

# Ezra Jack KEATS

2025 Bookmaking Award Catalog



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# Ezra Jack Keats Bookmaking Awards

Exhibition May 1-28, 2025

## Brooklyn Public Library

Central Library, Youth Wing  
10 Grand Army Plaza, Brooklyn, New York 11238  
718-230-1001

## Catalog

Front cover: Suhala Hassan, *External View*  
J.H.S. 202Q, Robert H. Goddard Middle School

Page 45 inset: Ignacio Mahecha Ossa, *Ninja Mouse 2 - The Tigers Rising*  
P.S. / I.S. 217M, The Roosevelt Island School

Pages 50-51: Hanyue Zhang, *The Bunny Who Can't Bake*  
H.S. 299Q, Bard High School Early College

Back cover: Hanna Mair, *Let's Go Scuba Diving*  
P.S. / I.S. 049Q, Dorothy Bonawit Kole

Production: Ezra Jack Keats Foundation

Designer: Jay Boucher

Photographer: Lizzy Sullivan

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# Ezra Jack KEATS

## 39<sup>th</sup> Annual Bookmaking Award Catalog

# 2025

# About the Ezra Jack Keats Foundation

The Ezra Jack Keats (EJK) Bookmaking Competition, EJK Award and Mock EJK Award Program together advance the mission of the Ezra Jack Keats Foundation, to support public education, promote literacy and the love of learning, and encourage today's writers and illustrators of outstanding diverse literature for children.

**The EJK Bookmaking Competition** was designed to help teachers show 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. You hold in your hands the proof that students enjoy the process!

**The EJK 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 Mock EJK Award Program** inspires students to read deeply and critically. It teaches them how to evaluate the information they receive, and decide whether that information supports a world view that respects the needs of others, as well as their own. It cultivates community and cooperation.

It is through the Foundation's work 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.

**Ezra Jack Keats (1916-1983)** was born in Brooklyn into a family of poor Polish immigrants. From an early age, he loved to draw. In junior high he won a medal for art, which he treasured his whole life because it encouraged him to persevere and become an artist.

Ezra wrote and illustrated 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.

For more about all of the EJK Foundation's activities, visit [ejkf.org](http://ejkf.org)

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Dear Students, Teachers, and Families,

It is with great pride that I extend my congratulations to all participants of the Ezra Jack Keats Bookmaking Competition! This annual event showcases creativity, literacy, and community spirit, and I am thrilled to celebrate the remarkable talents of each student involved.

The Ezra Jack Keats Bookmaking Competition encourages students to share their stories and explore self-expression through bookmaking. This year, we've seen a diverse range of original works that reflect the unique voices of our city. Every story, illustration, and book is a testament to the hard work and creativity of our students and educators.

The competition not only honors the legacy of Ezra Jack Keats, a beloved author whose work continues to inspire, but also highlights the importance of fostering a love for reading and writing – which is especially important to me as a former high school English teacher! Initiatives like these empower students to think critically, communicate effectively, and share their perspectives with the world.

I'd like to commend the educators who supported students throughout this creative journey. Your guidance and encouragement have been crucial in bringing students' ideas to life. I also want to thank the families who nurtured the talents of our young bookmakers.

To all our participants, please know that your hard work has made a meaningful contribution to our educational community. I encourage you to continue exploring your creative potential; your stories will inspire others and leave a lasting impact.

On behalf of New York City Public Schools, congratulations. Your participation in the Ezra Jack Keats Bookmaking Competition exemplifies the spirit of innovation and artistic expression that makes our schools so special.

In Partnership,



Melissa Aviles-Ramos  
Chancellor, New York City Public Schools



Dear Students, Educators and Parents,

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

**Kaylonda Marin, PS/IS 268Q**, "Witnessing the incredible creations of the students truly revitalized my passion for teaching, as it filled me with hope."

**Mackenzie Traut, HS 460R**, "I truly enjoy running this program.... It has been an opportunity to learn more about our students. I find the stories the students produce incredibly creative, imaginative, and heartfelt."

**Michelle Quinn, PS 019X**, "I see the pride these kids have for their work and their peers, and it's more than I could have wished for."

**Mandi Bracho, IS98K**, "Watching a student transform an idea into a complete book is an amazing experience. Students feel accomplished and motivated as the bookmaking process unfolds."

**Noreen O'Hagan, PS/IS 217M**, "Students learn to problem solve and persist when faced with challenges. I love to see the pride on my students' faces when they submit their finished books."

**Students and Educators**, these are five 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 Melissa Jacobs, Director of Library Services, NYCPS Department of Library Services, who has been steadfast in her determination to nurture and protect this program.

Linda E. Johnson, President and CEO of Brooklyn Public Library has been an equal champion of EJK Bookmaking. BPL staff, Judy Zuckerman, Ben Perry, Paquita Campoverde, Jessica Cox, Gregg Richards and Sally Chen, 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,



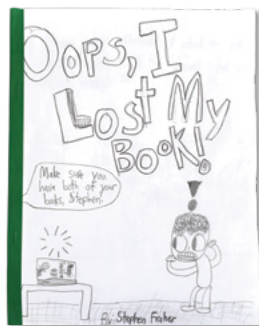
Deborah Pope  
Executive Director



# Stephen Fraher

## Oops, I Lost My Book!

Grade: 3  
Teacher: Michelle Drabczyk  
School: P.S. 003R, The Margaret Gioiosa School  
Principal: Elmer Myers



**I really enjoyed this bookmaking process. This is the first time I've ever made a book!** I wanted to make the story about me and make some events true. I decided to write about the time I lost my library book and wrote down all the information I could remember from what happened and how it felt.

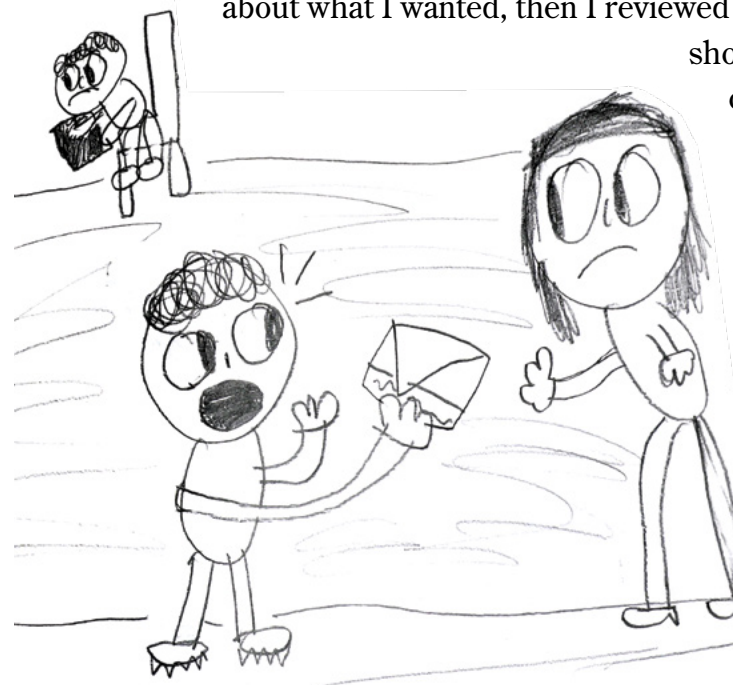


**When I reread my story, I noticed that the ending seemed too boring. I decided to make an unexpected ending to surprise the readers! My new ending is impossible, but will shock and astonish readers. I think my new ending is awesome!** I put

my book together by first using draft paper to write about what I wanted, then I reviewed it to see if I

should make any other changes.

Finally, I wrote the whole story again and I did my illustrations on the bottom. This is all I went through to finish my book. Thank you.

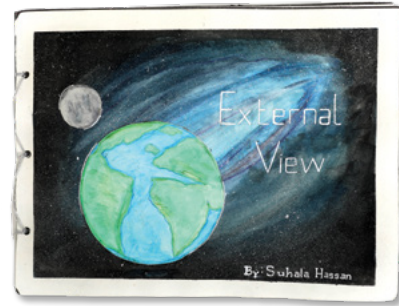




# Suhala Hassan

## External View

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



Writing this book was ... a journey. I wanted to tell a story about how your external self is irrelevant if your internal self isn't satisfied; I thought what better way to tell this story than in outer space, something I love so much. Doubling down as both the author and illustrator was challenging; I had to take my own writing and come up with ways to vividly and coherently display my ideas. I used multiple techniques such as splash painting for the stars, water color to showcase my characters properly, and watercolor pencils to highlight the details of my characters.



In my freetime, I like to study fonts; which was a great help in determining the writing style for my book. I copied the font Orbitron, which looks like a space font for my book. **This journey wasn't always an easy one, but I love the final result. It was all worth it.**

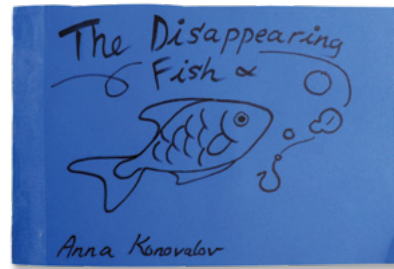




# Anna Konavalov

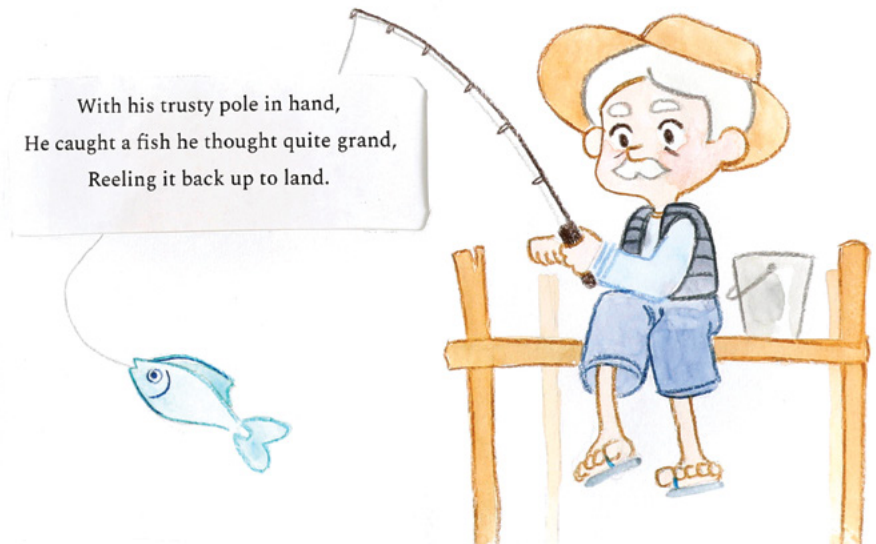
## The Disappearing Fish

Grade: 12  
 Teacher: Linda Johnson  
 Librarian: Elizabeth Healy  
 School: H.S. 485M, LaGuardia High School  
 Principal: Deepak Marwah



**The Disappearing Fish centers around the idea that unexpected connections can happen between two individuals when they are open to kindness and patience.**

Sometimes long-lasting relationships can begin from the simplest of actions, such as offering a hand in kindness, as did the fisherman for the cat instead of chasing it away. I wanted to encourage the reader to approach challenging situations with compassion, which can open doors to various opportunities, such as acquiring meaningful connections. A lot of planning went into the creation of this book, from writing the rhymes to creating the images that went with them. I decided to use watercolor and colored pencils for this project, and for a fun element I laminated some construction paper with holographic sheets and used that to decorate some of the pages. **All throughout, I feel like I gained a lot of excellent experience creating a picture book.**





# Cleo Kim

## Those Red Boots

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

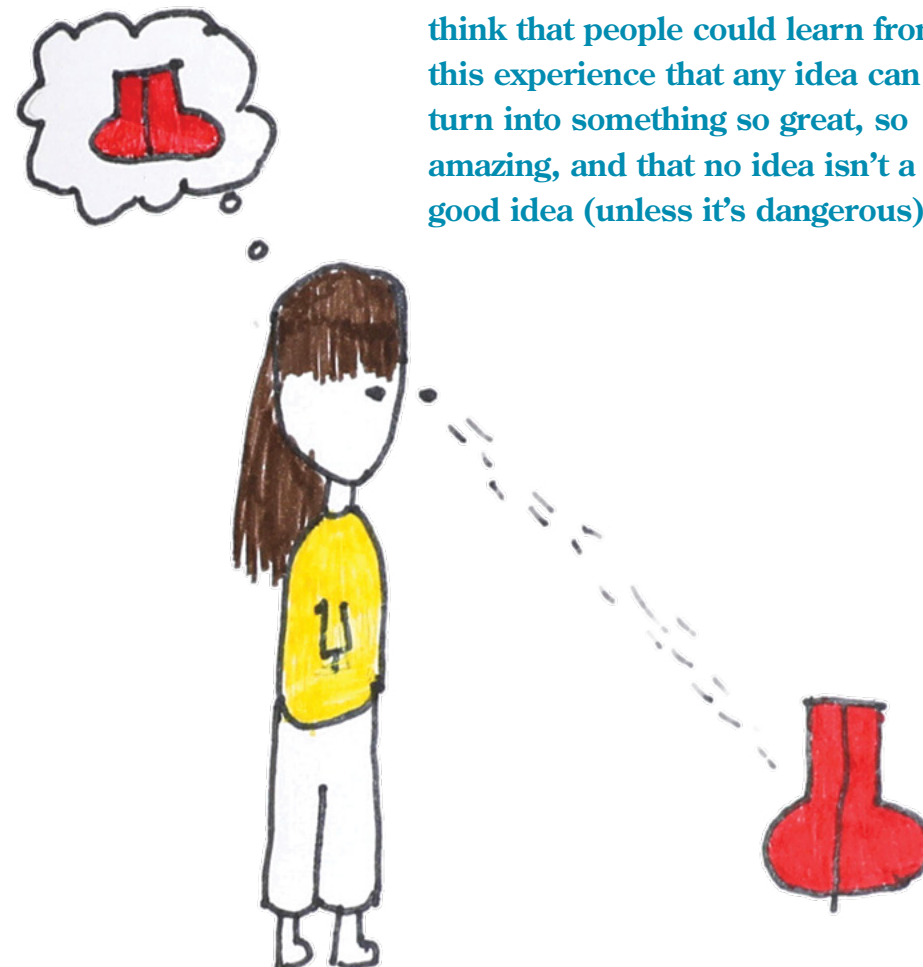


My idea for the book stemmed from my own boots, which I almost never wear, unlike the protagonist of the story. I chose to write the book almost in verse, you could say, with each page ending in “those red boots,” (hence the title). The process wasn’t the easiest. The deadline worried me the most as it



approached closer and closer. The steps were a big help, like the manuscript and storyboard, which were essential to the bookmaking. The illustrations were supposed to look like photographs from the 1900s with little color.

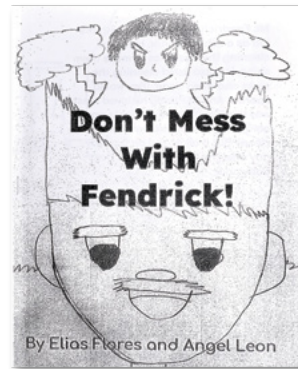
The end pages supported this theme by looking like pages from a scrapbook. I also got to see what my other classmates’ ideas were and how they chose to write out their stories. **I think that people could learn from this experience that any idea can turn into something so great, so amazing, and that no idea isn’t a good idea (unless it’s dangerous).**



# Angel Leon Elias Flores

## Don't Mess With Fendrick!

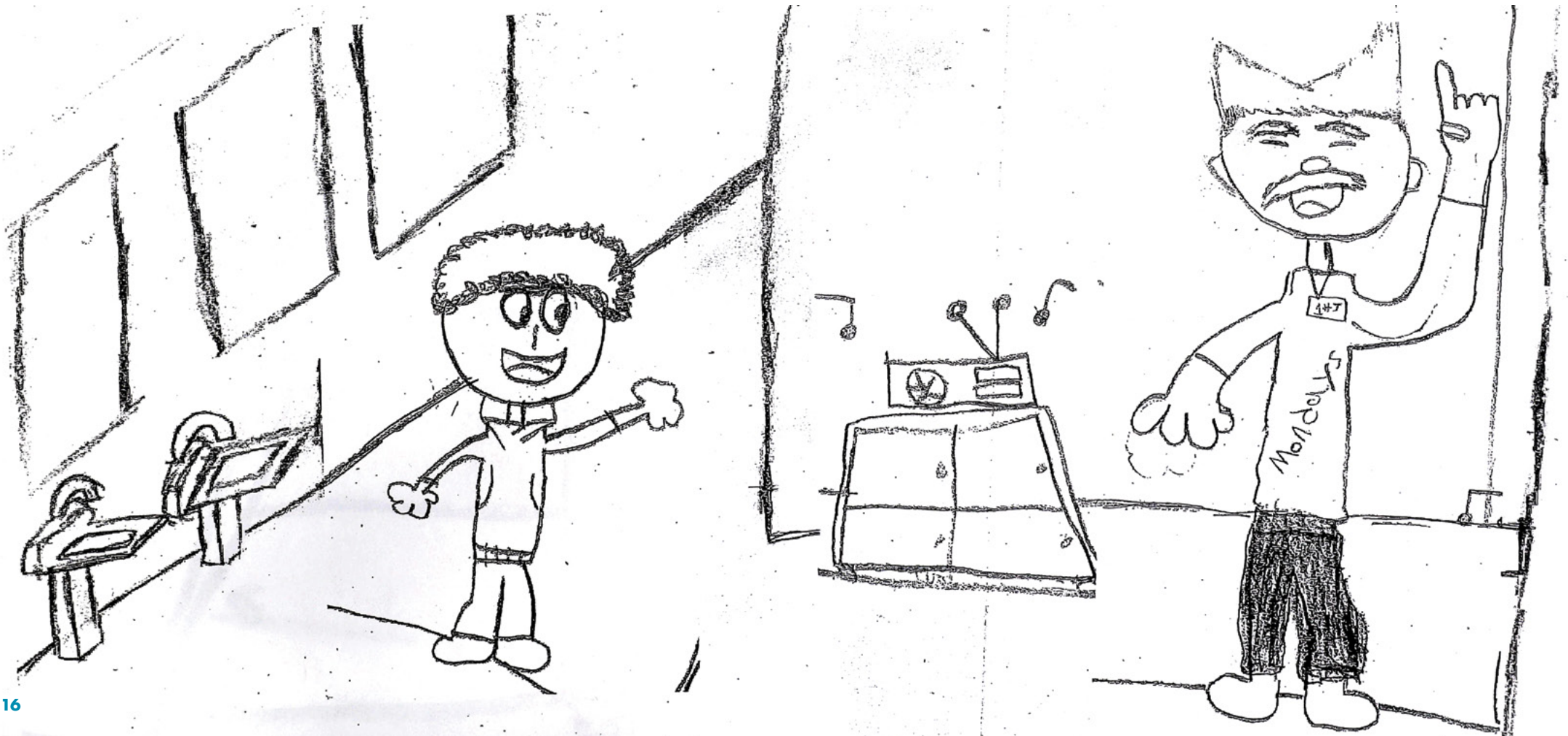
Grade: 5  
Teacher: Jason Holt  
School: P.S.036X, Unionport  
Principal: Quyen Quach



**Angel:** The process of this book was harder than I thought. Our subject ideas included “Officer Kenniwicked”, “Captain Speed”, and “The Birds and the Rhino. **But we agreed to write about Fendrick the Janitor because we have had problems like this in the boys bathroom at our school.**

We came up with the characters, the story, and edited some parts out. Elias made the first character drawings. Then we used lightboxes to copy them and put them in different poses and expressions. We helped scan the drawings, put them in order, agreed on the title, made a cover and printed our book!

**Elias:** During the book making, I felt like this was going to be hard and too long. But I had help from others, I felt like I could do this! When brainstorming the idea for our book, we thought of a lot of ideas. There were some I didn't like and some I did. **When we chose Fendrick the Janitor as the subject, I didn't like it at first, but I realized something normal can be fun in many ways! The possibilities were endless.**

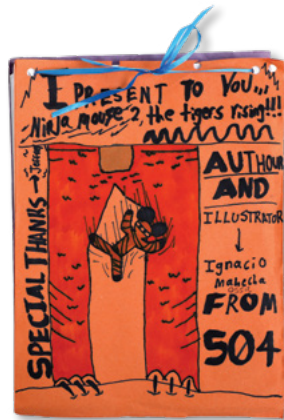




# Ignacio Mahecha Ossa

## Ninja Mouse 2 - The Tigers Rising

Grade: 5  
Teacher: Laura Pashayan  
Librarian: Darlene Gerasoulis  
School: P.S. / I.S. 217M, The Roosevelt Island School  
Assistant Principal: Tina Kual  
Principal: Mandana Beckman



This book was a Part 2 of my book- Ninja Mouse, which I am proud to say was a Borough winner last year. This honor inspired me to continue writing about the Ninja Mouse and perhaps create a series. I wanted my characters to have deeper feelings than I showed them to have in the first book. I didn't want the story to have a villain, but rather to have an antagonist. A villain does bad things while an antagonist just works against the hero. **I wanted the readers to understand that not all villains act on pure evil. Sometimes the antagonist has a reason to work against the hero, a reason that is possible for the readers to figure out and then find a way to have sympathy for their situation.** This makes the story more complicated but finally the most important message is that the Tiger is not just evil.

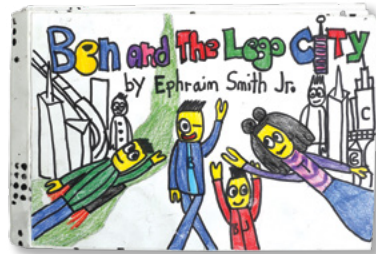




# Ephraim Smith Jr.

## Ben and The Lego City

Grade: 4  
Teacher: Veronica Doherty  
School: P.S. 160X, The Walt Disney Magnet STEAM School  
Principal: Nelinda Pagan



I wanted to write a story about Lego people in a Lego City because I love to build with Legos. I am inspired by NYC and the adventures I have when I visit. My characters do all the things that I like to do: ride the subway, eat pizza and spend time with friends. **My favorite part of the project was coming to the art room to work on my book because not everyone gets to do that and art is my favorite subject.**



The most difficult part for me was doing the same thing over and over and writing the story out. My book took a long time and my hands hurt with all the coloring even though I only colored in the parts I wanted to stand out. **I would like to write about these characters again because as they grow up there will be lots of new things for them to do.**

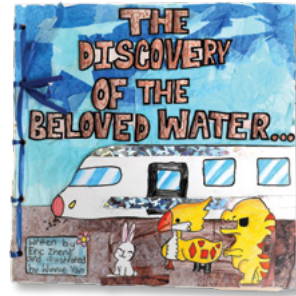




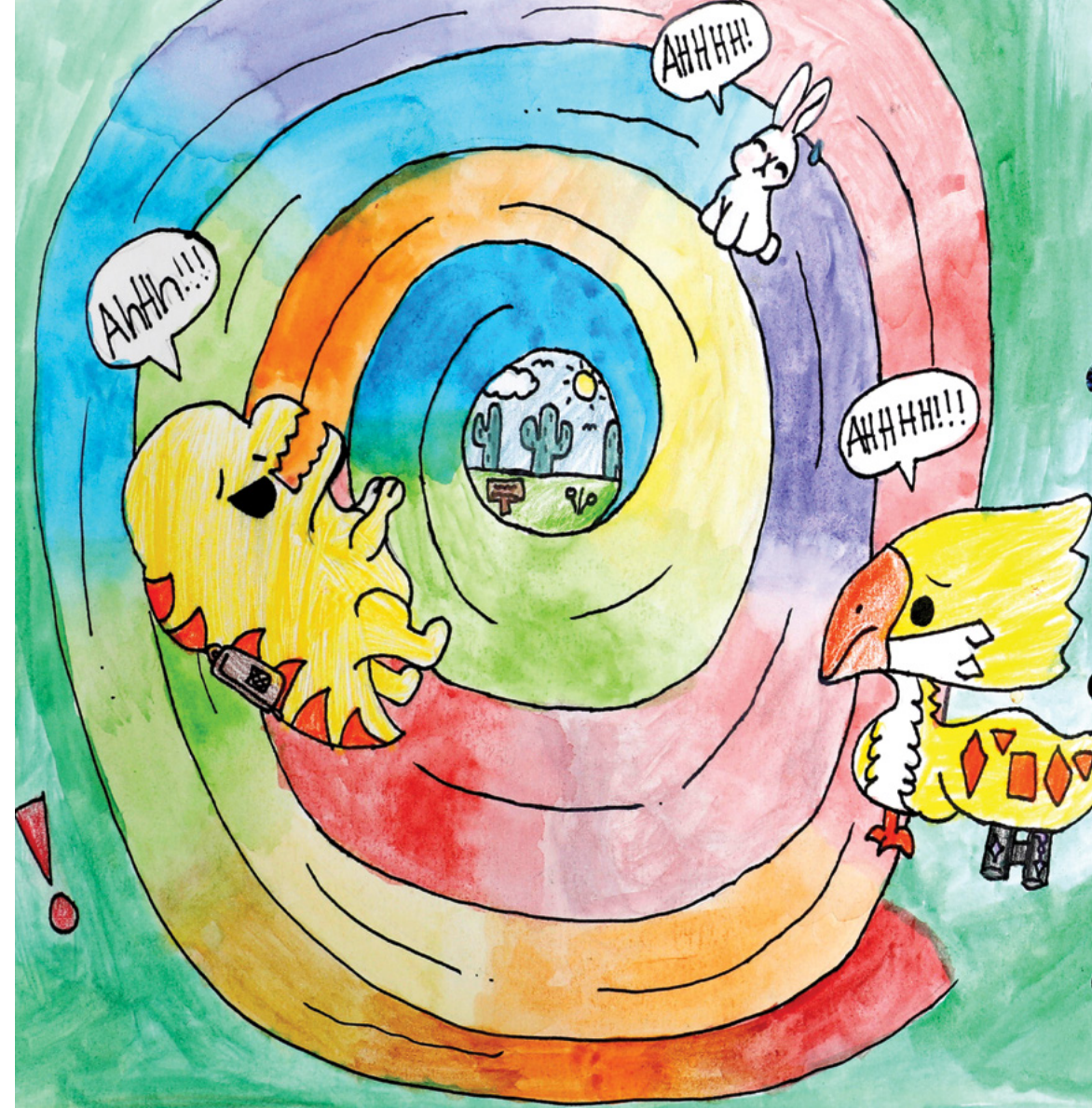
# Eric Zheng Winnie Yan

## The Discovery of the Beloved Water

Grade: 5  
Teachers: Jenn Yang  
Joy Li  
School: P.S. 105K, The Blythebourne School  
Principal: Shirley Chen



**Eric:** The past fascinates me and dinosaurs are the main reasons why I have this interest. Water is vital for supporting life and I wanted to write about two dinosaurs looking for a water source to survive. The message of our story is that “teamwork makes dream work,” and “two heads are better than one”. I worked with Winnie because she is an amazing illustrator, has great ideas and is very helpful. **Just like the dinosaurs were dealing with a drought, animals today are in danger because of climate change. I hope that climate change will be solved so all the animals on Earth can live safe and sound.**



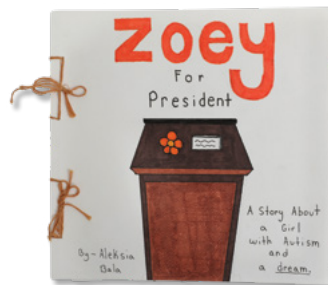
**Winnie:** Eric shared his story with me, and it inspired me to think of the look of the characters and the scenes to illustrate. We worked together to sketch out the characters and how the world could look dry because the story was about drought. I planned out my sketches first and then went forward with finished images. I used colored pencils, watercolor paint, and texture paper to create the illustrations. **It was fun to work with Eric and I learned a lot about dinosaurs and creating illustrations for a book. I consider myself an artist.** I enjoy drawing and painting during my free time.



# Aleksia Bala

## Zoey for President

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



I wrote this book to challenge a problem I see far too often—kids and even teachers doubting those with autism and underestimating their abilities.



Some of the closest people to me are autistic, and I've seen how constant doubt and dismissive words have affected them. I wanted Zoey's journey to showcase the intelligence, strength, and diversity autistic people bring to the world. Zoey faces misconceptions head on, stays confident in her abilities, and proves that being different is not a weakness. Writing in rhyme was both a creative challenge and a way to make the message engaging. Though I don't consider myself an artist, I wanted the illustrations to capture Zoey's emotions, whether it be through bursts of color or expressive poses. Despite my own doubts, I pushed through, I was determined to create a story that could open minds and shift perspectives on autism.





# Eleanor Fekete

## There Once Was a Chicken Named Beef: A Tale of a Crocheting Chicken

Grade: 6  
Teacher: Joanna Barth-Werb  
School: P.S. 260M, The Clinton School  
Principal: Jonathan Levin



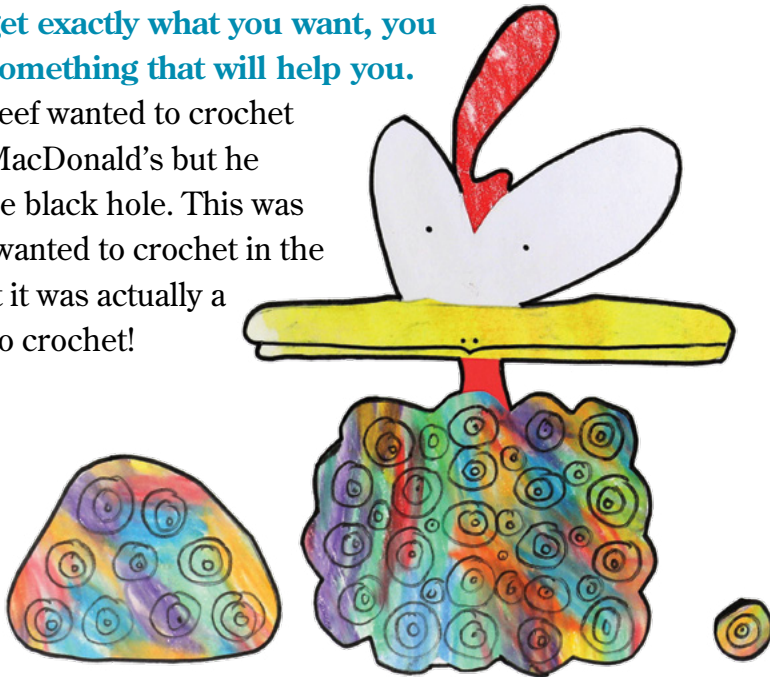
### *There Once Was a Chicken Named Beef*

started out as a tiny book made out of some post-it notes. But I thought my original main character didn't have much personality and was not memorable. That's why I changed him into a quirky chicken named Beef. **I also wanted the book to have some depth and texture, so I took inspiration from teaching artist Katie Yamasaki's style of collaging.** I created Beef by using a light pad and tracing my sketches onto painted and colored papers. I love to crochet, so does Beef, and I made Beef's yarn for the cover.

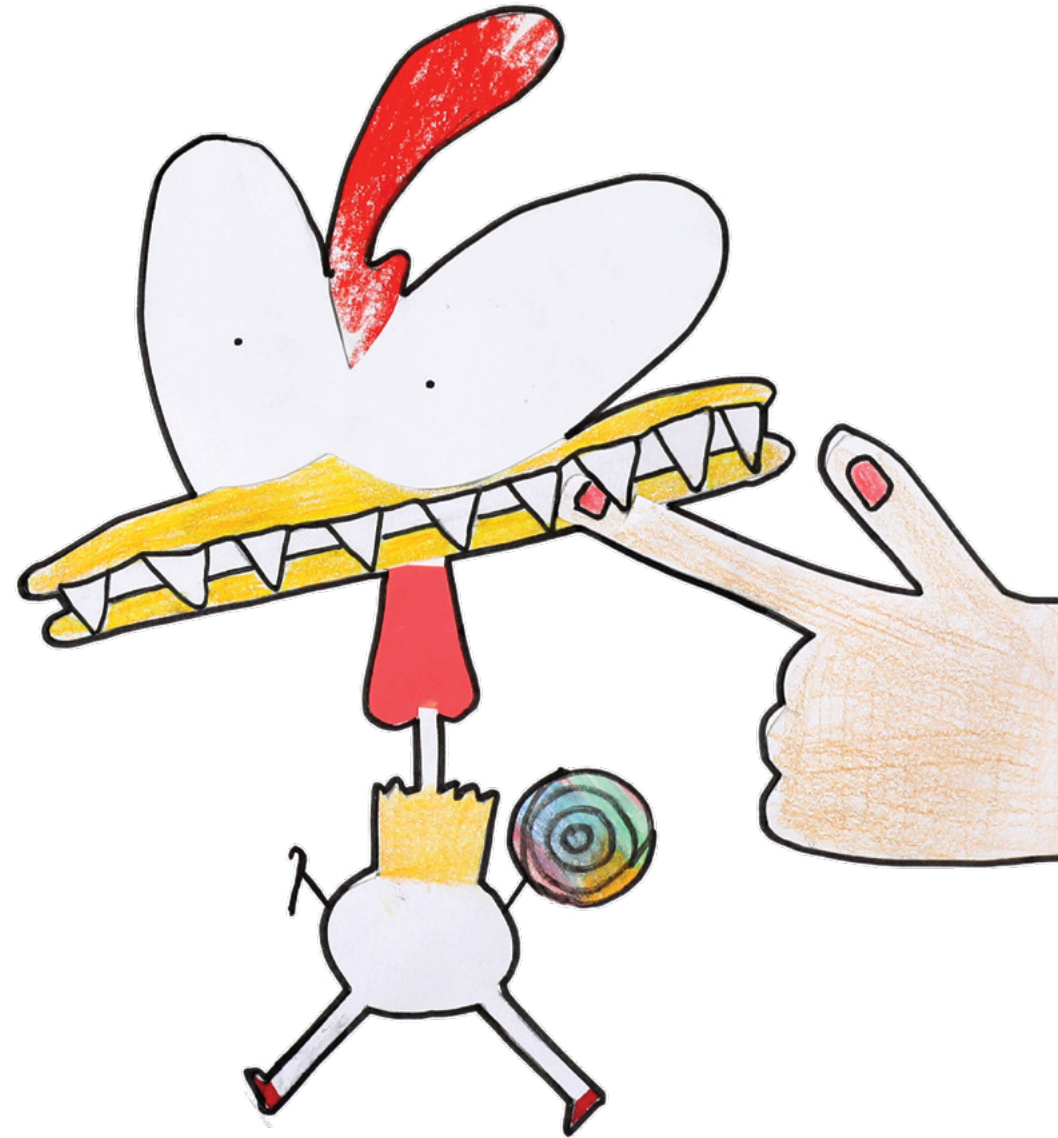
**The message my story has is to never give up.**

**If you don't get exactly what you want, you can still get something that will help you.**

In my story, Beef wanted to crochet outside or at MacDonald's but he ended up in the black hole. This was not where he wanted to crochet in the beginning, but it was actually a perfect place to crochet!



But Beef had some special tactics. Escaping was his forte.





# Zukhro Khusainova

## Duchess

Grade: 7  
Teacher: Laura Bronzini  
Librarian: Catherine Inniss  
School: P.S. / I.S. 206K, Joseph F. Lamb  
Principal: Anne Marie Corrado



***Duchess is about how you shouldn't trust everyone you meet because later you might regret your choice of friends. I believe friendship is very important but you need to know when your friends are truly your friends.***

I was learning about folktales in my ELA class and decided to use that as my genre. As I was brainstorming I landed on my three main characters, Nix, the villain, confident, cunning and devious, the classic folktale trickster, Nellie, carefree, absentminded and monied, the perfect target of the villain. And of course, there has to be an adviser for the protagonist, Charlotte, the wise, caring and cautious friend. To grab the reader's attention I used bright colors for the illustrations and some collage. I added a pop up on the first page because the text describes Nellie as a star in her little village, and so I made her physically pop out. It was hard to finish the pages and put the book together on time but in the end, after hours of hard work and lost sleep I finally finished.





# Hanna Mair

## Let's Go Scuba Diving

Grade: 7

Teachers: Shauna Tague, Susan Bricker

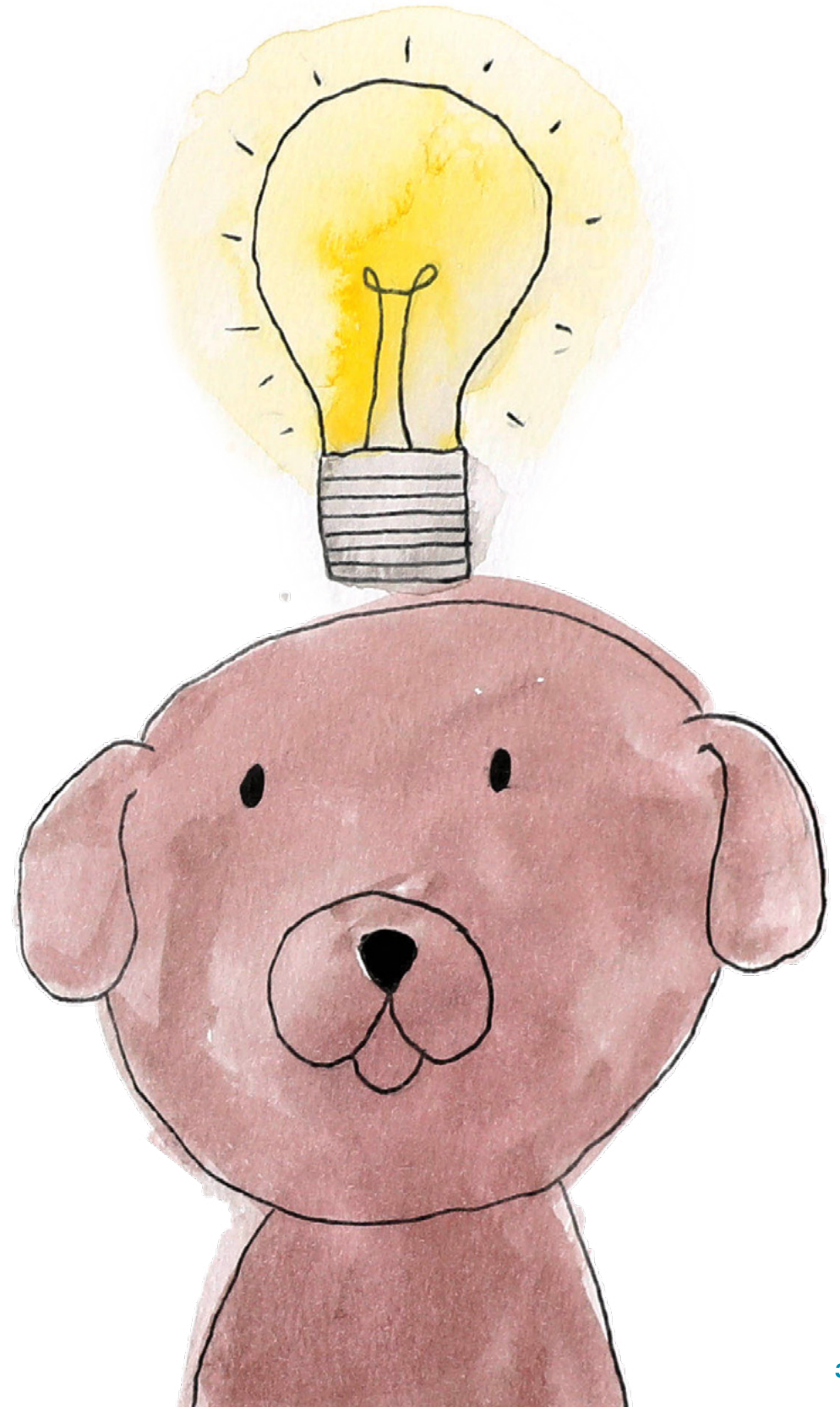
School: P.S. / I.S. 049Q, Dorothy Bonawit Kole

Principal: Thomas Carty



Making this book was a very enjoyable experience. The characters, setting, and plot came to me almost right away, especially the main character, a dog. I've made two other books before this one. Right before the first book I made, I got my first dog. And I knew I needed to make my books about dogs. Ever since, I've stuck with the dog characters. I decided to make my setting in the ocean. I love the beach, so I just had to make my story set in the ocean. The problem in my story came to me a bit after and I ended up sticking with the littered ocean.

**I chose this topic because I made a soapbox speech about pollution, and I still stand strong on improving that problem nationwide. Overall, this bookmaking experience is so fun and it really opens up your creativity.** Using watercolors was rewarding as well.





# Ethan Velez-Acosta

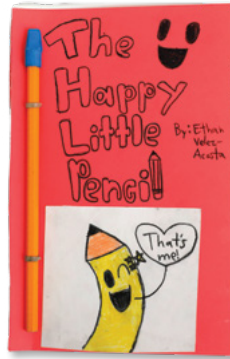
## The Happy Little Pencil

Grade: 7

Librarian: Kelly Jeffcoat

School: M.S. 582K, The Magnet School for Multimedia, Technology,  
and Urban Planning

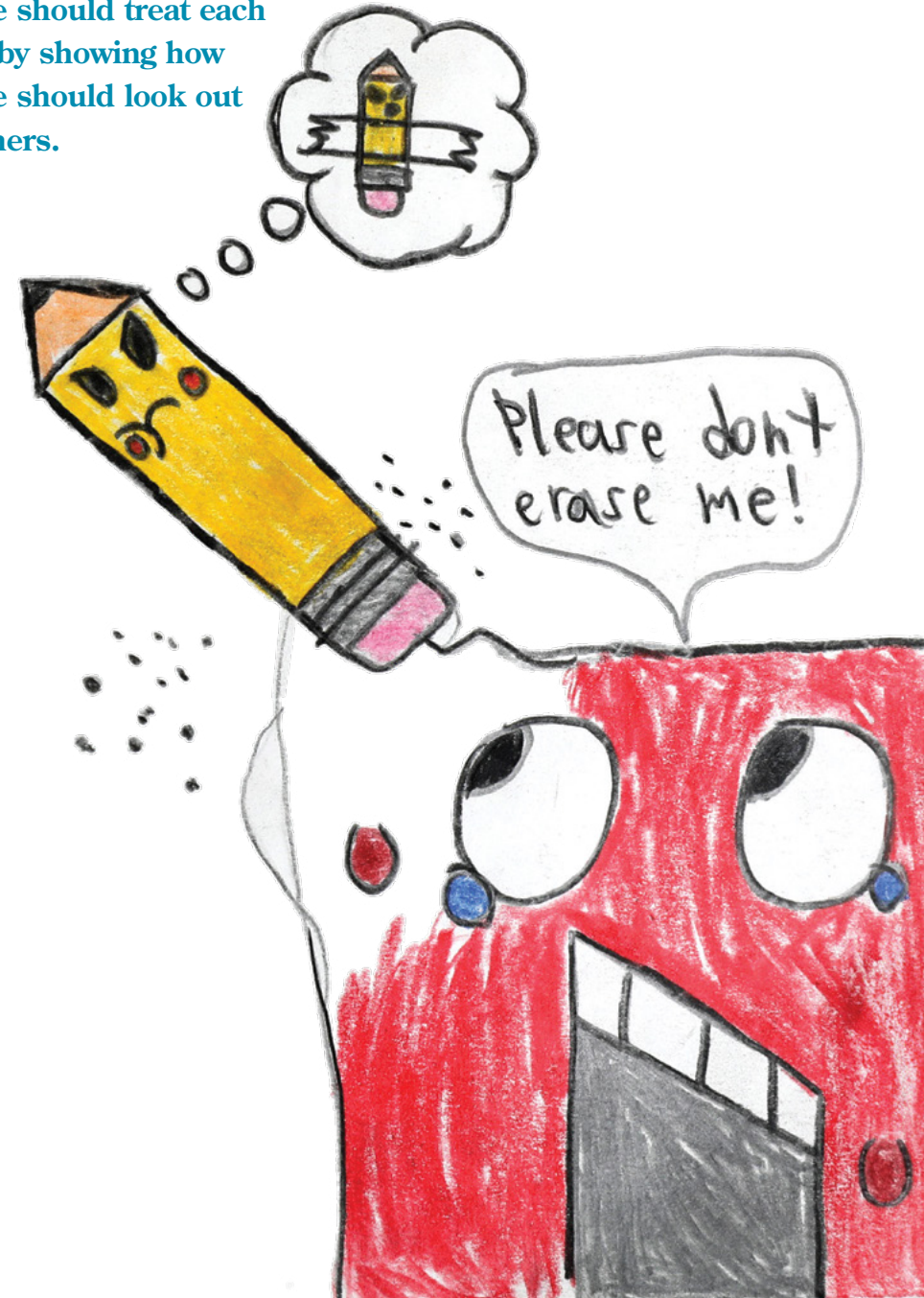
Principal: Jeffrey Merced



I didn't know what to write about ... until I was trying to use a pencil without an eraser. I thought of writing a story about how a pencil lost its eraser and gained an extra one from the other friendly pencils. **The Happy Little Pencil's new eraser might not be his original one, but the new one gets the job done and makes him happy again. People may feel an emotional attachment to the original, but sometimes to get through life you need a replacement.**



The reason the other two pencils gave the Happy Little Pencil the eraser was because they felt empathy for what the Happy Little Pencil was going through, and they wanted him to feel happy again. I bound the book with a pencil and rubber band, and drew everything with colored pencils, to connect the story with the actual book so that everything was pencil connected. **I believe this story reflects how people should treat each other by showing how people should look out for others.**





# Justin Ceballos

## Recipes from Granny's Bakery

Grade: 12  
 Teacher: Amie Robinson  
 School: P77K, District 75  
 Principal: Ebony Russell



**This is my second or third book, and I LOVE telling stories about unique people.** I have lots of ideas for different characters that I want to share, and writing them down for others gives me joy. The idea for this cookbook comes from watching food shows on TV, especially shows where people travel and try different foods. I enjoy the show Chopped because people have to use some strange mystery ingredients. I was also inspired by my family's recipes and my love of my mom's amazing cooking, I love it! To illustrate this book, I used bright and colorful pencils. I wanted the desserts to look delicious. I am always drawing things that are cool or interesting in my sketchbook. **My goal is to become an artist. In the future, I want to show my work because art is a way of life and a way to feel joy. It makes me unique and allows me to tell my own story my way.**





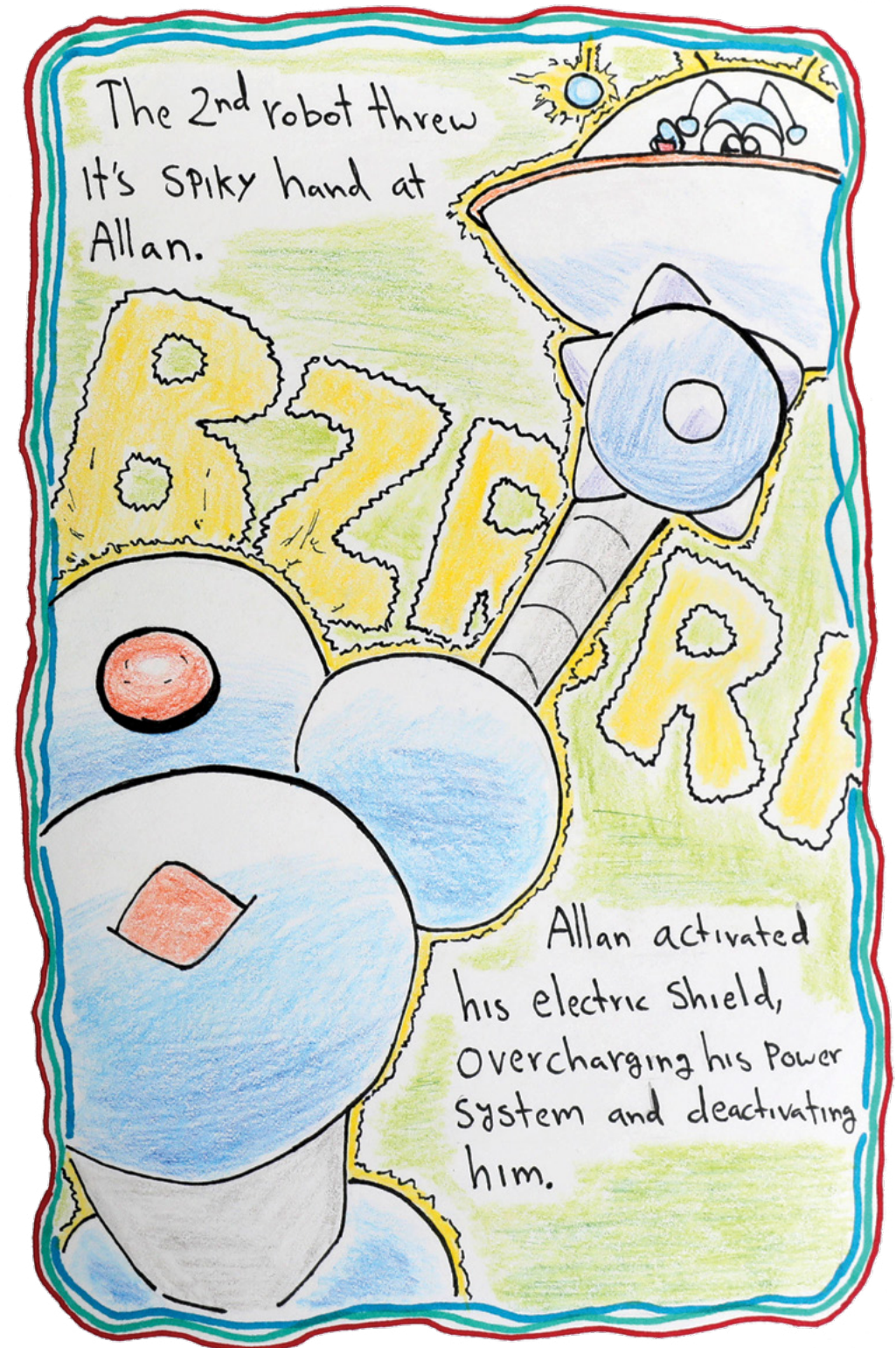
# Oscar Cordero

## Something Special

Grade: 11  
Teachers: Miriam Zaga, Randy Ohmen  
School: H.S. 520Q, Middle College High School at LaGuardia Community College  
Principal: Socrates Ortiz



**I want people to read my stories and feel the emotions I felt while writing them, and most importantly, to connect with them, the same way stories from great artists connected with me.** The boy in this story doesn't know how to express his crazy ideas, but once he discovers how to tell them, he can't stop because he has something he wants and is able to say. These past few years, there's been talk about the dangers of the internet and how letting children be online can have a negative impact on their development. **But the internet isn't only a place of negativity and hate. All of the cartoons and videos I watched as a kid inspired me to create my own cartoons and stories. I want readers to feel proud of whatever inspires them to create their own work.** Because of this project I want to pursue storytelling, alongside my dream to create art. I plan on coming back to this story after I finish my education, to expand it and explore all the things I've learned along the way.





# Maya Wang Medina

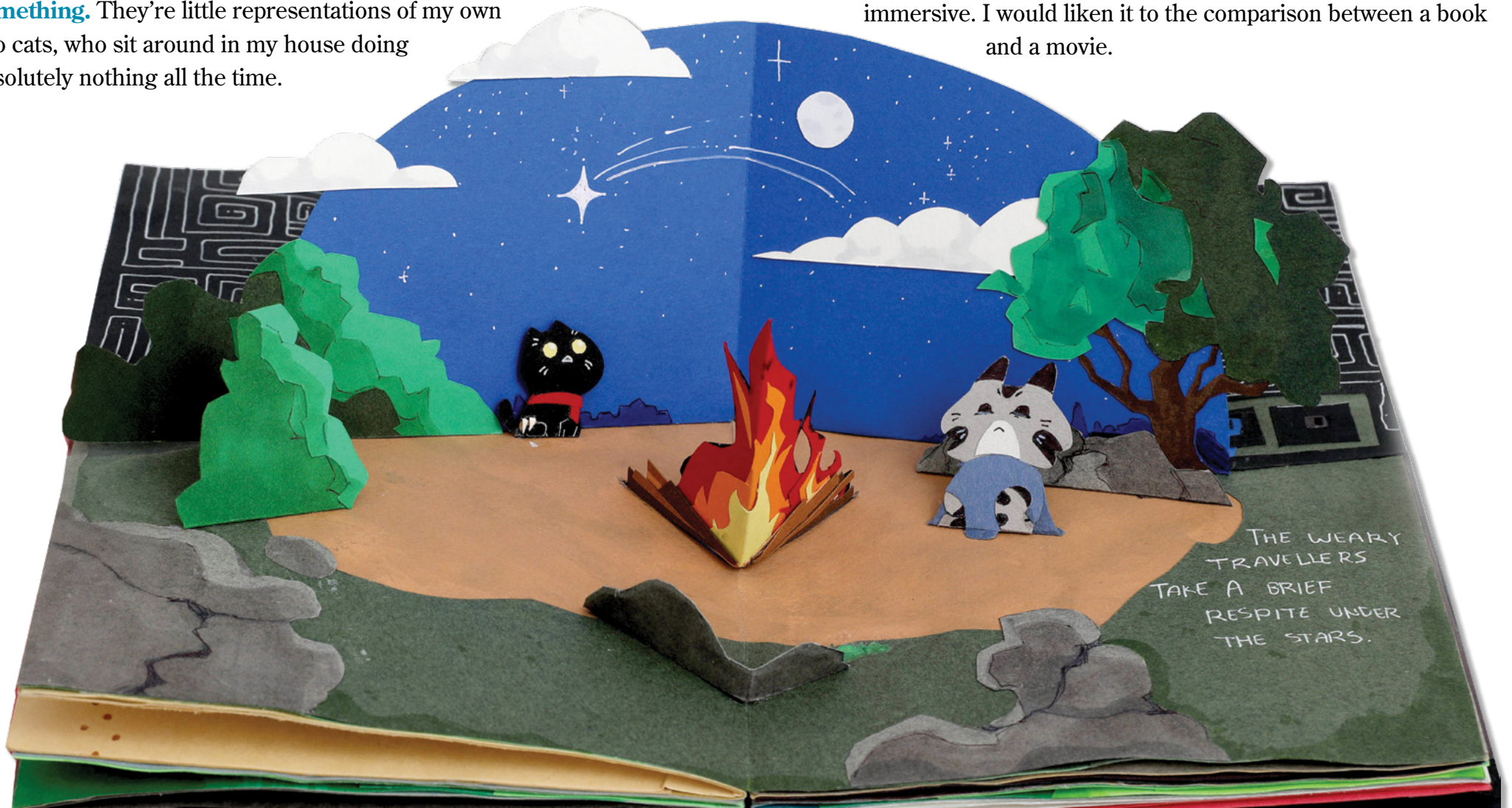
## Two Heroes: A Search of Darkness and Mystique

Grade: 12  
Teacher: Leslie Bernstein  
School: H.S. 475M, Stuyvesant High School  
Principal: Seung Yu

**I've had the world and characters sitting in a notebook for a long time, and wanted to finally use them for something.** They're little representations of my own two cats, who sit around in my house doing absolutely nothing all the time.



I wanted to see them do something with their lives, or place them in a world where they could have fantastical adventures. I have recently been feeling that we, as a society, have been lacking this kind of simplicity and straightforwardness. The story is a representation of what I wish our world could be like. Pages that were necessary for the story but lacking in significant content I made as flat pictures using layers of colored paper. I wanted to make pages that were introducing and concluding the story seem as if they were murals or illustrations, so those were painted with watercolor and alcohol pens. But pop-ups make a story more immersive. I would liken it to the comparison between a book and a movie.





# Xiaoyan Wang

## An Introvert Like Me

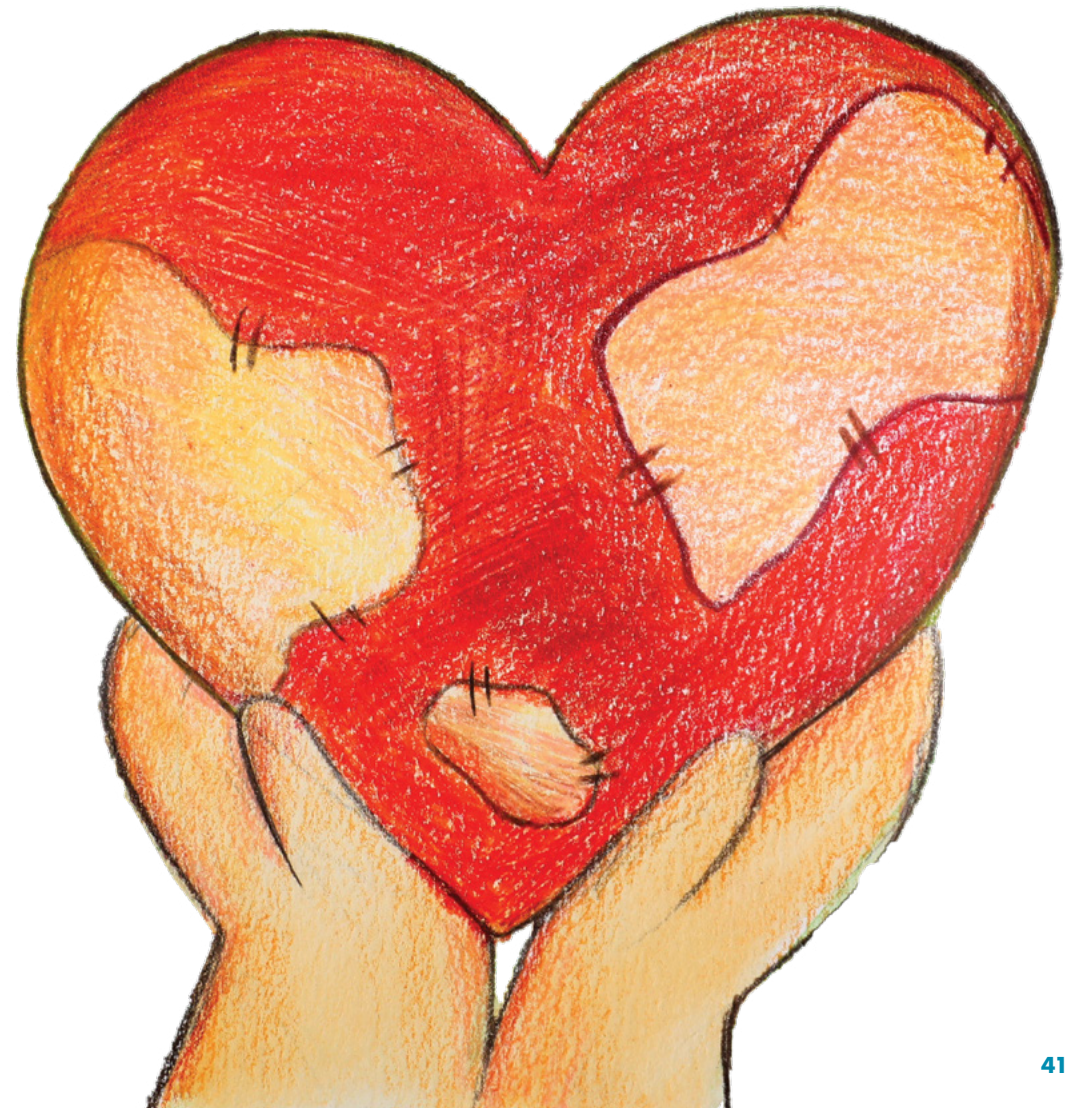
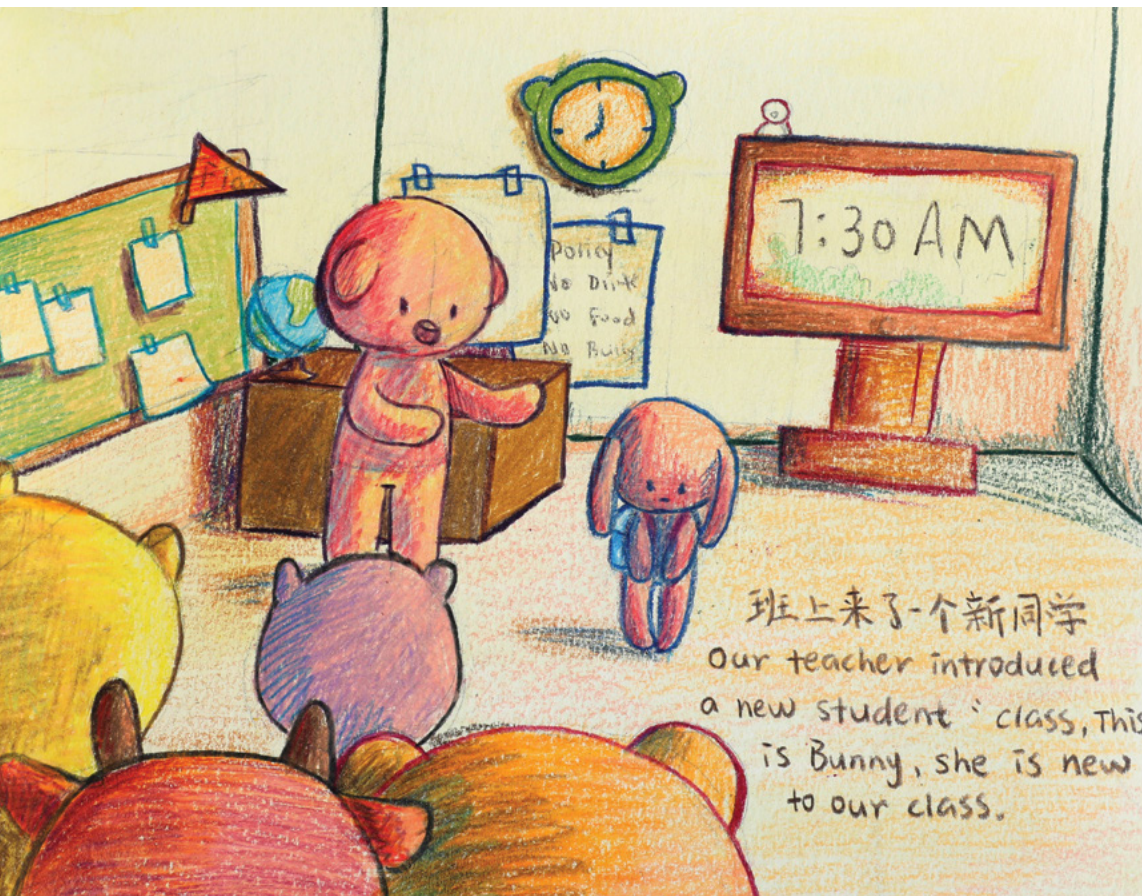
Grades: 12  
Teachers: Hai Fei Xie, Katherine Francisco  
School: H.S. 455Q, Newtown High School  
Principal: Bill Psoras



The inspiration for the story came from my own life. I used to be as introverted as the little bear in the story, but with the help of my friends, I've become more outgoing. Through this story, I wanted to show that introversion is a personality trait and a part of who you are.

With my teacher's guidance, I realized that I didn't have to fill every page with color or stick to a single perspective. Instead, I depicted the little bear's story from different perspectives and styles. I drew a bear wearing a bucket helmet because, for me, if possible, I would like to live with a helmet. The final version of the narration was only achieved with the help of my English teacher's corrections.

In the end, both the little bear and the little rabbit face many challenges because of their introversion, but they still choose to help other introverts and embrace who they are. Introverts are like me, and I am like them.

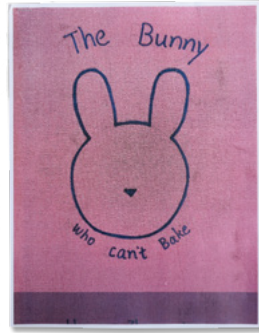




# Hanyue Zhang

## The Bunny Who Can't Bake

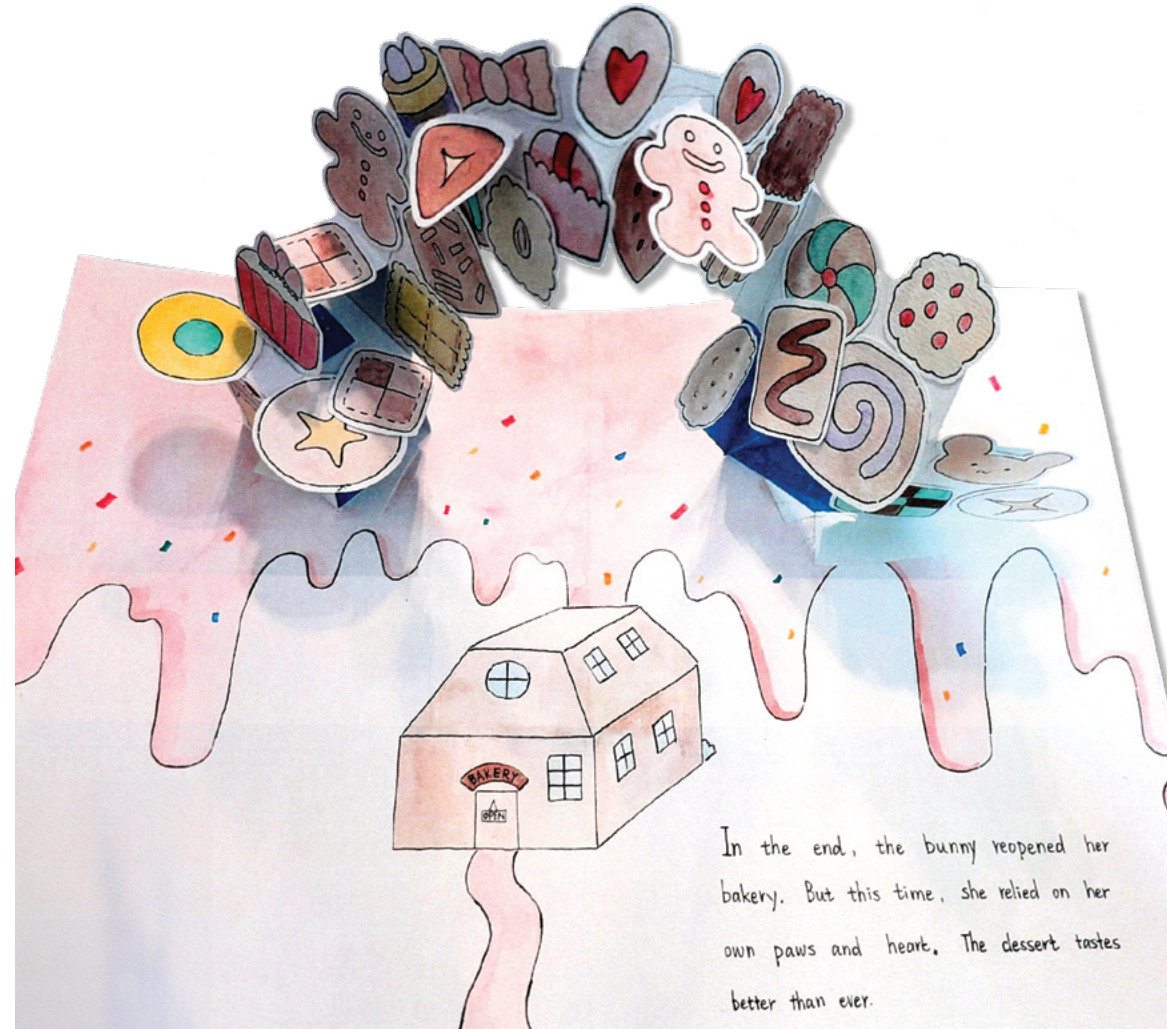
Grade: 10  
Teacher: Laura Schneider  
School: H.S. 299Q, Bard High School Early College  
Principal: Laura Hymson



"The Bunny Who Can't Bake" is a heartwarming story about a bunny who can't bake but is able to open a bakery by relying on desserts from a magic tree. The story teaches us that we can achieve our dreams with determination, practice, and open hearts.



I used a pop-up structure for my children's book because I wanted to make it more interesting; pop-up books encourage children to interact with the book so they can immerse themselves in the story. The challenge of combining a pop-up book with watercolor is that I had to determine the size of each structure and then color it without folding the page because the paper would be unevenly colored with watercolor after folding it. It took me a long time to figure out the position and size of each structure, then fold and glue it in place. **Making a pop-up book was a challenging project that taught me a lot about paper arts, problem-solving and perseverance.**



In the end, the bunny reopened her bakery. But this time, she relied on her own paws and heart. The dessert tastes better than ever.

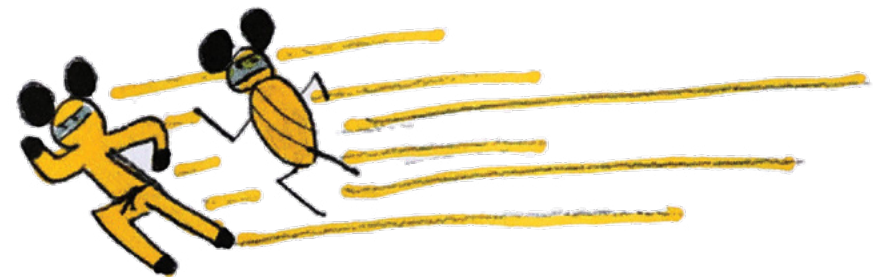


## Honorable Mentions

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
<b>Grades 3-5</b>				
Sebastian Buran	<i>The New Building</i>	P.S. 151M, Yorkville Community School	Jessica Suarez	Samantha Kaplan
Sienna Cruz	<i>The World With No Colors</i>	P.S. 017K, Henry D. Woodworth	Kim Chase	Anthony Pignataro
Joseph Florio	<i>At Bat</i>	P.S. 006R, The Corporal Allan F. Kivlehan School	Andrea Conroy	Michele Bennett
Enkira Khoninova & Pavlina Popovich	<i>The Picture Day</i>	P.S. / I.S. 206, Joseph F. Lamb	Laura Bronzini & Catherine Inniss	Anne Marie Corrado
Audrey Kim & Sylvia Alter	<i>Cool Facts About Cats</i>	P.S. 011Q, The Kathryn M. Phelan School	Christine Ashton	Elizabeth Peña
Nora Kwon-Cook & Anleigh Forde	<i>The Little Mouse and the Big Cheese</i>	P.S. 008K, The Emily Warren Roebling School	Melissa Browning	Patricia Peterson
Ava Mahon	<i>Star the Donut</i>	P.S. 019X, The Judith K. Weiss Woodlawn School	Michelle Quinn	Avgerine Katechis
Olianny Matos Mejia	<i>The World Comes to Olianny Through the Fair</i>	P.S. 195X	Mary O'Sullivan & Elizabeth Vargas-Mendez	Ivan Rivera
Emilia Mendoza	<i>Fighters VS Dragons</i>	P.S. 029R, Bardwell	Zachary Lombardi & Victoria Stuto	Christine Zapata
<b>Grades 6-8</b>				
Julia Balatsko	<i>Shielding the Shore</i>	P.S. / I.S. 019X The Judith K. Weiss Woodlawn School	Michelle Quinn	Avgerine Katechis
Sophia Chiang	<i>Unbroken</i>	J.H.S. 190Q, Russell Sage	Lara Goodman	John Greggo
Elizabeth Gotsabina and Kayla Green	<i>Remi and Ollie's Money Mission</i>	J.H.S. 278K, Marine Park	Regina Kieran, Melanie Banks & Effie Marie Perrikos	Kerri Moser
Robert Genco	<i>Round</i>	I.S. 007R, Elias Bernstein	Mary Beth Quick	Dina Testa
Sharandeep Kaur	<i>The Time of Insecurity</i>	M.S. 137Q, America's School of Heroes	Lidia Menniti	Pamela Trincado
Jaleah McIntosh	<i>What We Don't See</i>	I.S. 303K, Herbert S. Eisenberg	Rae Powers & Mandy Feddern	Shanesha Bailey

## Honorable Mentions *continued*

Title	Author/ Illustrator	School	Teacher/ Librarian	Principal
Carol Grace Romero	<i>Thank You, Mom</i>	P.S. / I.S. 268Q	Kaylonda Marin	Wilburn Smith
Dayla Romero	<i>My Dad's Journey</i>	I.S. 073Q, The Frank Sansivieri Intermediate School	Kaci Higgins	Michael Casale
Viola Vitticore	<i>More Than a Monster</i>	P.S. / I.S. 362K, Hellenic Classical Charter School	Julia Molloy	Natasha Caban
<b>Grades 9-12</b>				
Naimah Ali	<i>Animal Feelings</i>	H.S. 525Q, Townsend Harris High School	Melissa Nakos & Arlene Laverde	Brian Condon
Kayla Acevedo & Ashley Luna Toribio	<i>Squeak Peep's Delivery Adventure</i>	H.S. 308Q, Robert H. Goddard High School of Communication Arts and Technology	Jill Hart	Joseph Birgeles
Poling Chu	<i>Battles Lost At Sea</i>	501Q, Frank Sinatra School of the Arts	Laura Blau	Gideon Frankel
Maddison Johnson	<i>My Enemy is My Friend</i>	H.S. 495Q, Bayside High School	Karen Assel	Tracy Martinez
Karen Liao	<i>The Princess of the Dandelions</i>	H.S. 449K, The Brooklyn Latin School	Patrice Payne	Katrina Billy Wilkinson
Kathryn Mckain & Mia Oliveras	<i>Star Pancakes</i>	H.S. 460R Susan E. Wagner High School	Mackenzie Traut & Stephanie Helgeson	David Cugini
Gary Steven	<i>Navigating My 1st Year in the General Education Inclusion Program</i>	H.S. 277Q, The Riverview School	Manuela Guimaraes	Annette Beale





# School Winners

Author/ Illustrator	Title	School	Teacher/ Librarian	Principal
<b>Grades 3-5</b>				
Kaycee Acevedo	<i>No More Bamboo: Lillie's Avocado Quest</i>	P.S. / I.S. 362K Hellenic Classical Charter School	Julia Molloy	Natasha Caban
Emilia Berardi	<i>Twinkle's Spark</i>	P.S. 112K, Lefferts Park	Samantha Ardito	Jennifer Potter
Travis Bostock Jr.	<i>Subway Trains</i>	P.S. 145K, Magnet School of Leadership Through Engineering	Mikhaila Quezada-Freda & Rebecca Breslaw	Julia Hynes
Noah Doda	<i>Different</i>	P.S. / I.S. 049Q, Dorothy Bonawit Kole	Susan Bricker & Shauna Tague	Thomas Carty
Samuel Fridman	<i>Strokes of Kindness: A Boy With A Magical Paintbrush</i>	P.S. 195K, The Manhattan Beach School	Cara Bianchi	Bernadette Toomey
Syeda Gillani	<i>We Are Proud Girls</i>	P.S. / I.S. 099K, The Isaac Asimov School of Science and Literature	Betsy Lafontant & Kathryn Azhar	Hrysoula Niarhos
Ayan Julevic	<i>Pigeon Does Anything for Toy</i>	P.S. 175Q, The Lynn Gross Discovery School	Julia Baroni	Angela Teutschman
Alliyah Lacroix & Allison Ndikum	<i>Vamp's Victory</i>	P.S. 176Q, The Cambria Heights School	Serrena Hospedales-Brown	Latoya Garcia
Jasmin Lien	<i>The Unwanted Pencil</i>	P.S. 058R, Space Shuttle Columbia School	Staci Balice	Gregory Rocco
Laura Minchilli	<i>Hello TOKYO</i>	P.S. / I.S. 492K, Arts and Letters 305 United	Esther Gottesman	Pilar Ramos
Isabella Pena	<i>Lizzy The Police Cat</i>	P.S. 055X, Benjamin Franklin	Lily Hearne Morrey & Natalie Francis	Luis Torres
Emma Stamatovski	<i>Madagascar Magic</i>	P.S. 384Q, Hunters Point Elementary School	Barbara Anderson & Hailey Bauer	Christine Britton
<b>Grades 6-8</b>				
Anonymous & Maewyn Donaldson	<i>Shapes &amp; Scribbles</i>	I.S. 497K, The Boerum Hill School for International Studies	Amy Egan & Justin Mulvey	Samantha Schmoeger
Xavier Lopez	<i>God of Pain Vol. 1</i>	M.S. 303M, The Facing History School	Alexandra Gordon & Johanna Gartland	Dana Panagot

# School Winners *continued*

Author/ Illustrator	Title	School	Teacher/ Librarian	Principal
Humna Waqil	<i>A Fragmented Puzzle</i>	P.S. / I.S. 099K, The Isaac Asimov School of Science and Literature	Jessica Rybak & Ann Preis	Hrysoula Niarhos
Darina Noosan	<i>Alice</i>	I.S. 096K, Seth Low	Erin-Marie Elman	Christina Monfasani
Lia Ramirez	<i>Missing Rose</i>	I.S. 226Q, Virgil I. Grissom	Danielle Trawick	Michael Potwardski
Zoey Ramos	<i>Everyone Is Welcome In Xia's Playground</i>	P.S. / I.S. 207K, Elizabeth G. Leary	Michele Kelly	Neil J. McNeill, Jr.
Elisha Sussman & Arina Fedosseeva	<i>Battery Juice</i>	I.S. 034R, Totten Intermediate School	Marissa Ceseri	John Boyle
Stacy Tavaréz & Kleiry Tavaréz	<i>Where's My Shell? / ¿Dónde Está Mi Caparazón?</i>	I.S. 141X, Riverdale Kingsbridge Academy	Isa Medina & Julia Loving	Lori O'Mara
Viktoriya Trifonas	<i>Always</i>	I.S. 239K, Mark Twain Intermediate School for the Gifted and Talented	Michele Wallach	Karen Ditolla
<b>Grades 9-12</b>				
Aaliyah Lambert	<i>Oh, Hair!</i>	H.S. 695X, Passages Academy	Nelli Bespalova-Carter & Jessica Fenster-Sparber	Ronald Carter
Eliot Lu	<i>Light Seeker</i>	H.S. 485K, High School of Telecommunication Arts & Technology	Veronica Giurdanella	Xhenete Shepard
Joshua Perez & Nathaniel Phillip	<i>Henry and Ali</i>	H.S. 513X, New World High School	Shannon Foley & Theresa Miranda	Mithat Gashi
Elaine Mahmud	<i>Vera's Vexes</i>	H.S. 430K, Brooklyn Technical High School	Robin McCullough & Joanna Drusin	David Newman
Nadiyah Mohammed & Chloe Smith	<i>The Fall Festival</i>	H.S. 556K, Bushwick Leaders High School for Academic Excellence	Laura Ricca	Enrique Garcia
Ivette Rivera	<i>The Incident</i>	32K556 Bushwick Leaders High School for Academic Excellence	Laura Ricca	Enrique Garcia
Ashton Ruiz	<i>The Shy Dog</i>	H.S. 585Q, Maspeth High School	Stephanie Lara	Selin Alicanoglu



## Bookmaking Competition Jury

**Amanda Bruns**, *Senior Editor, Children's Reviews, Publishers Weekly*

**Nina Crews**, *Author/Illustrator*

**Shelley Diaz**, *Reviews Editor, School Library Journal*

**Vincent Hyland**, *NYCPS, Library Coordinator*

**Stephanie Frescas Macías**, *Assistant Editor, Lee & Low Books*

**Esther Petrushka**, *Children's Librarian, QPL*

**Donette Riker**, *Librarian, BPL*

**Ruth Rodriguez**, *Artist, Manager of Bilingual Children's Services, NYPL*

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

## Project Teams

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Vincent Hyland, *Library Coordinator*

#### **ARTS OFFICE**

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Amber Lodman, *Arts Program Manager*

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Benjamin Perry, *Coordinator, School Age Services*

Paquita Campoverde, *Manager, Youth & Family Programs*

Jessica Cox, *Operations Assistant, Programs and Exhibitions Department*

Sally Chen, *EJK Bookmaking Competition Manager and Exhibition Curator*

### **EZRA JACK KEATS FOUNDATION**

Deborah Pope, *Executive Director*

Diana Voza, *Co-Executive Director*

Jocelyn McCarthy, *Associate Director*

## Special Thanks

We are grateful to Penguin Random House for its generous donation of gift book collections for the students and educators who attend the EJK Bookmaking Ceremony.



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## Nina Crews, Guest Speaker

NINA CREWS is an award-winning children's book author and illustrator. Her first book, *One Hot Summer Day*, was published in 1995 and is still in print in hardcover and paperback. Other favorite titles include *I'm Not Small*, *Below*, *The Neighborhood Mother Goose*, *Not Done Yet: Shirley Chisholm's Fight for Change* (written by Tameka Fryer Brown), *A Girl Like Me* (written by Angela Johnson), and *Seeing Into Tomorrow: Haiku by Richard Wright* (poems by Richard Wright). Nina's work has been recognized by the ALA Notable Committee, the Black Caucus of the ALA, The Horn Book, Junior Library Guild, NCTE, CCBC, New York Public Library, Chicago Public Library, Bank Street College of Education, and many others. She is the recipient of the 2023 New York State Library Association's Empire State Award. Nina is the daughter of children's book authors and illustrators Donald Crews and Ann Jonas. She lives in Brooklyn, New York, with her husband and son.









