The Teachers’ Choices logo that Chris Van Allsburg created (see above) illuminates the idea that good books reach out and tap us on the shoulder to get our attention.

Each year since 1989 the International Reading Association’s Teachers’ Choices project has identified outstanding trade books published for children and adolescents that teachers find to be exceptional in curriculum use. Parents, also, will find books from the Teachers’ Choices list good for reading aloud at home and for background information on questions that arise from tours to a farm, aquarium, or museum and from other shared family events such as television viewing.

The selection is accomplished through a field test in the United States of over 300 newly published books submitted by North American trade book publishers. Seven teams, made up of a regional coordinator, field leaders, teacher reviewers, and trainees for the project, try out the books in classrooms and libraries to select those that meet the established criteria. Regional coordinators circulate copies of the books among teachers and librarians who use them with students. The coordinators record educators’ reactions to each book and tabulate their final ratings. Each book is read by a minimum of six teachers or librarians in each region, although some books have been read by as many as 200 people in a single region.

Ratings from the seven regions are collated to produce the national list. Books are grouped into Primary (K–2, ages 5–8), Intermediate (grades 3–5, ages 8–11), and Advanced (grades 6–8, ages 11–14) levels. The bulleted examples illustrate selection criteria.

- Books that reflect high literary quality in style, content, structure, beauty of language, and presentation.
- Books that might not be discovered or fully appreciated by children without introduction by a knowledgeable educator or other adult.
- Books that have potential for use across the curriculum. Teachers incorporate such strategies as reading aloud, displays, group projects, and art/music/drama productions. All curriculum areas are covered in the selections.
Regional coordinators for the 2002–2003 field test were Leslie Disbrow, Anchorage, Alaska (trainee: Sharon Olson, The Dalles, Oregon); Janelle Mathis, Denton, Texas (trainee: Gudrun Godare, Tucson, Arizona); Mary Shoop, Manhattan, Kansas; Joyce Hamon, Evansville, Indiana (trainee: Ally McArdle, Stoughton, Wisconsin); Stan Steiner, Boise, Idaho; Margaret Deitrich, Clarksville, Tennessee (trainee: Joy Frerichs, Chatsworth, Georgia); and William Glazerman, New Castle, Delaware. Gwen Taylor, Lewiston, Idaho, and Diane C. Nielsen, Lawrence, Kansas, coordinated the project.

Annotations contain bibliographic data, including ISBN (International Standard Book Number), number of pages, and price. If a book has both a library and trade edition, the ISBN for the library edition is included. Information about paperback editions is provided when known. The letter F indicates that the paperback edition is not available in 2003 but is forthcoming. Publishers furnished price information as of late spring 2003; prices are subject to change without notice. The letters CU indicate suggestions for Curriculum Use. Regional coordinators and trainees who wrote the annotations are identified by their initials following the review.

Primary

Are Trees Alive?
Debbie S. Miller. Ill. Stacey Schuett.

_Cleverly making comparisons to the human body, the author uses metaphors and other poetic terms to describe many characteristics of trees (e.g., similarities between a leaf’s veins and those in a human hand). Elementary readers will travel the world as they examine a variety of trees from Africa’s baobab to Australia’s ribbon gum. Rich, inviting acrylic and gouache illustrations are scientifically accurate. In addition, the visuals are simplified enough to illuminate the text. The book’s endpapers show where in the world each tree can be found. The author cares about trees and the environment, and this is conveyed appealingly in text and illustrations showing the relationships of birds, animals, and people to various trees._ **CU:** This book makes an excellent introduction to a unit on trees and plant life, as well as a fine elementary reference. Use the thumbprint pictures to inspire children to create their own. Teachers will want to take advantage of the invitation to have children send the author digital pictures of trees for posting on her website. **WG**


Beaks!
Sneed B. Collard III. Ill. Robin Brickman.

_Intriguing painted and cut-paper illustrations bring a three-dimensional quality to this multileveled text about the many types of bird beaks. Even the youngest of readers will gain a sense of the diversity of bird beaks from the bold text that explains the purpose for each. Older readers can explore smaller text on each page devoted to facts about the versatility of a particular bird._ **CU:** Inspiring artwork and informative text provide a basis for the study of bird anatomy, animal adaptations, evolution, and natural selection. **SO**


The Color of Home

_Hassan and his family have escaped war in their home of Somalia, and Hassan is attending an English-speaking school. Despite friendly classmates, he misses his colorful homeland and the cat he left behind. Art is the vehicle through which Hassan shares memories of his once beautiful home destroyed by fire and guns. Bright watercolors sensitively portray this young boy’s story of fleeing to a refugee camp and bringing color to his new life._ **CU:** Themes of immigration, refugees, second-language experiences, and the role of art as a sign system prevail and are reflected in the art of the illustrator and the child, Hassan. **JM**


My Grandma, My Pen Pal
Jan Dale Koutsky. Ill. by the author.

_A long and loving relationship between a grandmother and grandchild is told through their correspondence. The book is organized as a montage of artwork illustrating the thoughts and feelings of mutual love and admiration of these two relatives as they write about hopes, worries, and plans. A narrative text accompanies letters that change as the child grows to adulthood and the grandmother ages._ **CU:** This book emphasizes the power of communication through writing and illustration. It provides teachers an excellent model showing the development of writing from picture representation to organized text. **GG**

No One Saw: Ordinary Things Through the Eyes of an Artist
Bob Raczka. Ill. with reproductions of famous artwork.
Modern artists see the world through their own special lenses. Flowers are like no others when observed by Georgia O’Keeffe. Van Gogh’s stars are unique. From impressionists like Renoir to pop culture artists like Andy Worhol, the message is clear: No two people see the world the same way. CU: Use this book as a springboard to the study of modern art or artists. Brief biographical notes in the back provide information about the artists and their styles. Readers can practice observation skills to explore what they see, how the paintings make them feel, and what connections the art makes to their world. MS

Our Gracie Aunt
Johnson and his big sister, Beebee, have learned how to survive during their mother’s long and unexplained absences. When it looks like they are headed for foster care, their Aunt Gracie, whom they have never met, welcomes them into her home. Just as they must accept their mother’s inability to care for them, the children must also learn to accept the steadfast love and compassion shown to them by their Gracie Aunt. CU: This reassuring tale of family love is also a tribute to children’s ability to overcome hardships and dire family circumstances. Teachers might encourage students to write about the meaning of family and the people in their lives who love them unconditionally. JH

A Quiet Place
An early illustration shows the story’s guide: A young boy in a bright red T-shirt is standing by a wall, city buildings in the background. His pensive, sidelong glance certainly beckons the reader to follow in search of some quiet place—be it a pond, beach, desert, museum, or library. Traveling on this delightful expedition will stimulate the imagination, and soft, enticing oil paintings combined with eloquent text may help readers discover their own quiet place. CU: Use this read-aloud throughout the school year. Encourage students to think and write about, discuss, and then paint their quiet or special places. Discuss the author’s techniques and how the words convey the mood of the story. MD

Tell Me, Tree: All About Trees for Kids
Gail Gibbons. Ill. by the author.
Students will find this nonfiction work a useful beginning handbook on the study of trees. Information is detailed (e.g., such aspects as seeds, leaves, bark, and roots), and the explanations are in terms that young learners can understand. A section on the identification of leaves makes the reader want to rush outdoors. The importance of trees to many facets of life makes the text relevant. CU: This book would enrich the study of botanical science. The illustrations enhance its use as a learning tool. JF


They Call Me Woolly: What Animal Names Can Tell Us
Keith DuQuette. Ill. by the author.
Can you predict what an animal will be like on the basis of its name? Animal names can give information about habitat, characteristics, sounds, and other features. Interesting facts are included on all the animals discussed in this book, but information about other animals is also provided for the student who can’t get enough. CU: This is a great read-aloud for
an animal science unit that could extend into animal research projects. A unique style of looking at word choice makes it a valuable resource for writing and listening activities. AM


Togo
Robert J. Blake. Ill. by the author.
Togo was a sled dog in the 1925 serum run to Nome, Alaska. Vivid pictures in words and oil paint draw the reader into this incredible account of the journey that would inspire the Iditarod. They reveal the harsh winter conditions that had to be confronted and overcome to deliver desperately needed medicine during an epidemic of diphtheria. The strong, descriptive voice used communicates the determination not only of the dog handler, Leonhard Seppala, but of his lead dog, Togo. CU: This book would be a great addition to a unit on Alaska or the Iditarod race. Use it to show how sheer determination and desire can help us accomplish what we set out to do. LD


Intermediate

America: A Patriotic Primer
Useful information and vibrant art make readers of this book aware of what is unique about the United States. Each letter of the alphabet has a theme (e.g., E for equality and S for suffrage), and quotations from historical sources plus watercolor, pencil, and ink illustrations provide multiple images on each cheerful spread. Particularly effective are the factoids on people and milestones in U.S. history. CU: The format is helpful for read-alouds and when exploring a topic a day. With teacher direction and modeling, students might use the illustrator’s techniques in their own “A to Z” creations for a class collection. WG


If the World Were a Village: A Book About the World’s People
By having each person in an imaginary village represent 62 million people from the real world, the author of this book creates a clever view of world demographics. Each page hosts a numerical and narrative global breakdown of such topics as nationalities, languages, ages, religions, natural resources, literacy, and wealth. Included are helpful ideas on how to teach children about “world-mindedness”—the sense that our planet is actually a village. CU: This book has many interdisciplinary curriculum connections, from cultural studies to math, all through a theme of world understanding. Curriculum extensions at the end of the book are sure to spark additional activities. SS


Lewis and Clark and Me: A Dog’s Tale
Laurie Myers. Ill. Michael Dooling.
The excitement of the Lewis and Clark wilderness expedition is experienced through a Newfoundland dog called Seaman, whose presence on the journey is documented in Meriwether Lewis’s journal. Seaman describes through sensory images the wilderness as well as the personalities and activities of those on the expedition—information that is documented in the journal. Rich oil illustrations realistically portray the adventures of this devoted animal. An afterword contains further documentation on Seaman’s historical significance. CU: This book adds new insight to a focus on the Lewis and Clark expedition; it’s also a wonderful example of writing from a different perspective and of the significance of authenticity and accuracy, even when the perspective is an animal’s. JM

The Lewis and Clark Trail: Then and Now
Dorothy Hinshaw Patent. Ill. with photos by William Muñoz.

Through a series of two-page spreads, handsomely illustrated with photographs and period prints, this large-format book gives a narrative account of the Lewis and Clark journey. Each spread focuses on a particular portion of the expedition and is introduced with a journal entry and map inset. What sets this book apart from many on the subject is the incorporation of information on how the land, rivers, vegetation, and wildlife have been transformed by modern inhabitants. CU: In addition to its use for historically recounting a famous journey, this book can be used to study the evolution of the American West and the effects of humans on the environment.

SO

Mimicry and Camouflage
Mary Hoff. Ill. with photos.

This author tells us all about optical illusions in nature. Her clear, science writing is punctuated by spectacular photographs showing an incredible range of plant and animal adaptations. CU: Use this book as an excellent example of color photography as illustration. Those interested in biology will appreciate the concise explanations and multiple examples of species that use camouflage and mimicry to survive and thrive.

GG

Pictures of Hollis Woods
Patricia Reilly Giff.

Hollis Woods, a 12-year-old, is trying to come to grips with being an orphan. The author does a wonderful job of pulling us into the story, with believable insights about the girl’s life. Because the story is told between flashbacks, readers feel an active participation in the story line. The author touches on what’s important to every wayward 12-year-old: making the right decisions and being loved. CU: This engaging read-aloud is a book that intermediate students will enjoy for independent reading too. It’s also great for teaching word choice and voice in writing.

LD

So You Want to Be an Inventor?

Smart, funny, and delightful, this text reveals interesting facts and anecdotes about the creative men and women whose amazing inventions have changed the world. Some inventors are well known and prolific; others are obscure and eccentric. Some inventions fizzled, like Andrew Jackson, Jr.’s eyeglasses for chickens! CU: Connect this wonderful book with social studies by creating a timeline of inventions correlated with historical events. Use it to spark research and have students write about how an invention changed the way we live. Read about women inventors in Girls Think of Everything (2001, Houghton Mifflin) by Catherine Thimmesh. Then encourage students to invent things themselves. MS

Thank You, Sarah: The Woman Who Saved Thanksgiving
Laurie Halse Anderson. Ill. Matt Faulkner.

Portraits of raucous, humorous characters provide the backdrop for this historical account of how Sarah Hale worked for 38 years trying to persuade five presidents to make Thanksgiving a holiday that should be celebrated on the same day throughout the United States. Finally, in 1863 President Lincoln said yes to Sarah’s request. Illustrations in India and
colored inks, watercolor, and gouache challenge the reader to find clues that combine the past with the present. **CU:** Research other women around the world who have influenced political events. Expand research to include women who have contributed in nonpolitical ways, such as athletes, explorers, or adventurers. Study the five U.S. presidents mentioned in the story. Clip and discuss political cartoons. **MD**

### They Called Her Molly Pitcher

**Anne Rockwell. Ill. Cynthia von Buhler.**

_The setting of this historical book is the U.S. Revolutionary War._ After following her husband to war, Molly Hays became a legend because of her exploits. Known as Molly Pitcher, because she used an old, pewter pitcher to carry water to General George Washington’s soldiers during the Battle of Monmouth, she manned a cannon single-handedly against the British after her husband was wounded.

**CU:** This book lends itself to the study not only of an outstanding woman but also of patriotism. A short timeline is invaluable for study purposes. **JF**


### A World of Wonders: Geographic Travels in Verse and Rhyme

**J. Patrick Lewis. Ill. Alison Jay.**

_Open the pages of this book and travel around the world in fun yet fact-filled poems about fascinating people and places._ From the early explorers to the changing names of countries, the subjects of these poems and riddles make the study of geography enjoyable. **CU:** Not just a geography book, this selection contains many historical facts and examples of numerous styles of poetry. Students will be inspired to do more research on the places mentioned in the text and to “walk lightly” on the earth. **JH**


### Advanced

### Before We Were Free

**Julia Alvarez.**

_Growing up in the Dominican Republic in the early 1960s meant secrets and uncertainty. This is a child’s perspective of a time when adults were planning to overthrow the government there. Anita knows she is being sheltered from what is happening and realizes she is being encouraged to dream of living a life free from oppression. When the girl and her mother go into hiding, the novel changes to diary form._ **CU:** Anita’s voice will captivate readers and listeners, and the format provides many opportunities to examine voice in writing. Teachers could use this intriguing historical fiction book to encourage discussions of countries experiencing political upheaval. **AM**


### Civil War A to Z

**Norman Bolotin. Ill. with photos.**

_This well-written reference, with over 100 entries covering a variety of U.S. Civil War topics, is organized alphabetically. In addition to biographies of essential war figures, there are descriptions of key battles, significant events, and places of interest—all simple and to the point._ Interesting anecdotes highlight each character in personal profiles. The black-and-white photographs and reproductions complement the text, and the glossary and timeline are helpful. **CU:** This is an excellent classroom research resource that should lead young readers to further study. Read-alouds of particular entries, especially those on lesser known topics (e.g., Libby Prison, lucifers, and Carte de Visite), will help to paint a more vivid picture of this period in history. **WG**


### Crossing the Panther’s Path

**Elizabeth Alder.**

_It is 1809, and times are hard in the northwest territory that surrounds Detroit, Michigan, and upper Canada. Billy Calder, the son of a Mohawk mother and an Irish father (a British soldier), returns home after studying for two years with the Black Robes (Jesuits). When Chief Tecumseh of the Shawnee arrives unannounced, Billy is in awe of this visitor. A gifted linguist, Billy later becomes the Chief’s interpreter and follows him into battle against the American troops led by General Harrison. CU: Research Tecumseh (whose name means “the panther passing across”) and other chiefs of the time. Study the forts in the northwest territory and the influence the Black Robes had on the frontier people._ To learn more about the many Native American nations that tried to win back their homeland, read other stories such as Sing Down the Moon by Scott O’Dell (2002, Laurel Leaf). **MD**


### The Emperor’s Silent Army: Terracotta Warriors of Ancient China

**Jane O’Connor. Ill. with photos.**

_Quin Shihaung was the first emperor of China. Not only was he a ruthless tyrant who killed thousands,
but his obsession with immortality left modern China with incredible artifacts. Quin’s fear that someone would take his life led to the building of the Great Wall of China; 270 palaces; and an enormous terracotta army, only discovered in 1974. The book indicates that 2,000 amazingly detailed clay soldiers have been unearthed so far, with no two alike. **CU:** Students will find this fascinating book hard to put down. Captivating photographs and reader-friendly text provide a wonderful overview of early Chinese history and great background information for one of the world’s best-known landmarks. **SS**

**Hoot**
Carl Hiaasen.

This mystery/adventure joins three very different teens in a crusade to save the nesting ground of the protected burrowing owl. The president of a U.S. chain has made an undercover deal with the city and is proceeding quickly to build a new restaurant before the public learns about the plan. The teens discover this and plot to sabotage the project in very unconventional ways—putting alligators in public toilets, releasing cottonmouth snakes to scare guards, removing survey stakes, and disabling construction vehicles. The novel moves along quickly through the introduction of many offbeat characters who add humor to this serious subject. **CU:** Strong-willed characters and a fast pace make this a good read-aloud. Serious discussion on the environment, ecology, endangered species, and activism and its possible consequences would definitely follow. **GG**

**Left for Dead: A Young Man’s Search for Justice for the USS Indianapolis**
Pete Nelson. Preface by Hunter Scott.

In July 1945 the USS Indianapolis was torpedoed and sunk by a Japanese submarine. Many who survived the sinking perished in the five days that followed from injuries, dehydration, exposure, or sharks. When survivors were finally rescued, the U.S. Navy blamed their captain. For 50 years his comrades and family worked to clear his name, and then in 1996 11-year-old Hunter Scott began researching the event for a competition. Through one young man’s determination to learn about history and to right a wrong, a good man’s tarnished reputation was finally restored and the record set straight. **CU:** Hunter Scott got excited about history and learned about the power of first-person research. Choose a topic, like World War II, that students can investigate directly. After teaching interviewing skills, have students interview people who were directly involved. **MS**

**Remember the Bridge; Poems of a People**
Carole Boston Weatherford. Ill. with photos and prints.

The author’s unfailing research and strong desire to discover and share her roots are the driving force in this poetry book. Powerful words and carefully chosen photographs and illustrations highlight an incredible journey of African Americans. Each poem speaks to the reader, telling pieces of history and providing glimpses of the lives of many people who have contributed to the United States. **CU:** The obvious link with the book in U.S. classrooms is during Black History Month, but it also fits throughout the curriculum with studies of famous Americans.
U.S. history, the Civil Rights movement, the arts, and poetry. SS

The Same Stuff as Stars
Katherine Paterson.
Angel Morgan and her younger brother are abandoned by their mother at the farmhouse of their poor, frail great-grandmother in Vermont, USA. Because her mother’s focus is on her own disappointments and her father is in jail, Angel has selflessly and resourcefully taken on the role of her brother’s caretaker. This unforgettable character tackles each situation with trust and hope. Angel’s friendship with a mysterious man, who introduces her to astronomy, and support from the small-town librarian provide solace and a unique perspective on our universal connections to the solar system. CU: Discuss why the characters are so believable and how they build on their life experiences. Family relationships, problem solving, the search for identity, and the resilience of children are well-defined but subtle issues within a powerful story. JM

The Signers: The 56 Stories Behind the Declaration of Independence
Dennis Brindell Fradin. Ill. Michael McCurdy.
Here is an excellent book that gives lively and brief biographical information about the signers of the U.S. Declaration of Independence. It opens a window on the lives of the men who helped American citizens gain and keep the liberties and freedoms they have today. The format is easy to read and understand, and it will draw readers in to learn more about this historical event. CU: The book is a great research tool for students of the period and an outstanding supplement to the U.S. history/social studies curriculum. It also provides fine models for teaching the writing of biographies. LD

When My Name Was Keoko
Linda Sue Park.
This gripping narrative about the Japanese occupation of Korea from 1940 to 1945 is told in alternating chapters through the voices of 10-year-old Sun-hee and her older brother, Tae-yul. The Japanese government has forbidden any display of Korean culture or tradition, and Korean citizens are even forced to take Japanese names. As Sun-hee becomes Keoko and Tae-yul becomes Nobuo, the youngsters work in subtle ways to defend their country’s honor and protect their family’s secrets. CU: Not only would this be a powerful read-aloud for older students, it might also be a springboard to a comparative study of other cultures where people have been forced to live under government control. Through discussion and writing activities, students could explore issues such as loyalty, oppression, gender roles, and the importance of preserving one’s cultural heritage. JH