

Ezra Jack KEATS

2020 Bookmaking Award Catalogue



Earth: Our Only Home



Ezra Jack Keats Bookmaking Awards

Celebration Program

Virtual Exhibition and Presentation

May 1 - 31 *

[Brooklyn Public Library](#)

* Starting June 1, 2020 the Celebration Program can be found on the [Ezra Jack Keats Foundation](#) website

Catalogue

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For information, contact the [Office of Arts and Special Projects, New York City Department of Education](#).

Ezra Jack KEATS

34th Annual Bookmaking Award Catalogue

2020

About the Ezra Jack Keats Foundation

The **EJK Award, Bookmaking Competition** 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 Award**, now in its 34th 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.

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 flourished in New York City for over 30 years and expanded to San Francisco and Atlanta.

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 the late children's book author and illustrator, Ezra Jack Keats, whose 1962 book *The Snowy Day*, broke the color barrier in children's publishing. More recently, *The Snowy Day* was adapted by Amazon as a holiday special (and winner of 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, as part of the celebration of that anniversary. 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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From Karen Rosner, Director of Visual Arts,
Office of Arts and Special Projects,
NYC Department of Education

Dear Students, Families and Colleagues,

We have created this catalog to celebrate the remarkable books written and illustrated by students in the New York City public school system. This excellent catalog is also a reflection of the dedication of teachers, librarians, and school leaders, and the support of families. But the pride and joy I feel at this moment is tinged with sadness. Paul King, Executive Director of the Office of Arts and Special Projects, my colleague and friend, died in late winter after having been ill for a long time.

Paul continued to work at 100% capacity despite his illness, and very much wanted to be a part of this celebration. We are fortunate that weeks earlier he had written a letter to be included in this catalog. I felt it most appropriate to offer quotes from his letter. They are a true reflection of Paul King, the leader and arts educator who guided our office for over a decade.

“The books that you see in this catalog offer an inclusive view of our students and our City. Whether fantastic or non-fiction, the writer/illustrators are sharing the perspectives, pictures and opinions that make our City so vibrant and multi-faceted. To each of you and your teachers, we thank you for your generosity and for sharing your talents, stories and imaginations. Nothing is more fundamental than our desire to make sense of the world through stories. When personal and powerful words are combined with images and pictures, something special and important occurs. The combination of visual arts and written language is uniquely human, moving and effective.

“We are proud that throughout New York City schools, hundreds of students participated in the Ezra Jack Keats picture book project and it is with gratitude that we acknowledge the Ezra Jack Keats Foundation. With the Foundation’s commitment and generosity, our teachers and librarians benefit from the professional learning events, our students receive medals and awards, and we have this wonderful catalog.”

I wish Paul could celebrate with all of us. (Paul often referred to these books as “just gorgeous.”) Each book is so creative and truly accomplished. We all will miss him, but are comforted by the fact that Paul would have felt great pride knowing his work was fundamental to providing you the opportunity to produce these books.

Sincerely,



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, surrounded by 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, thank you for supporting and 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, Coordinator of Visual Arts, with whom I’ve worked closely for many years, and Melissa Jacobs, Director of Library Services. Both Karen and Melissa designed and implemented outstanding professional development support for teachers and librarians, facilitating their participation in this program.

It is with heartbreak that I thank Paul King, Executive Director of the Office of Arts and Special Projects, who passed away after a long battle with cancer. I’m grateful to Paul for nurturing this program for over a decade and for the great work he did with all the programs he fostered. I’m grateful to have a beautiful letter of congratulations from him on the facing page.

Linda E. Johnson, President and C.E.O. of Brooklyn Public Library, gives us a warm home in the Central Branch. Kimberly Grad, Brandon Graham, Paquita Campoverde, Elan Ferguson and Gregg Richards of BPL have made the jury deliberations, exhibition award ceremony successful and beautiful. Deep thanks to all of you!

Keep each other safe!

Sincerely,

Patrick Szewczyk

Children in World War II

Grade: 4
Teacher: Maria Panotopoulou
Librarian: Kathleen Cavanagh-Fleishmann
School: PS 63 The Old South School, Queens
Principal: Diane Marino



I decided to write about children in World War II because my family has told me a lot about this war. Thousands of kids were killed in World War II. My family is Polish, so I also wanted to write my book because Poland was attacked by the Nazis in that war.

I go to a Polish school on Saturdays where I learn a lot about Polish history. I was taught that Adolf Hitler, a very bad man, wanted to create a world without people who were different, especially without Polish and Jewish people.

I have read about children who were taken from their families, forced to live in concentration camps and work for the Nazis. They were beaten and suffered from hunger and cold weather. They were tortured and killed. This touched my heart because I am a kid and I cannot imagine myself in that situation like those innocent kids.

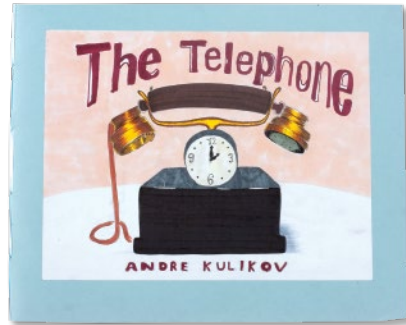
I wrote this book to show other kids that we live better lives and should appreciate what we have.



Andre Kulikov

The Telephone

Grade: 8
Teacher: Molly McGrath
Librarian: Marietta Falconieri
School: IS 98 The Bay Academy for the Arts & Sciences,
Brooklyn
Principal: Maria Timo



In *The Telephone* my main character receives an antique telephone for his birthday, and it turns out to be more than just an ordinary object. Through this telephone he contacts his great-grandfather who, as a child, happens to be experiencing a frightening episode.

I really wanted to go for a cliff-hanger ending, with suspense building up to that point. So, I incorporated a lot of foreshadowing throughout the book, leaving behind little hints that would paint a clearer picture at the very end. It was meant to leave the reader thinking about all the various possibilities that could have happened. **I have always been drawn to old-fashioned things because of how detailed and intricate they are.** This ties in with my fascination around the stories and emotion behind these objects. They hold the energy of their previous owners, as well as that time period. I believe the items can give that energy back, which inspired me to write about it. By making this a children's book, I was hoping it would make a younger audience appreciate the past.



Nadine Baidan

The Comforts of Home

Grade: 11
Teacher: Stephanie Mulvihill
School: Fiorello H. LaGuardia High School of Music and Art and the Performing Arts, Manhattan
Principal: Yeou-Jay Vasconcelos

I made this book with the idea of capturing the feelings of nostalgia. **First, I decided to base the theme on my childhood in the Philippines, and my memories of that time.** In order to express this theme of childhood memories and senses, I illustrated the small things that I deemed to be the most representative of these emotions; small recurring events such as the arrival of the man that sells bread every morning, or the overall quietness of my hometown. Through each page I illustrated these details, while focusing on each one of these scenes. By keeping the individual pages focused on a specific memory, it emphasizes their importance and their ties to my childhood. After illustrating the pages, I paired them with rather simple phrases to connect the scenes. By describing them through my senses, it created my personal perspective.



Sophia Wright

Earth: Our Only Home

Grade: 4
Librarian: Stephanie Rosalia
School: PS/MS 105 The Bay School, Queens
Principal: Laurie Shapiro



I chose the subject of my book, *Earth: Our Only Home*, because of Greta Thunberg. I read about Greta and all the things that she was doing to make people take action about climate change and global warming. She was very inspiring and I wanted to help her. I decided to write about saving the earth. I thought other kids would read my book and be inspired to help her too. I researched how the earth was being affected by climate change and how humans are the main cause.

I began by doing sketches and working on a storyboard. I wanted my story to be about the planets being siblings, and I had them speak to each other about why Earth was sick. **My story became about how humans can save the earth for young people like me, and future generations of kids all over the world.** I sketched out my



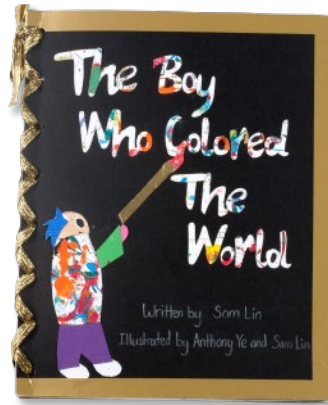
story to make art that kids would look at while reading my story. I gave each planet a line to say, and when to say it. My story changed a few times as I worked on it and became what I had dreamed of. My parents were very proud of me for coming up with a story all on my own. I had a lot of fun writing the dialogue and pasting eyes on the planets. I had so many ideas, but I knew that with my creativity, I could put all my ideas into one. I think my story is a unique story. I hope this inspires kids all over to help save *Earth: Our Only Home*.



Sam Lin Anthony Ye

The Boy Who Colored The World

Grade: 5
Teachers: Ai Zhen Li
Agnes Balla
Jane Yuille
School: PS 105 The Blythebourne, Brooklyn
Principal: Johanna Castronovo

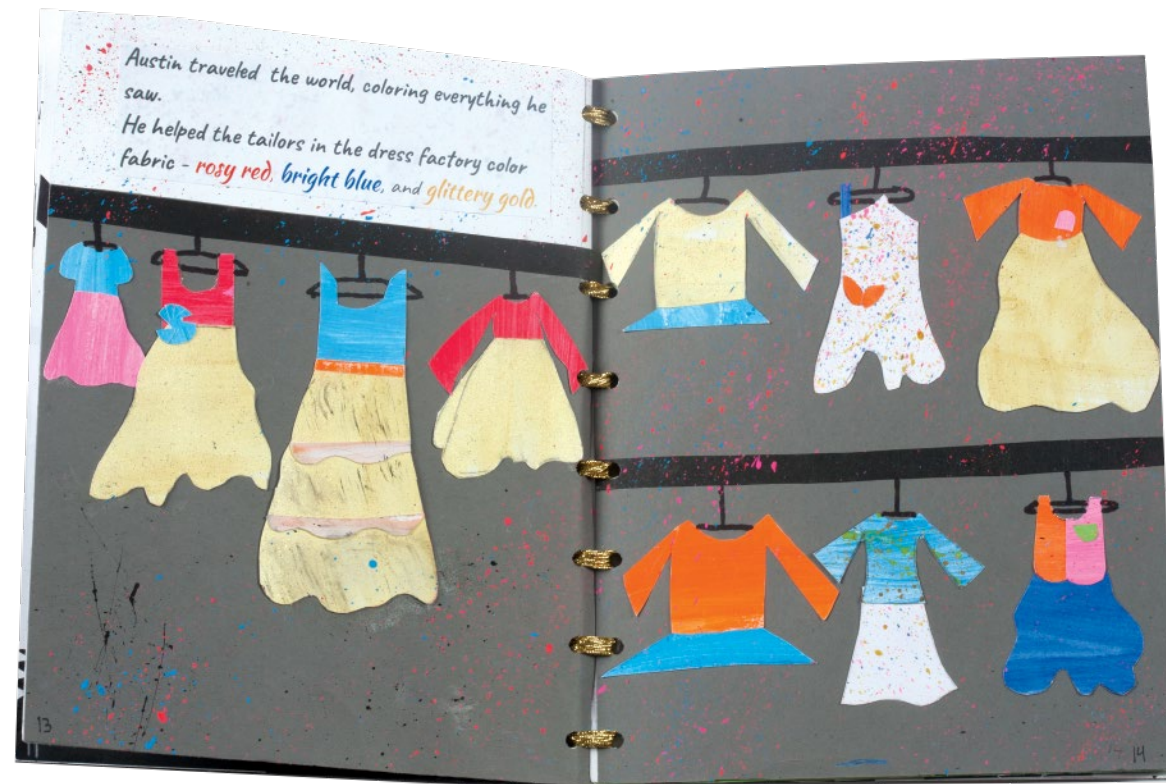
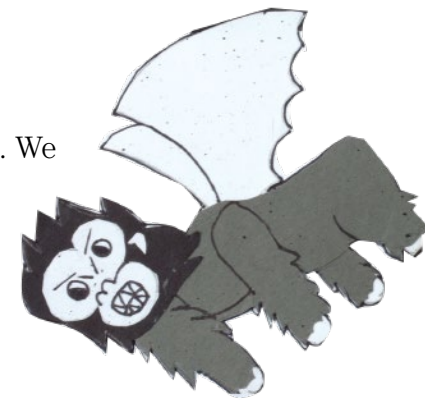


Sam Lin: I am the author of *The Boy Who Colored The World*. My book was inspired by *Extra Yarn*, by Mac Barnett. My story begins in a black and white world, when Austin, the main character, finds colors and starts to color the world. **On his quest to color everything in the world, he learns a lesson that we can all learn as well.**

The process of writing and illustrating the book was really exciting, yet challenging. I worked with Anthony Ye on the illustrations to match the story. Throughout the process, one of the challenges that I had was collaborating with the illustrator. We always had different creative ideas and needed to come to an agreement. We managed to finish the book with the help and support of our three teachers. We worked very hard to succeed, and in the end it is a great feeling to know we wrote and illustrated a book together. I am thankful for the opportunity and I hope I will be able to try bookmaking again.



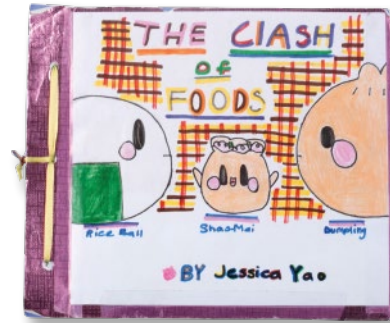
Anthony Ye: Working with Sam on the illustration of the book was very exciting. We had to create pictures that went with Sam's story by using the collage technique. As we discussed our vision with each other, it was amazing to see how all the pages started to come together with the text. **A lot of times we had very different things in mind, but we were able to come up with a great final idea that showed both of our personalities.** I think our book came out beautifully because we worked so well together. Our teachers Ms. Li, Ms. Balla and Ms. Jane were very supportive throughout the bookmaking process. They read through our drafts, presented ways to improve our story, showed us lots of art techniques and helped us talk through our ideas. With a published book in my hand, I learned a lot about responsibility, team-work and determination. I am thankful that I am part of this competition. Thank you for the opportunity.



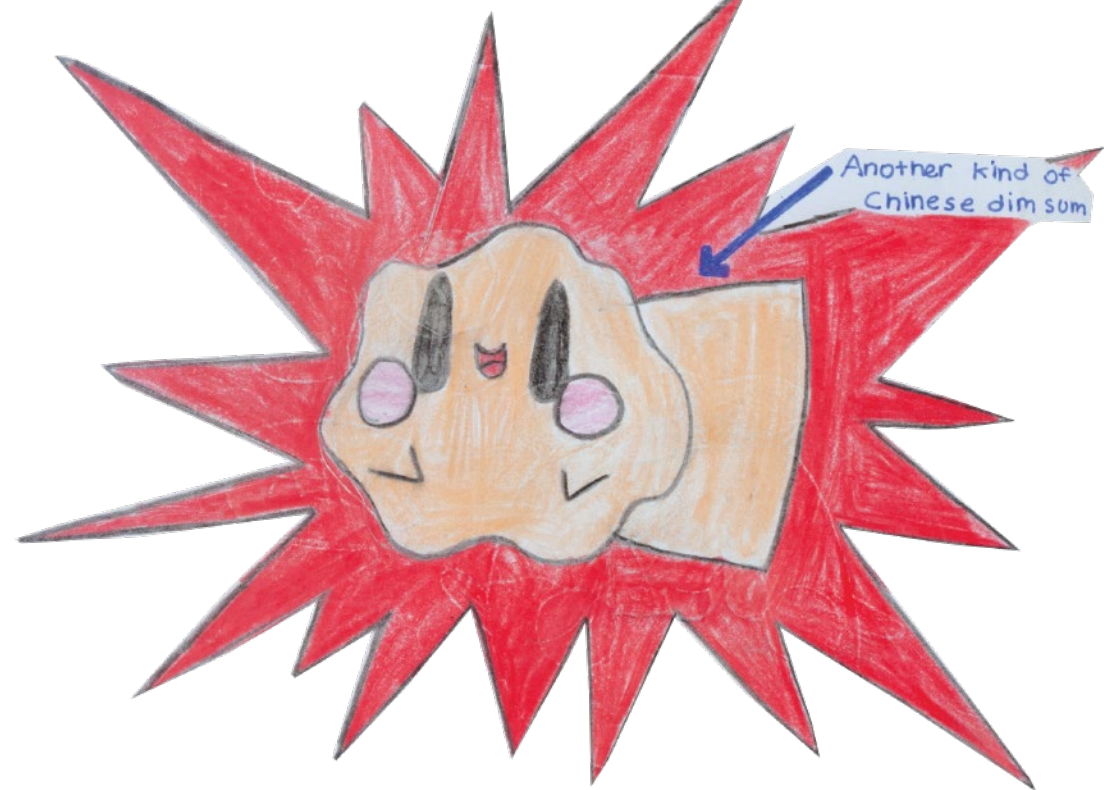
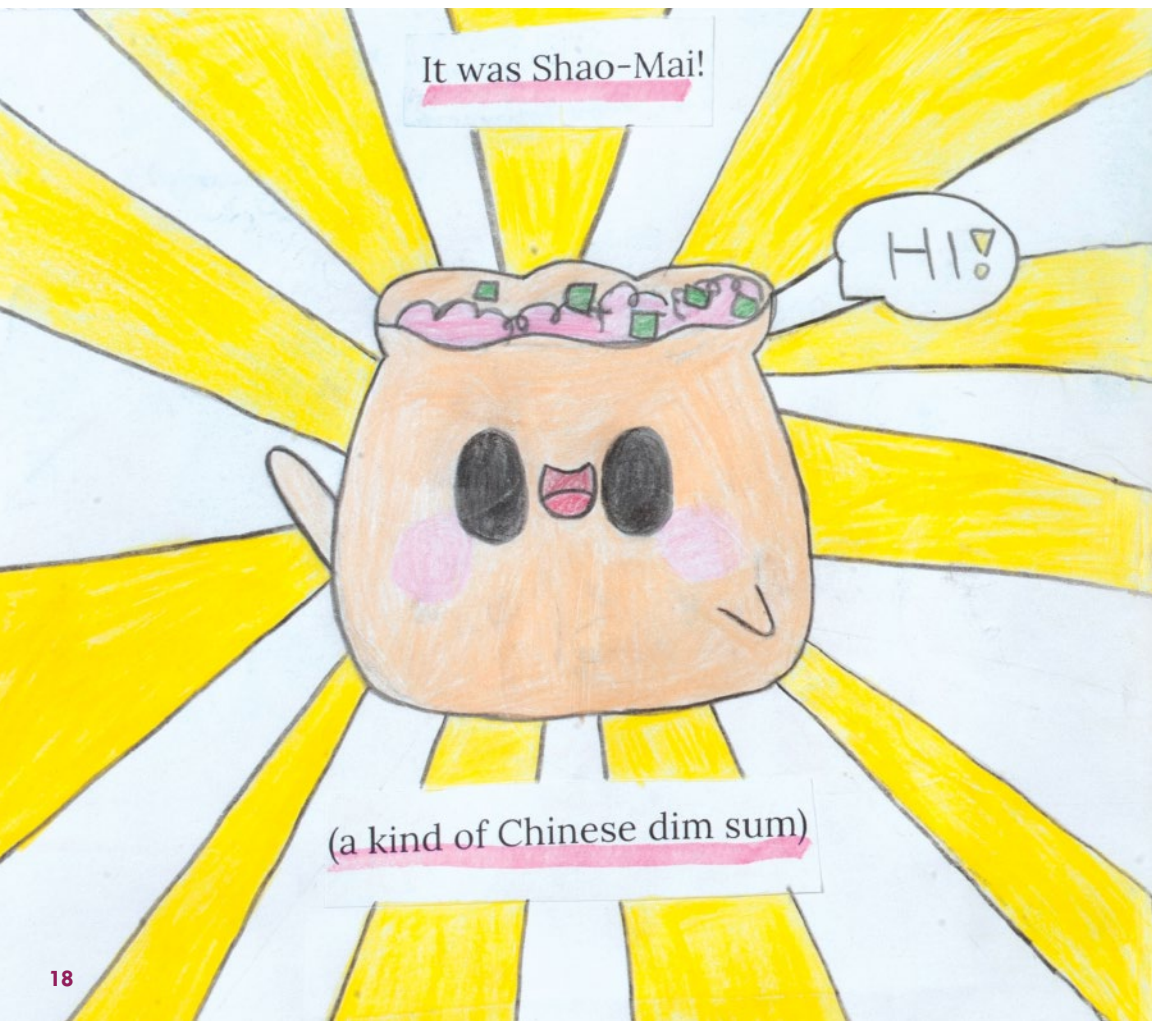
Jessica Yao

The Clash of the Foods

Grade: 5
Teacher: Kelly Chan
Librarian: Noreen O'Hagan
School: PS/IS 217 The Roosevelt Island School, Manhattan
Principal: Mandana Beckman



My inspiration came from my love of Chinese dim sum. My friend, Naeon, suggested that I use dumplings as my characters. I thought about the different types of dim sum and the characteristics they each had. I imagined that each food would



have its own personality. The shao mai would be very energetic, the rice would be curious, and the dumpling would have a temper! To bring my ideas to life I used a variety of materials including colored pencils, markers, Sharpies, and a variety of colored papers.

I dedicated this book to my dad because he makes very delicious Chinese dim sum. I love to eat the food he cooks! He encouraged me to keep working when I wanted to give up. I thought the project was very exciting because you get the opportunity to take an idea and turn it into your own published book. I hope that I can make a book again since this experience was challenging, but very enjoyable.



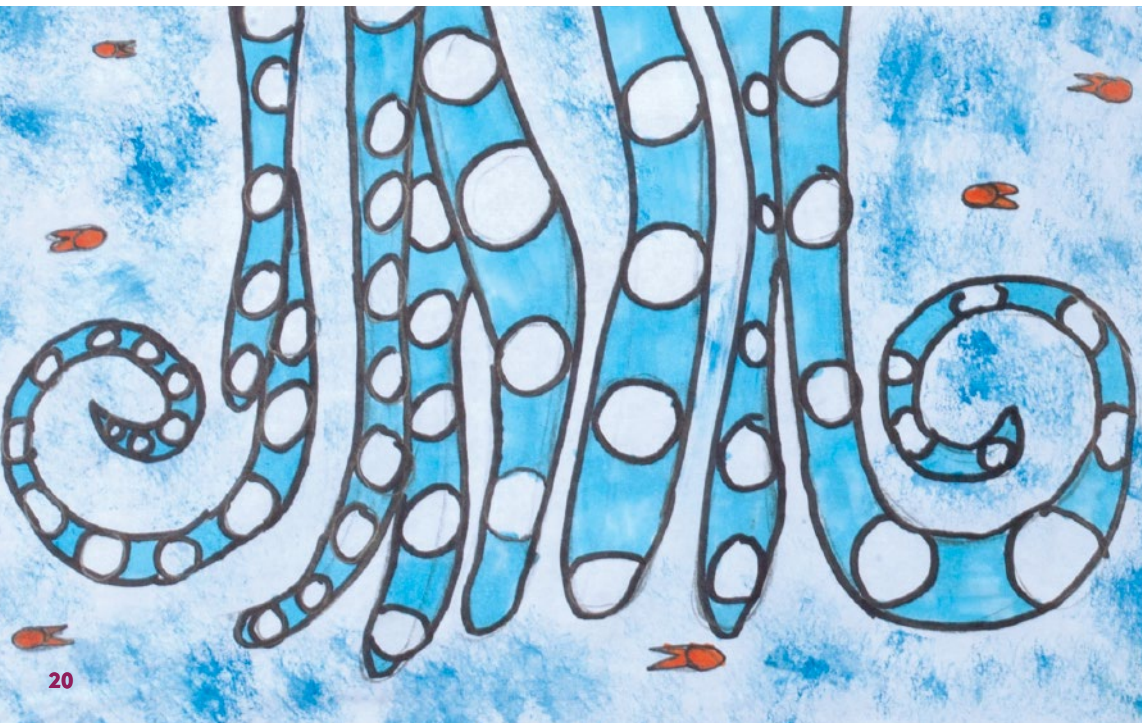
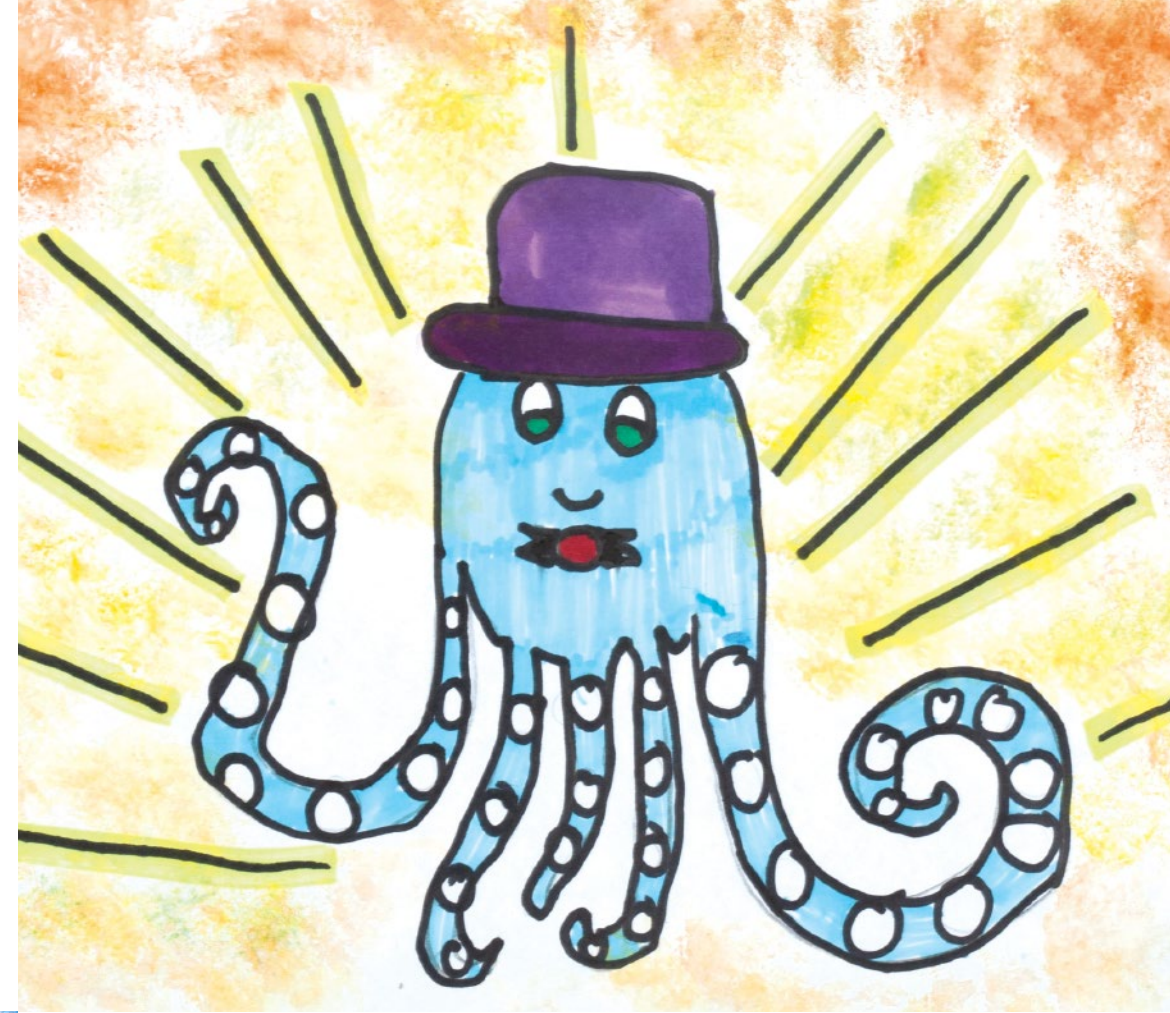
Sophia Poltoratsky
Michelle Pavlov

What Are Those!?

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



Michelle Pavlov: When we first started planning what to write about, we thought it should be an animal that was different from any other animal. **We wanted something that wasn't done before. An idea that popped into our heads was the octopus!** We thought about what was wrong with him as a character. He didn't like his legs. We also thought, "What other animal can we compare him to?" We thought of a rabbit. The rabbit didn't like his legs either because they were too short. We made the story come to life with different character traits. We made the pictures and text more interesting as we worked on the story to hook the reader. We made certain spots in the book more alive, by having the pictures pop out.



Sophia Poltoratsky: In the beginning of the project, we were thinking of all different types of ideas for the book...aliens, elephants, and many more. Out of nowhere, an octopus popped into our heads. Then step by step the story started to come alive. We thought of ideas for the pictures and the text. But then we thought, "What could we change about him?" We thought maybe the eyes could be different? But we didn't like that idea. **Instead we decided to change his tentacles. We were obsessed with them.** We made our book using cardboard, masking tape, a glue stick, construction paper, sewing needles, thread, pencils, markers, and ribbon. We added textures. We made an original book that had never been created before.

Tahirah Sanni

When I Moved to America

Grade: 5

Teacher: Melissa Schmitt

Librarian: Jacqueline Charlton

School: PS158 Warwick School, Brooklyn

Principal: Latishia Towles

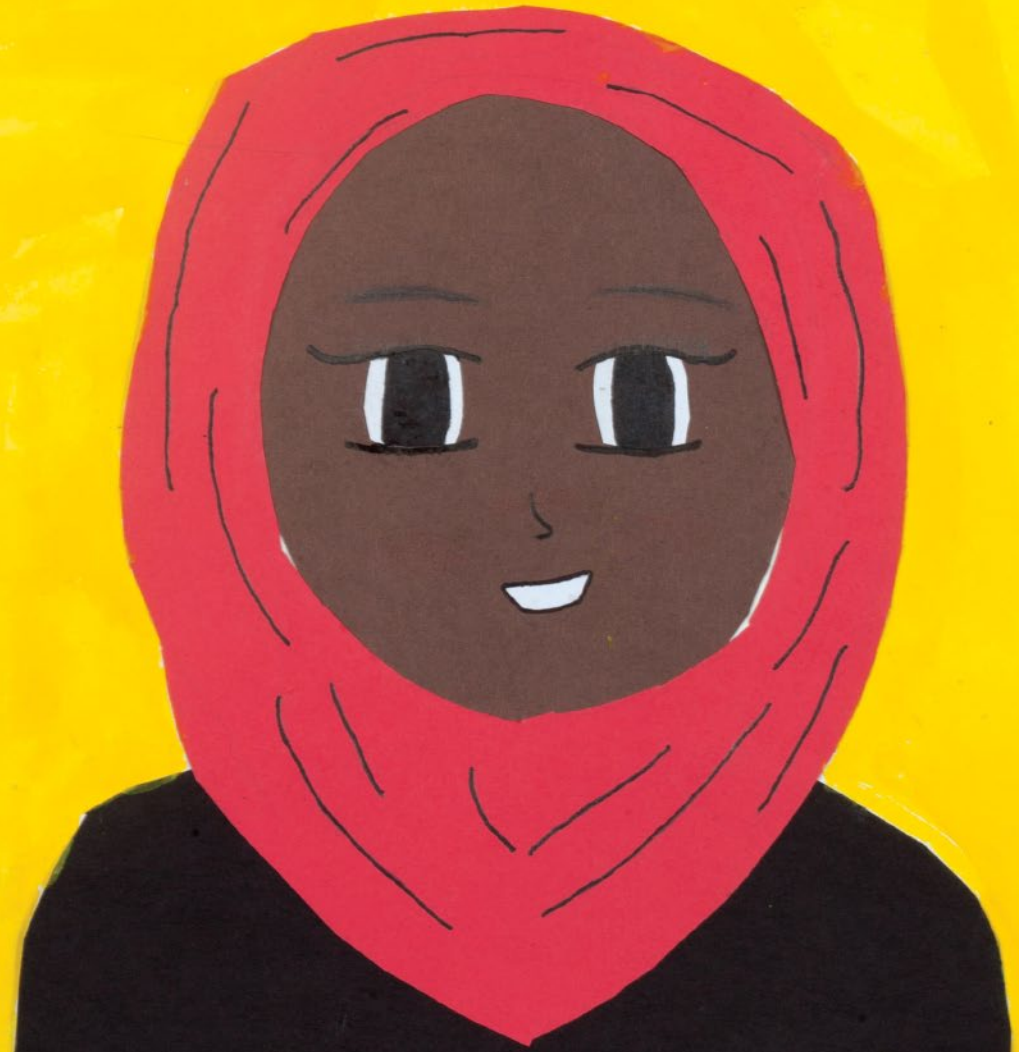


I got the idea for *When I Moved to America*, from my personal immigration experience moving from Nigeria to America.

I thought writing the story was stressful because I had to write draft after draft to get the perfect story.

Doing the illustrations for the book was the best part of the experience. It was calm and soothing, and I really enjoyed it. I used collage, like Ezra Jack Keats did in his books. When I finished the book, I was very excited. All the hard work I put into making my book really paid off. I was proud of myself for doing the work that I did. I think making books helps to build confidence. I really learned from this experience and hope to do it again next year when I am in middle school. I was able to take a lot from this process and hope to be an author and illustrator when I grow up.

HELLO!!! MY NAME IS TAHIRAH SANNI AND I LIVED IN IBADAN, NIGERIA UNTIL I WAS 5 YEARS OLD. THEN I MOVED TO THE UNITED STATES.



Maya Ortega

Are You Okay?

Grade: 8

Teacher: Shelly Cunningham

School: William Alexander MS51, Brooklyn

Principal: Lenore DiLeo-Berner



It all began with brainstorming ideas of what I wanted my book to be about. I chose the issue of mental health, as it is something I have struggled with myself. After deciding my topic, I needed to portray it in a way kids could understand, through characters they could possibly relate to. I moved onto my first drafts and sketched my vision of the main character, Sam. **I researched specific things I wanted to mention in my book, such as how to show why Sam doesn't want to speak up for himself, or how he feels about his struggles.**

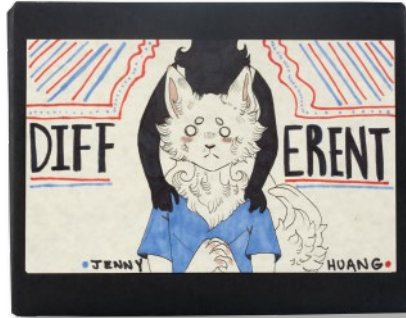
I drafted my foreword, and the text on each page, and then edited. I fine-tuned the characters, made sure each page added to the story, and put my thoughts to paper through the illustrations. I worked through drafts of the drawings before putting the final images onto paper. I focused on elements such as color and background. At the very end I put everything together, both literally and figuratively, by binding the book and adding the finishing details.



Jenny Huang

Different

Grade: 7
Teacher: Tonia Franzese
School: IS 201, Dyker Heights
Principal: Robert Ciulla



When I first thought of writing and illustrating *Different*, I wanted to create something that relates to a problem that most children face at least once in their childhood, bullying. To do that, I created a protagonist that is “different” from all the other characters in the story, and began sketching out a possible plot.

I drew a wolf as the main character, for often wolves are depicted as mean bullies, and it would be interesting for a wolf to be on the receiving end. I built the other characters around the wolf as the opposite. They are all herbivores. As I sketched each panel I followed my flow making sure that each panel referenced the complete story.

Besides the development of the plot, I did struggle while making the book. I began the book as a two-tone piece, using black and metallic markers. Creating each page took a long time. It was a challenge to design each page differently, while making sure each fit into the whole story. Overall, I was able to complete the story, mostly by going with the flow.



Prosenjit Sen

Kali: The Goddess of Bloodlust

Grade: 8

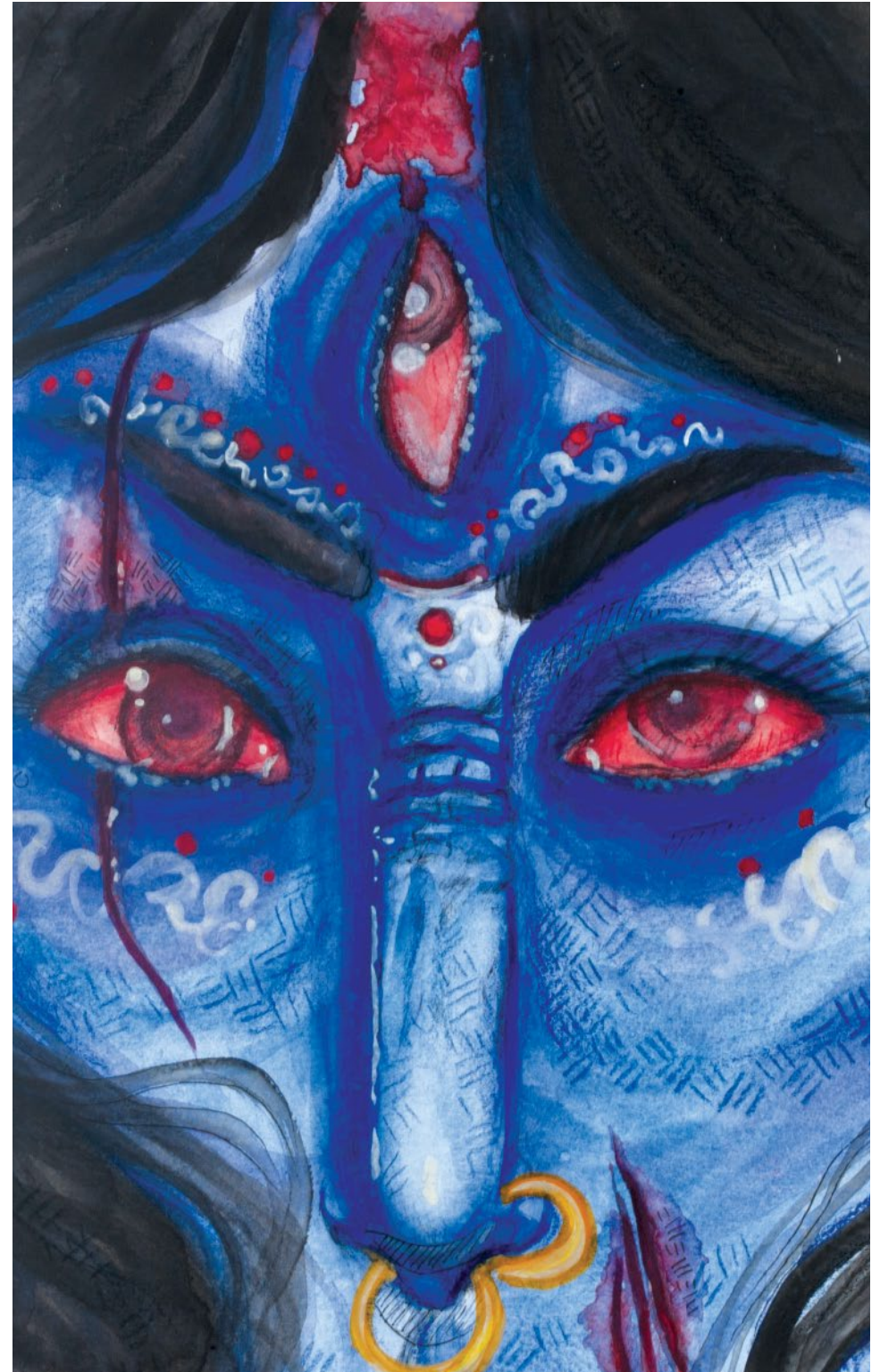
Teacher: Lidia Menniti

School: MS 137 America's School of Heroes, Brooklyn

Principal: Laura Mastrogiovanni



*K*ali: *The Goddess of Bloodlust* is a retelling of the ancient myth of Goddess Kali, a central goddess in Hinduism. Considering her significance in Hinduism, I wanted to take a powerful approach to it. To catch the reader's eye, my illustrations were done in watercolor. **The aesthetic theme of the book centers around red and gold, as red symbolizes purity and gold symbolizes auspiciousness.** First, I lightly sketched my illustrations on watercolor paper, and then went in with watercolor paints. After all the pages were written and numbered, I painted the cover and sewed the book together. Kali is extremely important to Hinduism, and is the primal goddess. Overall, my telling of this epic tale describes the story in a simple yet interesting way.



Lena Goings

Save Yourself

Grade: 6

Teacher: Louise Butler

Librarian: Vincent Hyland

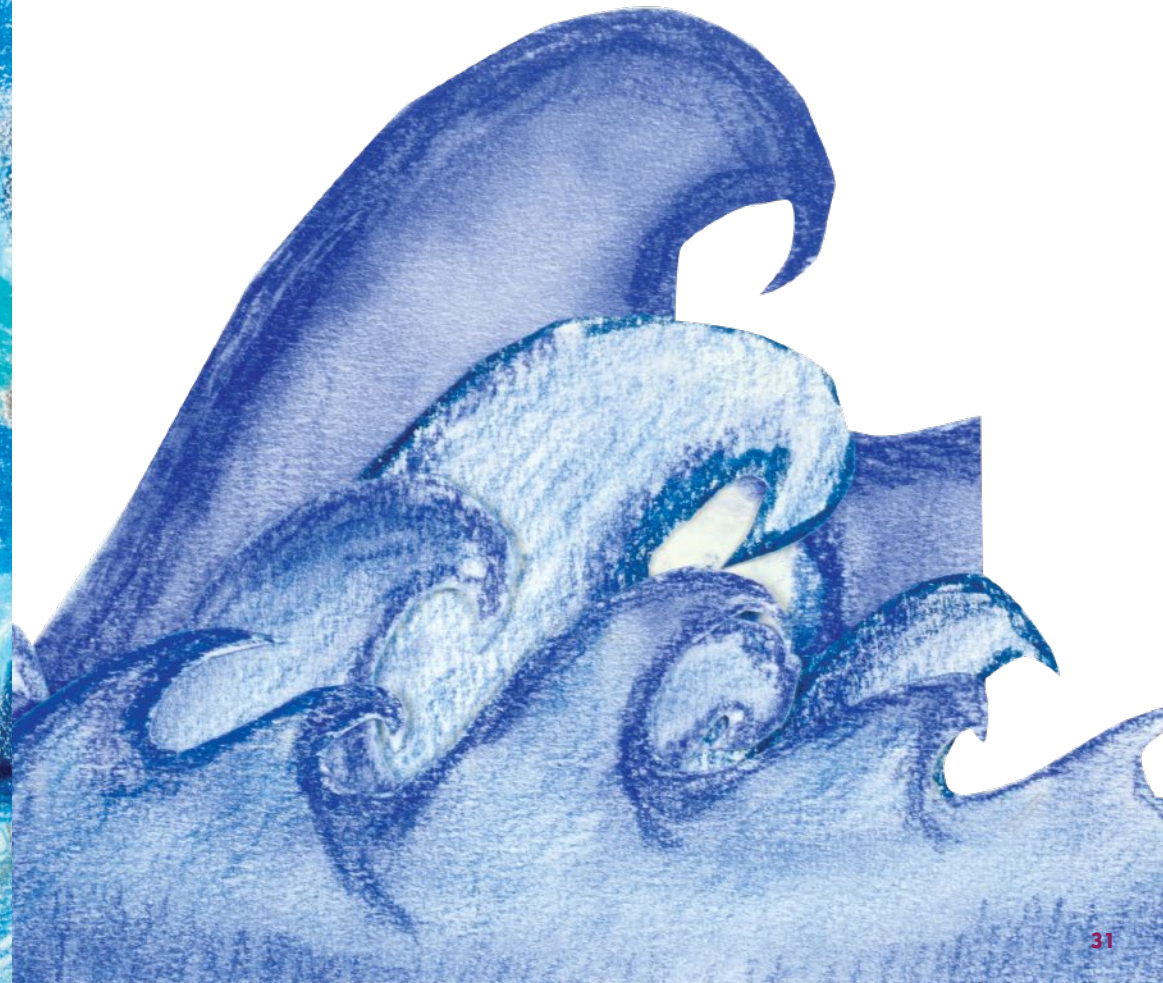
School: The Boerum Hill School for International Studies, Brooklyn

Principal: Nicole Lanzillotto



As soon as Ms. Butler announced that we would be making books, I knew that I wanted to write a story about climate change.

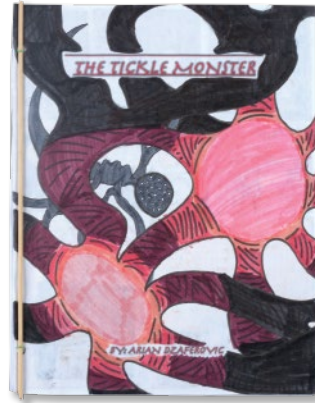
This idea occurred to me right before the climate march. I was inspired by artists that create art for a cause, showing something important through artwork, like Kerry James Marshall's paintings that focus on the need for greater representation of African-Americans in art. **I decided to tell a story about our future and how what we are doing now will affect future generations.** I am really interested in texture, and the use of unconventional materials. I used crayons, watercolor, and pencils, and experimented with natural dyes. Throughout the process, discussions with my friends and my father helped me think about how I could use composition to show emotion. I finished the story with a cliffhanger that leaves the reader thinking. There is no real hero because there is no simple way to solve the problem of pollution.



Arian Dzaferovic

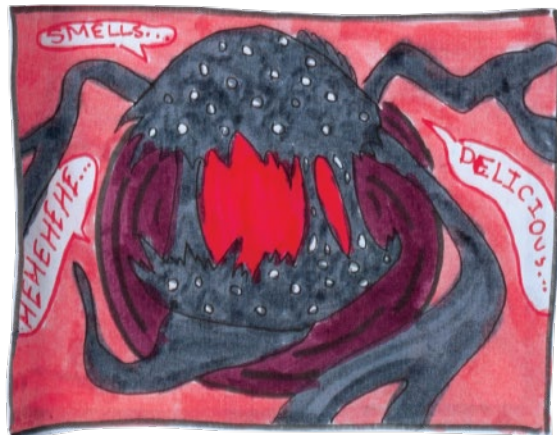
The Tickle Monster

Grade: 7
Teacher: Adam Mastro Simone
School: JHS 194, Queens
Principal: Jennifer Miller



Thinking about my book for this year's Ezra Jack Keats competition, I reflected on things that inspire the imaginative and creative side of me. I love drawing and illustrating as well as telling stories. A lot of my book includes many drawings that alone tell the story. My stories usually revolve around some mystery with a humorous twist. So this year I decided to tell a story about two kids who battle and take on a monster through their journey to an imaginary world. The two friends accidentally meet while trying to escape from the tickle monster. They decide to join forces and take down this monster. **This story portrays lots of suspenseful and thrilling adventures, and it also represents the successful outcome of working as a team.** At the end, the kids accomplish the task of escaping the tickle monster and they are relieved to find out that it was all just a bad dream.

To create the book, I first drew in all the pictures. After that, I had to create the speech bubbles for the characters. Then I had to color in all the characters and background. I then had to bind the book by punching in two holes on each page. I put a rubber band through these holes on the back and then put a stick in the front underneath them so the book wouldn't fall apart.



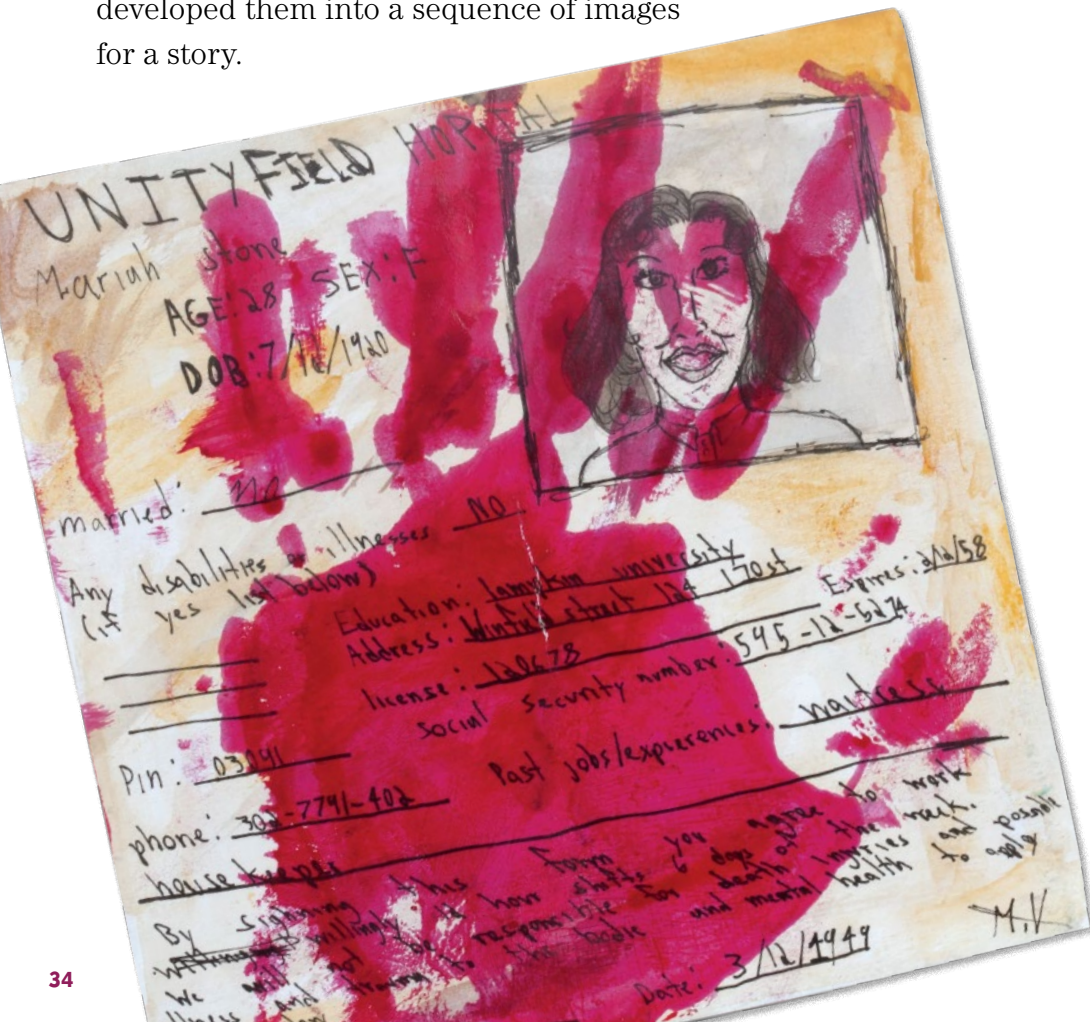
Malakai Vega

Hospital

Grade: 10
 Teacher: Laura Blau
 School: Millennium Art Academy High School, Bronx
 Principal: Herman Guy



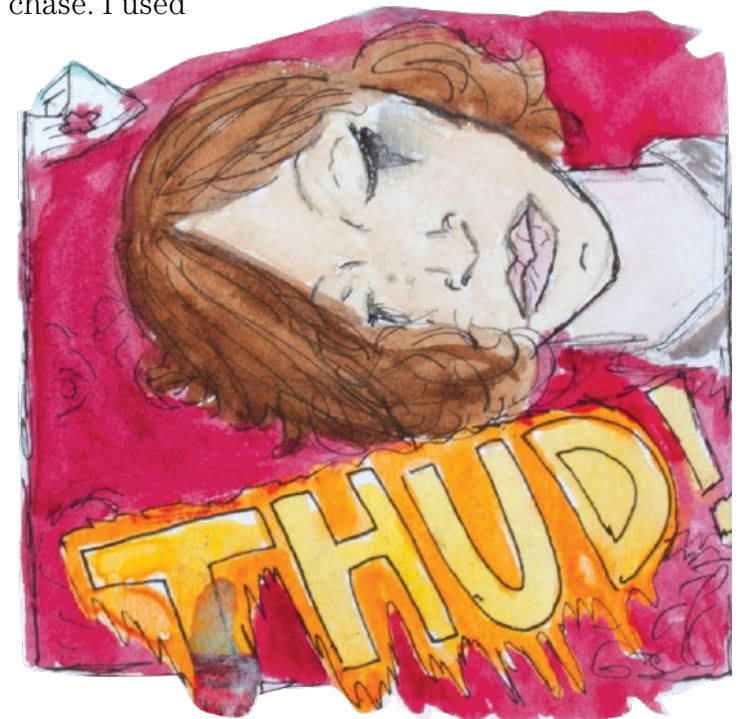
When I was brainstorming ideas for this book, I decided to show my love for horror aesthetics through my illustrations. I have always worked with gory images in my various drawings and paintings, but had never before developed them into a sequence of images for a story.



I have always been very interested in comic books and graphic novels, so I decided to incorporate those types of page layouts into many of the pages or sections of my double accordion book structure, which I sewed and built by hand.

I also have always loved history and decided to set my story in the late 1940s, after World War II. **I wanted to show the idea that back then medical care was not as advanced as it is now, so hospitals could be a very scary place where bad things could happen.** To give some background, before my storyline begins the main character, nurse Mariah, had found a dead body in Unityfield Hospital. As a full sequence, my story is built upon the concept of a cat-and-mouse chase. Mariah is being chased by a blood-lusting serial killer who also happens to be a surgeon.

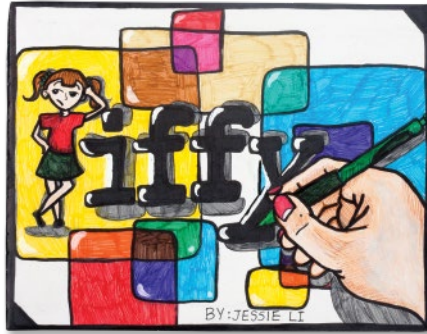
On the front cover of my book, I drew a portrait of a medical patient who has been dead and rotting for some time on a doctor's table. This was to set the tone for the gore and horror shown on the pages as I depicted the chase. I used the back cover to give more information about the nurse, Mariah. I incorporated a bloody handprint to add to the gory aesthetic shown throughout the entire book.



Jessie Li

Iffy

Grade: 12
Teacher: Stephanie Lara
Librarian: Douglas Von Hoppe
School: Maspeth High School, Queens
Principal: Khurshid Abdul-Mutakabbir



Overall, the bookmaking process took me longer than I expected because it was my first time binding a book, and using a single character over a span of 12 pages. I've always stuck to illustrating still life setups and painting portraits, so creating a cartoon character was a huge challenge for me. Making her look the same throughout gave me anxiety. I used a fine-tip pen as my medium, so filling in every gap was my priority.



I have always enjoyed poetry and spending time with kids. **I've worked at summer camps and tutoring centers, so I understand how to think like a kid.**

This was the most creative I've ever been. When I first began my book, I hated that I worked so slowly, but gradually, I picked up my pace.

I think my excitement to draw the ending motivated me to work faster because it was actually based on a childhood joke in my family. My dad would ask me what I wanted to be when I grew up, and I would say "a mom" and he would laugh hysterically.

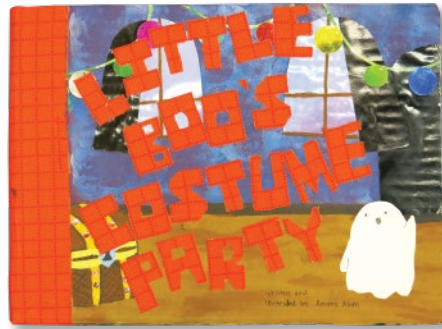
I can be ...
an
ASTRONAUT!



Amana Alam

Little Boo's Costume Party

Grade: 12
Teacher: Elizabeth Filippelli
School: Brooklyn Technical High School
Principal: David Newman

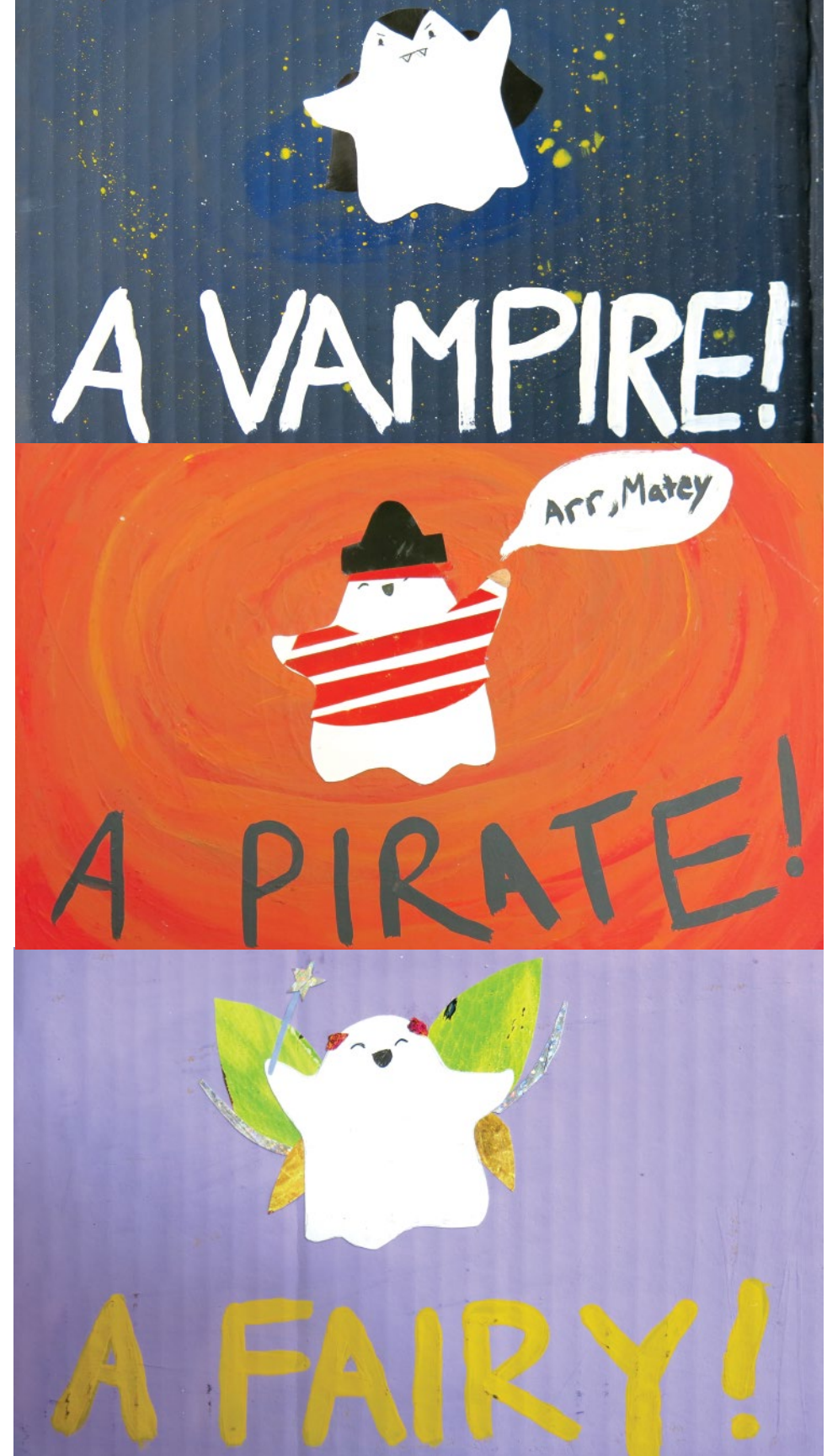


When I was a kid I always enjoyed giant hardcover books with thick pages, so I decided that's how I would make my book. To truly make it look like a real book, I used cardboard instead of paper or cardstock. Since threading wouldn't work due to its thickness, I searched how to bind cardboard. I found just one video on YouTube. I was so grateful to the person who made the video that I 'liked' and subscribed to their channel. My book is

bound with fabric and glue. **A lot of my inspiration came from Ezra Jack Keats himself. I knew he used collage in many of his books and I wanted to incorporate that technique in my own book.**

I used sequins, magazine papers, ribbons, paint, and cardstock, provided by my English teacher. I chose to paint most of my backgrounds because it was easier to cover a large surface in a short amount of time, and paint made it easier to be consistent with the hues I was using. I soon came to realize that collaging was very tedious work; trying just to make a bed took nearly an hour or two! Even with all that, I loved creating this book. I feel like I poured my all into this. My book is dedicated to my little sister, in the hope that she never feels uncomfortable being herself.

Cool Wings
Little Boo!



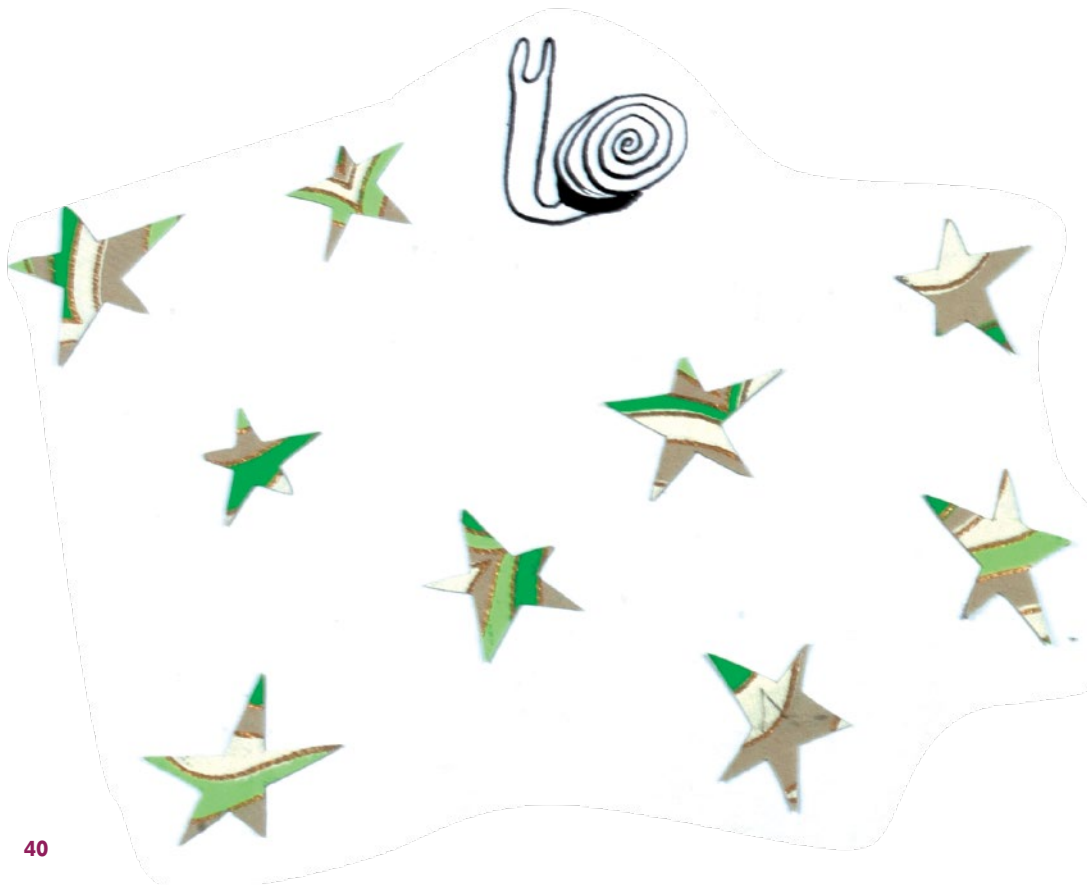
Aemilia Harbutt

Snail Garden

Grade: 10
Teacher: Mary Jo Lombardo
School: Bard High School Early College, Queens
Principal: Valeri Thomson



When coming up with ideas for our books, we were asked to think about what we were like as children, what we enjoyed then about children's books, and what interested us. **My first thought was when, as a child, I would find snails in my garden, capture them and put them in a water bottle. This is what inspired my book.** I was thinking about snails, memories, and my garden, but I wanted to have simple-looking pages.



I tried paint, watercolor and pen, but in the end, decided on ink and collage. The words were written before I made the dummy book. At first they seemed too poetic, but that changed as I worked. The dummy book helped me to see what I wanted the characters to actually look like and where I wanted to place the words. I got into a rhythm as I made the actual book, and finally I bound it.

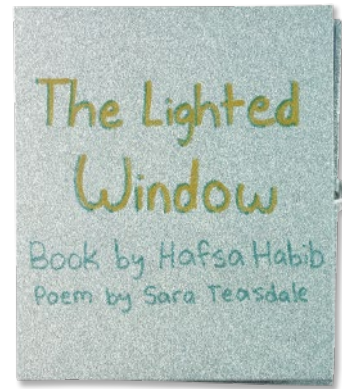


Hafsa Habib

The Lighted Window

Grade: 12
Teacher: Leslie Bernstein
School: Stuyvesant High School, Manhattan
Principal: Eric Contreras

I derived the inspiration for my book from Sara Teasdale's poem, "The Lighted Window," and used the poem to narrate the story. I began by illustrating the front frames of my pages. I used dark colors on the first page to show the sadness of the character. For my middle pages, I used bright colors to show the excitement of the character after seeing a window that reminded him of his childhood. I returned to dark colors on my last page. After finishing the front frames, I painted the background pages that would go behind them. I left a $\frac{3}{4}$ inch distance between the front frame and background page to give the book some depth.



For my illustrations, I used mostly watercolor and alcohol-based markers. I used some colored pencils and a fine tip black pen to outline my drawings. After the drawings were completed, I wrote the text using a black pen. I assembled my book by gluing the background page and front frames to a folded paper in order to make an equilateral triangle. All the paper triangles were then glued together to make a carousel book. Finally, I attached the book covers that I made out of book board.

Honorable Mentions

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A Gorilla's Wish To Be Big</i>	Victor David	PS 368K, Star Academy	Catherine Brewer	Laverne Peter
<i>Alice: A Short Story</i>	Kierstin Li	PS 174Q, William Sidney Mount	Marilyn Friedman, Marie Russell, Deborah Amato	Karin Kelly
<i>Family</i>	Tucker Hollman	PS 75M, Emily Dickinson School	Branislava Scheluchin	George Georgilakis
<i>Opal the Bird Watcher</i>	Johanna Zhu	PS 094K, Henry Longfellow	Amy Yu, Tiffany Melendez	Cristina Gonzalez
<i>Space Legends</i>	Oscar Liu	PS 164K, Caesar Rodney School,	David Chimoskey, Jayne Swan	Erica Steinberg
<i>The Art of Joy</i>	Lilla Burke	PS 8K, Robert Fulton	Amanda Green	Patricia Peterson
<i>The Real Story "Birds of a Feather Flock Together"</i>	Kyaiza Archambault	PS 137K, Rachel Jean Mitchel,	Linda Sedda, Wanda Rivero	Suzette Rose-Baptiste
<i>The Tale of Captain Candy</i>	Liam Fitzpatrick, Jon Shkembi	PS 70Q, Lt. Joseph Petrosino School	Carmela Mroz, Mary Karalekas	Izett Thomas
Grades 6-8				
<i>Cat Attack</i>	Mahjabin Saba	MS 127X, Castle Hill Middle School	Brian McKenzie	Harry Sherman
<i>Dancing Under the Stars/ Bailando Bajo Las Estrellas</i>	Lillian Fain	MS/HS 141X, Riverdale/ Kingsbridge Academy	Isa Almonte, Julia Loving	Lori O'Mara
<i>Drifted</i>	Tehra Hamid	MS 202Q, Ozone Park	Dawn Woods, Michelle Brier	William Fitzgerald
<i>More to Life than Grades!</i>	Yingyi (Jenna) Chen	IS 187K, The Christa McAuliffe Intermediate School	Melina Badia	Justin Berman
<i>The Violin</i>	Harry Anagnostou	Hellenic Classical Charter School, Brooklyn	Julia Owen, Heather Prince	Natasha Caban
<i>Thread of Life</i>	Selina Zheng	IS 77Q	Ruth Varghese, Dolores Vialet	Joseph A. Miller
<i>To the Sun</i>	Angeline Song	IS7R, Elias Bernstein	Mary Beth Quick	Dr. Nora DeRosa

Honorable Mentions *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 9-12				
<i>Flame and Spade</i>	Isamar Rea	Hillcrest High School, Queens	Karoline Varoski, Katherine O'Connell	Scott Milczewski
<i>Heart</i>	Marisol Wynter, Taylah Floyd-Smith	P77K (District 75)	Amie Robinson, Susan Tamke	Ebony Russell
<i>Jordan</i>	Mohammad Alrafati	Tottenville High School, Staten Island	Tahani Hamad, Maria Pawlow-Muller	Joseph Scarmato
<i>Life of Tree</i>	Maylin Salto-Rosales	High School for Environmental Studies, Manhattan	Ikuko Wakiya	Amber Najmi
<i>The Cavemen</i>	Adam Khayi	Academy of American Studies, Queens	Doug Condon	William Bassell
<i>What You Capture In A Snap</i>	Daisy Hernandez	HS for Contemporary Arts, Bronx	Elizabeth Fidoten	Pedro Cubero



School Winners

Title	Author/Illustrator	School	Teacher/Librarian	Principal
Grades 3-5				
<i>A Muslim Girl's Life</i>	Mamassa Sillah	Icahn Charter School 6, Bronx	Monica Russell	Jason Cartagena
<i>A New Start for Parker Larrrs Perry</i>	Thomas LoBraico	PS 23R, The Richmondtown School	Laurie Berlinger	Paul Proscia
<i>A Super Smelly Surprise</i>	William Luo	PS 205K, Clarion School	Claudia Roberts-Weaver, Mary Ellen Ambrosio	Feiga Mandel
<i>A Time for Change</i>	Zainah Syed	PS 131Q, The Abigail Adams School	Kelly Cintron (AP)	Veronica Depaolo
<i>Alex's Trip to the Moon</i>	Casey McCullough, Jenna Mitchell Guzman	PS 16R, The John J. Driscoll School	Hillary Spitalieri	Michele Ramos
<i>Back Home</i>	Noemi Maldonado	PS 677K, East New York Elementary School of Excellence	Danielle Savarese, Andriana Lamprinos	Janet Huger-Johnson
<i>Bully's Mistake</i>	Brianna Andrews, Yanivett Romero	PS 328K, The Phillis Wheatley School	Terrance Carney	Marie Desforges
<i>Clover World</i>	John Quezada	PS 159K, Isaac Pitkin School	Robert Drennan	Dr. Monica Duncan
<i>Coopers New School</i>	Matthew Matias	PS 307K, Dr. Daniel Hale Williams	Noemi Alers	Stephanie Carroll
<i>Detective Cases</i>	Mamadou Sow	PS 059X, The Community School of Technology	Daniel Leviatin	Sita Basu
<i>Friends</i>	Eve Darrell	PS 46K, E.C.Blum Magnet School	Beth Conard	Maria Guzman
<i>Grandma Tears Followed Mummy</i>	Titania Cambell, Malachai Cumberbatch	PS 156K, Waverly School	Leanne Anderson, Ryan Nicholson, Dion Nicholson	Naiyma Moore-Allen
<i>Jumping Horror!</i>	Meghan Lawless	PS 41R, The Stephanie A. Vierno School	Amanda Alexander-Rich	Jennifer Logan
<i>Kindness...In the Most Unexpected Places</i>	Aiden Truscelli	PS 6R, Corporal Allan F. Kivlehan School	Andrea Conroy	Elizabeth Waters
<i>Let's Learn the Seasons with the Giraffe Terry</i>	Isabella Rodriguez, Valentina Perez	PS 79Q, Francis Lewis School	Kimberly Habermehl	George Carter
<i>Love is</i>	Naomi Vender-Wilson	PS 149 Q, Christa McAuliffe Elementary School	Attiya Esparzamestres	Onalis Hernandez

School Winners *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Moving to A New School</i>	Jacqueline Hernandez	Hellenic Classical Charter School, Brooklyn	Julia Owen, Heather Prince	Natasha Caban
<i>On Top of the Rainbow</i>	Zabelle Shil, Yelizaveta (Liza) Putsykovich	PS 100K, The Coney Island School	Rashida Sheikh	Chiara Spagnolo
<i>Photosynthesis</i>	Xiri Hutchinson	PS 15Q, Jackie Robinson Elementary School	Serrena Hospedales-Brown	Anthony Pignataro
<i>Ramadan Kareem</i>	Noha Alkaifi	PS 19R, The Curtis School	Lisa Colandrea	Lynette Cartagena
<i>School Hope</i>	Tenzin Tsering	PS 330Q, Helen M. Marshall School	Melissa Potwardski	Debra Rudolph
<i>Sophie</i>	Kenyerly Cabrera	PS 386X, The School for Environmental Citizenship	Brenda Rivera Velez, Ariadna Mateo	Lynnann Fox
<i>Spa Fins</i>	Elizabeth Nikolopoulos, Zohal Ghafoori	PS 163Q, Flushing Heights School	Darlene Gerasoulis	Francine Marsaggi
<i>The ABC's of Dinosaurs</i>	David Ramirez	PS 18R, John G. Whittier School	Stephanie D'Alcarno	Robert Rodriguez
<i>The Case of Sofia's Missing Hamster</i>	Karen Rojas	PS 264K, Bay Ridge Elementary School for the Arts	Kristen Meehan	Marisa Bolognino
<i>The Hidden Secrets</i>	Durdona Melisova, Anna Pales	PS/IS 206K, Joseph F. Lamb School	Catherine Inniss	Ellen Quigley
<i>The Legend of the Heart</i>	Angely Estrella	P17X (District 75)	Tany'a Wells-Vasquez	Marlin Hoggard
<i>The New Kids</i>	Leah Solomon, Elina Kayumova	PS 139Q, The Rego Park School	Barbara Robinson	Susan Monahan
<i>The Winter</i>	Elena Skandalakis	PS 193Q, Alfred J. Kennedy School	Alexandra Budnick	Diane Tratner
<i>Trees (A Wordless Flip Book)</i>	Andrew McLaughlin	PS 20M, Anna Silver School	Altagracia Torres-Jimenez	Sarah Pinto
<i>Werewires</i>	Chris Li, Marc Hoang	PS 99K, The Isaac Asimov School	Kathryn Azhar	Gregory Pirraglia
<i>WWE Battle of the Arena</i>	Jeremy King, Gabriel Goodluck	Icahn Charter School 5, Bronx	Judy Gaston, Maryellen Rottler	Danielle Masi
Grades 6-8				
<i>Don't Toil With Oil</i>	Disha Basra	IS 238Q, Susan B Anthony School	Madelyn Berger, Bryan McClellan	Peter Leddy
<i>Following My Dreams</i>	Nelfrany Adames	MS 117X, Joseph H. Wade	Lowell Wynn	Delise Jones

School Winners *continued*

Title	Author/Illustrator	School	Teacher/Librarian	Principal
<i>Koalas In Trouble</i>	Carter Regis, Axell Alavez	IS 278K, Marine Park School	Melanie Banks	Kerri Moser
<i>Not-So-Expected Birthday</i>	Rodina Yahya	IS 392K	Joan Esposito	Ingrid Joseph
<i>The Copied Relationship</i>	Marcella Krieger, Emma Pica	MS 582K, The Magnet School for Multimedia, Technology, and Urban Planning	Kelly Jeffcoat	Jeffrey Merced
<i>The One Thing I Wanted</i>	Enaiyah Martini, AnnMarie Russo	IS 72R, Police Officer Rocco Laurie School	Eileen McLoughlin	Jessica Jackson
<i>The Power of Polite</i>	Maria Kosynskaya	Paulo Intermediate School 75, Staten Island	Allison Imparato	Ken Zapata
<i>The Sad Lonely Bear</i>	Muhammad Azam, Isiah Rodriguez	MS 172Q, Irwin Altman School	Diane Sarno, Margaret Borger	Jeffrey Slivko
<i>What Matters to Me</i>	Lillian Zou	IS 239K, Mark Twain School for the Gifted and Talented	Michele Wallach	Karen Ditolla
<i>Woman Fighter</i>	Fatima Shahjahan	PS 99K, Isaac Asimov School	Kathryn Azhar	Gregory Pirraglia
Grades 9-12				
<i>Me and My Friends</i>	Katelyn Perez	World View High School, Bronx	Caitlin Lewis	Martin Hernandez
<i>My Happy Christmas</i>	Henry Cordova	Franklin D. Roosevelt High School, Brooklyn	Leighton Suen	Melanie Katz
<i>The Best Thing in the World is a Friend</i>	Kiroulos Sidra, Mario Hernandez	Port Richmond High School, Staten Island	Lynn Makler	Andrew Greenfield
<i>The World of Emotions</i>	Kelly Shi	New Design High School, Manhattan	Joytrese George, JoanAnn Chovnick	Scott Conti

Selection Panel

Jessica Agudelo
Supervising Librarian, Bronx Library Center, New York Public Library

Elise Fauconier
Children's Librarian, Queens Public Library

Kimberly Grad
Coordinator, School Age Services, Brooklyn Public Library

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

Melissa Jacobs
*Director of Library Services
New York City School Library System,
New York City Department of Education*

Jo Beth Ravitz
Artist/Art Consultant

Donette Riker
Senior Children's Librarian, Brooklyn Public Library

LuAnn Toth
Managing Editor, School Library Journal Reviews (retired)

Darcy Tell-Morales
*Associate Museum Educator, Education Department
Metropolitan Museum of Art*

Rowboat Watkins
Children's Book Author and Illustrator



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EZRA JACK KEATS FOUNDATION

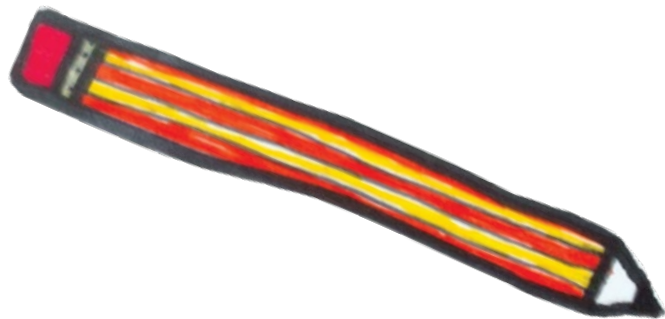
Deborah Pope, *Executive Director*

Diana Voza, *Associate Director*

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Jennifer Macaluso, *Bookmaking Project Manager*

Jay Boucher, *Designer*



Celebration Program

Guest Artist & Judge

Rowboat Watkins: Children's Book Illustrator & Author

Rowboat Watkins is mostly a dad who likes to tell stories and draw. He is the author and illustrator of more than a handful of books, including: *Rude Cakes*, *Pete With No Pants*, *Most Marshmallows*, and most recently *Mabel: A Mermaid Fable*.

He is a recipient of the Sendak Fellowship and the Ezra Jack Keats New Illustrator Honor Award, and is lucky enough to share a studio space in an old sweater factory with three remarkable picture book makers: Doug Salati, Brian Floca, and Sophie Blackall. Rowboat is currently working on four new books in between walking his dog, inventing dinner, and trying to stay afloat during these strange times. To this day no one is entirely sure why his wife first started calling him Rowboat all those years ago, but she still does. Life is but a dream sometimes...isn't it?

Guest Artist Presentation

Rowboat Watkins: Children's Book Illustrator & Author



Visit the Ezra Jack Keats Foundation website after June 1, 2020 to see the Celebration Program





New York City Department of Education
52 Chambers Street, New York, NY 10007

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