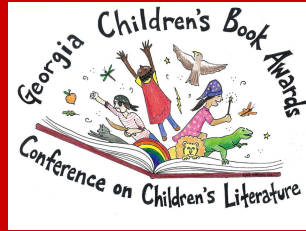


**Georgia Children's
Picturebook Award
(Gr. K – 4)**



**2016 – 2017
Finalists**

Connecting to Children, Curriculum, and Community

Picturebook Award Selection Committee

Dr. Jennifer M. Graff (Chair), *Associate Professor, Language & Literacy Education, University of Georgia*

Evan Bush, *Head Children's Librarian & Youth Services Coordinator, Athens-Clarke County Library & Regional Library System, Athens*

Eric Carpenter, *School Librarian, Fred A. Toomer Elementary, Atlanta*

Melissa Castle, *Library Media Specialist, Parkwood Elementary, Warner Robbins*

Michelle Fitzgerald, *Media Specialist, Hightower Trail Elementary, Conyers*

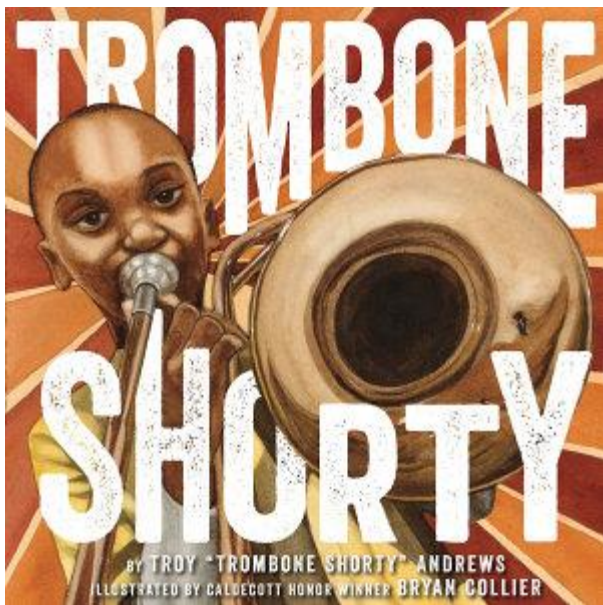
Tonya Grant, *Media Specialist, Barksdale Elementary, Conyers*

Jennifer Lewis, *School Librarian, Indian Knoll Elementary, Canton*

Lindy Moore, *Head County Librarian, Dog River Public Library, Douglasville*

Courtney Smith, *Kindergarten Teacher, Tybee Island Maritime Academy, Tybee Island*

Adam Crawley (Graduate Assistant), *Doctoral Student, Language & Literacy Education, University of Georgia*



Andrews, Troy. (2015). *Trombone Shorty* (Illus. Bryan Collier). New York, NY: Abrams Books for Young Readers.

Summary:

In this autobiographical book, Troy “Trombone Shorty” Andrews tells the story of how he became a world-famous musician, from making his own instruments when he was young to touring the world with his own band. Troy triumphed over a lack of formal training and expensive instruments with his dedicated work ethic. Today, Troy mentors a new generation of young musicians through his Trombone Shorty Foundation. The setting of the book is Troy’s hometown of New Orleans, which encouraged his love of music and inspired him to create his own musical style.

Connecting to Children , Curriculum, and Community

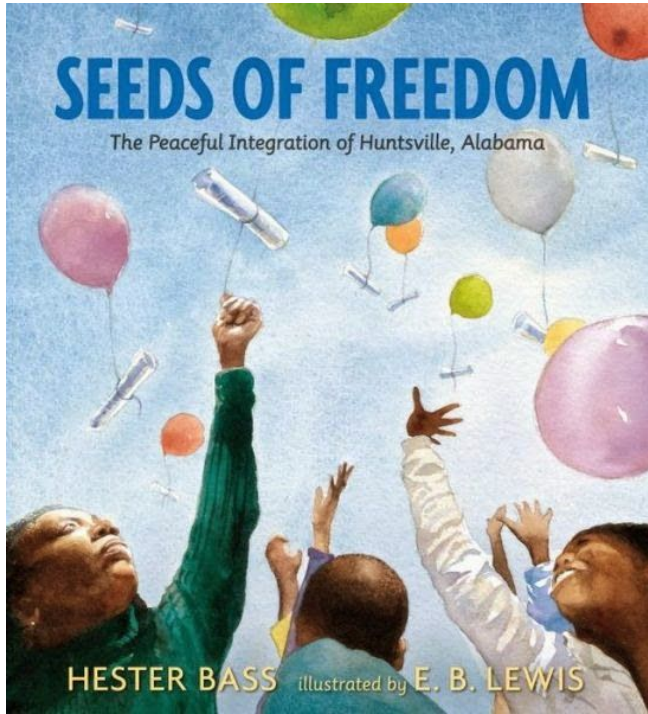
- Show students videos of Trombone Shorty and Orleans Avenue in concert, found on their website (<http://www.tromboneshorty.com/>).
- Before reading, build students’ background knowledge about the city of New Orleans. Students will benefit from seeing pictures of this city as well as an explanation of the cultural references in the book, such as “Mardi Gras” and “gumbo.”
- Pair this book with *Little Melba and Her Big Trombone* by Katheryn Russell-Brown. Have students compare and contrast the two books using a Venn diagram.
- Students will enjoy making music with homemade instruments like Trombone Shorty did when he was young.
- Discuss with children the difficulties Troy faced in childhood and how he persevered to overcome them. Ask students to name some of the people who helped Troy become successful and what they did to help him.

Summary:

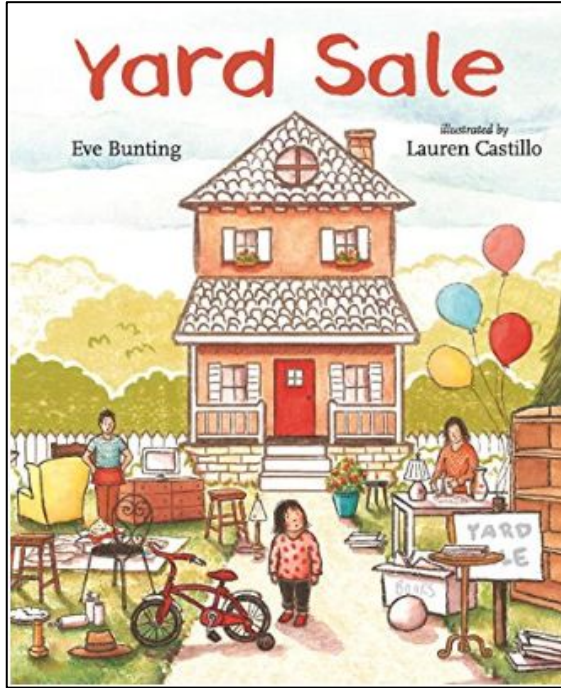
This picturebook conveys a little-known story from the civil rights movement. While we have all heard reports of violence from this era, one Southern town was determined to integrate peacefully. People in Huntsville, Alabama, fearing the loss of federal money that funded their rocket program, worked together to integrate the city without serious incident.

Connecting to Children , Curriculum, and Community:

- Have students develop a timeline showing the “seeds of freedom” planted by the people of Huntsville, Alabama (the first sit-in, Blue Jean Sunday, school integration, etc.).
- This book is a perfect introduction to and complements nicely any study of the civil rights movement. It is also a great addition to Black History Month text sets.
- Have older students compare and contrast the civil rights movement in the cities of Huntsville and Birmingham as described in *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis and *Birmingham, 1963* by Carole Boston Weatherford.
- *Seeds of Freedom* can be used to teach students how nonfiction writing can show voice. Discuss the ways author Hester Bass effectively crafts a nonfiction story with beautiful language (extended metaphor, repetition, addressing the reader, etc.).



Bass, Hester. (2015). *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama* (Illus. E.B. Lewis). Somerville, MA: Candlewick.



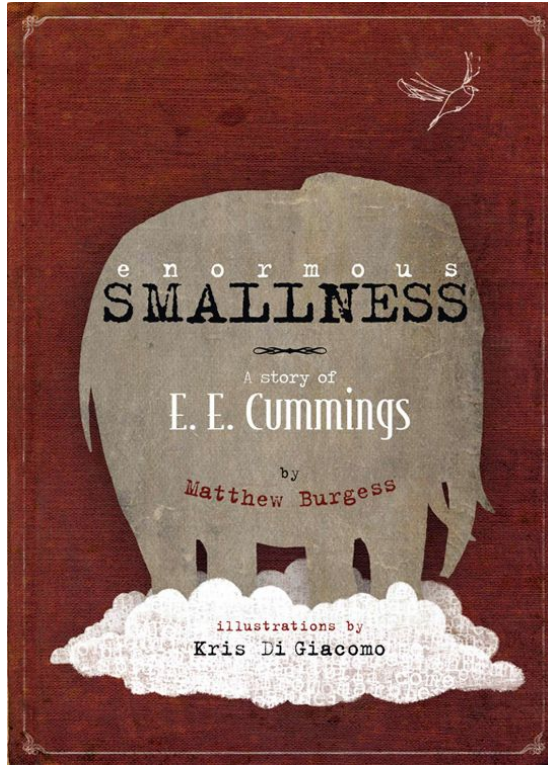
Bunting, Eve. (2015). *Yard Sale* (Illus. Lauren Castillo). Somerville, MA: Candlewick.

Summary:

Callie's family is moving from a house to an apartment in the city, but all of their belongings won't fit in their new home. Before they move they must sell many of their cherished items in a yard sale. Callie is both sad and confused about the momentous change and the things they must leave behind. Eve Bunting and Lauren Castillo deal with this emotional topic with both sweetness and compassion. There is much to contemplate in this evocative story of family, change, and what really constitutes a home.

Connecting to Children , Curriculum, and Community:

- Compare and Contrast ***Yard Sale*** with Patricia MacLachlan's ***What You Know First***, illustrated by Barry Moser. Both books share the stories of young girls on the verge of moving from one home to another and how they deal with the change.
- Have a discussion regarding what we can do with things we no longer want or need. Have the children draw or create a list of these items and talk about the possibilities of repurposing, donating or selling them.
- Tie the book into the math component of money. Host a pretend yard sale in the classroom with price tags and play money.
- Brainstorm with the class about what they think makes a home a home.
- Draw a Venn diagram comparing houses to apartments.



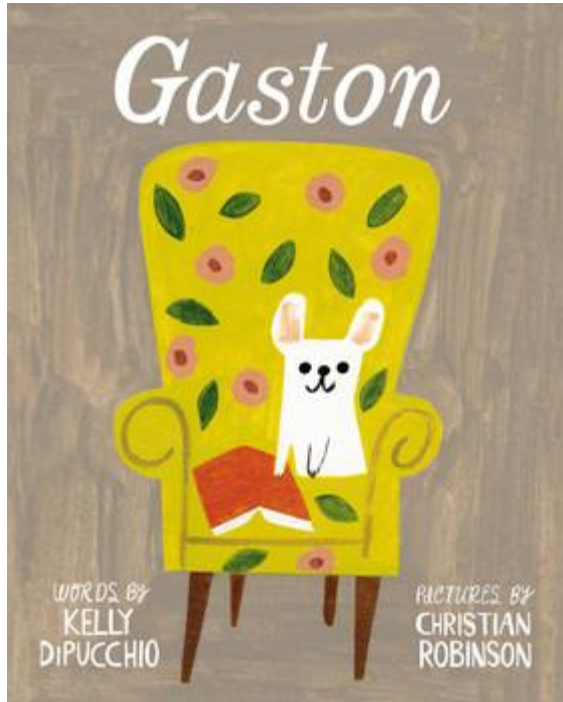
Burgess, Matthew. (2015). *Enormous Smallness: A Story of E.E. Cummings* (Illus. Kris Di Giacomo). Brooklyn, NY: Enchanted Lion.

Summary:

In this picturebook biography, author Matthew Burgess and illustrator Kris Di Giacomo introduce children to the beautiful and motivating story of famous poet e.e. cummings. Both children and adults alike will find inspiration and much to discuss in this vivid and richly illustrated introduction to one of America's most beloved and unconventional poets. Beginning with his first poem, written when he was only three years old, *Enormous Smallness* depicts how Edward Estlin's love of the world around him drove him to create his own unique form of poetry that broke all the rules. This book also includes a chronology and selected poems.

Connecting to Children, Curriculum, and Community:

- Share some of e.e.cummings' poems that have been converted into children's picturebooks, such as *Hist Whist*, illustrated by Deborah Kogan Ray and *I Carry Your Heart With Me*, illustrated by Mati Rose McDonough.
- Compare and contrast *Enormous Smallness* with *A River of Words*, an illustrated biography of the poet William Carlos Williams.
- e.e. cummings was known for his playful language, often inventing words by smashing several words together or hyphenating words, such as: whash-ho zephyr or mud-luscious. Have children create their own unique words.
- Have children use the concept of word-art, by writing a poem and arranging the words in a pictorial form to emulate the style of e.e. cummings.
- Discuss the use of onomatopoeia in the book, such as: hum, buzz, pop and swish!
- Children often feel that poetry must rhyme; use this book to illustrate how poetry can take many unconventional forms.



DiPucchio, Kelly. (2014). *Gaston* (Illus. Christian Robinson). New York, NY: Atheneum.

Summary:

A young bulldog is being raised by a proper poodle family. While across town, a young poodle is being raised by a burly bulldog family. One day the families meet in the park and decide there must have been a mix-up. Yet, by the end of the story they discover what truly makes a family.

Connecting to Children, Curriculum, and Community:

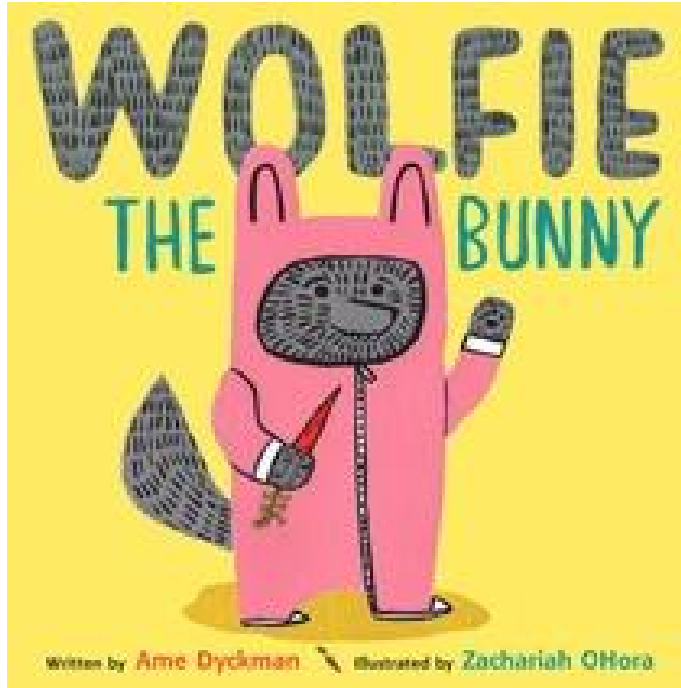
- Text to text connection - Using a Venn diagram, compare and contrast the book *Gaston* to the book *Stellaluna* by Janell Cannon or *The Princess and the Pig* by Jonathan Emmett. Discuss how there is a mix-up (problem) with the main characters in each book and what the characters do to fix (solve) their situations.
- Discuss how Gaston has to work hard to do things that come naturally to his siblings. Ask students to share a time when they had to work hard to learn a new skill (example - riding a bicycle, rollerblading, playing an instrument, etc).
- Research bulldogs and poodles. Create a Venn diagram describing how they are alike and different.
- At the beginning of a school year, a counselor can use this book with a discussion on friendship and the importance of including and accepting all classmates.

Summary:

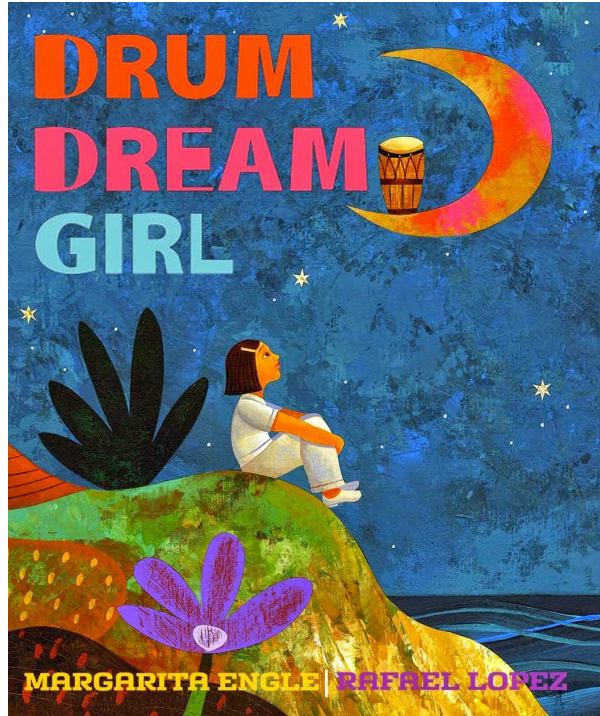
Dot the bunny is a little concerned when her parents find a baby wolf on their doorstep. Mama and Papa think he's adorable, but Dot can't help thinking that, "HE'S GOING TO EAT US ALL UP!" Siblings can be challenging enough, but even more so when they're a wolf in rabbit's clothing! When Dot and Wolfie encounter a bear on one of their excursions, she must decide if Wolfie is really part of the family. Children will enjoy this fun-filled book of sibling rivalry and hilariously engaging illustrations.

Connecting to Children , Curriculum, and Community:

- Compare and contrast ***Wolfie the Bunny*** with Kevin Henkes' ***Julius Baby of the World***. Both books deal with the emotions surrounding a new sibling and standing up for family.
- Discuss the concept of identity and appearances with both ***Wolfie the Bunny*** and the book ***Piggie Bunny*** by Rachel Vail.
- Have children discuss what kind of roles wolves often take in children's stories. How are they portrayed? How is Wolfie different or similar?
- In the book, the bunny family eats carrots and the bear is shopping for honey. Have children do research to find out what rabbits, wolves and bears really eat.



Dyckman, Ame. (2015). *Wolfie the Bunny* (Illus. Zachariah OHora). New York, NY: Little, Brown Books for Young Readers.



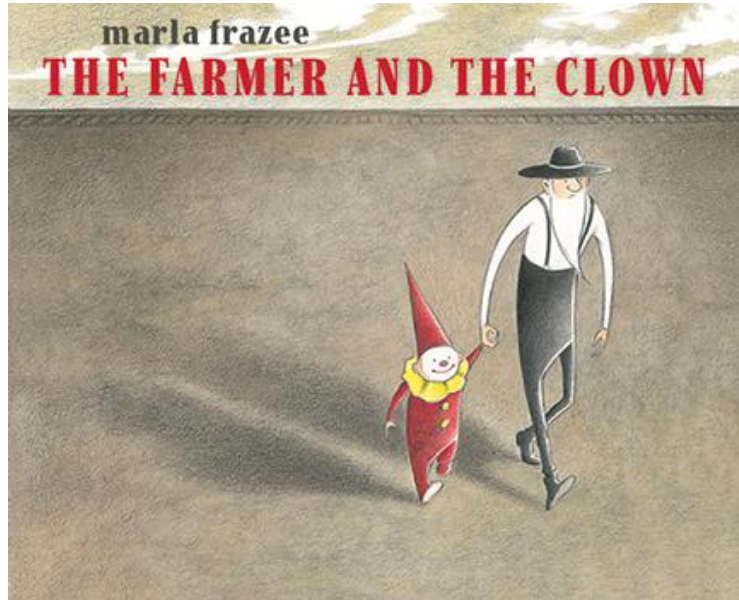
Engle, Margarita. (2015). *Drum Dream Girl: How One Girl's Courage Changed Music* (Illus. Rafael López). New York, NY: Houghton Mifflin Harcourt.

Summary

Imagine having a talent you were unable to share because you were a girl. Imagine practicing in secret and keeping your talent secret. Such is the case for a young girl of Chinese, African, and Cuban descent who helped dismantle gender boundaries in Cuba to become a world-famous drummer. Margarita Engle's rhythmic verse and Rafael López's vibrant tropical landscapes invite readers to not only the world of drumming but also the world of "feeling free to dream."

Connecting to Children , Curriculum, and Community:

- Build off of Zaldarriaga's focus on sounds of her world. Have students close their eyes and listen to the sounds of the school, home or community. Using paper or tablets, students can document the sounds in print or sound modes. Then create poems or generate a musical composition using applicable apps or your music teacher's expertise.
- Explore the rich language and literary devices used to elicit our sense of sound. Also, explore how words create experiences with sound in other books (e.g. *Jazz Baby*, *When Louis Armstrong Taught Me Scat*, *I Got the Rhythm*).
- With the recent lifting of the US embargo on Cuba, this book can serve as the entrance to learning more about Cuba, its history, its societal contributions, and its past and present. relations with the US.
- Illustrator Rafael López's signature work speaks to mystical realism. Explore his visual trademarks in his books to gain insight into both cultural and community representations. Also consider creating a community mural (temporary or permanent) that showcases your students' dreams.



Frazee, Marla. (2014). *The Farmer and the Clown*. New York, NY: Beach Lane Books.

Summary:

An accidental tumble off of a circus train sets into motion a delightful, nearly wordless tale of friendship between a young clown and a seemingly lonely farmer. Faced with uncertainty about how to care for a child (the farmer) and how to return home (the clown), both farmer and child infuse their daily routines with play and mimicry. Just as they form a trusting friendship, the young clown reunites with his family and the farmer is partnered with another new friend.

.Connecting to Children , Curriculum, and Community:

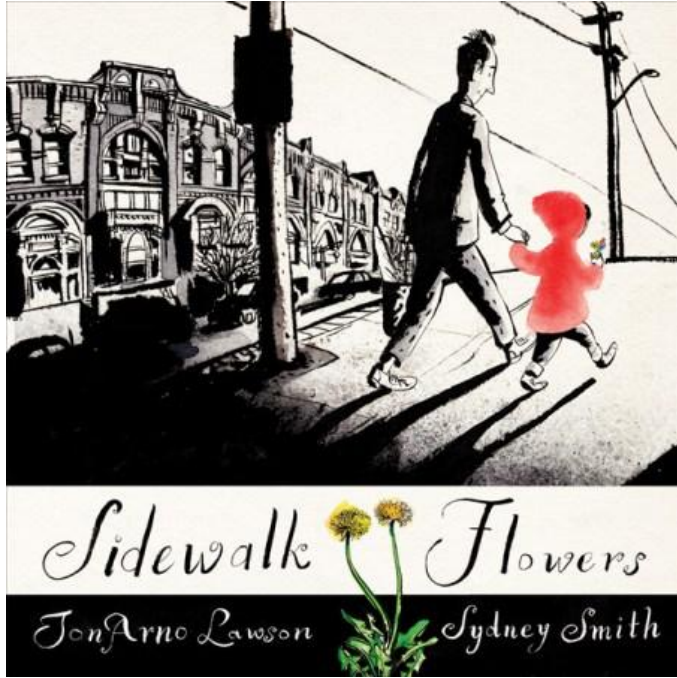
- This book offers ample opportunities to engage in writing narrative and dialogue for the farmer and the clown. Honing in on character development as well as inquiring about larger themes of friendship, family, the concept of home are also viable.
- Engage in an analysis of the passage of time through the vignettes as well as how the use of color aids in our understanding of the plot and overall mood of the story. Inferencing plays a significant role in this story.
- Partner with other wordless books, such as *Pool* and *Sidewalk Flowers*, to explore the concept of perspective, creative play and performance.
- Develop a sequel to this story based on the last scene.

Summary:

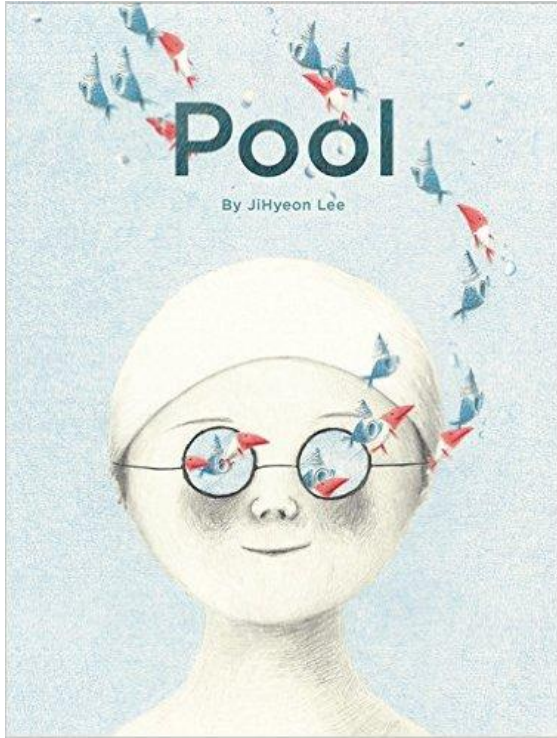
Sidewalk Flowers is a wordless picture book that follows a young girl and a man (presumably her father) on a walk through the city. Most everything in the book is bleak black and white, except for the young girl's vibrant, red coat. Along their journey, the man is more consumed with his cellphone than paying attention to the girl, while she is content picking flowers (which some might consider weeds). She gives the flowers to strangers along the way, and while some of her gifts go unnoticed, her intentions are clear. These small acts of kindness bring joy to the recipients and the giver as well as remind the reader of cherishing simple splendors around us.

Connecting to Children , Curriculum, and Community:

- *Sidewalk Flowers* can be used to interpret illustrations. This gives children the opportunity to focus on the character, plot, and meaning.
- An exemplary text for teaching students how to use illustrations to tell a story.
- Discussions to have with students: noticing everyday beauty and sharing it with others, effects of small acts of kindness, appreciating the natural gifts around us.



Lawson, JonArno. (2015). *Sidewalk Flowers* (Illus. Sydney Smith). Toronto, Canada: Groundwood.



Lee, JiHyeon. (2015). *Pool*. San Francisco, CA: Chronicle.

Summary:

Dive into this wordless wonder. Swim below the surface and escape with two children as they discover a world apart. While crowds collide above the water, these children encounter indescribable creatures below and return to color their own world.

Connecting to Children, Curriculum, and Community:

- **Children:** All children feel shy at times. The children in this book are nervous about a new situation at the beginning, but by the end of the story have shared a wonderful experience and made a new friend. Discuss what it feels like to be nervous or shy when trying something new. Share experiences. Have students create an advice piece for younger students trying new things.
- **Curriculum:** Use this book as a springboard for a variety of writing prompts. Have students create different stories to accompany the pictures. Create a mythical animal field guide, naming and incorporating creatures found in the book. Imagine and record a dialog between the two children. The possibilities are endless!
- **Community:** Invite an artist in to sketch with students. Have the students work collaboratively to build a wordless story while the artist sketches their ideas into art. Allow each child to create their own wordless book and share.

Summary:

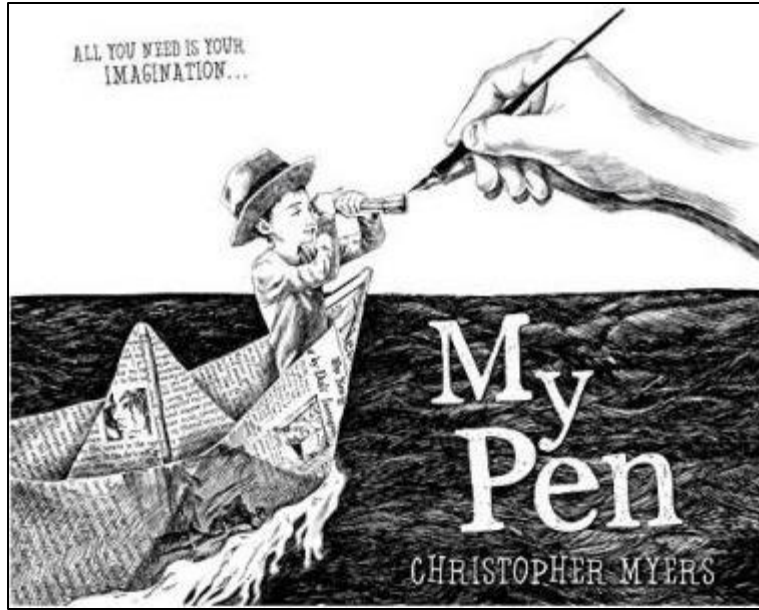
Float is a beautifully illustrated wordless book about a boy's rainy day adventure with his newspaper origami boat. The story is primarily in grey, with yellow accents and touches of red and blue. Notice the newspaper illustrations, the newspaper used to make the boat and later the illustration in the newspaper for the airplane.



Miyares, Daniel. (2015). *Float*. New York, NY: Simon & Schuster.

Connecting to Children, Curriculum, and Community:

- Subjects: boats and boating, toys, lost and found possessions, rain and rainfall
- End pages include directions for making a boat (front) and paper airplane (end).
- When reading a wordless book the story can be different for every reader; it's about the details in the illustration that the reader notices. Because nothing is verbalized, the story is in the eyes of the reader. See which details are important to different students. Do they all notice the same details?
- The boy in the story is content to play alone with his paper boat. Ask students what they would do if they had a paper boat to play with. Where would they be able to play with a paper boat?
- Have students draw what they think happens with the paper airplane.
- Compare with H.A. Rey's *Curious George Rides a Bike*, and Aaron Becker's *Journey*.
- Author's website <http://www.danielmiyares.com/>



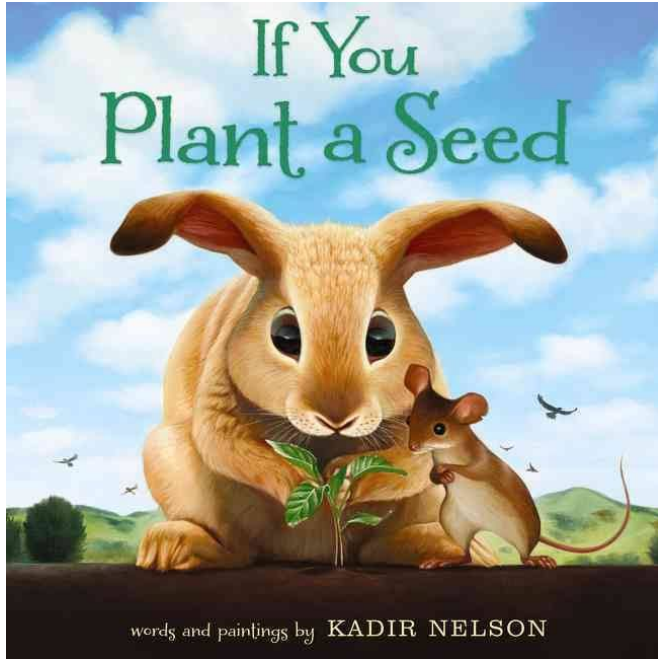
Myers, Christopher. (2015). *My Pen*. New York, NY: Disney-Hyperion.

Summary:

This is a creatively expressive picturebook told from an artist's viewpoint on all the imaginative ways he uses his pen to express himself. In the end of the book, the artist tells readers to use his or her own imagination and draw something using a pen.

Connecting to Children, Curriculum, and Community:

- Language Arts / Writing - This is a fantastic book to use in a figurative language lesson on personification and similes. The entire book describes what the pen is able to do just like a person, therefore giving the pen human characteristics or personification. There are also several uses of similes. After reading the story, invite students to create their own stories telling what their pen can do using personification and similes.
- Social Studies - Research and discover when the first ink pen was invented. Encourage students to learn how using ink as a writing tool has changed throughout the centuries.
- Art - Discuss the concepts of shadowing and contrasting light and dark images. Give students blank white sheets of paper and let them use their imaginations to create drawings using only a pen.



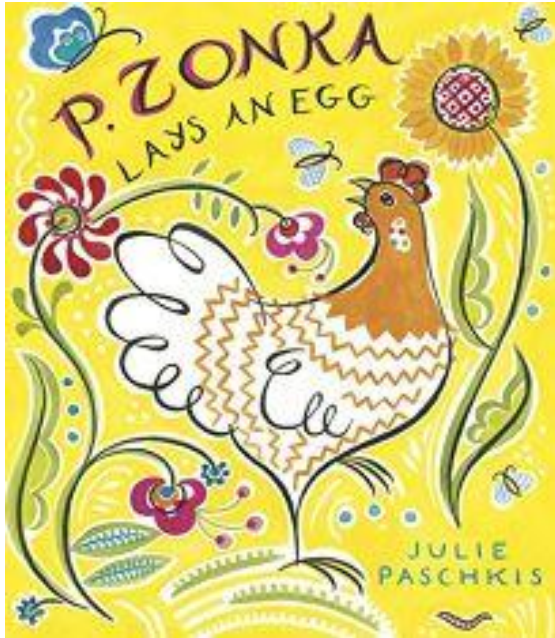
Nelson, Kadir. (2015). *If You Plant a Seed*. New York, NY: Balzer + Bray.

Summary:

A mouse and a bunny plant seeds and are jubilant when their vegetables start to grow. They quickly discover what happens if they decide to share their bounty and what happens if they do not. Young children will learn about the consequences of both selfishness and generosity, and they will cheer when the mouse and bunny make the altruistic choice. (<http://www.teachingbooks.net/tb.cgi?tid=42280&a=1#ActivityGuides>)

Connecting to Children, Curriculum, and Community:

- Discuss how many of our foods come from plants and create a class list of these foods. The list should include fruits, vegetables, and herbs. Then ask the children which of their favorite foods come from plants. Have them create a “Food from Plants” booklet in which they illustrate and label each food.
- Have children brainstorm the many different ways in which they could plant a seed of kindness in the classroom, in their home, and in their community.
- Begin a classroom garden with each child planting seeds and tending the garden. Observe and record changes as the seeds are watered and grow. Discuss the correlation between nurturing plants and their own personal relationships with fellow students.



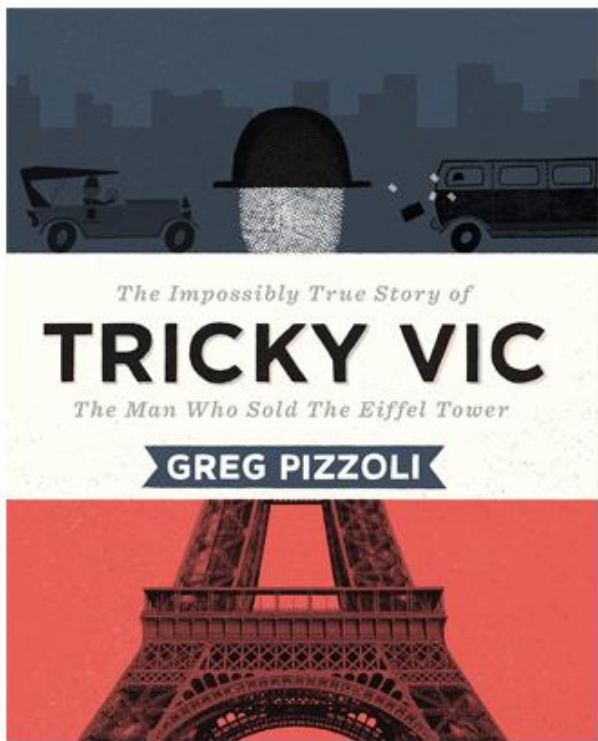
Paschkis, Julie. (2015). *P. Zonka Lays an Egg*. Atlanta, GA: Peachtree Publishers.

Summary:

P. Zonka Lays an Egg is the story of a hen who prefers taking in the beauty of her world to laying eggs. Paschkis' watercolor and gouache illustrations for this simple barnyard tale are an absolute joy. Vibrant yellows, pinks, and blues along with loose black outlines pop off of each spread. Paschkis brings remarkable expression and personality into her chickens while employing the bold, graphic patterns inspired by pysanka, a Ukrainian method of egg decoration. This is certainly a case where the artistic techniques employed fit its story perfectly. When P. Zonka finally lays an egg, the book's whimsical imagery and colorful backgrounds are reflected in her creation. Readers enjoy flipping back through the pages of this book to find all of P. Zonka's inspirations.

Connecting to Children, Curriculum, and Community:

- Paschkis use of descriptive language makes *P. Zonka* a great mentor text for descriptive writing exercises.
- Art teachers will be inspired to share this book with students when studying watercolors and patterns.



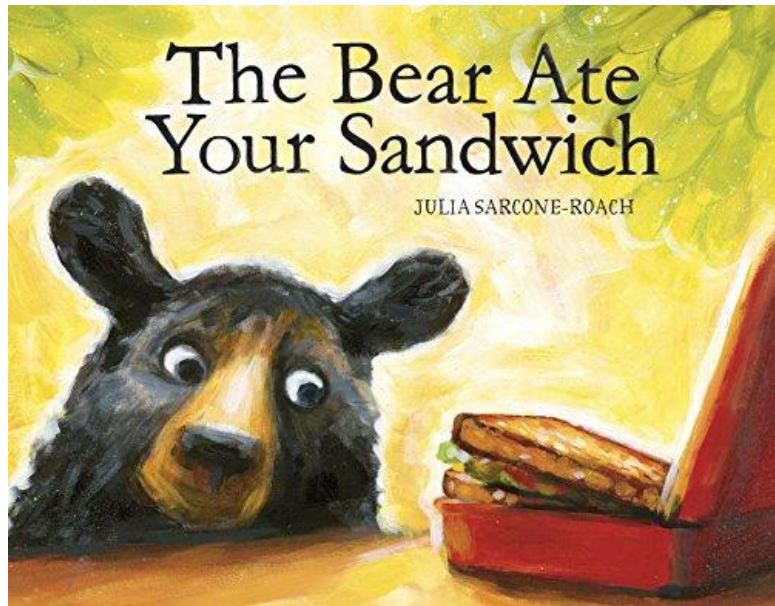
Pizzoli, Greg. (2015). *Tricky Vic: The Impossibly True Story of the Man Who Sold the Eiffel Tower*. New York, NY: Viking.

Summary:

This is the true story of a man born Robert Miller in 1890 in what is now the Czech Republic. He left home to become an artist. He started making money gambling, but quickly moved on to larger and larger cons. He changed his name to Count Victor Lustig. He met Al Capone in Chicago, moved back to Europe and sold the Eiffel Tower more than once, and escaped back to the US where he was eventually caught and put in prison for new crimes.

Connecting to Children, Curriculum, and Community:

- Subjects: counterfeiting, cons, con artist, prohibition, Eiffel Tower
- Other novels to discuss include *Al Capone Does My Shirts* by Gennifer Choldenko, *Lincoln's Grave Robbers* by Steve Sheinkin, and one of this year's Georgia Book Award books, *Masterminds* by Gordon Korman.
- Discuss with students how his cons worked and which cons would work today.
- Includes glossary and sources - cited articles from *The Chicago Tribune* are all available online <http://archives.chicagotribune.com/results/> New York Times articles available for a fee.
- Author's website <http://www.gregpizzoli.com>



Sarcone-Roach, Julia. (2015). *The Bear Ate Your Sandwich*. New York, NY: Random House.

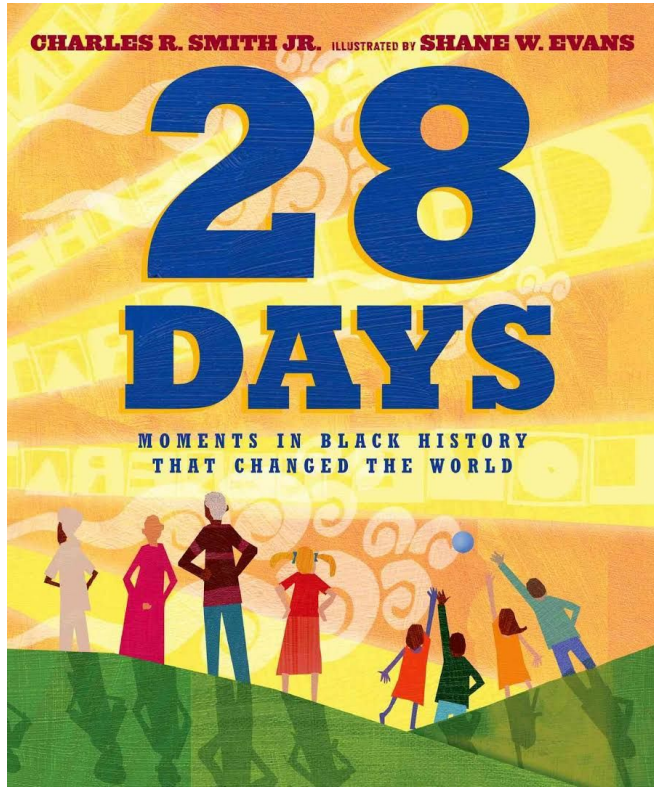
Summary:

*“By now I think you know what happened to your sandwich.
But you may not know how it happened.
So let me tell you.
It all started with the bear . . .”*

The narrator spins a long, involved story about how a bear found its way to the city (and the sandwich), while warm, painterly acrylics show what’s really going on. The story and accompanying artwork stand nicely on their own, while the narrative frame delivers an extra comic kick in the pants. (Publisher’s Weekly)

Connecting to Children, Curriculum, and Community:

- This story is a great way to springboard into a discussion about bear habitats and how human civilizations may intrude into nature.
- Use this book as an example of an “unreliable narrator” to compare different types of narrators.
- Use this text as a story starter for students to write their own tall tale.



Smith, Charles. R. Jr. (2015). *28 Days: Moments in Black History That Changed the World* (Illus. Shane Evans). New York, NY: Roaring Brook Press.

Summary:

29 original poems from Smith take readers on a journey through the important moments and figures of African American history - from Crispus Attucks to Barack Obama. This magnificent African American poetry collection is further elevated by Shane Evans' exceptional collage work.

Connecting to Children, Curriculum, and Community:

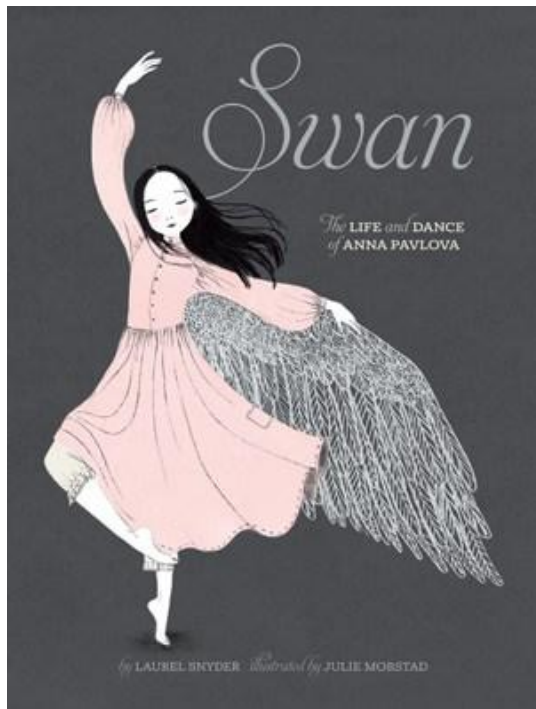
- A fantastic addition to any poetry collection, *28 Days* will be especially helpful for teachers and students each February.
- Smith's poems offer the opportunity for students to compare and contrast poetic forms.
- Evans' art work provides art teachers with wonderful examples of collage.

Summary:

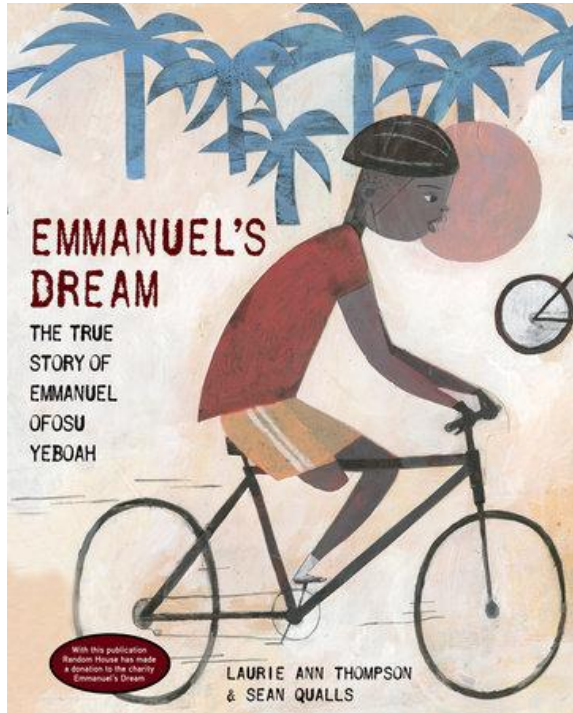
Small and alone in a world that is cold in many ways, Anna labors with her mother doing laundry. One night, an insatiable desire is awakened inside Anna – she must dance. Anna trains to become a beautiful ballerina. She performs all over the world and dances no role better than the swan. The swan brings ballet to both rich and poor all over the world and seeks to share ballet with all. The world is warm and Anna brings delight to many. She is at home among the people of the world, but her home is not the same. The world changes from that which Anna has known. The beautiful swan becomes ill and the world becomes cold once more. Yet this time it is different because her dance lives on...

Connecting to Children, Curriculum, and Community:

- Curriculum: Research Skills – Ask students to research Anna Pavlova or other famous dancers. Have students present their findings to the class. Research the different famous ballets mentioned in the book. Divide students into groups to create projects about each of the ballets and their storylines. Investigate the cultural and historical events surrounding the time of Anna's life. Assign specific events to different children or groups.
- Children: Creative Movement – Children love to move! Give them the opportunity to create their own dances to share with their peers. Students may even teach their dances to the class. Just as Anna was the swan, allow each child to select their own animal and represent it through dance.
- Community: Invite a local ballerina or dancer to visit. Have them share about their experiences or conduct a workshop. If possible, take students to see a live dance performance or visit a studio. Research dance groups in your area for opportunities!



Snyder, Laurel. (2015). *Swan: The Life and Dance of Anna Pavlova* (Illus. Julie Morstad). San Francisco, CA: Chronicle.



Thompson, Laurie Ann. (2015). *Emmanuel's Dream* (Illus. Sean Qualls). New York, NY: Schwartz & Wade.

Summary:

Emmanuel's Dream is a true inspirational story about the life of Emmanuel Ofosu Yeboah. Emmanuel was born in West Africa with one deformed leg. Most disabled kids were unable to attend school and it was difficult to make friends, but Emmanuel persevered and found ways to do all of the things he wanted to do. When his mother was sick, he was the sole provider for his family. He refused to beg like other disabled people and worked hard to provide for his family. When Emmanuel got the idea to bicycle around Ghana most people thought it would be impossible. He trained and prepared and against all odds set off on the journey of a lifetime. He is now known worldwide for his inspirational message, "One leg is enough to do great things—and one person is enough to change the world."

Connecting to Children, Curriculum, and Community:

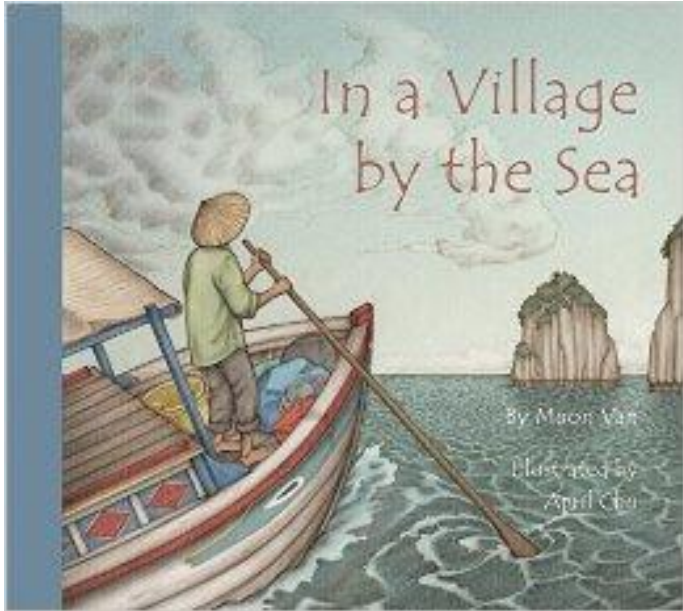
- Curriculum guide with standards, discussions, and activities can be found at <http://www.scribd.com/doc/251881365/Emmanuel-s-Dream-Curriculum-Guide>.
- Explore Emmanuel's website at <http://www.emmanueldream.org/> to find out more about his mission and goals today.

Summary:

In a Village by the Sea takes place in a fishing village in Vietnam. At the beginning of the book, we see a man who is fishing. Each subsequent page zooms in on his home high above the water. In the home, the fisherman's wife, his child, and a cricket (who is painting the fisherman) are revealed. In the cricket's painting, the fisherman longs to be home while he waits out a storm. Despite the distant setting, children will identify with the fisherman's desire for the comforts of home.

Connecting to Children, Curriculum, and Community:

- Build students' background knowledge of Vietnam. Show students pictures of An Bang, author Muon Van's ancestral village. Make a traditional Vietnam recipe. Discuss how the setting of the book affects the story.
- This book contains a circular ending because it begins and ends with the fisherman on his boat in the sea. Compare and contrast *In a Village by the Sea* to other stories with a circular ending, such as *Why Mosquitoes Buzz in People's Ears* by Verna Aardema or *If You Give a Mouse a Cookie* by Laura Joffe Numeroff.
- This book's illustrations offer a view of the story from several different unique perspectives. Ask students to share what each of the characters in the story sees. Compare the illustrations to those found in Istvan Banyai's *Zoom*.



Van, Muon. (2014). *In a Village by the Sea* (Illus. April Chu). Berkeley, CA: Creston.