

23 October 2015 LIBRARY NEWSLETTER No.1



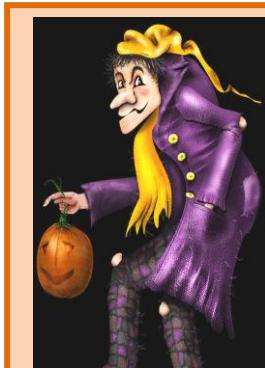
Dear Readers



A hearty welcome to you all at this fun-filled time of year, I love Halloween and so do the children, hence a very spooktacular looking library for all to enjoy! There were a lot of “Oooooohhs” and “Aaaahhs” from the children as they came to change their library books, fuelling the excitement of the very important All Hallow’s Eve yet to come.

A few fun facts about Halloween...

- Halloween or Hallowe'en (a contraction of "All Hallows' Evening") is also known as Allhalloween, All Hallows' Eve, or All Saints' Eve.
- A yearly celebration on 31 October, the eve of the Western Christian feast of All Hallows' Day.
- Halloween begins a three-day observance of Allhallowtide, the time in the liturgical year dedicated to remembering the dead, including saints (hallows), martyrs, and all the faithful departed believers.
- Typical festive Halloween **activities** include trick-or-treating (or the related 'guising'), attending costume parties, decorating, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing and divination games, telling scary stories and watching horror films.
- Because many Western Christian denominations encourage, although most no longer require, abstinence from meat on All Hallows' Eve, the tradition of eating certain vegetarian **foods** for this vigil day developed, including the consumption of apples, colcannon, cider, potato cakes, and soul cakes.
- Development of artifacts and **symbols** (witches, skeletons, ghosts, cobwebs and headstones) associated with Halloween formed over time. Jack-o'-lanterns are traditionally carried by guisers on All Hallows' Eve in order to frighten evil spirits.
- **Jack-o'-lantern** is said to represent a 'soul who has been denied entry into both Heaven and hell'.



On route home after a night's drinking, Jack encounters the Devil and tricks him into climbing a tree. A quick-thinking Jack etches the sign of the cross into the bark, thus trapping the Devil. Jack strikes a bargain that Satan can never claim his soul. After a life of sin, drink, and mendacity, Jack is refused entry to Heaven when he dies. Keeping his promise, the Devil refuses to let Jack into hell and throws a live coal straight from the fires of hell at him. It was a cold night, so Jack places the coal in a hollowed out turnip to stop it from going out, since which time Jack and his lantern have been roaming looking for a place to rest...

- One of the earliest works on the subject of Halloween is from Scottish poet John Mayne, who, in 1780, made note of pranks at Halloween; “What fearfu’ pranks ensue!”, as well as the supernatural associated with the night, “Bogies” (ghosts), influencing Robert Burns’ “Halloween” (1785).
- **Trick-or-treating** is a customary celebration for children on Halloween, where they go in costume from house to house, asking for treats such as candy, with the question, “Trick or treat?”. The word ‘trick’ refers to ‘threat’ to perform mischief on the homeowners or their property if no treat is given.
- The practice has roots in the medieval practice of **mumming**, which is closely related to souling. Many feast days associated with the presentation of mumming plays were celebrated by the Christian Church. These feast days include All Hallows’s Eve, Christmas, Twelfth Night and Shrove Tuesday. Mumming involved masked persons in fancy dress who paraded the streets and entered houses to dance or play dice in silence.



TIPS FOR A SAFE HALLOWEEN



Provide children trick or treating with flashlights or glow sticks.



Use battery-operated candles in your pumpkin instead of real candles.



Advise children to stay away from open flames.



Be sure children know how to stop, drop, and roll if their clothing catches on fire.





A lot has been happening in the school library in the last couple of months, and as I will only be in the library Tuesday and Thursday every week, the newsletter will be released on a fortnightly basis this year. A result of my many book scouting expeditions has seen the library bookload double in the last eight months, with the most recent haul being donated by Coláiste na hInse. I would like to personally offer my thanks to Librarian Paulette Lynch

Coláiste na hInse for their Level book, provided by value of over €2000 were condition and very

placed on our library shelves just this week! It is a great pleasure to see the pupils as they outwardly display excitement at new book titles and a privilege to be the motivator of it. Long may it last!



and English Teacher Kaye Duffy of very generous donation of Primary parents of their school. Books with a presented, all modern, in great excitedly indexed, catalogued and



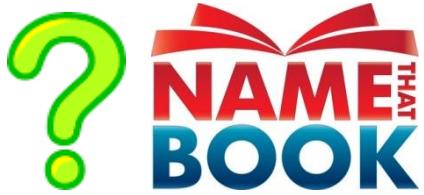
LIBRARY DATABASE

Since the summer, I have been cataloguing each.... yes, I did say **EACH**... book onto the Library computer. Firstly, I designate each book a section, for example, Navy for Senior books (N), then alphabetise it according to its author (R for Rowling), next I give it a code, for example, Harry Potter and the Philosopher's Stone (HP-PS), and then type the author, book title, individual code (N-R-HP-PS), and book quantity onto the computer. accessed by each teacher on provide them with the library instant! It will also allow me and also prove economical by books that are in stock

O'Donnell and myself that a each classroom this year, as a a couple of months ago and never came back! Hence, each teacher has been provided with a classroom library record pack, with each students' name printed on it. When a student borrows a book, it is recorded and the student agrees to borrow it in the same vein as a Public Library book, that is, if they do not return it, then they must either replace the book or pay for one to be replaced. The system has been in place for the last six weeks, and is proving to be successful among the teachers and students, with 100% returns to date.



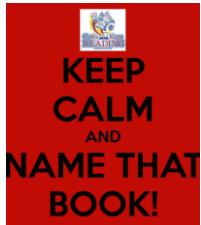
As a result, the database of books can be their classroom computer, which will location of their desired book in an to manage the stock control of the library preventing the unnecessary purchasing of already. It has also been decided by Mr. new borrowing system be introduced into few books went on their summer holidays



The first Library Competition of the year has taken place over the last three weeks with students from Ms.Duignan's Fourth Class revealing the winners via lucky dip! Halloween goodies and a book were presented in assembly to each winner (10 in total) and a trick or treat bag to competition, hold their prizes in. There was fantastic enthusiasm for the spirit of it. I as there always is, and as such over 143 students entered into the Christmas Library Competition and of course, have a few ideas storming around in my head for its theme already!



Because the excitement centred around the Library Competitions is infectious and as a result, I have organised a Monthly Library Competition that each student visiting the library can participate in. Words are placed



inside a jar, the student reads them, guesses which book they are taken from, writes places it into the awaiting box and at the end of each month one overall winner will be 'pulled' from the box and presented with a prize! Many students have entered this months' which will run until mid-November, and have already asked can they put their names into the box many times to ensure a successful outcome. Like I said, the enthusiasm and excitement in the Library is infectious!



I've created a "*Did you know...*" wall in the library where interesting facts, phobias, and world occurrences are displayed for all the children to see. It's presented in a colourful, concise, and eye-catching manner with the objective of drawing the pupils' attention towards it. A simple, yet effective way to pass on information, encourage further research via the books in the library, as well as provoke peer group discussion. So far, the children appear to be shocked by the facts, as well as intrigued by the display... long may it last! This will be updated on a fortnightly basis.



STAFF LIBRARY

Because of the many book donations from parents and students alike, I thought it would be a fantastic idea to provide a set of shelving for a Staff Library. There have books donated which exceed the Primary School Reading Age the book enthusiast that I am, I hadn't the heart to see them clutches! Thus, after the mid-term break my intentions for the will be to index, catalogue and provide these books for staff great way to indirectly display a passion for books and reading involving their teachers, Principal, and non-faculty in the library also.



been a number of and as such, being depart from my first week back enjoyment. It's a to the children by



I've also created a book wall in the library, where instead of the student book reviews of last year, this year I will be displaying book award winners and promoting their books. The books will be classified according to their genre. It will provide a quick and colourful reference for the pupils when they are choosing their library books. An awful lot of the time, I have been asked by the children to recommend a book and it can be difficult if the child themselves potentially enjoy. Sometimes, a child pick the first one that comes to hand the book as a result. So hopefully, this will provide them with a guide to the different styles of writing, content and subject matter available in the literary world for them to explore and enjoy. I believe a visit to any library should be an enjoyable and stress free experience, which will lead to a relaxed atmosphere and a return visit in the future.

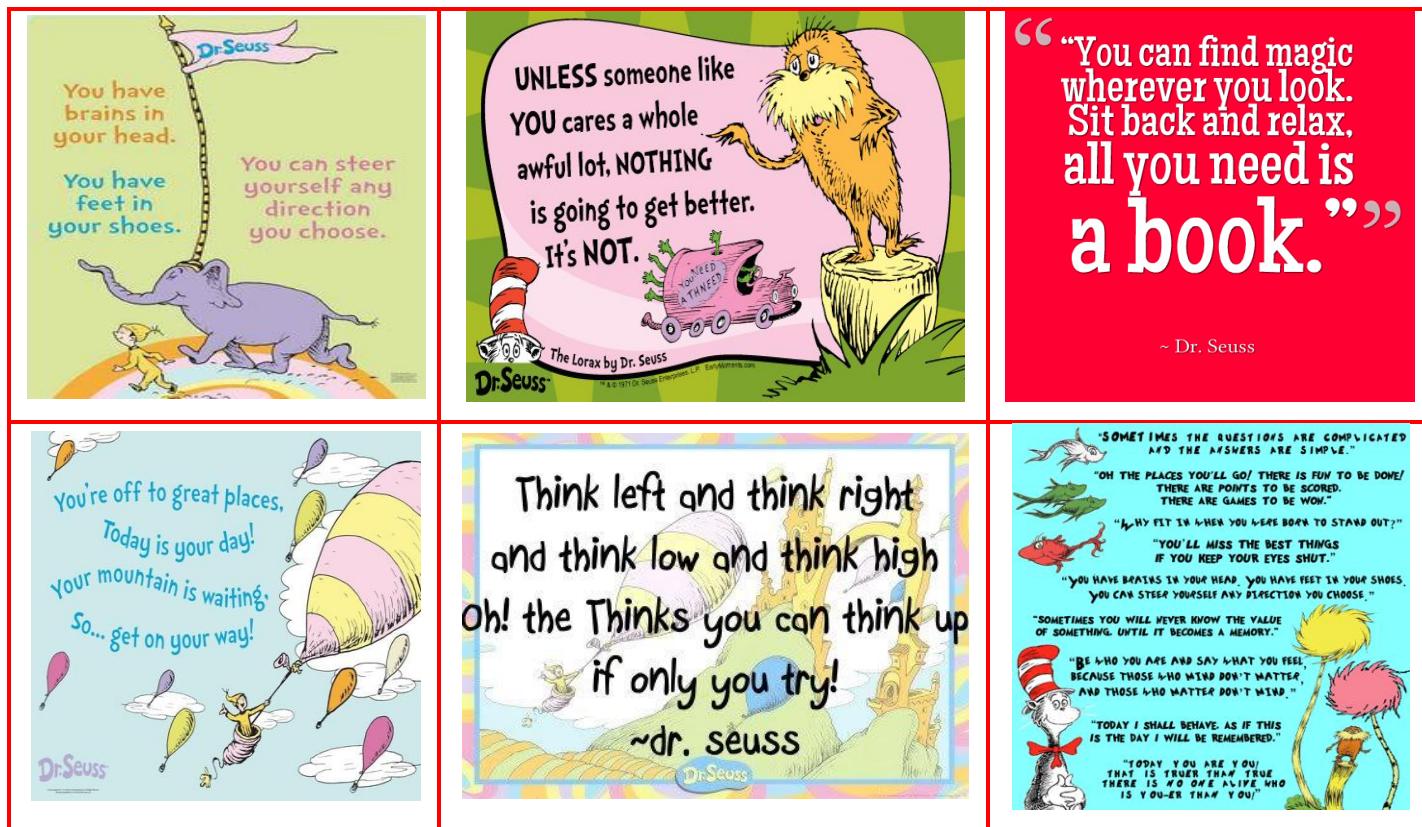


don't know what type of read they may can be so lost in the sea of books that they and end up resenting the experience and





I've also saved a space on the library wall for Dr.Seuss book quotes. I believe the Dr.Seuss books are fundamental to every child's reading development and have long been fascinated by his amazing imagination and expertise in the use of phonics and sight words to tell his wacky tales through rhyme, rhythm and repetition. The following quotes are on display for a fortnight:



Sooooo... I am very much in desperate need of more Dr.Seuss books for the library, as I am hoping to have a stand-alone area dedicated to these books only. Please find following a list of Dr. Seuss books which would be greatly appreciated, if you have any to spare and donate to your school library and its students:

BLUE BACK BOOKS	GREEN BACK BOOKS	YELLOW BACK BOOKS
A Fly Went By	A Fish Out of Water	The 500 Hats of Bartholomew Cubbins
The Bear's Picnic	And to Think That I Saw it on Mulberry Street	Daisy-head Mayzie

The Bike Lesson	Are You My Mother?	Did I Ever Tell You How Lucky You Are?
The Eye Book	The Bears Holiday	Dr. Seuss's Sleep Book
The Foot Book	Bears on Wheels	Horton Hatches the Egg
Go, Dog, Go!	The Best Nest	Horton Hears a Who!
Hop on Pop	The Cat in the Hat	How the Grinch Stole Christmas!
I'll Teach My Dog 100 Words	The Cat in the Hat Comes Back	If I Ran the Circus
Inside Outside Upside Down	Come Over To My House	If I Ran the Zoo
Mr. Brown Can Moo! Can You?	The Digging-est Dog	I Had Trouble in Getting to Solla Sollew
One Fish, Two Fish, Red Fish, Blue Fish	Fox in Socks	The Lorax
The Shape of Me and Other Stuff	Gerald McBoing Boing	McElligot's Pool
There's a Wocket in my Pocket!	Green Eggs and Ham	Oh, the Places You'll Go!
	Happy Birthday to YOU	On Beyond Zebra
	Hunches in Bunches	Scrambled Eggs Super!
	I Can Read With My Eyes Shut!	The Sneetches and other stories
	I Wish That I Had Duck Feet!	Thidwick the Big-Hearted Moose
	Marvin K. Mooney Will You Please Go Now!	Yertle the Turtle and other stories
	Oh, Say Can You Say?	
	Oh, the Thinks You Can Think!	
	Ten Apples Up on Top	
	Wacky Wednesday	

Importance of Dr. Seuss Books in Literacy

- Successful readers use a number of tools to help them understand texts.
- One of the most effective and powerful reading tools is **sight word recognition**.
- When a child can grasp and identify sight words, they can become a thriving reader.

What are 'SIGHT WORDS'?

- 50% of all reading texts are made up of the same 100 words!
- The most frequently used and repeated words in the English language are known as **sight words**.

- Sight words are critical to reading because many of them cannot easily be sounded out or illustrated, for example, imagine how difficult reading would be if you attempted to sound out ‘walk’ every time you encountered it in your reading!
- Imagine you do not know the word ‘the’, and you cannot use pictures to help you decipher this word because it cannot be illustrated, how difficult then, would reading be!
- Because they are used so often it is important that readers be able to recognise these words on sight (hence the term ‘sight words’).
- By being a proficient sight word reader, the child is able to eliminate the need to decode these words and focus more on those that are more difficult and less familiar.
- It is possible to use the Dolch Sight Word List to gain an estimate of reading level. In his book, *Diagnosing and Correcting Reading Disabilities*, 2nd Edition (Boston: Allyn and Bacon, Inc., 1981, p.159), George D. Spache provides a rating scale for the Dolch Sight Word List.
- This rating scale is invaluable for use in the writing of Individual Educational Plan (IEP) goals and objectives, and provides a quick and unequivocal assessment tool for pre- and post-testing.

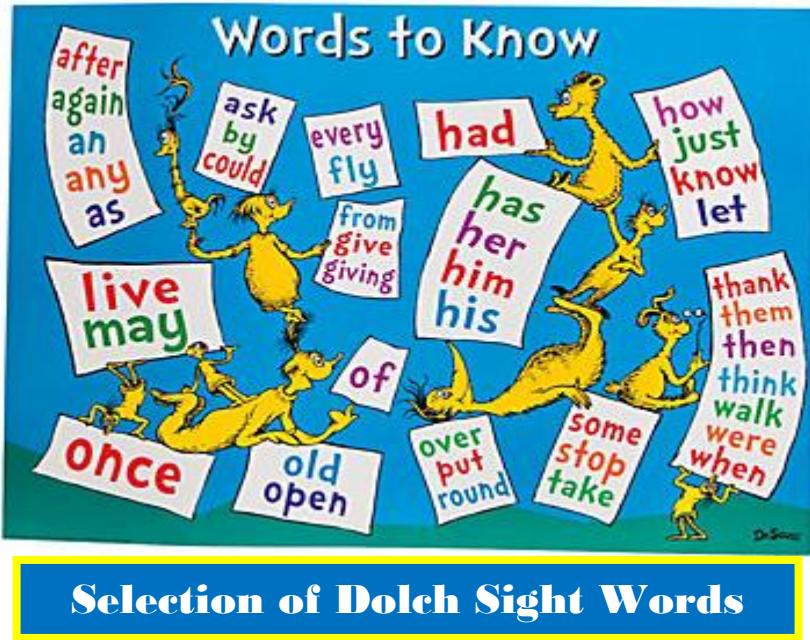
E.W. Dolch's Sight Words

- While at the University of Illinois, Edward William Dolch, Ph.D. (1889-1961) published a book called *Problems in Reading* to improve the way reading was taught.
- After careful analysis and professional judgment, he derived a list of the most common words, commonly referred to as sight words.
- E.W. Dolch wanted to identify key words that are used most frequently in all children’s texts.
- He was able to pinpoint the words that are most often used in juvenile texts.
- He believed if children could learn and easily identify these words then they would be able to read 50-75% of **any** text.
- Dolch’s list of words includes 220 words he calls ‘**service words**’ as well as 95 frequently used nouns.
- The ‘service words’ are high frequency pronouns, adjectives, adverbs, prepositions, conjunctions and verbs.
- He believed that the more frequently a word was used the earlier a child should be taught it.

E.W. Dolch and Dr. Seuss

- 75-85% of Dolch’s sight words are used in each Dr. Seuss book.
- These books help children to learn to read through repetitive use of sight words.
- 87% of Dr. Seuss’ Green Eggs and Ham was written using sight words.

- 78% - *The Cat in the Hat* by Dr. Seuss
- 81% - *The Cat in the Hat Comes Back* by Dr. Seuss
- 75% - *One fish two fish red fish blue fish* by Dr. Seuss
- These examples clearly illustrate the importance of early mastery of the Dolch Sight Words.



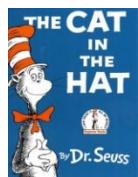
Theodor Seuss Geisel – Interesting Facts!

- Dr. Seuss wasn't actually a doctor (at least not until his alma mater, Dartmouth, gave him an honorary PhD).

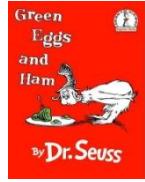
1. *The Lorax* is widely recognised as Dr. Seuss' take on environmentalism and how humans are destroying nature. Groups within the logging industry weren't very happy about it and later *Truax*, a similar book - but from the logging point of view. Another interesting fact used to contain the line, "I hear things are just as bad up in Lake Erie," but 14 years after the book was published, the Ohio Sea Grant Program wrote to Seuss and told him how much the conditions had improved and implored him to take the line out. Dr. Seuss agreed and said that it wouldn't be in future editions.



2. Dr. Seuss wrote *The Cat in the Hat* because he thought the famous *Dick and Jane* primers were insanely boring. Because kids weren't interested in the material, they weren't exactly compelled to use it repeatedly in their efforts to learn to read. So, *The Cat in the Hat* was born. "I have great pride in taking *Dick and Jane* out of most school libraries," he said. "That is my greatest satisfaction."



3. Green Eggs and Ham. Bennett Cerf, Dr. Seuss' editor, bet him that he book using 50 words or less. *The Cat in the Hat* was pretty simple, after words. Not one to back down from a challenge, Mr. Geisel started writing *Green Eggs and Ham - which uses exactly 50 words!*

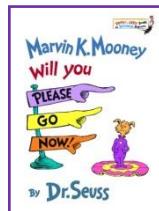


couldn't write a
all, and it used 225
and came up with

The 50 words, by the way, are: *a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, say, see, so, thank, that, the, them, there, they, train, tree, try, will, with, would, you.*

4. Horton Hears a Who! The line from the book, "A person's a person, no matter how small," has been used as a slogan for intent in the unless they Seuss' interests, pro-life organisations for years. It's often questioned whether that was Seuss' first place, but when he was still alive, he threatened to sue a pro-life group removed his words from their letterhead. Karl ZoBell, the attorney for Dr. Seuss, says the author's widow doesn't like people to "hijack Dr. Seuss characters or material to front their own points of view."

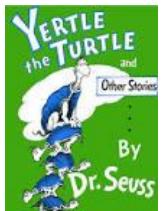
5. Marvin K. Mooney Will You Please Go Now! It's often alleged that written specifically about Richard Nixon, but the book came out only two whole Watergate scandal. It's unlikely that the book could have been written, edited, and mass produced in such a short time; also, Seuss never story was originally about Nixon.



this book was months after the conceived of, admitted that the

6. Yertle the Turtle = Hitler? Yep. If you haven't read the story, here's a little overview: Yertle is the king of the pond, but he wants more. He demands that other turtles stack themselves up so he can sit on top of them to survey the land.

Yertle ignores him the moon and is to call for more turtles



Mack, the turtle at the bottom, is exhausted. He asks Yertle for a rest; and demands more turtles for a better view. Eventually, Yertle notices that anything *dare* be higher than himself, and is about ready when Mack burps. This sudden movement topples the whole stack, sends Yertle flying into the mud, and frees the rest of the turtles from their stacking duty.

Dr. Seuss actually said Yertle was a representation of Hitler. Despite the political nature of the book, none of that was disputed at Random House - what was disputed was Mack's burp. No one had ever let a burp loose in a children's book before, so it was a little dicey. In the end, obviously, Mack burped.

7. The Butter Battle Book was pulled from the shelves of libraries for a while because of the reference to the Cold War and the arms race. Yooks and Zooks are societies who do everything differently. The Yooks eat their bread butter-side up and the Zooks eat their bread butter-side down. Obviously, one of them must be wrong, so they start building weapons to outdo each other: the "Tough-Tufted Prickly Snick-Berry

Switch," the "Triple-Sling Jigger," the "Jigger-Rock Snatchem," the "Kick-Eight-Nozzled Elephant-Toted Boom Blitz," the "Utterly Sputter" and the Boomeroo."

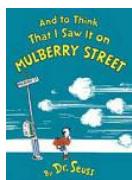


A-Poo Kid", the
"Bitsy Big-Boy

The book concludes with each side ready to drop their ultimate bombs on each other, but the reader doesn't know how it actually turns out.

8. Dr. Seuss' first children's book, *And to Think That I Saw It on Mulberry Street*, was rejected 27 times

according to
Geisel bumped
green light.



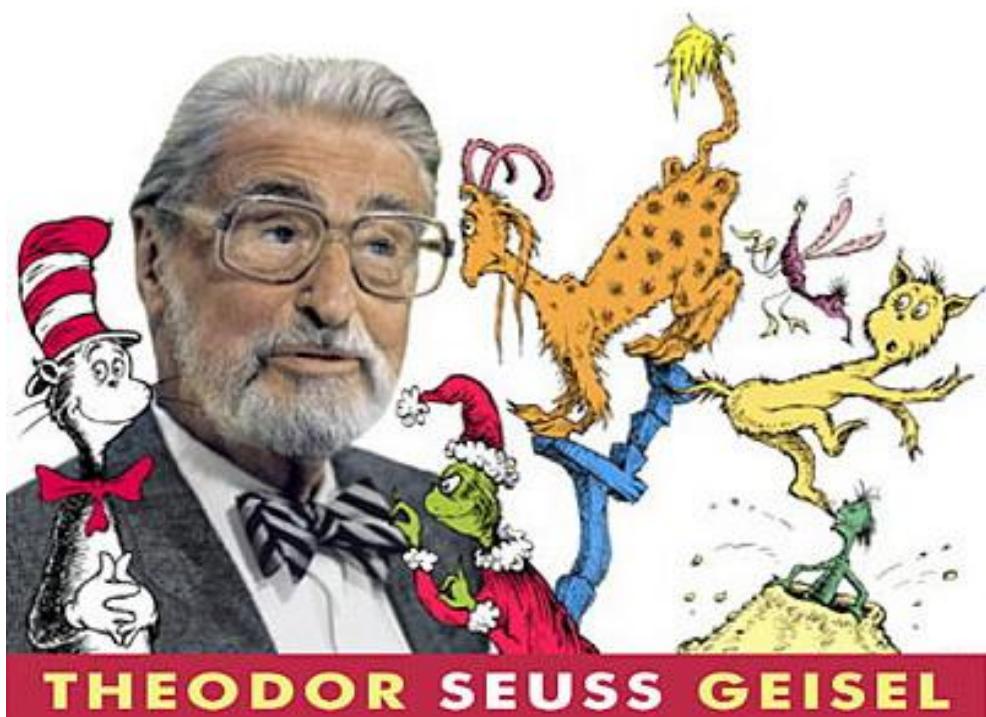
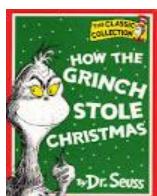
Guy McLain of the Springfield Museum in Geisel's hometown. Only after into a friend who'd just been hired by a publishing house did the book get the "He said if he had been walking down the other side of the street," McLain told NPR, "he probably would never have become a children's author."

9. *Oh The Places You'll Go* is Dr. Seuss' final book, published in 1990. It sells about 300,000 copies every year because so many people give it to college and high



sells about
school grads.

10. No Dr. Seuss fact-find would be complete without a mention of *How the Grinch Stole Christmas!* In the Dr. Seuss-sanctioned cartoon, Frankenstein's Monster himself, Boris Karloff, provided the voice of the Grinch thought his voice would be too scary for kids. Tony the Tiger, AKA Thurl Ravenscroft, is the voice behind "You're a Mean One, Mr. Grinch." He received no credit on screen, so Dr. Seuss wrote to newspaper columnists to tell them exactly who had sung the song.





To encourage further reading, I've decided it would be a great addition to the library, and especially for the students, if we had a Comic Stand. To date, I've managed to purchase at a very reasonable 20c/comic, over 40 Horrible Science Comics. They are designed to get children interested in science by concentrating on the trivial, unusual, gory, or unpleasant. Nick Arnold, author, released a paper entitled "Teaching Science the Horrible Way", in which he demonstrates the reasons why the Horrible Science series has a positive contribution to learning. According to Arnold, *Horrible Science* comics are based on everyday topics and key areas of the curriculum. The range of approaches used in Horrible Science comics are intended to emphasise the drama and excitement and wonder of science. Science words and concepts are introduced gradually often using humour or fact files. Although mathematics is not needed at the level of science covered in the comics, some activities require calculators. The comics contain experiments under the heading *Dare you discover...* The experiments do not require expensive or elaborate equipment. Several of the books end with thoughts on how science will shape our future.



Comics are important because they have much in common with picture books in that the text and illustrations work together to tell the story, neither being complete enough to stand on their own. Whereas picture books are primarily for young children, comics utilise the same principles to speak to all ages and can be instrumental in transcending age barriers. There is also something about the comic format that appears "cool" and accessible. We live in a visual age after all, and children can find reading pictures more natural and less daunting than dealing with blocks of type.

TEN REASONS TO PROMOTE COMICS

- 1. Comics are fun to read.** Why does reading have to be miserable? It doesn't. Comics provide an alternative text for children who are struggling with their literacy skills, it boosts confidence and in time, nurtures a love of reading and progression to books.
- 2. Comics contain the same story elements and literary devices as narrative stories** — characters, conflict, resolution, setting, symbolism, theme, point of view, and so forth.
- 3. Comics provide built-in context clues.** Because comics are visual, even if the text is difficult, the visuals give the reader support in comprehending the story.
- 4. Reading a comic is a different process of reading using a lot of inference.** With a comic, readers must rely on the dialogue and the illustrations. The reader must infer what is not written out by a narrator, a complex reading strategy.

- 5. Readers need variety in their reading diet.**
- 6. We're a visual culture and the visual sequence of comics makes sense to kids.** (See Marc Prensky's research on Digital Natives.)
- 7. Reading comics may lead to drawing and writing comics.** Linking reading and writing is important. Comic book creation is particularly enticing for kids who prefer drawing to writing normally but will make exceptions for dialogue bubbles.
- 8. The selection of comics is bigger, better, and reaches a wider age-range than before.** Every month more comics enter the market for younger readers and provide more good choices from which to pick.
- 9. Enhance reading skills.** Studies in cognitive reading skills have shown that while a good reader, if lost or unclear about something, will return to the place where they faltered, a poor reader will return to the beginning of the paragraph. This is less likely to happen when reading a comic story as the reader has the option of studying the art to catch what they have missed.
- 10. Comprehension Aides.** Visual clues are found not only in objects or backgrounds, but encompass a range of symbols, which together form a comics vocabulary; bubbles denote thought, jagged ones, alarm, etc. Other clues expressions, body language, highlighted words, movement “surprise” lines, beads of sweat, and puffs of dust to show that hurry. Mood and pacing are expressed through the use of colour (somber colours for somber moods/ bright colors for happy moods) and panel layout. Large panels can be effective when pulling back to show

cloud-like speech
might include facial
lines around figures,
a character is in a

location, open a scene, emphasise a key story point or a defining moment for a character. A tilted panel might communicate disorientation, a small one, claustrophobia. The size and shape of panels should not be haphazard, but should work to communicate what is taking place.

As science is not every students ‘cup of tea’, I hope to expand the comic collection to that of Marvel, DC, Disney, Mattel, etc. Soooo.... here comes the begging again... if you have any comics at home that you are finished with and are in a reasonable condition, your school library would be more than delighted to cover them and display them for students to borrow and read. Thank you.



Well done to Mr. Connor's Sixth Class for winning Star Class for October. Hot chocolate with melting marshmallows was gulped and slurped to the strains of my voice, as I read an interactive story. In fitting with the Halloween theme, Zombie Apocalypse was the book of choice. The pupils had to decide, by show of hands, which direction the story would take, and whether they ended up dead and turned into a zombie, or survived to fight another day. It was great fun, so much so, that I had to read three stories each with different outcomes, as well as more stories from the follow-up book, *Zombie Apocalypse The Rising!* A huge thank you to Mrs. Reilly for helping with the chocolate making on the day too. Roll on next month's winners!



PUZZLE PAGES



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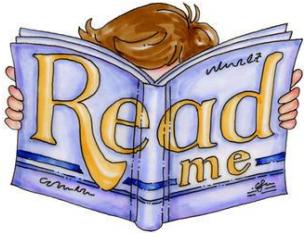
Halloween Sudoku

Every row, column and mini-grid
must contain the letters CAULDRONS.
Don't guess - use logic.

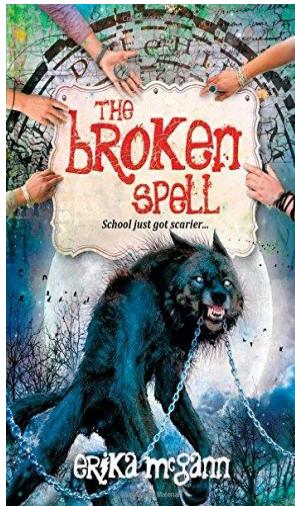
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A	N						C	O
O		N	D	C			R	
C		L	N	S			R	
R	U	O	C		S	N	L	
N		U	O	R			A	
A		D	R	U	S			
D	L					A	U	
		S				N		

[Solution](#)

s	c	d	r	a	o	u	l	n
a	n	r	s	u	i	d	c	o
l	o	u	n	d	c	a	r	s
c	d	a	l	n	s	o	u	r
r	u	o	a	c	d	s	n	l
n	s	l	u	o	r	c	d	a
o	a	n	d	r	u	l	s	c
d	l	c	o	s	n	r	a	u
u	r	s	c	l	a	n	o	d



Recommended READING



THE BROKEN SPELL

Erika McGann, ISBN 13:978-1492602965, Ages 10-12.

What do you do when a spell goes haywire?

Who would ever think magic could be boring? Certainly not Grace, Jenny, Rachel, Adie, and Una, especially after their disastrous first encounter with witchcraft. Now they're stuck learning dusty old theory - until the radiant Ms. Gold comes into town. Before long, she has the coven turning into blond beauties, creating cute pets out of thin air, and taking fabulous flying lessons!

But the daring friends make a magical mistake that drags the past into the present. Suddenly Grace has to work out who she can really trust...



LITTLE DEAD RIDING HOOD

Amie & Bethanie Borst, ISBN 13:978-1939967893, Ages 9-12.

Nominated for:

2014 Cybils Award, Elementary/Middle-Grade Speculative Fiction

When you're the new kid at school, you know things are going to suck; but when you're the new kid and a vampire, it bites.

Unlike most kids, Scarlet Small's problems go far beyond just trying to fit in. She would settle for a normal life, but being a 12-year-old vampire for an entire century is a real pain in the neck. Plus, her appetite for security guards, house pets, and tomato juice is out of control. In order to keep their vampire-secret, Scarlet's parents resort to yet another move. At her new school, Scarlet not only has a strange skeleton-girl as a classmate, but a smelly werewolf is intent on revealing her secret. When Scarlet meets Granny - who fills her with cookies, goodies, and treats, and seems to understand her more than anyone - she's sure things will finally be different. But with a fork-stabbing incident, a cherry pie massacre, and a town full of crazy people, Scarlet's positive she'll never live to see another undead day.

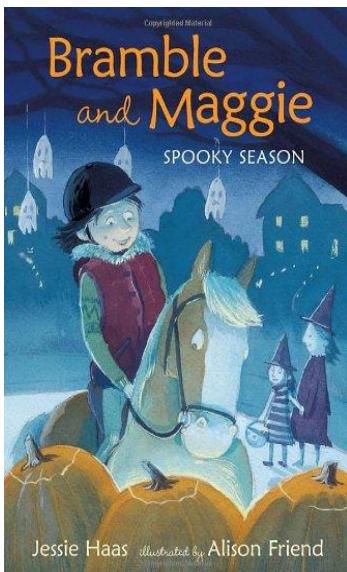


CINDERSKELLA

By Amie & Bethanie Borst, ISBN 13: 978-1939967251, Ages 9-12.

Cindy is just a normal 11-and-three-quarters-year-old. At least until she wakes up one night and finds out she's dead. Well, she isn't technically dead, she just doesn't have any hair . . . or a nose . . . or skin. Yep, all bones, no body. Human by day and skeleton by night, Cindy is definitely cursed. And because her mother recently died, Cindy has no one to turn to except a father who's now scared of her and an evil stepmother who makes her do the housecleaning with a toothbrush. To make matters worse, the Spring Fling dance is approaching, and Ethan, the cutest boy in sixth grade, doesn't seem to know Cindy exists. Of course, Cindy doesn't think letting Ethan find out she's part skeleton is the best way to introduce herself.

While facing such perils as pickled pig's feet, a wacky fortune teller, and a few quick trips to the Underworld, Cindy's determined to break the curse - even for a single night.

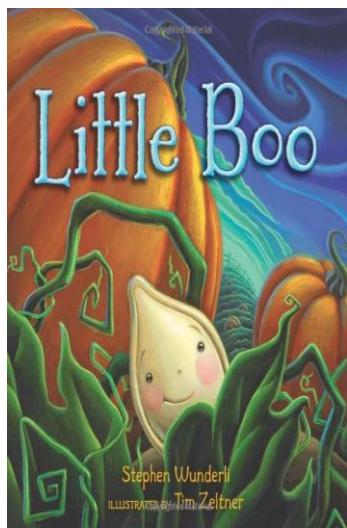


BRAMBLE AND MAGGIE SPOOKY SEASON

By Jessie Haas, ISBN 13: 978-0763664503, Ages 5-8.

Bramble, a persnickety but lovable horse, and Maggie, her patient owner, build an even stronger friendship as they brave the surprises of autumn.

In their third adventure, Bramble and Maggie explore a new season together - fall! Leaves crunch underfoot. Acorns ping off rooftops. It all makes Bramble feel wonderfully spooky. But Bramble's frisky-pretend-scary gait makes Maggie jumpy, and soon Bramble really is nervous. There are alarming new sights and sounds everywhere, like Mr. Dingle's scarecrow. When Maggie takes a fall, will she want to get back in the saddle? And when Halloween comes, can Maggie trust Bramble to brave the tricks and lead them both safely to the treats?



LITTLE BOO

By Stephen Wunderli, ISBN 13: 978-0805097085, Ages 3-7.

The leaves fall, the wind blows, and one little pumpkin seed tries and tries to be scary. But he doesn't scare anyone . . . not the snowflakes in winter, not the bees in spring, not even the watering can!

The wind tells him to be patient, he'll be scary soon enough. But waiting is hard. Will the little seed ever be really, truly scary?

This simple story is more than a fun Halloween read - it is a heart warming tale perfect for any child who can't wait to grow up.



HALLOWEEN JOKES AND RIDDLES

How can you tell if a vampire has a cold?
A: By the coffin!

What do you get when you cross a Teacher and a Vampire?
A: A lot of blood tests!

Why Did Dracula Go To The Doctor?
He couldn't stop coffin!

MOM, HOW ABOUT FROM NOW ON YOU STOP CALLING ME YOUR LITTLE PUMPKIN?

WHAT DO YOU GET IF YOU DIVIDE THE CIRCUMFERENCE OF A PUMPKIN BY ITS DIAMETER?
KIDS HALLOWEEN JOKES
PUMPKIN PI!!

Where Do Vampires Keep Their Savings?
In the Blood Bank!

Riddle #1

I am the colour of darkness.
Some people say I'm bad luck.
Others say I have nine lives.
Witches keep me as their pet.
What am I?

Riddle #2

I'm creepy.
I love to crawl around.
I have eight legs.
I trap bugs and eat them.
What am I?

Riddle #3

I am part man and part monster.
I have a great sense of smell.
I love the full moon.
I howl at the night sky.
What am I?

Riddle #4

I have no reflection.
I have no heartbeat.
I sleep during the day.
I drink blood at night.
What am I?

A Black Cat

Riddle #5

I'm a dead man walking.
I smell pretty bad.
I don't walk very fast.
I'm all wrapped up.
What am I?

A Spider

Riddle #6

I am a monster created by man.
I have green skin.
I have bolts in my neck.
My friends call me Frank.
Who am I?

A Werewolf

A Vampire

A Mummy

Frankenstein

Witching you all a very Happy and Spooky Halloween, Deirdre, School Librarian.

