

# NASSAU LIBRARY SYSTEM

*Strengthening Nassau's Public Libraries*



NOVEMBER 10, 2011

TO: MEMBER LIBRARY DIRECTORS  
CHILDREN'S LIBRARIANS

FROM: Renee McGrath, Youth Services Manager

SUBJECT: **2012 Annual Mock Caldecott Discussion Day**

**MONDAY, DECEMBER 12, 2011**

**9:00AM – 12:00PM**

(PLEASE NOTE WE ARE STARTING AT 9AM)

**Andrew Geddes Meeting Room  
Nassau Library System**

Our annual Mock Caldecott Discussion Day will be here soon! This is a wonderful opportunity to examine and evaluate some of the many titles that were published for children in 2011, and to select our top choices for this prestigious award. Attached to this memo is a list of 16 titles. We will be going back to our old format and breaking into small groups to discuss all of the titles. We are also lucky to have LuAnn Toth attending, who is currently on the 2012 Caldecott Selection Committee. She will talk to us about her experience and listen in on our discussions. So come prepared! Please see the attached documents for all of the information you need to make this an enjoyable and productive experience.

If you plan on attending, please fill in the form below and return it to Judy by fax or email at [jburkhoff@nassaulibrary.org](mailto:jburkhoff@nassaulibrary.org) *NOTICE JUDY'S NEW EMAIL ADDRESS* ☺

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**Please Return to Judy Burkhoff, NLS Youth Services**

\_\_\_ I will attend the Mock Caldecott Workshop on Monday, December 12, 2011 at **NLS**

Name \_\_\_\_\_

Library \_\_\_\_\_

The  
Randolph  
Caldecott  
Medal



## Nassau Library System

### ***2012 Annual Mock Caldecott Discussion Day***

Attached you will find a list of **16** books selected for our 2012 Annual Mock Caldecott Discussion. Each title was published in 2011 and meets the established criteria for the Caldecott Award. The books are some of the best of the year and are included in other Mock Caldecott discussions across the country. Of course, there are *many* other well-reviewed books and potential Caldecott winners. This is only a small selection of what the Caldecott Committee is actually discussing and there is no guarantee that they will choose one of these titles, but we will have a wonderful day discussing these terrific books and coming up with winners of our own!

We will be breaking into two small discussion groups led by some of your colleagues. Each group will have an opportunity to discuss every title, so please familiarize yourself with all 16 titles.

After our discussions, we will come together as a group and vote for the winner. Our guidelines for voting will be similar to the ones used by the actual Caldecott Selection Committee.

I have also attached a few different documents that should help you critically evaluate the books you are reviewing:

1. Tips from ALSC on how to evaluate a picture book.
2. *Aspects of Art: a Checklist for Evaluating Books for a Mock Caldecott Program* developed by Jess Tymecki at the North Bellmore Public Library.
3. *Caldecott Award* which includes the some of the definitions and criteria that the actual committee uses when they review and evaluate a book.

Please try to think about these definitions and criteria when you read through the selected titles AND when you discuss a book in your groups.

I encourage you to look at **all** of the titles **before** our meeting. However, you can also come early and look at the ones you do not own, or could not get. Please bring any copies of the listed books that you own to the discussion. It would be helpful to have as many copies as possible on the morning of December 12.

Engaging in a process that is both vital and dear to the continuation of excellence in literature for young people, the mock discussions allow librarians to become familiar with *some* of the most outstanding books of the year. Participants will learn how the awards are decided and begin to think more critically about literature.

### **Agenda**

9:00 - 9:15	Time to look at the nominated titles
9:15 - 9:45	Announcements & Caldecott Medal Criteria with LuAnn Toth
9:45 – 10:45	First discussion group
10:45 - 11:45	Second discussion group
11:45 - 12:00	Voting & Award Ceremony

**2012 Mock Caldecott**  
**Monday, December 12, 2011**  
**Nassau Library System/ Andrew Geddes Meeting Room**  
***Titles for Discussion***

- Around The World*** by Matt Phelan
- A Ball for Daisy*** by Chris Raschka
- Balloons over Broadway*** by Melissa Sweet
- Blue Chicken*** by Deborah Freedman
- Brother Sun, Sister Moon*** reimagined by Katherine Paterson, ill. by  
Pamela Dalton
- Bumble-Ardy*** by Maurice Sendak
- Grandpa Green*** by Lane Smith
- I Want My Hat Back*** by Jon Klassen
- Jonathan & the Big Blue Boat*** by Philip C. Stead
- Little White Rabbit*** by Kevin Henkes
- Me, Jane*** by Patrick McDonnell
- Neville*** by Norton Juster, ill. by G. Brian Karas
- Perfect Square*** by Michael Hall
- Stars*** by Mary Lyn Ray, ill. by Marla Frazee
- Swirl by Swirl*** by Joyce Sidman, ill. by Beth Krommes
- Where's Walrus?*** by Stephen Savage



## **Some thoughts on how to evaluate a picture book taken from ALSC's handbook on how to do a mock election.\***

They have the following advice:

The best way to evaluate a picture book is to look, and look again and again. Approach the book with the joy of discovery, with open eyes and an open mind, giving the author and illustrator a chance to create a visual experience.

Gain an impression of the visual story while flipping slowly through the book from cover to cover without reading the text at first. Viewing the pictures independently in this way also reveals how effectively they flow from one to another.

Then go through the book reading the text and viewing the illustrations. Do text and illustrations work together to tell the story, develop the concept, or impart information?

Do the illustrations extend the narrative, enhance the story, and add new dimension to the text.

Illustrations add visual appeal, decorate the text, and represent the narrative in many picture books, but distinguished illustrations go beyond, to become an integral part of the story. They enhance and enrich the experience by establishing setting, evoking mood, offering nuances to character, leading the eye from page to page and providing visual clues to plot development.

You can, or want, to talk about color, perspective, light and dark, shape or line. These all make up a distinguished picture book.

Things to consider if they detract from the overall effectiveness of a book include typeface, paper stock, size and shape of a book, the dust jacket, front cover and endpapers. An example of this might be the abrupt cropping of illustrations at the book's gutter, or page composition, including poor placement of the text in relation to the pictures. **Also do not discuss a book's 'usefulness' or its appropriateness for storytime.**

\*Newbery and Caldecott Mock Elections by Kathleen Simonetta. ALSC, Revised Edition, 2001

**Aspects of Art:  
A Checklist for Evaluating Books for a Mock Caldecott Program**

Book Title \_\_\_\_\_

Illustrator \_\_\_\_\_

**After examining the illustrations in the book, circle or underline at least one choice for each category:**

**COLOR:**

Quiet	Active
Soft	Bright
Combination	Other _____

**MEDIUM:**

Watercolor	Pen-and-ink
Photographs	Oils
Gouache	Cut paper
Colored pencil	Collage
Mixed media	Other _____

**STYLE:**

Realistic	Cartoon
Photographic	Abstract
Stylized	Combination
Other _____	

**ACCURACY:**

Art matches author's descriptions	Doesn't match
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**DESIGN:**

Many pictures on a page	Few pictures	
Large drawings	Small drawings	
Many words on a page	Few words	Combination

**NECESSITY:**

Illustrations help in understanding the story  
Illustrations limit understanding

OVER

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**Rate the illustrations on a scale from 1 to 5, with 1 being the highest, 5 the lowest:**

1                      2                      3                      4                      5

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**Answer the following questions:**

1. What is the story's theme? (What is it about?)
  
2. What is the mood of the story? (sad, dreamlike, funny, etc.)
  
3. What age child would like this book? Why would the art appeal to children this age?
  
4. Do the illustrations represent the story in a way that increases your interest in or understanding of the story? Why or why not?
  
5. Do the illustrations match the story, theme, or mood? Why or why not? (Include aspects of art listed on the other side of this page.)

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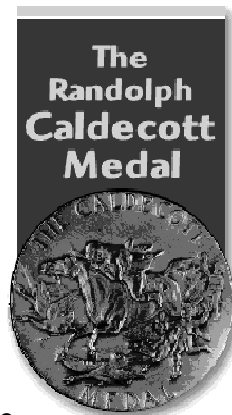
**Circle a number below to indicate whether you think this book is Caldecott Medal quality. Remember, according to the criteria for the Caldecott Medal, your rating should be based on illustrations first, then the story, overall design, etc.**

1                      2                      3                      4                      5

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# CALDECOTT AWARD

## Adapted from ALA's Terms & Criteria



### DEFINITIONS

1. A "picture book for children" as distinguished from other books with illustrations, is one that essentially provides the child with a visual experience. A picture book has a collective unity of story-line, theme, or concept, developed through the series of pictures of which the book is comprised.
2. A "picture book for children" is one for which children are a potential audience. The book displays respect for children's understandings, abilities, and appreciation. Children are defined as persons of ages up to and including fourteen and picture books for this entire age range are to be considered.
3. "Distinguished" is defined as
  - a. marked by eminence and distinction: noted for significant achievement
  - b. marked by excellence in quality
  - c. marked by conspicuous excellence or eminence
  - d. individually distinct

### CRITERIA

1. In identifying a "distinguished American picture book for children," defined as illustration, committee members need to consider:
  - a. Excellence of execution in the artistic technique employed;
  - b. Excellence of pictorial interpretation of story, theme, or concept;
  - c. Appropriateness of style of illustration to the story, theme or concept;
  - d. Delineation of plot, theme, characters, setting, mood or information through the pictures;
  - e. Excellence of presentation in recognition of a child audience.
2. The only limitation to graphic form is that the form must be one which may be used in a picture book. The book must be a self-contained entity, not dependent on other media (i.e., sound, film or computer program) for its enjoyment.
3. Each book is to be considered as a picture book. The committee is to make its decision primarily on the illustration, but other components of a book are to be considered especially when they make a book less effective as a children's picture book. Such other components might include the written text, the overall design of the book, etc.

*Note:* The committee should keep in mind that the award is for distinguished illustrations in a picture book and for excellence of pictorial presentation for children. The award is not for didactic intent or for popularity.

Adopted by the ALSC Board, January 1978. Revised, Midwinter 1987. Revised, Annual 2008.  
<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottterms/caldecottterms>