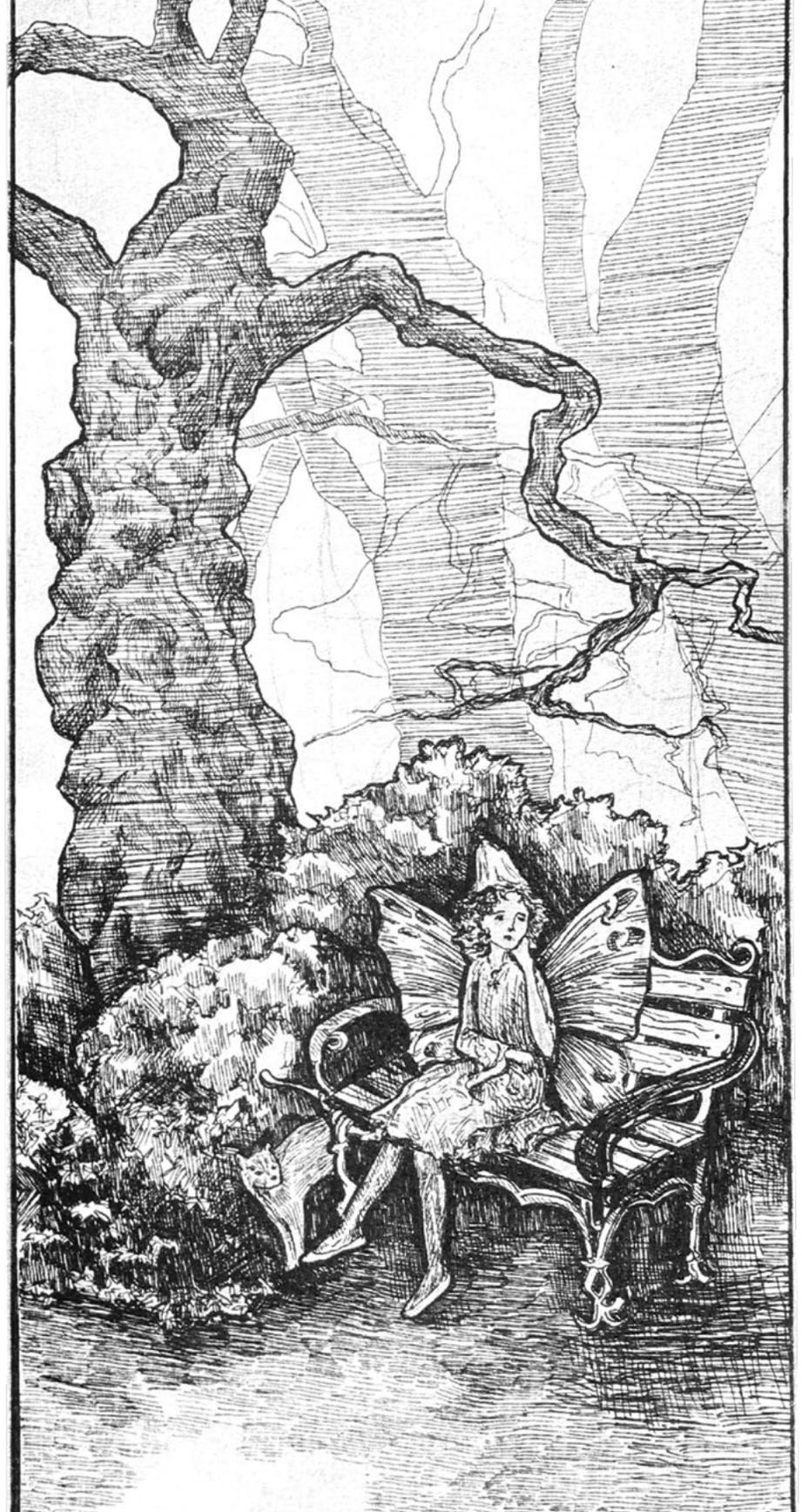
The House on the Hill

Grade: 11
Teacher: Brian Bachisin
School: H.S. 580M, Richard R. Green High School of Teaching
Principal: Joan Weaver



I've always wanted to become an author, and as a kid I would draft short stories and make illustrations to accompany them. This competition gave me the opportunity to create a book and then have my final product shared with my family, friends, and teacher. I visited the library and started reading all my favorite children's books, trying to see what parts I liked and what might inspire my own message. I wanted my book to reflect my personal art style. I formatted each illustration with my teacher to make sure it fit together cohesively in a book. **I learned a lot from the process from start to finish. I gained confidence in executing a vision, and learned how to manage my time and any conflicts that arose. Taking**

part in this competition reinforced my aspirations of becoming an author and illustrator.



Jessica La Micela

The Takeover

Grade: 12
Teacher: Laura Blau
School: H.S. 501Q, Frank Sinatra School of the Arts High School
Principal: Gideon Frankel



I am interested in making art that's based on nature and incorporates the use of lines. I used a Micron pen to illustrate my whole story because I like the bold look of graphic novels which rely on black lines in designs.



I'm from Queens, New York, and that's where my story is set. I've watched my neighborhood change as many trees have been cut down over the years. When I go down Steinway Street, stumps have replaced what once was a more beautiful, nature-filled cityscape. I decided to create a fictional story about a house being taken over by a tree, depicting Mother Nature's revenge. I played with reality, although I was inspired by realistic references. I warped and curved perspective lines and eliminated some elements that would normally be found in certain places. For example I created an interior with missing indicators of space. **When people of all ages view my book I want them to understand the severity of urban decay.**



Abigail Luk

To Love You

Grade: 11
Teacher: Melissa Nakos
Librarian: Arlene Laverde
School: H.S. 525Q, Townsend Harris High School
Principal: Brian Condon



My story is written in a way resembling contemporary poetry and doesn't follow traditional poetic structures. It is a manifestation of the different stages of love and the multitude of emotions that come with them. The identities of the two characters are purposely left vague. The story is told from the perspective of whomever is reading the book. **I hope that allowing people to envision the characters themselves will result in deeper connections, allowing someone to live another life for just a few minutes and picture themselves falling in love**

or being loved. I wrote the ending with the intention of leading the reader back to the beginning, to reread my words and look at them with a new mindset. Having knowledge of the ending would give new meaning to the things that were said.

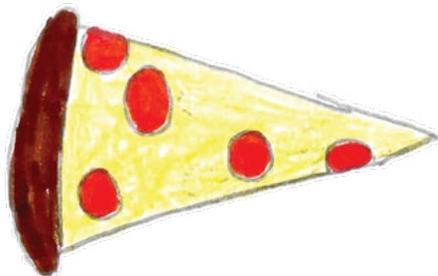


The universe tapped at our feet. It was only us and our changing minds.



Honorable Mentions

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
Grades 3-5				
<i>A Ghost Adventure</i>	Shayla Samaroo	P.S. 117Q The Briarwood School	Elizabeth Lamourt	Erik Van Gunten
<i>Bright</i>	Stella Mombiola	P.S. / I.S. 099K Isaac Asimov	Kathryn Azhar & Betsy Lafontant	Hrysoula Niarhos
<i>Forest Friends</i>	Maggie Tam & Nina Patane	P.S./I.S. 049Q Dorothy Bonawit Kole	Shauna Tague & Susan Bricker	Thomas Carty
<i>Layla's Gloves</i>	Audrey Tsang	P.S. / I.S. 362K Hellenic Classical Charter School	Julia Molloy	Natasha Caban-Vargas
<i>My Friend, Dust Bunny</i>	Naelle Hughes & Zariyah Yasa	P.S.176Q The Cambria Heights School	Serrena Hospedales-Brown	Latoya Garcia
<i>Small Mouse, Big City</i>	Mona Masse & Claudia Alvarez Sala	P.S. 384Q Hunters Point Elementary	Barbara Anderson	Christine Britton
<i>Summertime in East New York, Brooklyn A Melting Pot</i>	Isabeau Alcantara	P.S. 156K Waverly	Leanne Anderson & Ryan Nicholson	Naiyma Moore
<i>The Journey at the Museum</i>	Abigail Kweon	P.S. 029R Bardwell	Victoria Stuto & Zachary Lombardi	Christine Zapata
<i>The Way the Wind Blows</i>	Alexander Clark & Benjamin O'Brien	P.S. 151M Yorkville Community School	Jessica Suarez	Samantha Kaplan
<i>Unconditional Friendship</i>	Fiona Fitzpatrick	P.S. 070Q The Lieutenant Joseph Petrosino School	Mary Karalekas	Izett Thomas
<i>Winter</i>	Elisha Sussman	P.S. 003R The Margaret Gioiosa Pleasant Plains School	Heather Pidan	Elmer Myers



Honorable Mentions *continued*

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
Grades 6-8				
<i>The Adventures of Dorthie, THE BLOB!: The Great Scavenger Hunt!</i>	Maple Varga	M.S. 442K School for Innovation	Katherine Dinerman	Noreen Mills
<i>A Bootiful Friendship</i>	Annie Van Bavel & Cliona Yarish	I.S. 413M School of the Future	Janine Kelly	Stacy Goldstein
<i>A Day at the Coronation Market</i>	Stephanie Radolinski	I.S. 007R Elias Bernstein	Mary Beth Quick	Nora De Rosa
<i>Colo Colo's Worst Christmas EVER</i>	Arianna Carrera	I.S. 239K Mark Twain Intermediate School For the Gifted And Talented	Michele Wallach	Karen Ditolla
<i>Kindness Between Corals</i>	Julia Balatsko	P.S. 019X The Judith K. Weiss Woodlawn School	Michelle Quinn	Ellen O'Brien
<i>Persistent Pegasus</i>	Sarahee Rabbi	P.S. / M.S. 164Q Queens Valley School of the Arts	Julia Colla, Amy Backner	Ingrid Lafalaise
<i>The Life of a Sunflower</i>	Claire Chiaramonte & Isabella Catalano	P.S. / I.S. 049Q Dorothy Bonawit Kole	Susan Bricker & Shauna Tague	Thomas Carty
<i>The Tall Shelf Rescue</i>	Ashley Huey	I.S. 187K Christa McAuliffe	Melina Badia	Mina Sadiki
Grades 9-12				
<i>Chroma One</i>	Yuri Wang	H.S. 475M Stuyvesant High School	Leslie Bernstein	Seung Yu
<i>Distinct Youth</i>	Ashley Moran	H.S. 556K Bushwick Leaders HighSchool For Academic Excellence	Laura Ricca	Enrique Garcia
<i>Divine and Mortal Fairytales</i>	Daouda Seck	H.S. 539M New Explorations into Science, Technology and Math High School	Hilary Svihla	Meaghan Lynch

Bookmaking Competition Selection Panel

Kandace Coston, *Editor, Lee & Low Books*

Shelly Diaz, *Reviews Editor, School Library Journal (SLJ)*

Vashti Harrison, *Guest Author/Illustrator/Filmmaker*

Vincent Hyland, *Library Coordinator, NYCPS*

Cecil Jones, *Family Programs Coordinator, The Studio Museum in Harlem*

Esther Petrushka, *Children's Librarian, Queens Public Library*

Donette Riker, *Librarian, Brooklyn Public Library*

Ruth Rodriguez, *Artist, Manager of Bilingual Children's Services,
New York Public Library*

Cecilia Ruiz, *Author/Illustrator/Educator, School of Visual Arts*

Project Teams

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Karen Rosner, *Director of Visual Arts*

Amber Lodman, *Arts Program Manager*

OFFICE OF LIBRARY SERVICES

Melissa Jacobs, *Director, Office of Library Services*

Vincent Hyland, *Library Coordinator*

BROOKLYN PUBLIC LIBRARY

Judy Zuckerman, *Director of Youth & Family Services*

Benjamin Perry, *Coordinator, School Age Services*

Paquita Campoverde, *Manager, Youth & Family Programs*

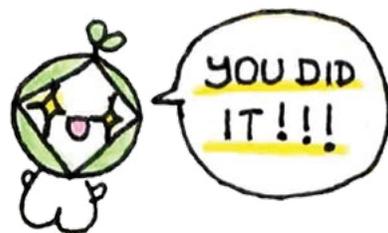
Sally Chen, *EJK Bookmaking Competition Manager*

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Vashti Harrison, Author/Illustrator Guest Judge and Speaker



Vashti Harrison is the *New York Times* bestselling creator of *Big*, which was awarded the 2024 Caldecott Medal, a Coretta Scott King Book Award Author Honor, and Illustrator Honor, in addition to being a National Book Award finalist.

Vashti is also the #1 *New York Times* bestselling creator of *Little Leaders*, *Little Dreamers*, and *Little Legends*, and the illustrator of Lupita Nyong'o's *Sulwe*, Matthew A. Cherry's *Hair Love*, Andrea Beaty's *I Love You Like Yellow* among others. A two-time recipient of the NAACP Image Award for Outstanding Literary Work for Children, Vashti lives in Brooklyn, New York, and invites you to visit her online at vashtiharrison.com.



