**SYLLABUS**

**Instructor**
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**Office Hours**
• Tuesdays, 12pm – 4pm
• If you need to reach me or to schedule an appointment, contact me via e-mail.

**Class Information**
• Online via Blackboard (Bb)
• Adobe Connect will be used for virtual author visits and other guest speakers.

COURSE INFORMATION

**Course Description**
A survey and historical study of library materials and literature for children up to grade 6. Students will engage in extensive reading, and in the evaluation of books and some multimedia materials. Basic programming will be explored.

**Course Objectives**
• To become aware of and familiar with a wide variety of children’s books and materials.
• To develop competencies in the exploration and critical evaluation of materials for children.
• To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials.
• To develop competencies in selecting and presenting books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.
• To develop an understanding of the potential uses of children’s books in public and school library programming.
• To develop an awareness of multimedia materials and how they can promote literacy and encourage reading.
• To become familiar with selection aids and other sources of information about children’s books.
Course Overview
To complete this course, students will read a wide variety of children's literature from all genres, and experience media related to the literature. Students will complete an extensive reading journal based upon the literature read. Students will create and conduct story time and book talk sessions.

Course Outline
1. An Introduction to Children and Their Literature
2. Picture Books
3. Traditional Tales
4. Poetry for Children
5. Contemporary Realistic Fiction
6. Historical & Multicultural Fiction
7. Fantasy & Science Fiction
8. Informational Books

Required Reading

Required Texts:


Recommended Texts:
*Publication Manual of the American Psychological Association*

Other Required Reading: This course requires a tremendous amount of “outside” reading. Expect to spend a good deal of your time in the library. The complete course reading list is included at the end of this syllabus. It is each student’s responsibility to obtain the required reading materials well in advance of the due dates.

SYLLABUS INTEGRATION

Integration of the Syllabus with the Themes of Diversity, Assessment & Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

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Integration of Syllabus with UK Educator Preparation Unit Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

STUDENT EVALUATION

Grading Parameters
• Participation – 20%
• Reading Autobiography – 5%
• Caldecott Analysis – 15%
• Genre Analysis – 15%
• Topical Guide – 10%
• Mid-term Paper – 10%
• Story Time – 10%
• Book Talk – 10%
• Final Exam – 5%

Grading Rubric
(See Submission of Course Assignments for details.)
• Electronically submitted files with incorrect naming scheme: -5 points
• Assignments submitted with no student name or course information: -5 points
• Work that is not proofed (more than 2 grammar or spelling errors): -10 points
• Unexcused late work: -10 points per day
• Incomplete or missing citations: -5 points minimum
• Deductions for assignments that do not meet the minimum requirements will vary.

Grading Scale
All assignments are worth 100 points, except for the Final Exam, which is worth 150. See Grading Parameters above for assignment weighting.

90% – 100% = A (Exceptional Achievement)
80% – 89% = B (High Achievement)
70% – 79% = C (Average Achievement)
0% – 69% = E (Failing)

Please note that grades will not appear in your My Grades area in Blackboard until grades for each assignment or exam are final for everyone.
Participation
Class participation is an important component of your grade for this class. Participation is an “all-or-nothing” grade. In other words, you must contribute to each of the required discussion topics to receive a participation grade for the semester. New discussion topics will be posted approximately every two weeks. The due dates for required discussion posts will be posted in the appropriate Blackboard forums. Credit will not be given for late responses. To receive credit for discussion posts you must use proper English.

Your discussion posts must be substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work. Please note: discussion questions will be posted in the graded discussion forum the week that the module opens.

Absences/Attendance
Although this is an online course, regular attendance is expected. This means that you should be logging into the class on a regular basis, at least every 3 days is a good guideline. Blackboard allows for tracking of student performance. If you are not logging in to read the discussion forums, other posted readings, and submitting assignments on time, your participation grade may be adversely affected.

Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

Submission of Course Assignments
All assignments are due by 9:00 a.m. ET on the dates indicated within the assignment instructions and on the course calendar. The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). In-text citations, bibliographies, and basic formatting must follow the APA Publication Manual, 6th Edition (http://www.apastyle.org/pubmanual.html).

Unless otherwise indicated, all papers/projects must be submitted as Word (or comparable) documents. While documents with .doc or .docx extensions are preferred, .rtf and .txt are also acceptable. Microsoft Office products are free for students. Click
https://iweb.uky.edu/MSDownload/ to download. All documents must be written in either 12-point Times New Roman or 12-point Arial (other similar fonts are acceptable) with 1-inch margins. Please use single-line spacing unless otherwise indicated. Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of the English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type lit, the word "literature" results). Please proof your work and ask someone else to as well.

Full names and course information must be included on the first page of all documents submitted for course credit. Please include your last name and page numbers on all subsequent pages. If you are submitting your assignments via Blackboard, please use the following naming scheme for your files LastnameFirstInitial_DueDate (month and day only). For example, JohnsonT_0619.doc or SmithB_0705.doc. Incorrectly named files will lower your grade.

Late Work
It is expected that you will submit course assignments on time. There will be point deductions for unexcused late work. Assignments will not be accepted more than 5 days after the due date unless arrangements are made prior to the due date. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, let me know before the due date. The lateness of some assignments will impact everyone in your group and may not be accepted.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: http://www.uky.edu/CIS/SLIS/academics/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students (for the purpose of this online course, this means all students) are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

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As your instructor, I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact TASC or UKIT.

**Teaching and Learning Services Center (TASC)**

http://www.uky.edu/TASC/; 859–257–8272

**Information Technology Customer Service Center (UKIT)**


**Information on Distance Learning Library Services**

http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6); Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:

**COURSE SCHEDULE**

Due dates for course projects are indicated below. No specific timeline is provided to complete the reading of the course texts. It is up to you to read what is necessary to facilitate your knowledge to complete the course projects (see the **Caldecott & Genre Reading Analysis Project** instructions for additional information).

<table>
<thead>
<tr>
<th>Course Project</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Autobiography Paper</td>
<td>September 6</td>
</tr>
<tr>
<td>Caldecott Reading Analysis</td>
<td>October 4</td>
</tr>
<tr>
<td><strong>Midterm Paper</strong></td>
<td>October 14</td>
</tr>
<tr>
<td>Genre Reading Analysis – Poetry</td>
<td>October 25</td>
</tr>
<tr>
<td>Genre Reading Analysis – Realistic Fiction</td>
<td>October 25</td>
</tr>
<tr>
<td>Story Time Project</td>
<td>November 1</td>
</tr>
<tr>
<td>Topic Bibliography</td>
<td>November 15</td>
</tr>
<tr>
<td>Genre Reading Analysis – Historical</td>
<td>November 22</td>
</tr>
<tr>
<td>Genre Reading Analysis – Multicultural Fiction</td>
<td>November 22</td>
</tr>
<tr>
<td>Book Talk Program</td>
<td>November 29</td>
</tr>
<tr>
<td>Genre Reading Analysis – Fantasy</td>
<td>December 6</td>
</tr>
<tr>
<td>Genre Reading Analysis – Informational Books</td>
<td>December 6</td>
</tr>
<tr>
<td>Genre Reading Analysis – Miscellaneous Books</td>
<td>December 6</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>December 11 – 14</td>
</tr>
</tbody>
</table>
COURSE PROJECTS

All work is due at 9:00 a.m. ET on the date indicated.

Caldecott & Genre Reading Analysis Project

Compare and contrast the Caldecott and genre titles as indicated below. You also need to provide a short personal response indicating your favorite and least liked titles and why you feel that way (but remember to consider the intended audience—children!). For the Caldecott titles, please do the decades in order and as you progress, include a brief note about how you think the books have changed from the previous decade. Proper grammar, punctuation, and correct spelling are to be used. For a complete list of required titles, see pages 12-14 below. Please do your work offline in Word (or similar application), and then paste where appropriate in the submission forms provided. Please note that the submission forms, which will be embedded in Blackboard, will be available on October 1. Each entry should be 400 to 500 words.

Reading Analysis Project Due Dates

- **Caldecott Medal & Honor Books**: Due October 4 (25 points)
- **Poetry & Realistic Fiction Books**: Due October 25 (25 points)
- **Historical & Multicultural Fiction Books**: Due November 22 (25 points)
- **Fantasy, Miscellaneous & Informational Books**: Due December 6 (25 points)

Evaluation Criteria: Your analyses need to indicate an understanding of each title and its potential role in the world of children’s literature.

Learning Outcomes: To develop a greater understanding of children’s literature, and the various genres; how to evaluate the literature; and the value of the literature in the lives of children.

Reading Autobiography Paper

Due September 6

In a short essay, write about your history as a reader. Discuss the following:

- What is the first story you remember having read to you?
- Were you were read to as a child and by who?
- What books you remember (from elementary, middle, high school) and what do you remember about them?
- What do you remember about learning to read?
- What is the first book you read on your own?
- Was anyone important in developing your attitude toward reading? How did that person influence your current reading habits?
- How did you choose the books you read for pleasure?
- Did these experiences influence your decision to become a librarian (or teacher)?

Write about experiences that encouraged/discouraged you to read. Be as specific as possible. See the syllabus for formatting guidelines. There is not a specific length
requirement for this assignment. Everyone's experiences will be different. If you need something to aim for, consider 1,000 words a good minimum.

**Evaluation Criteria:** Completeness and thoughtfulness of question responses.

**Learning Outcomes:** To gain an understanding of how childhood reading experiences shape us.

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**Midterm Paper**

October 14

For your midterm paper, you will compare and contrast 3 versions (or variations – this may include fractured fairy tales) of one of the following. You should try to use titles representing at least two decades (e.g., Peter Spiers’ *Noah’s Ark* from the 1970s with two other more recent versions). Keep in mind that some versions will not have the standard title. For example, *Bubba, the Cowboy Prince* is an acceptable Cinderella story. Although this is primarily a subjective paper, you should use the textbook and other sources to support your assertions. In other words, don’t make a statement about how popular a book is with kids if you can’t justify it. You may include one title from the required reading list (e.g., if you choose to do Little Red Riding Hood books, *Lon Po Po* may be used for one of your selections). A list of questions to consider will be posted in Blackboard. The paper is to be 1,200 to 1,500 words (plus references).

- Cinderella
- Little Red Riding Hood
- Rapunzel
- The Three Little Pigs
- The Lion and the Mouse
- Noah’s Ark
- Saint George and the Dragon

**Evaluation Criteria:** The appropriateness of your statements comparing and contrasting each title, and justification of those statements.

**Learning Outcomes:** To develop a greater understanding of the different versions and variations of classic children’s stories and their appropriateness across the ages.

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**Story Time Program**

November 1

Choose an age group and a theme to prepare a story time program. You will submit your program, including a bibliography of the titles used and a paragraph or two about your story time experience, as a Word document to the assignment dropbox. Your program will include:

- 3-5 books depending upon the age group. Include a brief synopsis (in your own words) of each book, as well as why you chose it.
- A poem and/or a song. The song will be best for younger kids along with a very short poem. For older kids, two poems might be more appropriate. Your theme will help drive your selections. Include the words and source for each. You may write your own if you choose.

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• An activity for the kids to do. For younger kids, this might be coloring or making something. For older kids, this could be scavenger hunt or a discussion group.
• Provide proper citations for all titles.
• Locate a venue (e.g., school, public library, daycare, after-school program, etc.). If you already work in a library, it is preferable that you find another venue for this assignment. If you do use your work environment, you will need a librarian/teacher observer to complete your evaluation. (A link to a database of available hosts will be available when the course begins.) Get approval from your host and set a date. Do this early! Please note: You may not simply get together a group of neighborhood kids to complete this assignment. You must have a more formal setting. A group of home-schooled kids is permissible with Dr. Reynolds’ approval.

Use your imagination, but be sure that everything is age appropriate and that your host has approved your program. You will be providing your host with a brief evaluation, so be sure he or she is willing to do that. The link to the evaluation form will be provided in Blackboard.

**Evaluation Criteria:** The completeness of your program and its age appropriateness. While your grade is not based on your host’s evaluation, it must be received to earn full points.

**Learning Outcomes:** An understanding of basic literature-focused programs and how to plan for them. A successful program is one in which you come away understanding what did and did not work.

**Topic Bibliography**

**November 15**

• Choose a theme for your bibliography (e.g., body image, war, friendship, death, love, family relationships, sexual identity, eating disorders, coming of age, etc.). At the top of your document, please include a short paragraph explaining why you chose your topic.
• Select 8 books representing both fiction and non-fiction titles. You must use the audio version for one title.
• Focus on titles appropriate for either elementary or middle school but not both. You may do a "boys" list or a "girls" list if that is appropriate.
• Prepare an annotated bibliography of all your titles in alphabetical order by author. Your bibliography must include the complete citation, the publisher’s description (do not include text from the work itself), and recommended reading level. Also indicate if the work is fiction or nonfiction.
• You will use professional journals (*Booklist*, *School Library Journal*, etc.), NoveList and other resources (such as websites) as a selection tool. Complete citations for the sources you used must be included in a References section at the end of your bibliography.
• With each title, provide a brief statement indicating why you have included this title on your bibliography (e.g., This title fits with my theme because… and it was given positive reviews by *Kirkus Reviews*…).
**Evaluation Criteria:** The completeness of your bibliography and its age appropriateness.

**Learning Outcomes:** An understanding of building resources around a topic that are appropriate for the community you are serving.

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**Book Talk Program**  
**Due November 29**

You will prepare a book talk for the grade(s) of your choice between 3rd and 6th grade. For your book talk you will:

- Choose 3-4 chapter books by at least 2 authors. Please note that a book talk is not the same as a book discussion. Your goal is to hook your audience into reading the books you present to them, so you want to try to choose books they have not read.
- Choose a theme for your book talk. Theme suggestions will be provided in Blackboard.
- Locate a venue (e.g., school, public library, after-school program, etc.). If you already work in a library, it is preferable that you find another venue for this assignment. If you do use your work environment, you will need a librarian/teacher observer to complete your evaluation. (A link to a database of available hosts will be available when the course begins.) Get approval from your host and set a date. Do this early! Please note: You may not simply get together a group of neighborhood kids to complete this assignment. You must have a more formal setting. A group of home-schooled kids is permissible with Dr. Reynolds’ approval.
- Prepare a guide with brief bios of your authors and an annotated bibliography of the books you book talk.
- Be prepared to answer questions about each book.
- Prepare an activity such as a word puzzle or something interactive that the kids can do in groups.

Use your imagination, but be sure that everything is age appropriate and that your host approves your program. You will be providing your host with a brief evaluation, so be sure he or she is willing to do that. The link to the evaluation form will be provided in Blackboard. The following must be submitted to Blackboard: your author guide and bibliography combined into one document, which will include a paragraph or two about your book talk experience, and any handouts that you provided to your audience.

**Evaluation Criteria:** The completeness of your program and its age appropriateness. While your grade is not based on your host’s evaluation, it must be received to earn full points.

**Learning Outcomes:** An understanding of basic literature-focused programs and how to plan for them. A successful program is one in which you come away understanding what did and did not work.
Final Exam
December 11 – 15

This timed exam will be available for several days, but once you begin the exam, you must complete it within 90 minutes. The exam will be available from 9:00 a.m. ET, December 11 through 9 a.m. ET, December 15. Please keep in mind that if you wait until the late on the last night and you run into technology issues, it is unlikely there will be anyone to assist you. The questions will cover materials from the required course texts and the required readings. There will be 75, 2-point multiple choice, multiple answer, and true/false questions. I encourage you to tag chapters and the index.
Children’s Literature Reading List – Fall 2010

Caldecott Award Medal & Honor Book Winners: See pages 13-14

Poetry
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- Any poetry book by Jack Prelutsky
- Any poetry book by Shel Silverstein
- Two additional Poetry books (one for younger children, one for older children)

Realistic Fiction
- *The Bridge to Terabithia* by Katherine Paterson
- *The Higher Power of Lucky* by Susan Patron
- *Hatchet* by Gary Paulsen
- *Dicey’s Song* by Cynthia Voigt
- *The Relatives Came* by Cynthia Rylant
- *Love You Forever* by Robert Munsch

Historical/Multicultural Fiction
- *The Wednesday Wars* by Gary D. Schmidt
- *Henry’s Freedom Box* by Ellen Levine
- *Pink and Say* by Patricia Polacco
- *Show Way* by Jacqueline Woodson
- *Chains* by Laurie Halse Anderson
- *The Boy in the Stripped Pajamas* by John Boyne

Fantasy/Dystopian Fiction and Retold Fairy Tales
- *The Giver* by Lois Lowry
- *A Wrinkle in Time* by Madeleine L’Engle
- *Beauty: A Retelling of the Story of Beauty and the Beast* by Robin McKinley
- Any *Harry Potter* book by J. K. Rowling

Miscellaneous
- *Heather Has Two Mommies* by Leslea Newman or
- *Daddy’s Roommate* by Michael Willhoite
- Two books from different series: Choose from The Babysitters Club, Captain Underpants, Goosebumps, Junie B. Jones, Keyholders, Hardy Boys, Nancy Drew, or Hank the Cowdog (other series may be used with approval)
- One book by a Kentucky author.

Information Books
- *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Schlitz
- *It’s So Amazing!: A Book about Eggs, Sperm, Birth, Babies, and Families* by R. Harris
- Four biographies of your choice (two for younger children, two for older children)
- One book each by David Macaulay, Kelly Milner Halls, and Seymour Simon

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CALDECOTT AWARD READING LIST

Honor Books: Two honor book titles from each decade 1960-2000 (10 total). The list of honor books is here: http://tinyurl.com/5v3zdf

2000s Medal Winners
• 2010 The Lion and the Mouse by Jerry Pinkney
• 2009 The House in the Night, illus. by Beth Krommes; written by Susan Marie Swanson
• 2008 The Invention of Hugo Cabret by Brian Selznick
• 2007 Flotsam by David Wiesner
• 2006 The Hello, Goodbye Window illus. by Chris Raschka; written by Norton Juster
• 2005 Kitten’s First Full Moon by Kevin Henkes
• 2004 The Man Who Walked Between the Towers by Mordicai Gerstein
• 2003 My Friend Rabbit by Eric Rohmann
• 2002 The Three Pigs by David Wiesner
• 2001 So You Want to Be President? Illus. by David Small; written by Judith St. George
• 2000 Joseph Had a Little Overcoat by Simms Taback

1990s Medal Winners
• 1999 Snowflake Bentley, Illus. by Mary Azarian; written by Jacqueline B. Martin
• 1998 Rapunzel by Paul O. Zelinsky
• 1997 Golem by David Wisniewski
• 1996 Officer Buckle and Gloria by Peggy Rathmann
• 1995 Smoky Night, illus. by David Diaz; written by Eve Bunting
• 1994 Grandfather’s Journey by Allen Say
• 1993 Mirette on the High Wire by Emily Arnold McCully
• 1992 Tuesday by David Wiesner
• 1991 Black and White by David Macaulay
• 1990 Lon Po Po: A Red-Riding Hood Story from China by Ed Young

1980s Medal Winners
• 1989 Song and Dance Man, illus. by Stephen Gammell; written by Karen Ackerman
• 1988 Owl Moon, illus. by John Schoenherr; written by Jane Yolen
• 1987 Hey, Al, illus. by Richard Egielski; written by Arthur Yorinks
• 1986 The Polar Express by Chris Van Allsburg
• 1985 Saint George and the Dragon, illus. by Trina Schart Hyman; retold by Margaret Hodges
• 1984 The Glorious Flight: Across the Channel with Louis Bleriot by Alice & Martin Provensen
• 1983 Shadow, translated and illus. by Marcia Brown
• 1982 Jumanji by Chris Van Allsburg
• 1981 Fables by Arnold Lobel
• 1980 Ox-Cart Man, illus. by Barbara Cooney; written by Donald Hall
CALDECOTT AWARD READING LIST
continued

1970s Medal Winners
• 1979 The Girl Who Loved Wild Horses by Paul Goble
• 1978 Noah’s Ark by Peter Spier
• 1977 Ashanti to Zulu: African Traditions, illus. by Leo & Diane Dillon; written by Margaret Musgrove
• 1975 Arrow to the Sun by Gerald McDermott
• 1970 Sylvester and the Magic Pebble by William Steig

1960s Medal Winners
• 1969 The Fool of the World and the Flying Ship, illus. by Uri Shulevitz; written by Arthur Ransome
• 1965 May I Bring a Friend? illus. by Beni Montresor; written by Beatrice Schenk de Regniers
• 1964 Where the Wild Things Are by Maurice Sendak
• 1963 The Snowy Day by Ezra Jack Keats
• 1962 Once a Mouse, retold and illus. by Marcia Brown

1950s Medal Winners
• 1959 Chanticleer and the Fox, illus. by Barbara Cooney; adapted from Chaucer’s Canterbury Tales by Barbara Cooney
• 1958 Time of Wonder by Robert McCloskey
• 1957 A Tree is Nice, illus. by Marc Simont; written by Janice Udry
• 1955 Cinderella, or the Little Glass Slipper, illus. by Marcia Brown; translated from Charles Perrault; written by Marcia Brown
• 1954 Madeline’s Rescue by Ludwig Bemelmans

1940s Medal Winners
• 1947 The Little Island, illus. by Leonard Weisgard; written by Margaret Wise Brown
• 1945 Prayer for a Child, illus. by Elizabeth Orton Jones; written by Rachel Field
• 1942 Make Way for Ducklings by Robert McCloskey
• 1941 They Were Strong and Good by Robert Lawson
• 1940 Abraham Lincoln by Ingri & Edgar Parin d'Aulaire