

MODULE 1

THIRD GRADE

What's Happening in English Language Arts Class?

Your child's class will use Wit & Wisdom as our English Language Arts curriculum. By reading and responding to excellent fiction and nonfiction, your student will learn about key history, science, and literature topics.

The Sea

In this first module, The Sea, we will study why people explore the sea. Poets and writers explore the sea through words and images. Scientists use technology to discover new living things. We will explore nonfiction, fiction, poetry, art, and film as we ask: Why do people explore the sea?

OUR CLASS WILL
READ THESE BOOKS:



Nonfiction Picture Books

- *The Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster* by Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack!* by Cathy East Dubowski

Fiction Picture Books

- *Amos & Boris*, William Steig

OUR CLASS WILL
WATCH THESE
FILMS:



- "[Cousteau's Silent World: Shipwreck Excerpt](#)"
- "[Quest for the Giant Squid](#)"
- "[Sperm Whale Encounter](#)"
- "[Why the Ocean Matters](#)"

Find all the links online at <http://bit.ly/witwisdom3rd>



BALTIMORE CITY
PUBLIC SCHOOLS

© Great Minds PBC

www.baltimorecityschools.org/elementary-school

OUR CLASS WILL
**LOOK AT THESE
WORKS OF ART:**



- [The Great Wave off Kanagawa](#) by Katsushika Hokusai
- [The Boating Party](#) by Mary Cassatt
- [The Gulf Stream](#) by Winslow Homer

OUR CLASS WILL
**ASK THESE
QUESTIONS:**



- How do artists explore the sea?
- Why and how do scientists explore the sea?
- Why and how do scientists explore sea creatures?
- Why do people explore the sea?

OUR CLASS WILL
READ THIS STORY:



- [“The Lion and the Mouse,”](#) from the Full Text of Aesop’s Fables

OUR CLASS WILL
READ THIS POEM:



- [“The Sea Wind”](#) by Sara Teasdale

VOCABULARY

For their tests, your child should know the meaning of each word and how to use it in a sentence:

- Explore
- Immense
- Luminous
- Desperately
- Vast
- Colossal
- Revise
- Loomed
- Nonfiction
- Summary
- Nutrients
- Flexible
- Overwhelmed
- Speck
- Observe
- Habitat
- Illuminate
- Biography
- Tinker
- Fantastic
- Fascinating
- Bulky
- Predator
- Prey
- Species
- Biodiversity
- Ecosystem
- Captivity
- Bioluminescent
- Thrust



PRACTICING AT HOME

WRITING, TALKING AND READING

Snapshot: In this first module, The Sea, your child will learn why people explore the sea.

THIRD GRADE
MODULE 1: THE SEA

YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

At the [end of this unit](#), your child will work on this goal:

Write a multi-paragraph essay on why artists or scientists explore the sea.

The essay will include:

- At least two paragraphs
 - **Topic statement** (explains what is being written about in each paragraph)
 - **Evidence** (facts and details from more than one place to support their answer)
 - **Organizing** ideas into paragraphs

AT HOME ACTIVITIES

PHONICS:

Your child is learning phonics skills, so they will become a strong reader. Check out [mClass Home Connect](#) for more great activities linked to your child's learning!

LET'S TALK:

Talk with your child about how their day went. Help them connect what they learned in school with their life.

Ask your child:

- What is the most interesting thing you have learned about the sea?
- Is the sea mysterious? Why?
- Is the sea beautiful? Why?
- How have humans explored the sea?

Remember, you can try these activities any time. Do as much or as little as your time allows. You can do **Let's Talk** while running errands or cooking dinner.

Find all the links online at <http://bit.ly/witwisdom3rd>



BALTIMORE CITY
PUBLIC SCHOOLS

© Great Minds PBC

www.baltimorecityschools.org/elementary-school

WRITING:

Your child is learning how to write and express themselves and what they have learned. You can try this writing activity at home:

Creating an Imaginary Sea Creature

Your child is learning how scientists explore the sea. It is important that they notice, wonder, and think creatively.

- **Step 1:** Have your child think about an imaginary sea creature (**Tip:** the imaginary sea creature can be a blend of the many sea creatures they have learned about).
- **Step 2:** Have your child describe the sea creature and draw what it looks like.
- **Step 3:** Have your child write a paragraph (4-5 sentences) describing their imaginary sea creature.

REMINDERS

- Ask your child's teacher for copies of their end of unit tasks
- Ask your child's teacher for the mClass Home Connect Letter
- Ask your child's teacher what reading skills they need more support with
- Watch for your child's report card
- Schedule your parent teacher conference
- Check the City Schools calendar each week for important dates/reminders

Free Places to Explore and Learn Art

- Walters Art Museum: Visit [here](#) to explore
- Baltimore Museum of Art: Visit [here](#) to explore. (If you want to go to the BMA, you will need to reserve a time.)
- Meet sea creatures for free, visit the website of the National Aquarium <https://aqua.org/>

RESOURCES

Want to read some books about this unit at home?

Here are some suggestions:

- *Extreme Oceans* by Seymour Simon
- *National Geographic Little Kids First Big Book of the Ocean* by Catherine Hughes
- *Down, Down, Down: A Journey to the Bottom of the Sea* by Steve Jenkins
- *A Life in the Ocean: The Story of Oceanographer Sylvia Earle* by Claire A. Nivola
- *Shark Lady: True Adventures of Eugenie Clark* by Ann McGovern
- *Manfish: A Story of Jacques Cousteau* by Jennifer Berne
- *Tentacles! Tales of the Giant Squid* by Shirley Raye Raymond
- *Surprising Sharks: Read and Wonder* by Nicola Davies
- *Sharks* by Seymour Simon
- *National Geographic Readers: Weird Sea Creatures* by Laura Marsh
- *Giant Squid* by Candace Fleming
- *Narwhal: Unicorn of the Sea* by Janet Halfmann

TIP: You can find these books for free at your local [Enoch Pratt Free Library](#)



MODULE 2

THIRD GRADE

What's Happening in English Language Arts Class?

Wit & Wisdom is our English curriculum. Your students will study excellent writing to build their knowledge of key topics in history, science, and literature.

Outer Space

In this module, Outer Space, we will study the history of how people have learned about space. By reading books and examining art, students will explore our fascination with the cosmos. They will ask: How do people learn about space?



OUR CLASS WILL READ THESE BOOKS:



Nonfiction Picture Books

- *Moonshot* by Brian Floca
- *One Giant Leap* by Robert Burleigh
- *Starry Messenger* by Peter Sis

Fiction Picture Books

- *Zathura* by Chris Van Allsburg

OUR CLASS WILL READ THESE ARTICLES:



- "Galileo's Starry Night" by Kelly Terwilliger
- "[Greek Myths](#)," American Museum of Natural History
- "Apollo 11: The Eagle Has Landed," by Leigh Anderson

OUR CLASS WILL WATCH THESE FILMS:



- "[CBS News Moon Landing Coverage with Walter Cronkite \(7/20/1969\)](#)"
- "[Moon 101](#)," National Geographic

OUR CLASS WILL LOOK AT THESE WORKS OF ART:



- [Starfield](#) by Vija Celmins
- [Space Object Box](#) by Joseph Cornell



Find all the links online at <http://bit.ly/witwisdom3rd>



© Great Minds PBC

www.baltimorecityschools.org/elementary-school



OUR CLASS WILL READ THESE STORIES:



- [“Pegasus and Perseus”](#) by Anonymous
- [“Pegasus and Bellerophon”](#) by Anonymous
- [“Callisto and her Son”](#) by Anonymous

OUR CLASS WILL ASK THESE QUESTIONS:



- How did Galileo learn about space?
- How did the astronauts of Apollo 11 learn about space?
- How do artists and writers help people learn about space?

VOCABULARY

For their tests, your child should know the meaning of each word and how to use it in a sentence:

- | | |
|-----------------|---------------|
| • Traditions | • Hideous |
| • Descent | • Reduced |
| • Revolve | • Lunar |
| • Mission | • Released |
| • Advantages | • Myth |
| • Constellation | • Condemned |
| • Satellites | • Conserve |
| • Punished | • Assembly |
| • Doubt | • Ascent |
| • Thrive | • Gouge |
| • Astronomer | • Clipped |
| • Pardoned | • Permanent |
| • Grit | • Malfunction |
| • Accomplished | • Fragile |
| • Intend | • Influence |

PRACTICING AT HOME

WRITING, TALKING AND READING

Snapshot: In this first module, Outer Space, your child will study the history of how people have learned about space.



THIRD GRADE
MODULE 2: OUTER SPACE

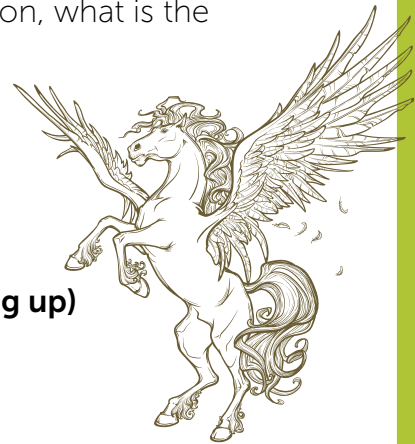
YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

Your child will work on these [learning goals](#):

- Work with their class to create a website called “Learning About Space.”
- Write an essay for the website that answers this question: “In your opinion, what is the most important thing people have done to learn about space?”

The essay will include:

- **Introduction** (must have opinions statement, topic, text, and author)
- **Opinion** (thoughts and feelings)
- **Evidence** (facts)
- **Adjectives**
- **Adverbs**
- **Pronouns**
- **Conclusion (wrapping up)**



AT HOME ACTIVITIES

PHONICS:

Your child is learning phonics skills, so they will become a strong reader. Check out the [mClass Home Connect](#) for helpful home activities!

LET'S TALK:

Here is a way to talk with your child about what they are learning.

Ask your child:

- What can you tell me about space?
- What do you notice and wonder about space?
- If you met an astronaut tomorrow, what would you ask them? Why?
- Would you travel to space if you could? Why or why not?

Remember, you can try these activities any time. Do as much or as little as your time allows. You can do **Let's Talk** while running errands or cooking dinner.

Find all the links online at <http://bit.ly/witwisdom3rd>



BALTIMORE CITY
PUBLIC SCHOOLS

© Great Minds PBC

www.baltimorecityschools.org/elementary-school

WRITING:

Your child is becoming a stronger writer. They will write to express themselves and show what they have learned. Please try this writing activity at home.

A conversation with an astronaut

Your child is learning how scientists explore the space. It is important that they notice, wonder, and think creatively.

- **Step 1:** Ask your child to imagine that they got a chance to talk to the astronauts of Apollo 11.
- **Step 2:** Have your child write a paragraph about what they talked about. You can help your child by asking:
 - What questions did you ask the astronauts?
 - What do you know about the Apollo 11 mission?
 - What did the astronauts learn about space during their mission?

REMINDERS

- Ask your child's teacher
 - For copies of their end of module tasks.
 - For their Amplify mClass Home Connect Letter.
 - What reading skills your child is working on.
- Watch for your child's report card and schedule your parent/teacher conference.
- Check the City Schools [calendar](#) each week for important dates/reminders.

Free Places to Explore and Learn Art

- Walters Art Museum: Visit [here](#) to explore
- Baltimore Museum of Art: Visit [here](#) to explore. (If you want to go to the BMA, you will need to reserve a time.)
- Get detailed information for each grade [here](#) on works of art that support the curriculum



RESOURCES

Want to read some books with your child at home?

These books will help them learn more about outer space.

- *The Planet Gods* by Jacqueline Mitton
- *Once Upon a Starry Night* by Jacqueline Mitton
- *The Little Prince* by Antoine de Saint Exupery
- *The Moon* by Seymour Simon
- *Boy, Were We Wrong About the Solar System!* by Kathleen V. Kudlinski
- *Find the Constellations* by H. A. Rey
- *Next Time You See the Moon* by Emily Morgan
- *If You Decide to Go to the Moon* by Faith McNulty
- *Reaching for the Moon* by Buzz Aldrin
- *Footprints on the Moon* by Alexandra Siy
- *This is the Way to the Moon* by Miroslav Sasek
- *The Planets, Time for Kids*
- *The Zoo in the Sky* by Jacqueline Mitton
- *Meteor* by Patricia Polacco
- *The Moon Over Star* by Dianna Hutts Aston
- *Space* by Mary Pope and Will Osborne
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Timmesh
- *Moonwalk: The First Trip to the Moon* by Judy Donnelly

TIP: You can find these books for free at your local [Enoch Pratt Free Library](#). Ask your library to have books ready for you to pick up. Or, ask the library to mail books to you.

MODULE 3

THIRD GRADE

What's Happening in English Language Arts Class?

Your child's class will use Wit & Wisdom as our English Language Arts curriculum. Your student will read and respond to excellent fiction and nonfiction writing. They will learn about key history, science, and literature topics.

A New Home

We will explore stories about people who come to America to live. We will learn how immigrants make new homes for themselves.



OUR CLASS WILL READ THESE BOOKS:



Nonfiction Picture Books

- *Coming to America: The Story of Immigration* by Betsy Maestro

Fiction Picture Books

- *Grandfather's Journey* by Allen Say
- *Tea with Milk* by Allen Say
- *The Keeping Quilt* by Patricia Polacco
- *Family Picture* by Carmen Lomas Garza

OUR CLASS WILL WATCH THIS VIDEO:



- "[Día de los Muertos Festival 2015](#)"—Artist Talk by Carmen Lopez Garza 1" from the Smithsonian National Museum of the American Indian. (excerpts)

OUR CLASS WILL READ THIS STORY:



- "Two Places to Call Home" by Jody Kapp (Cobblestone article)

OUR CLASS WILL LOOK AT THESE PHOTOGRAPHS:



- "[The Steerage](#)" by Alfred Stieglitz
- "Untitled photograph of evacuees seeing the Statue of Liberty"



Find all the links online at <http://bit.ly/witwisdom3rd>



© Great Minds PBC

www.baltimorecityschools.org/elementary-school

OUR CLASS WILL
**LOOK AT
THESE FAMOUS
MONUMENTS:**



- "[Liberty Enlightening the World](#)" by Frédéric Auguste Bartholdi
- "[Gateway Arch](#)" by Eero Saarinen
- "[The Washington Monument](#)" by Robert Mills

OUR CLASS WILL
**LISTEN TO RECORDINGS
OF REAL PEOPLE
TELLING THEIR
STORIES:**



- "[Morris Remembers the Steamship](#)" from the Ellis Island Oral History Collection, National Park Service
- "[William Remembers the Storm](#)" from the Ellis Island Oral History Collection, National Park Service
- "[Oral History Library](#)" from The Statue of Liberty-Ellis Island Foundation, Inc.

VOCABULARY

For their tests, your child should know the meaning of each word and how to use it in a sentence:

kimono

immigrated

immigrants

journey

longing

foreigner

childhood

homesick

bilingual

inspiring

descendants

ancestor

generation

unique

OUR CLASS WILL
**ASK THESE
QUESTIONS:**



- What challenges do immigrants face in a new country?
- Why do people immigrate to America?
- How do immigrants respond to challenges in a new country?



PRACTICING AT HOME

Writing, Talking and Reading

MODULE 3: A NEW HOME
THIRD GRADE



Snapshot: In this third module, A New Home, your child will explore the immigrant experience with stories.

YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

They will write a dialogue and be able to describe thoughts, feelings, and actions. Your child will write and describe a moment from the point of view of the main character.

The dialogue will include:

- **CHARACTERS** (who is the story about)
- **FEELINGS** (how the characters felt)
- **SETTING** (when and where the story takes place)
- **PROBLEM** (the main character's challenge)
- **EVENT** (what happens)
- **RESOLUTION** (end of the problem)

Check out this [video](#) to learn more about writing a dialogue.

AT HOME ACTIVITIES

PHONICS:

Your child is learning phonics skills, so they will become a strong reader. Check out [mClass Home Connect](#) for more great activities linked to your child's learning!

LET'S TALK:

Here is a way to talk with your child about what they are learning.

Ask your child:

- Why do you think so many people from all over the world have moved to America?
- What do you think it would be like if you moved to a brand-new place and had to learn a new language?
- How would you feel if you moved to a brand-new place?

Find all the links online at <http://bit.ly/witwisdom3rd>



© Great Minds PBC

www.baltimorecityschools.org/elementary-school

WRITING:

Your child is learning to write. They will write to express themselves and show what they have learned. Please try this writing activity at home.

Imaginary interview

- **Step 1:** Have your child imagine they are interviewing a kid from another country.
- **Step 2:** Have your child write out the entire interview using both points of view.

Example:

- **Me:** "I like to listen to...What do you like to listen to?"
- **Kid from other country:** "I like listening to..."
- **Me:** "I like to eat... What do you like to eat?"
- **Kid from other country:** "I like eating..."
- **Me:** "I speak this language _____ at home. What language do you speak at home?"
- **Kid from other country:** "We speak..."
- **Me:** "I like to do these dances..., What do you like to do?"
- **Kid from other country:** "I like to..."

REMINDERS

- Ask your child's teacher
 - For copies of their end of module tasks.
 - For their Amplify mClass Home Connect Letter.
 - What reading skills your child is working on.
- Watch for your child's report card and schedule your parent/teacher conference.
- Check the City Schools [calendar](#) often for important dates/reminders.

RESOURCES

Want to read some books with your child at home?

These books will help them learn more about how people make new homes in America.

- *At Ellis Island: A History in Many Voices* by Louise Peacock
- *Four Feet Two Sandals* by Karen Lynn Williams
- *Immigrant Kids* by Russell Freedman
- *In the Year of the Boar and Jackie Robinson* by Betty Bao-Lord
- *Tucky Jo and Little Heart* by Patricia Polacco
- *Ellis Island* by Elaine Landau
- *Paper Son: Lee's Journey to America* by Helen Foster James
- *The Great Migration: An American Story* by Walter Dean Myers and Jacob Lawrence
- *Lowji Discovers America* by Candace Fleming
- *Peppe the Lamplighter* by Elisa Bartone
- *The Memory Coat* by Elvira Woodruff
- *Laila's Lunchbox* by Reem Faruqi
- *Landed* by Milly Lee
- *Rebekkah's Journey: A World War II Refugee Story* by Ann E. Burg
- *Hannah's Journal: The Story of an Immigrant Girl* by Marissa Moses

Free Places to Learn and Explore Art on Immigration

Walters Art Museum: Visit [here](#) for more information.

TIP: Find these books for free at your local [Enoch Pratt Free Library!](#)

MODULE 4

THIRD GRADE

What's Happening in English Language Arts Class?

Your child's class will use Wit & Wisdom as our English Language Arts curriculum. By reading and responding to excellent fiction and nonfiction, your student will learn about key history, science, and literature topics.

ARTISTS MAKE ART

Your child will read about artists in the fields of dance, literature, the visual arts, and music. They will also experience the work of these artists and ask: What is an artist?



OUR CLASS WILL
READ THESE BOOKS:



Nonfiction Picture Books

- *Alvin Ailey* by Andrea Davis Pinkney
- *A River of Words: The Story of William Carlos Williams* by Jen Bryant
- *Action Jackson* by Jan Greenberg and Sandra Jordan
- *When Marian Sang* by Pam Muñoz Ryan

Fiction Picture Books

- *Emma's Rug* by Allen Say

OUR CLASS WILL
READ THIS
INTERVIEW:



- ["Andrea Davis Pinkney Interview Transcript" from Scholastic Students](#)

OUR CLASS WILL
WATCH THIS VIDEO:



- [Sometimes I Feel Like a Motherless Child with Marian Anderson](#)
- [Excerpt from 1988 interview with Alvin Ailey](#)
- [Revelations at 50 with Alvin Ailey](#)
- Christine Dixon discussing Blue Poles
- [Jackson Pollock with Hans Namuth](#)
- [Newsreel footage of Marian Anderson's first Lincoln Memorial](#)
- [Excerpts of Revelations with Alvin Ailey](#)

OUR CLASS WILL
LOOK AT THESE
PHOTOGRAPHS:



- [Marian Anderson singing in front of Lincoln Memorial](#)

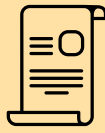
Find all the links online at <http://bit.ly/witwisdom3rd>



© Great Minds PBC

www.baltimorecityschools.org/elementary-school

**OUR CLASS WILL
READ THESE
ARTICLES:**



- ["Working as a Team on Children's Books" by Roberta Hershenson](#)
- ["Brian Pinkney" from the National Center for Children's Literature](#)
- "A Signature Work" from Muse Magazine

**OUR CLASS WILL
READ THIS POEM:**



- "Willow Poem" by William Carlos Williams
Cakes by Wayne Thiebaud

**OUR CLASS WILL
LOOK AT THESE
PAINTINGS:**



- [I Saw the Figure 5 in Gold by Charles Demuth](#)
- [My Egypt by Charles Demuth](#)
- [Number 1, 1950 \(Lavender Mist\) by Jackson Pollock](#)
- [Number 11, 1952 \(Blue Poles\) by Jackson Pollock](#)
- [Mural by Jackson Pollock](#)



**OUR CLASS WILL
ASK THESE
QUESTIONS:**



- What inspires artists?
- How do artists make art?
- What are some character traits that are useful to artists?
- Why is art important?



Marian Anderson

VOCABULARY

For their tests, your child should know the meaning of each word and how to use it in a sentence:

- inspiration
- choreography
- rehearsed
- revelation
- explores
- ordinary
- quarreling
- dawdling
- crept
- strolled
- camouflaged
- action
- extraordinary
- improvise
- passionate
- devoted
- dignified
- remarkable
- segregated
- humiliation

PRACTICING AT HOME

WRITING, TALKING AND READING

Snapshot: In this fourth module, Artists Make Art, your child will learn about artists in the fields of dance, literature, the visual arts, and music.

MODULE 4
ARTISTS MAKE ART

THIRD GRADE



YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

Research an artist and write an [essay](#) on “Why is the artist important?”

The essay will include:

- **multiple paragraphs**
- **topic sentence** for each paragraph
- **closing sentence** for each paragraph
- **evidence** (the facts)
- **details** (information that supports evidence)
- **Thesis statement** (a statement that explains what you will show in your essay)

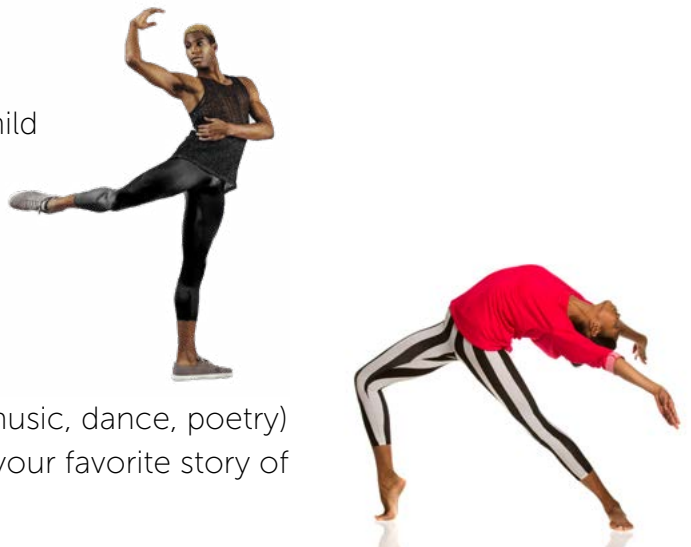
AT HOME ACTIVITIES

PHONICS:

Your child is learning phonics skills, so they will become a strong reader. Check out [mClass Home Connect](#) for more great activities linked to your child’s learning!

LET’S TALK:

Here is a way to talk with your child about what they are learning.



Ask your child:

- What’s your favorite dance?
- Can anyone be an artist?
- Where have you seen art in Baltimore?
(your child can talk about drawings, paintings, music, dance, poetry)
- The school year is almost over. What has been your favorite story of the year?

Find all the links online at <http://bit.ly/witwisdom3rd>



BALTIMORE CITY
PUBLIC SCHOOLS

© Great Minds PBC

www.baltimorecityschools.org/elementary-school

WRITING:

Your child is becoming a stronger writer. They will write to express themselves and show what they have learned. Please try this writing activity at home.

My best friend is a famous artist

- **Step 1:** Ask your child to imagine that their best friend is a famous artist.
- **Step 2:** Have your child write a paragraph about their famous friend. You can help your child by asking:
 - What makes your best friend an artist?
 - What is your best friend like? What do they like to do?
 - How did you meet them?
 - Why are you best friends with a famous artist?

REMINDERS

- Ask your child's teacher
 - For copies of their end of module tasks.
 - For their Amplify mClass Home Connect Letter.
 - What reading skills your child is working on.
- Watch for your child's report card and schedule your parent/teacher conference.
- Check the City Schools calendar often for important dates/reminders.
- Sign your child up for the [Enoch Pratt Summer Reading Program](#). Your child will get great book ideas and can win prizes.

Free Places to Explore and Learn Art

- Walters Art Museum: Visit [here](#) for more information
- Baltimore Museum of Art: Visit [here](#) for more information
- Get detailed information for each grade [here](#) on works of art that support the curriculum

RESOURCES

Want to read some books with your child at home?

These books will help them learn more about artists.

- *The Dreamer* by Pam Muñoz Ryan
- *Ballet for Martha: Making Appalachian Spring* by Jan Greenberg
- *The Fantastic Jungles of Henri Rousseau* by Michelle Markel
- *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art* by Barbara Rosenstock
- *Mario's Angels: A Story about the Artist Giotto* by Mary Arrigan
- *An Eye for Color: The Story of Joseph Albers* by Natasha Wing
- *The Garden of Monsieur Monet* by Giancarlo Ascari
- *Electric Ben* by Robert Byrd
- *Who Was Leonardo da Vinci?* by Roberta Edwards
- *Who Was Pablo Picasso?* by True Kelley
- *Vincent Van Gogh: Portrait of an Artist* by Jan Greenberg
- *Jackson Pollock* by Mike Venezia
- *Firebird* by Misty Copeland & Christopher Myers
- *Ellington Was Not a Street* by Ntozake Shange
- *Georges Seurat* by Mike Venezia
- *Pippo the Fool* by Tracey E. Fern
- *Michelangelo* by Diane Stanley
- *Leonardo: Beautiful Dreamer* by Robert Byrd
- *Sandy's Circus: A Story about Alexander Calder* by Tanya Lee Stone
- *Stone Giant: Michelangelo's David and How He Came to Be* by Jane Sutcliffe
- *The Music in George's Head* by Suzanne Slade
- *Mr. Matisse and His Cutouts* by Annmarie van Haeringen
- *Jose! Born to Dance* by Susannah Reich
- *Edgar Degas: Paintings that Dance* by Kristin N. Cole
- *Some Writer! The Story of E.B. White* by Melissa Sweet